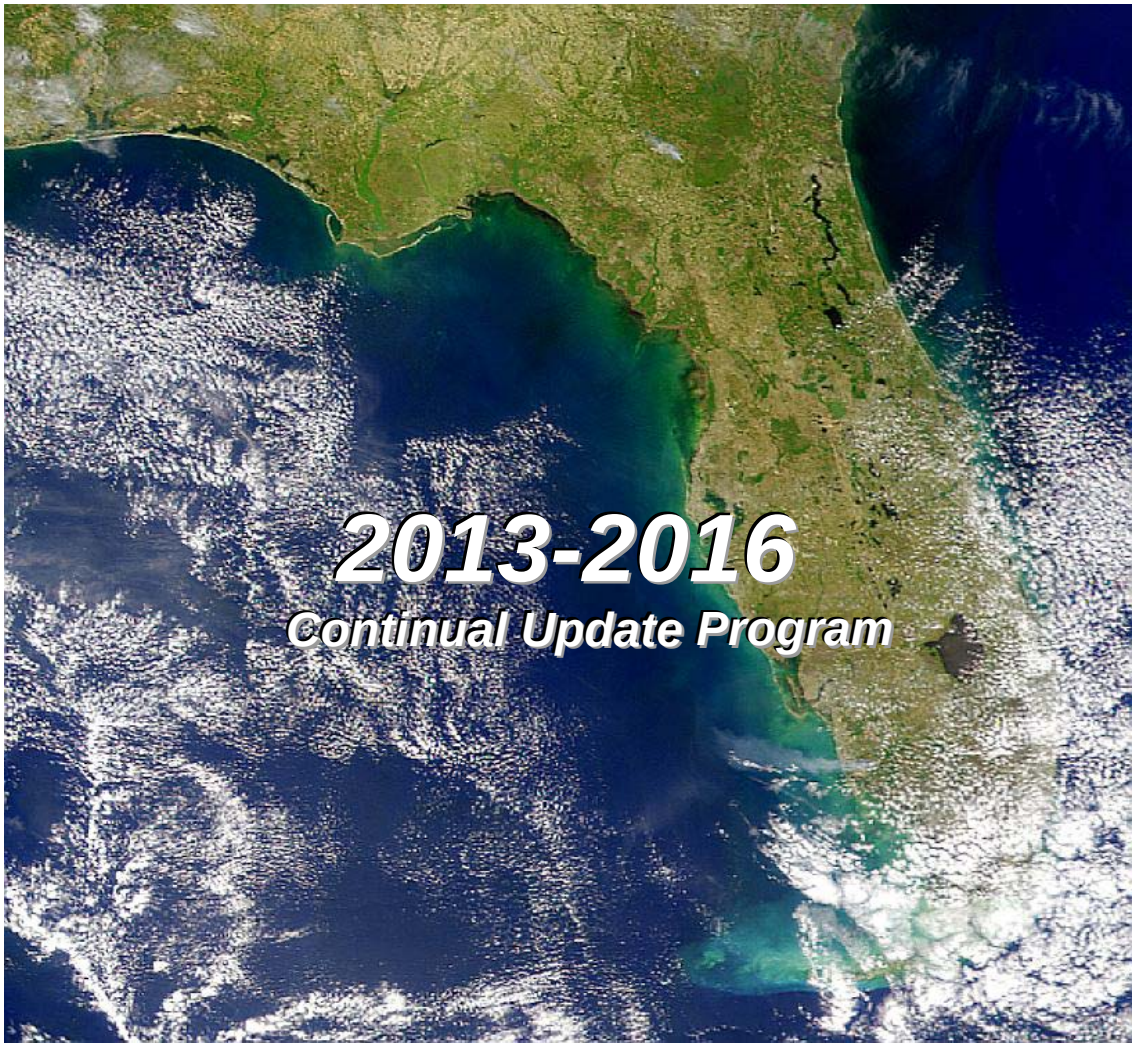
Instructional Technology Plan



Sumter District Schools
2680 West County Road 476
Bushnell, Florida 33513

Educational Technology Plan
Sumter District Schools

2013-2016

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I. Mission Statement

1.1 Sumter District Schools Mission Statement

The mission of the Sumter County School District, dedicated to preparing the next generation today, is to develop responsible, contributing citizens of our local and global community through a safe, challenging, and balanced education for all students, supported by continuing and enhancing partnerships with stakeholders.

Belief Statements

• Everyone can learn
• All Students are unique with infinite value
• The focus of education is the success of each student
• Schooling should focus on contemporary and global issues
• All stakeholders are accountable for educational outcome
• All students must be treated with fairness and respect and given encouragement and recognition for achievement
• A challenging, well-balanced curriculum with instruction delivered by highly effective educators is the foundation of a successful education
• High standards and clear expectations help foster a culture of achievement
• Education is a lifelong process that serves as the foundation of a free society
• Education enhances quality of life and empowers people
• The uniqueness of each child should be celebrated

Parameters

• We will always make decisions based on the needs and best interest of students, monitoring and evaluating to ensure effectiveness
• Major decisions will take into account available input from stakeholders
• We will not tolerate harassment, prejudice or discrimination
• We will make our strategic plan a vital consideration for all decisions
• We will not compromise our commitment to safety and excellence
• Curriculum review and revision will be an ongoing process to meet the current and future educational needs of our students
• We will never implement any program unless resources are available to implement and sustain that program

1.2 Use of Telecommunications & Instructional Technology - Mission

The District Vision is "*Preparing the Next Generation Today."* This solidifies the concept that our school district is focused on helping students develop the skills and talents that

will assist them as they enter an informational / technological world far different than those of past generations.

The Sumter District Schools promote the effective use of technology for the purpose of providing innovative means of creating student learning opportunities and improve student achievement.

Instructional Technologies and telecommunication services will be used in coordination with other instructional techniques in the implementation of the curriculum as identified in the Next Generation Sunshine State Standards and the Florida Common Core. Instructional technologies will be used to support, enhance, and optimize the educational endeavors, as identified through Florida's *Next Generation Sunshine State Standards*, Florida Common Core and other curricular expectations, in a coordinated fashion spanning all grade levels, disciplines, and programs where appropriate. Technology should be used to foster equity among all students, regardless of socioeconomic status, race, gender, or disabilities.

The Sumter District Schools will continue to view technologies as an inclusive system of interconnectivity, providing increased access to resources and communications for the purpose of an enhanced learning environment with expanded educational horizons for students, faculty and other stakeholders.

II. General Introduction and Background

2.1 District Profile

Sumter County had a population estimate of 93,420 residents in 2010 and has remained a rapidly growing county with a population growth rate of over 20% since 2009. Even with this growth, the majority of the distric remains rural with a sizable portion of the population living in unincorporated areas. The demographics of Sumter County have continued to follow the patterns established over the past fifteen years. A vast majority of the population growth has continued to occur primarily within a large retirement community in the northeast corner of the county. Since few school age students live in or near this development, the student growth in non-charter schools has been in decline for many years. The corporation developing the adult community has implemented a Workplace Charter School to serve the families of their employees and subcontractors. While this school comprises over 31 % of our district student population, the majority of the students reside in neighboring counties. The Villages Charter School is currently in the process of a substantial increase in capacity.

The economic status of the school families in Sumter County non-charter schools remain relatively lower socio-economic with approximately 74% of the students qualifying for the National School Lunch Program[1].

Percent of Students Qualifying for the National School Lunch Program								
School	**Grades**	**Student Population**	**% Percent of Students Qualifying for NSLP**		**School**	**Grades**	**Student Population**	**% Percent of Students Qualifying for NSLP**
Webster Elementary	PK-5	709	83 %		**South Sumter Middle**	6-8	824	70 %
Wildwood Elementary	PK-5	836	88 %		**South Sumter High**	9-12	1038	61 %
					Wildwood Middle High	6-12	687	76 %
Lake Panasoffkee Elementary	PK-5	531	75 %		**Sumter Alternatives**	6-12	55	91 %
Bushnell Elementary	PK-5	773	67 %		**West Street School**	6-12	33	100 %
CHARTER SCHOOL INFORMATION (see footnote)								
The Villages Charter	K-12	2254	27 %					

Census Data - Sumter County			
Population		**93,420** (2010)	
Percent Change 2009-2010	20.26%	Percent Change 1990-2009	146%
Percent Under 18 Years Old (20011)	8.7	Percent of Households with persons under 18 (2010)	8.1%
Educational Attainment – High School Graduate or Higher age 25 & over	85.5	Median Household Income (2007-2011)	$ 44,817
Educational Attainment – Bachelor Degree or Higher age 25 & over	20.0	Speak a Language Other Than English at Home (5 years old and over) (2007-2011)	8.2 %

[1] This calculation includes only non-charter Sumter County Public Schools. The Villages Charter School operates under their own administrative planning and operations and is not bound to this plan. They are not included in any services subsidized through Sumter County School initiated Universal Service requests. The Villages Charter Schools is a "workplace charter," serving the families of employees and subcontractors of The Villages Florida, Inc. Due to the employment requirement, it should be expected that the socio-economic status of the students would be higher than schools without such requirements for admission. Additionally, a sizable number of the students enrolled reside outside Sumter County.

Since the original state approved technology plans, the informational access landscape of Sumter County has improved significantly. While high-speed access is still not as prevalent as in more urban areas, Homes in and near population centers within the county have access to information access through various connectivity means. DSL and cable Internet access reach many homes in the district. Additional access is available through cellular wireless data networks and satellite access. Due to our rural landscape, there are still areas which high-speed access is still limited. The County Public Library System provides Internet access at all sites, including a joint use library facility with Lake-Sumter State College's Sumter Center Campus in Sumterville. Additionally wireless access is available in certain businesses throughout the district.

2.2 Planning Process

In the fall of 2012, the Florida State Board of Education proposed an *Education Technology Modernization Initiative* and the Department of Education has included $441,789,888 in their budget request for the next fiscal year in support. The planning process will include the goals as we move forward. Understandably, if additional funding does not get approved, it will limit our ability to meet the goals as currently identified. Overview information on the goals can be accessed at: www.fldoe.org/fldlg/ppt/to92512.ppt.

The Sumter District Schools Technology Plan remains as a living document. In order to support the various and ever changing needs of the district, the plan will be reviewed and changed as necessary, but verifying it meets the specification required for approval by the Florida Department of Education and meets the specified requirements of the Enhancing Education through Technology program as well as the Universal Services Fund. It is entirely possible for two technology plans to be accurate and functional at the same time during the period of overlap between the identification of need and review and approval of an updated plan. Often this will be done in the form of an addendum to the plan while it may also include the update to the entire plan. In a situation that a plan changes in a means that would no longer support an initiative of the existing plan, this will be identified clearly and funds would no longer be requested to support the unsupported initiatives, except in the situation of enhancements where the installation may require a period where both technologies are necessary to remain viable. In summary, for administrative purposes, an updated plan does not identify the previous plan null and void until the expiration date.

The Sumter District Schools Technology Plan has the specific purpose of assisting all comprehensive planning procedures to meet the specific goals. The specific goals within this plan provide direction to technologies role in providing for the district to meet its mission in all areas.

Examples of planning and operation instruments supported by this technology plan are:

- District Strategic Plan
- School Improvement Plans
- Title I School and District Plans
- Student Progression Plans
- Southern Association of Colleges and Schools Standards Assessment SACS/CASI
- ESOL and Exceptional Education Plans
- Management Information Services Operation Plan
- Network and Instructional Technology Policies and Procedures

The overall Sumter County School planning process utilizes enterprise-wide strategic planning. In previous strategic plans, Technology and Communications were a specific area. The current plan format instead identifies technology and communications as implementing strategies and the means to meet other specified goals. This specific Instructional Technology Plan is in consort with the District's Strategic Plan. This planning process brings together stakeholders from throughout the county representing business leaders, parents, citizens, students and faculty members.

The public schools within Sumter County integrate technology planning with their planning for school improvement. Such planning meetings include decision-makers representing teachers, parents, staff, students and community members. School-based technology committees accomplish more specific planning. All school-based planning is to be in compliance with district level technology planning including long-range goals and technical specifications. The Sumter County School District openly supports school-based decision making with the understanding that a certain level of continuity is necessary to promote accessibility and connectivity, as well as efficient and effective maintenance and use. Additionally, the schools complete a specific technology planning document that assist to clearly identify how the schools use technology to improve the school instruction and operations. While the School Improvement Plan is primarily tied to student achievement results, the separate technology plan can focus on the role of technology in the school.

Technology will continue to be used to support all areas of the curriculum. To ensure this endeavor, the Sumter District directs all instructional technology through the curriculum department. This provides a forum where most instructional entities report to the same director. Close liaison relationships are maintained with specific offices, such as Exceptional Education, Title I, English for Speakers of Other Languages, Adult Education, Vocational Education, Student Services as well as more traditional instructional areas.

Instructional Technology collaborates extensively with Management Information Services and work to coordinate activities to best meet the goals of the district. Through this collaboration, systems have been developed to cross-use data generated for instructional decision-making.

In the past decade The district entered into meetings with the county and city governments as a means to understand growth plans and issues. As part of planning, in

2005, the district contracted with *Canin & Associates* to project future growth and the possible impact to the district. Through their research, it was anticipated that we could expect an increase in student population of approximately 4,000 students by 2015 and an additional 6,000 by 2030. Due to the economic situations, that the area has endured, these growth expectations are not anticipated on the timeline previously reported. Sumter County still has the possibility of growth of the school age population in the future but currently, declining enrollment at the non-charter schools has been observed. The growth in charter school enrollment appears to be primarily from students not living in Sumter County.

The district works closely with businesses, community groups and industry to develop partnerships for the benefit of the students. Schools work within their communities to develop partnerships to assist in projects that enhance the learning environment. Partnerships have supported the Instructional Technology goals through several means including:

- School-to-work arrangements assisting students to prepare for their future careers,
- Arrangements with local and regional colleges and training centers to provide instruction to school personnel to assist them in fulfilling their missions,
- Partnerships in proposals for grant funded initiatives,
- Arrangements with local and regional vendors to provide support services and consultation, and
- Recruiting technically oriented individuals to assist with school and district planning.

A sampling of such partnerships includes:

- CEMEX Materials Corporation – partnership in the operation of the *Sumter Environmental Education Center*.
- Lake Sumter State College – Joint Operations of the Sumter Center, partnership in grant funded requests, and teacher and staff training
- University of Central Florida – partnership in grant funded requests
- Institute for Small and Rural Districts – support for implementation of programs for gifted and students with disabilities – support for adaptive technologies
- FCAT Explorer – Through the Florida Department of Education, students have access to FCAT Explorer for test preparation and instructional practice
- Florida Department of State – Florida Electronic Library – Access to online information databases
- Florida Diagnostic and Resource Learning System – support for implementation of programs for gifted and students with disabilities – support for adaptive technologies
- Progress Energy Corporation – Grant funded staff development – leadership institutes – involved in data analysis for instructional decision making.
- Southwest Florida Water Management District – school/classroom grants for the purpose of science education
- Microsoft Corporation – Support and materials for the *Microsoft IT Academy* at Wildwood Middle High School

The curriculum and the learning needs of our students drive what happens in our schools. We have used the Sunshine State Standards, Next Generation Sunshine State

Standards and the Grade Level Expectations as a basis for our instruction and are in the transition to the Common Core. Within the district's strategic plan, Instructional technology is identified as an important component in the support of student learning. Instructional technology is integrated in the instructional process. The district curriculum is organized and implemented through the concepts of *Learning Focused Solutions*.

Particularly in the core instructional areas, the instructional technology tools provided are important parts of the instructional process. Core instruction Tools are selected partially on the quality of the instructional management systems. The data collected is used to organize and plan instructional programs that best meet the needs of the student.

Instructional technology provides informational resources in support of project related learning. Such resources include online reference databases providing students access to periodicals, newspapers, journals, transcripts and other reference materials to provide access to information necessary to develop critical thinking skills, concept development and the development of a broad understanding of topics of interest. Also provided are online accessible instructional video providing for the detailed understanding of concepts and situations.

Sumter District Schools will provide equitable access to appropriate instructional technologies to meet the educational program of students including students with disabilities and students with primary language other than English. Adaptive technologies will be utilized as deemed appropriate to meet the educational plan of students.

2.3 Collaboration with Existing Adult Literacy Services

The Sumter District Schools maintain close collaboration with various means of Adult Education that serves to educate adult populations in our county. Most of the Adult Literacy programs are run through the school district and are integral with the overall planning processes. The Instructional Technology Department supports the Adult Education program and facilities at Sumterville and Wildwood. Additional collaboration is supported through Lake-Sumter Community College and the Public Library System. The coordinator of Technology and Media currently sits on advisory councils and operation committees working with both entities.

During the summer of 2009, the district converted a previous school location to the Sumter Professional Center. This center serves both as a professional development center and a location for adult and community education activities. The instructional technology department retrofitted the locations through a combination of local and federal funding to provide the technological tools necessary to meet the mission of the programs. Starting in 2012, the Adult Education program began the process of becoming a *Pearson Vue*® testing facility. While initially for the purpose of GED testing, we are pursuing offering other certification assessments through this center.

III. Needs Assessment & Goals

3.1 Informational Processes

The technology planning process is designed to address the needs of the three major functions served by technology:

- Enhance the delivery of instruction to enable the highest possible level of individual student achievement,
- Equip students with skills and ability to access information that will allow them to excel in a technology dominated world and stay lifelong learners,
- Support the assessment of learning through technological means,
- Provide efficiencies in the administration and operation of the district.

Technology planning is cohesively connected to school improvement planning. Through such a direct connection, technology needs will be based on the tools necessary to implement school improvement goals and in the process directly related to the attainment of state education goals. Administrative technology uses will be determined by evaluating circumstances related to the effective and efficient provision of instructional services. More specifically, Instructional Technology plans will include the assessment of needs through identification, normally outside the realm of technology and reviewing if technological solutions would be appropriate.

The district assesses its technological needs as well as assessing the effectiveness in meeting these needs through various tools. The primary tools used for this purpose are:

1) *Sumter District Schools' Strategic Plan*
   The district participates in an ongoing continuous improvement model and follows a comprehensive strategic plan. The findings of the planning process, will direct the technology needs assessment and means to meet these findings.
2) *Florida Innovates!* Technology Survey
   All Sumter County Schools and the district complete the survey each year. The findings of the survey provide the starting point with school level technology planning. The results can be viewed at http://www.flinnovates.org.
3) Academic Student Performance Indicators
   Students participate in sophisticated assessments to quantify their learning. Findings from these assessments are used in the planning process to allocate resources and implement programs and processes to meet student. Need. Primary indicators include: *Florida Comprehensive Assessment Test (FCAT)*, *Florida Assessment in Reading (FAIR), Stanford Achievement Test,* district developed common assessments, certification examinations for career technical programs, *Advanced Placement* examinations and *End of Course* examinations. Preparations are underway to support the PARCC assessment program.
4) *Standards Assessment Report* and *SACS/CASI* Recommendations

The Sumter District Schools are District Accredited through *SACS/CASI*. The accreditation process requires self analysis and outside review of our processes in a comprehensive fashion.

5) *Inventory of Teacher Technology Skills*
   Teachers in Sumter County are provided access to the *Inventory of Teacher Technology Skills* as part of their self assessment of their instructional technology competency. The aggregate information assists in planning and training needs assessment. http://www.flinnovates.org
6) *Student Tool of Technology Literacy*
   Eighth grade students are provided access to complete the *Student Tool of Technology Literacy* in order to assess their ability to use technology effectively. http://www.flinnovates.org
7) *School Improvement Plans*
   Schools complete annual *School Improvement Plans* which reviews their data and identifies the needs and expectations for the upcoming year. The findings of these plans assist in focusing the needs assessment and methods to best meet these needs, which often include technological solutions.
8) *Digital Learning Readiness Gauge*
   As a means to track our progress toward the state technology goals as related to Common Core implementation, The Florida Department of Education has provided the Digital Learning Readiness Gauge. This tool is to be updated monthly on our progress toward these goals. While the data will be extremely similar to the Florida Innovates Survey, the concept provides monthly feedback rather than yearly.

We live in a world of changing needs and requirements on the school district. Changes around us also affect the technological needs of the district. Many other variables must also play a role in needs assessment and planning to meet the conditions before us. Examples of such variables include but are not limited to:

1) Changes in local, state and federal law related to education and information;
2) Changes in program requirements and needs;
3) Technical requirements to meet curricular decisions;
4) Advancements in the technology available and beneficial to the students;
5) Requirements of the applications and processes deemed necessary;
6) Security needs to protect the technological resources, data as well as information privacy requirements;
7) Changes in resource delivery and its effect on bandwidth needs; and
8) Support needs for online assessment requirements.

Other means of data collection and analysis may provide insight that affects the planning for technology. Such tools may include:

1) Student Assessment results beyond those identifies above;
2) Surveys and fact finding missions with various stakeholders including students, parents, staff, business and community leaders;
3) Review of vital signs data and related impact of technology;
4) Specific task force findings;
5) Identification of special needs through assessments and evaluations;

6) Property inventories, equipment replacement schedules;
7) Adaptive technology needs as identified through the Individual Education Plan process;
8) Evaluation of electrical capacity and availability for technological enhancements; and
9) Other System requirement needs.

3.2 Identification of Needs

Sumter District Schools are reviewing the *Public Schools Technology Modernization initiative* as presented by the Florida Department of Education. This will be a blueprint as to the overall goals of this technology plan. A description of the technology modernization plan can be found at http://www.fldoe.org/fldlg/ppt/to92512.ppt .

Once an instructional or administrative need is ascertained, systematic study is necessary to find the components of the solution that will meet the needs effectively as well as fiscally responsible. Needs related to the various attributes of technology integration will be assessed through qualified specialists as well as end users of the technological tools.

The facilities department will be an active partner to all infrastructure changes. Engineers, electricians and other specialists may be consulted to review projects as necessary.

During the planning process for technological deployment, electrical needs and capacity will be reviewed. Through district-based electricians and support personnel, the electrical system will be checked for adequacy of:

- Electrical capacity to meet the demands of planned equipment,
- Safety and condition of wiring and connected hardware,
- Adequacy of the electrical ground,
- Adequacy of surge protection and
- Acceptable load-related voltage variances.
- Adequacy of the data network bandwidth
- Adequacy and availability of network infrastructure (wired & wireless)

Computer equipment and networking infrastructure will continue to be inventoried and surveyed as to the capability and utilization of the technology. If deemed appropriate, the *Florida Innovates!* Technology Survey findings will be supplemented with other instruments to identify any necessary data.

Programming will meet the needs of the end user and will be evaluated as to district compatibility. District selection policies will be used to choose appropriate media meeting the specified needs identified. Review will be made to prevent unnecessary duplication of service/product.

Equipment purchases will be made based on goals and compatibility with district specifications. When appropriate, the district will identify specific models and configurations and provide to school personnel ordering information based on

appropriate purchasing contracts. The district school board has adopted a policy to require review and evaluation of donations prior to acceptance.

Training needs will be assessed through various needs measures including the review of current implementation levels, review of the requirements of new systems/programs and the skill level of the practitioners and analysis of district goals in relation to the user's skill level. The district will also utilize the state developed Online Inventory for Teacher Technology Skills to assist teachers in identifying their specific strengths and weaknesses as related to Instructional Technology. Additional training assessment will provide for the exploration of educational potential and the questioning of possible outmoded classroom paradigms. Human resource management and development / staff development personnel will be active partners in planning, implementing and evaluating training activities

Support needs will be assessed based on the complexity of the technological system. During the planning process, assessment of support needs will be made. Methods of providing necessary support will be evaluated based on potential effectiveness in relationship to costs.

IDENTIFICATION OF NEEDS			
Telecommunications	**Requirement**	**Findings**	**Needs**
Voice	Up-to-Date technological solution to provide services and efficiencies necessary for a modern enterprise	Current telephone systems are based on technologies that have been in place for between 15-20 years. Parts availability are limited to remanufactured.	VoIP telephone systems provide the efficiencies of voice transmission as well as provides the flexibility to support needed services including but not limited to voicemail, videoconferencing, call forwarding, and a integrated unified communication platform. Plans are to utilize SIP & DID connections to integrate the VoIP systems with the telecommunication network.
Data-Local Area	Access to all instructional areas as with bandwidth to meet all instructional uses and support the state technology modernization initiative of providing access to 1:1 devices, BYOD and high speed wireless connectivity to academic and administrative areas.	All core instructional locations accessible - Bandwidth varies from 100MB to 1GB All MDF locations are 1GB – limited access areas need to be addressed Wireless access is under unified management and utilizes 801.11 g and 801.11 n technologies providing wireless access in virtually all administrative and instructional locations. 801.11 n is necessary for all robust access locations or where online assessment will use wireless with multiple classrooms of students simultaneously Current switching technology provides QoS support capabilities to a small number of connections. The LAN infrastructure continues to rely on non-managed 8-port “mini-switches” to adapt limited wired infrastructure for the number of computers in many locations. While new buildings typically have 12-24 strand fiber connections, many older locations include only 6 strands. Due to the number of devices using fiber connectivity, some buildings have all available strands in use. New standards have moved most relocatable classrooms to fiber connectivity to the IDF serving the relocatable.	Continue Bandwidth increases to 1GB to all buildings and to desktop when necessary Continue wireless signal surveys of campuses. Continue to upgrade 801.11 g access points to 801.11n where appropriate. Continue upgrading wired data infrastructure to work toward eliminating unmanaged switches. To support VoIP, QoS capable switching will need to be implemented in all permanent buildings Investigate increasing fiber connections between buildings to meet current needs while allowing for spare strands for future needs and to meet failover needs.
Data-Internet	Necessary bandwidth to meet all instructional and enterprise needs Meet state initiative of 100 MB per 1000 students by 2014-2015 and 1GB per 1000 students by 2017-2018.	Current primary bandwidth 2012-2013 = 30 MB Firewall and filtering solution is nearing end of life	Internet Gateway increase to 60 MB 2013-2014. If state initiative funding occurs, increase to 520 MB for 2014-2015 and continue increases as funds allow and bandwidth use mandates to meet the 2017-2018 goal of 5.2GB. Provide secondary gateways when practical review and implement gateway Firewall, content filtering and other gateway protections to meet security and throughput needs.

Telecommunications (Continued)	Requirement	Findings	Needs
Data-District Connectivity	Necessary bandwidth to meet all instructional and enterprise needs and provide schools appropriate access to the Internet gateway to effectively utilize the improved bandwidth as part of the state goals.	Current District WAN offers from 10MB-20MB connecting to a 150 MB connection to the Internet Gateway. Upgrades will be necessary to meet the throughput expectations of the technology modernization initiative. Currently using layer 3 leased services	Move to layer 2 switching to allow district management Support moves toward the state goal of 1GB per 1000 students by 2017-2018 Upgrade to 100 MB per site with 1 GB from cloud to Network Operating Centers

Equipment	Requirement	Findings	Needs
Workstations/Desktops	Modern Standardized Computers for instructional purposes Work toward meeting the state 1:1 device initiative Meet the specifications for PARCC, FCAT 2.0 and other necessary uses.	Equipment refresh rate has improved but fails to provide for industry standard rate of refresh (currently 6 years) Quantity of student computers have increased improving student access All computers purchased meet district specifications and most of the inventory meets PARCC & FCAT technical specifications All Operating Systems supported are professional level Policy is in place for review on all donated technology equipment The district's instructional computer assets will continue to rely heavily on desktop/workstations for facilities such as computer labs and to best support online assessment. We do anticipate with the move to 1:1 that laptops & tablets will grow in numbers that will exceed the numbers of workstations/desktops.	Continual update / upgrade needs working toward reasonable 3-5 year refresh rates. Meet school needs for Increased availability of student accessible computers Support laptop availability and usability Support updated software as needed – Provide "Roadmap" to supporting new applications & operating systems effectively.
Laptops / Mobile Computing	Work toward meeting the state 1:1 device initiative Meet the specifications for PARCC, FCAT 2.0 and other necessary uses.	Existing standard laptop specifications exceed PARCC & FCAT Assessment technical specifications Current issues with keeping laptops updated without impacting classroom time Some laptops have been repurposed by schools as non-mobile devices Tablets and other consumer level devices are not manageable under the current systems in place Issues with reduced batter life as laptops age Standardized tablet protective case design	Continue additions and refresh of laptops Review tablet specifications with support for manageable devices Review of mobile device management applications Anticipate ratio of mobile computing to desktop to continue the increase Support BYOD (Bring Your Own Device) initiatives as outlined in the Modernization Initiative. Such support will include: Additional Wireless Bandwidth and system management and security tools.

Equipment (Continued)	Requirement	Findings	Needs
Servers	Modern Standardized Servers for instructional purposes and support for multiple domains Specifications are in place and updated regularly	Standardized server platform Virtualization implemented at all sites Server OS Domain updated to 2008 R2 Continued improvement in backup strategies Limited ability to review logs and processes due to the number of servers and limited staff	Add servers as needed to segment workload and /or services Continue the Implementation Virtual Server technologies Continue updating servers (non-domain controllers) to 2008 R2 &/or 2012 Improve event review and system management
Peripherals	Printers, scanners etc. to follow standardized specifications to meet needs	Printer availability varies between school sites Other peripherals reviewed as needed All current printer purchases are networkable	Continue reviewing printer needs and purchase as needed as funds permit
Network Equipment	Standardized platform & management needs	Standardized platform is in place – systems are starting to age Management applications in place In order to expand the availability of network connections – small "mini-switches" are still in place in school sites Gateway firewall solution near end of life Current network equipment does not support QoS	Continue – GB connectivity within campuses when appropriate Continue – Reducing the dependence on "mini-switches" Complete review process for replacement of gateway firewall Updated network equipment as part of the VoIP project will enhance all network services
Assistive Technology	**Requirement**	**Findings**	**Needs**
General Concepts	Provide equipment and facilities necessary to assist students requiring adaptation Work closely with ESE Department	All new / remodeled facilities provide for assistive/adaptive needs All new computer labs are built with accessible stations	Continue reviewing and providing for student needs for assistive technologies
Student Assistive Technologies	Provide the assistive technologies as deemed appropriate by student evaluation Work closely with ESE Department	Assistive technologies have been specified and acquired as deemed appropriate Vision, mobility and physical adaptations were found where necessary	Needs are ongoing and specific to students Additional support for accommodations required for online assessment will be needed

Instructional Software & Programming	Requirement	Findings	Needs
Operating Systems-Workstation	Standardization on supportable – professional level OS	The district is currently standardized on a dual standard for the OS with XP Professional still installed on most computers. Windows 7 Professional has been installed on all new computers since 2011 Initial testing has begun on Windows 8 Professional Licenses are purchased with the computer purchase – funds are not available to upgrade computers to newer OS except where deemed necessary (multiple OS support will remain necessary) Microsoft update services are in place for patch management	Ongoing roadmap to review support requirements for new operating systems If appropriate, start implementation of new operating systems within 2 years of introduction Continue investigating other operating system support as deemed necessary.
Operating Systems – Mobile Computing	Support for Operating Systems that are not of enterprise design	Mobile computing and BYOD has created a situation where enterprise standardized platforms are not currently possible and meet the needs and wants of our end users. Currently Windows XP & 7 are standards for laptops in the district. Limited support is available for iOS & Android mobile platforms	Supportability of various mobile Operating Systems (e.g. iOS, Android, Windows RT, etc) will continue to need to be enhanced. The implementation of mobile management applications will be necessary. Windows XP will be retired as older laptops are no longer in service. Newer laptops will be moved to Windows 7 Pro and/or Windows 8 Pro
Operating Systems-Network	Windows 2008r2 Native Environment to move to Windows 2012 through the life of this plan.	Windows 2008r2 – Domain Controllers Implemented Windows 2003 still in use on non-sensitive servers	Continue updating server software to 2008 & 2012 versions of Windows.
Application Software	Multiple support for Office, 2007 and 2010	Office 2007 format not compatible with older Office applications Compatibility file format set as default Most administrative installations run Office 2007 or 2010. Office 2003 can be found on older computers	Continue support for multiple Office platforms – as older computers age, we anticipate Office 2003 will no longer be used. Upgrade computers to 2007/2010/2013 versions as needed and become available
Instructional Learning Systems	SuccessMaker/ Nova Net etc.	Enterprise editions &/or browser based editions implemented when possible Most current systems are designed and correlated to Sunshine State Standards / Next Generation Sunshine State Standards and not to the Common Core	Continue and enhance as shown effective Continue to use appropriate data for instructional decision making Evaluate instructional applications as to their support for the instructional expectations within the Common Core and 21st Century Learning

Instructional Software & Programming (Continued)	Requirement	Findings	Needs
Instructional Management Software	DATA-STAR Performance Matters	Performance Matters has become the primary tool for instructional data analysis with Data-Star supporting the educational plans. Bothe Data-Star and Performance Matters supportaccess outside the district	Continue developing the instructional data and management tools and staff development for effective and efficient use.
Instructional Management Software - Grade Books	Global Scholar Pinnacle System	Implemented district wide – Parent Viewer implemented district wide	Continue improving the implementation
System Security	Firewall – Virus Protection – SPAM Controls – AdWare/SpyWare protection - Intrusion Protection	Up-to-date subscriptions Filtering will be at end of life early in the planning period	Keep licensure updated - implemented Update utilities Review possible solutions as completely as possible before implementation
On-Line Subscriptions	Gale, World Book, Discovery Streaming, etc.	Online databases available – needs additional promotion as related to usability	Continue current databases & continue investigating new sources
Media Services	Follett Destiny	All sites operating automated systems & electronic card catalogs -	Continue proper management and keep systems on current versions. Add support for electronic books
Network Operations	Management and monitoring applications	Netowork managed through multiple applications that appear to be meeting our needs Current Help-Desk, while not as robust as many on the market, does meet our needs at a reasonable cost point. Desktop Authority workstation management meeting needs but requires system maintenance to remain viable No non-active directory end-user device management is in place	Implement enhanced help desk management software Continue reviewing management needs and automation/support tools as necessary Review and implement device management for non-Active Directory devices Review and implement applications to assist in the management and authentication of mobile OS devices and support BYOD initiatives.

Instructional Software & Programming (Continued)	Requirement	Findings	Needs
Collaboration & Web Enabled Tools	Exchange, IIS, SharePoint, Moodle, etc.	Our communications server has been upgraded to Exchange 2010 SharePoint 2010 is in initial implementation to support Intranet and collaboration. The complexity of the platform and support limitations has resulted in a slow implementation. District branding has occurred within web tools (e.g. learn.sumter for the Course Management System, inside.sumter for the intranet & Sharepoint implementation, media.sumter for the library media portal, etc) The district outside website meets basic needs of information dissemination. Strategic planning has identified the need to enhance the District's web presence.	Continue reviewing version upgrades and implement as needs, Begin Intranet development through SharePoint Investigate policies and systems to leverage Web 2.0 tools in an effective and safe manner Continue building the intranet to support collaboration and in-district

3.3 District Instructional Technology Goals

The Sumter District Schools supports the Goals as stated in the State of Florida Technology Plan *Charting a Course for Information and Communication Technology in Florida's Schools* and with minor adaptations have accepted these goals as Sumter District Goals. Please note: the Sumter District Schools interpret the overall goals as encompassing both short and long-term actions. Instead of separate short and long-term goals, the Sumter District Plan is organized with short and long-term objectives related to the overall goals.

Learning Environment

1. Strengthen student ICT skills
2. Enhance the integration of technology in curricula
3. Enable opportunities to personalize and extend student learning
4. Ensure utilization of technology based assessments

Access

5. Increase access to digital tools
6. Provide access to reliable infrastructure
7. Improve opportunities to access digital content
8. Enhance access to student data

Support

9. Ensure trained instructional technology staff
10. Improve community involvement
11. Enable technology leadership
12. Support ICT training for educators to enhance instruction

Sumter County Goals and Objectives

Learning Environment

Goal 1: Strengthen student ICT skills - Student's will develop skills to utilize technology as tool in all areas of the curriculum

Short Term Objectives (Priority Order)

1. Eighth grade students will complete the *Student Tool of Technology Literacy* to assist in reviewing their technology literacy and findings to be used to review the effectiveness of integration strategies.
2. The district will provide adequate technological support to allow for the effective integration of technology into their educational experience.
3. Adequate up-to-date technologies will be made available to meet the educational needs of students
4. Support and prepare for the state initiative toward digital instructional materials
5. Campus Wide high speed wireless access to the network at all sites

6. Provide educational technology tools to support college and career readiness
7. Monitor bandwidth use and needs and plan for adjustments as deemed necessary to provide for an effective end user experience.
8. Support for science education through technology integration will include support to the Sumter Environmental Education Center.
9. Instructional and productive applications will be readily available for student use.
10. Career and Technical Education offerings will be supported with the necessary technological tools to meet their specific objectives
11. Continue to provide presentation equipment in the classroom to meet instructional needs
12. Activities that promote student production of intellectual content will be encouraged. Such activities could include, but not be limited to: science fair, reference reports, history fair, video production, production activities related specifically to CTE course work, such as digital design.

Long-Term Objectives (Priority Order)

1. Develop, implement and review policies and procedures as related to the use of technology for instructional purposes, particularly in developing guidelines to effectively use innovative new technologies, often referred to as *Web2.0* safely and able to meet legal expectations.
2. Continual development toward the state's technology modernization initiative
3. Review changes in College and Career Ready educational needs needs of students and possible changes to technologies necessary to meet prepared for post secondary education and/or the workforce.
4. Investigate and support increased reliance and expectations for digital instructional materials and consider innovative technological means of providing for these tools
5. Continue to investigate means of providing instructional technology specialist at the school level to assist teachers and students in effectively implementing and utilizing technology to meet current and expanded learning opportunities.

Goal 2: Enhance the integration of technology in curricula

Short-Term Objectives (Priority Order)

1. Survey and support the provision of adequate technological tools to provide for the integration of technology in curricula. Technological tools both used individually and those used to support instructional processes.
2. Support the goals of College and Career Readiness through the integration of technology in the learning environment.
3. Support and prepare for the state initiative toward digital instructional materials
4. Improve technical support capabilities to meet growing needs for dependable technology access.
5. Support the specific technology needs of Career Technical Educational programs.
6. Continue development of standards and review processes for new and continued technological tools for use within the Sumter County Schools.
7. Assist teachers with training and support for technological tools for use in the classroom
8. Provide and assist with tools to assist in data driven instructional decision-making

Long-Term Objectives (Priority Order)

1. Support the provision of school based instructional technology integration teachers to provide teacher and student assistance in using technology effectively to meet current needs and support 21st Century skills.
2. Promote additional virtual and blended learning environments as deemed appropriate.
3. Support student centered production and creation of intellectual content.
4. Continue reviewing changes in the technological world that will affect aspects of living, learning and working in our students' future.

Goal 3: Enable opportunities to personalize and extend student learning

Short-Term Objectives (Priority Order)

1. Provide student access to up-to-date technological tools necessary for active educational uses.
2. Provide at home access to informational and instructional tools as deemed appropriate and technologically supportable.
3. Support innovative instructional models, including but not limited to Virtual Education.
4. Support initiatives such as *Bring Your Own Device* that may provide more immediate access to information and learning opportunities
5. Continue support and assistance for student project based learning and guidance
6. Provide adequate instructional guidance for efficient and effective use of technology for intellectual growth.
7. Continue support and promotion of digital content, including digitally based instructional materials as a primary tool.
8. Continue enhancements to wireless laptop access within the school sites
9. Continue support and assistance for students enrolled in Dual Enrollment and Advanced Placement courses to use enhanced technological tools as appropriate.
10. Provide support and guidance as to safe, ethical and legal uses of technology in their educational and personal lives.
11. Continual progress to meet the 1-to-1 computer availability initiatives of the state modernization plan.

Long-Term Objectives (Priority Order)

1. Enhance opportunities for student designed and driven learning projects.
2. Support technological tools to support learning opportunities through the Sumter Environmental Education Center.
3. Provide remote access to data collection devices to assist with learning opportunities.
4. Continue reviewing and planning toward additional virtual education opportunities for students.
5. Continue reviewing opportunities to enhance student access through policy and technological enhancements. Examples of such opportunities for review could include but not be limited to:
    a. Support for student owned technological devices at school (BYOD)

b. Review options, feasibility and needs for student email systems
c. Continue working toward the availability of an enhanced Intranet for students and staff to enhance the availability of digital content throughout the learning environment.
d. Review the feasibility of development of a Internet portal to make district resources readily available outside the school day

Goal 4: Ensure utilization of technology based assessments

Short-Term Objectives (Priority Order)

1. District technology purchasing guidelines will support specifications for online testing as provided.
2. District technology specifications will meet or exceed the technological requirements of specific assessment programs, including but not limited to: FCAT, Florida End of Course, *PARCC*, *Discovery Assessment, Performance Matters,* etc.
3. Instructional Technology staff will participate in planning meetings prior to online testing opportunities.
4. Support online assessment technology requirements that not only meet the minimum requirements but provide for an equal assessment opportunity for all students
5. Clear indications will be made of supportable and non-supportable technologies for computer based assessment.
6. Support ongoing technological tools for formative assessments
7. Support current on-line and technology enhanced assessment systems used in the district.
8. Instructional technology staff will provide guidance and recommendations to other district staff and state operatives to best provide a quality experience for state initiated testing environments
9. Support the development and implementation of End of Course Assessments
10. The use of technological tools within instruction will be supported in order to better acquaint students with online questioning environments.
11. The district will provide guidance to charter school in their implementation of state mandated online testing.
12. Support will be provided for in-district online assessment opportunities.

Long-Term Objectives (Priority Order)

1. Evaluate future on-line and technology assessment opportunities for students in Sumter County and implement when appropriate.
2. Support enhanced security for assessment environments from the technology perspectives.
3. Evaluate new technologies to better implement assessment systems as available.
4. Continue working toward technology refresh rates where computers will be removed from service prior to not being appropriate for online assessment.

Access

Goal 5: . Increase access to digital tools

Short-Term Objectives (Priority Order)

1. Continue supporting cost effective approaches to provide up-to-date computer hardware for students, teachers and staff through reasonable refresh rates to replace computers not meeting specifications for current applications.
2. Continue utilizing the *Microsoft School Agreement* for desktop software as a cost effective means of purchasing and keeping applications up to date.
3. Support and build toward adequate technology to fully implement digital instructional materials
4. Continue incremental advancement of 1-to-1 technology initiatives.
5. Continue reviewing specification needs as well as researching expected needs to keep district standards adequate for future expectations.
6. Collaborate with curriculum and operational departments to review needs, investigate solutions, assist with selection and implement the selection effectively.
7. Provide support toward researching support abilities for new technology tools deemed important to meet instructional and operational needs.
8.
9. Support technological tools, including scientific tools that are used for improved real world learning situations .
10. Support continued implementation of classroom based digital tools to provide effective communication of instructional content.
11. Support increased mobility through support of such technological devices to meet instructional and operational needs.

Long-Term Objectives (Priority Order)

1. Research and implement new tools to provide learning environments with the necessary digital tools and applications needed to provide 21st Century Learners.
2. Continue researching mobility measures to keep digital tools available for all learning environments.
3. Research and evaluate the ability to extend digital tools beyond school locations.

GOAL 6: Provide Access to Reliable Infrastructure

Short-Term Objectives (Priority Order)

1. Implement newly acquired system management application for better monitoring of network operations and meeting support expectations throughout the school district.
2. Continue necessary processing of *Universal Services* administrative services to meet program requirements.
3. Continue network equipment upgrades and enhancements to effectively support network gateway integration. Including firewall, encryption and filtering upgrades.
4. Replace current telephone system with VoIP and build connections to the public telephone network using technologies such as SIP.

5. Continue to evaluate how to best meet the technological support needs and increased technical support personnel as expectations and funds permit.
6. Collaborate with the facilities department and networking partners for provisions and specifications for the installation of infrastructure to meet instructional and operational needs.
7. Continue collaborative efforts with curricular and operational departments to prepare for infrastructure needs so pro-active improvements and adjustments can be performed.
8. Continued and ongoing monitoring of network and Internet bandwidth use, needs and expectations to adequately provide the needed access to provide for the instructional and operational needs of the district.

Long-Term Objectives (Priority Order)

1. Provide technical assistance for technological implementations by other departments outside the general call of the department as requested.
2. Develop sophisticated technology specifications that meet planned needs and reasonably provide for future possible expectations.
3. Review and develop plans and implementation of redundant systems to reduce the possibility of system disruptions as funding permits.
4. Provide support for retrofitting existing infrastructure that does not meet new specifications and standards.
5. Provide for increased network bandwidth as deemed necessary through ongoing monitoring and managed operations.

GOAL 7: Improve Opportunities to Access Digital Content

Short-Term Objectives (Priority Order)

1. Provide ongoing support for digital content provided through various departments and schools so the tools are easily accessible and used by students and staff.
2. Provide ongoing progress and support to the move toward digital instructional materials
3. Support the 1-to-1 technology initiatives to meet the digital instructional materials transition and make information readily accessible by students
4. Coordinate with school, curriculum and operational staffs to successfully implement new applications in a timely fashion.
5. Continue ongoing projects to automate the populating of users in all applications supporting automated user management.
6. Prioritize implementation strategies for digital content that is essential parts of instructional material adoptions.
7. Continue support for ongoing digital content offerings by the district. These currently include offerings such as:
    a. *Discovery Education Streaming*
    b. *World Book Online*
    c. *Cengage Gale Online Resources*
    d. *Explore Learning Gizmos*

Reviews may determine the addition, replacement or termination of specific offerings.

8. Support home access rights for using digital content from locations beyond the classroom.
9. Continue supporting initiatives, such as BYOD, that may increase access and support 1-to-1 initiatives
10. Continue to build the collaboration capabilities of the district's communication platforms

Long-Term (Priority Order)

1. Develop and revise standards and policies to better provide for appropriate access to Internet accessible digital content outside the structure of adopted materials or subscribed data sources.
2. Develop improved communication and dissemination systems within the district.
3. Review and assess new digital content resources as to the ability to meet curricular needs.
4. Participate and support instructional activities where students become the creators of intellectual content.
5. Support innovative instructional strategies and student use of technology.

GOAL 8: Enhance Access to Student Data

Short Term (Priority Order)

1. Continue support for current successful student data applications, including but not limited to:
    a. *Pinnacle Grade Book*
    b. *DataStar* Student Data Applications
    c. *Performance Matters*
    d. Reporting features of instructional applications
2. Continue coordination with M.I.S. staff for integration of data from *TERMS* data resources to improve access to end users.
3. Coordinate with MIS and other departments toward review of tools to meet the information services of the district. Such coordination may include::
    a. Assist in the review of data processing applications as to best meeting the needs of the district
    b. Dashboard applications to assist with access and interpretation of academic information.
    c. Support applications that have tools to disseminate the student performance data to stakeholders.
    d. Assist with the selection and implementation of a document management system for the district.
4. Continue assisting in the development and implementation of processes to allow access to information within the constructs of policy and law.
5. Assist in the review and analysis of tools to meet data access needs and expectations.

Long Term (Priority Order)

1. Assist in the review and implementation of data analysis tools that integrate currently disaggregated data elements from applications currently not supporting integrated tools
2. Support innovative means to improve access and interpretation of student data.
3. Investigate and implement innovative data analysis tools for improved instructional decision making when deemed appropriate.
4. Review and analyze data accessibility tools to assist teachers, principals and other staff members to collect and analyze data real time as available.

Support

Goal 9: Ensure trained instructional technology staff

Short Term (Priority Order)

1. Implement newly acquired system management application for better monitoring of network operations and meeting support expectations throughout the school district.
2. Support regular departmental meetings to assess issues in the field and district priorities.
3. Continue scheduling and work load management plans to meet onsite support, just in time email and telephone access to technicians and scheduling to support proactive monitoring of systems.
4. As funds can be allocated, increase technical staff to meet the requirements of short term goal 2.
5. Improve training opportunities for school-based technology contacts to better provide initial support for end users.
6. Include technical training and support with new implementations when possible
7. Technical attendance in implementation training opportunities when possible.
8. Utilize the district's learning portal, *learn.sumter.k12.fl.us* to provide access to staff development to better meet the staff's needs and the ability to have *just in time training* and training opportunities that are flexible for the end user

Long Term (Priority Order)

1. Increase the availability of school assigned or itinerant instructional technology specialists for the specific purpose of instructional technology integration support, with the priority teacher training and guidance. Technical support duties shall not interfere with meeting the needs to guide and support technology innovation by students and staff.
2. Provide increased technical training opportunities to technical staff to assist with better implementations, maintenance of the technical systems and implementing innovative technical methods and tools.
3. Review the possibility to contract outside review of technology operations by a qualified technology engineering consulting firm with experience with similar size educational entities.

Goal 10: Improve Community Involvement

Short-Term (Priority Order)

1. Continue supporting and improving website access and availability to information by all stakeholders.
2. Assist users in maximizing their ability to use available technological tools for effective and productive communication strategies.
3. Review the district's needs as related to communication technology, such as more sophisticated web applications and develop plans for implementation.
4. Use web resources to provide better transparency and availability of data to all stakeholders.

Long-Term (Priority Order)

1. Investigate more sophisticated and manageable web presence for the district and implement findings as feasible.
2. Review possibilities to implement web 2.0 tools for teachers and students as appropriate.
3. Assist with Community Adult Education needs and implement available resources to meet educational needs of the community.

Goal 11: Enable Technology Leadership

Short-Term (Priority Order)

1. Provide user-friendly access to available data to assist with data driven decision making (Dashboards, data analysis tools).
2. Ongoing training opportunities will be made available to all staff on innovative technology implementations.
3. Assist in providing access to training on new applications and implementations.
4. Continued support for structured planning related to instructional application implementation.
5. Implement procedures to better use in-district trainers for ongoing training of instructional technology applications and topics.
6. Provide improved dissemination of information related to technology operations and how they affect end users.
7. Assist educational leaders in using productivity applications effectively.
8. Provide support and implementation support for new and updated applications used to better support instructional decision making strategies.
9. Coordinate with all departments in assisting with the various activities toward our common mission.
10. Assist with the use and development of technological collaboration tools, to allow input from all stakeholders.

Long-Term (Priority Order)

1. Develop and disseminate more sophisticated structured road-maps of technological changes, including implementation of newer and requested technologies.
2. Increase the availability of school assigned or itinerant instructional technology specialists for the specific purpose of instructional technology integration support, with the priority teacher training and guidance. Technical support duties shall not interfere with meeting the needs to guide and support technology innovation by students and staff.
3. Support ongoing evaluation of technology enabled tools as to their effectiveness and review changes to the implementation to improve effectiveness or continued support.

Goal 12: Support ICT Training for Educators to Enhance Instruction

Short-Term (Priority Order)

1. Ongoing training opportunities will be made available to all staff on innovative technology implementations.
2. Continue ongoing support for 100% participation in the *Inventory of Teacher Technology Skills*.
3. Implement procedures to better use in-district trainers for ongoing training of instructional technology applications and topics.
4. Support and continue developing the *Sumter Professional Center* as a location to support technology integration training as well as being a demonstration center for new and innovative technological systems.
5. Improve training opportunities for school-based technology contacts to better provide initial support for end users.

Long-Term (Priority Order)

1. Develop ongoing technology skill planning to better define specific technology integration strategies that would support district initiatives and best use available technologies
2. Provide improved means for technologically innovative teachers to receive guidance and support for their approaches
3. Ongoing review of new approaches to instructional technology and our response to best meet the needs of our students.

VI. Funding Plan

4.1 Major Sources of Funding

Budgets and funding sources are subject to change over the life of this plan. The figures are for planning and estimating purposes only. The Sumter County School Board has been committed to provide for technological support and enhancement as appropriate based on the normal budgetary process.

Funding Source	Recurring or Non-Recurring	2013-2014	2014-2015	2016-2017	2017-2018
General Budget Allocations	Recurring	250,000	252,000	254,000	256,000
Federal Title I Program	Recurring	50,000	50,000	50,000	50,000
Career Technical	Recurring	20,000	20,000	20,000	20,000
Capital Outlay	Recurring	300,000	300,000	300,000	300,000
Exceptional Student Education	Recurring	30,000	30,000	30,000	30,000
Microsoft Settlement	Non-Recurring	86,000	20,000	0	0
School-Based Internal Funding	Non-Recurring	2,000	2,000	2,000	2,000
Title II-A	Recurring	15,000	15,000	15,000	15,000
Instructional Materials	Recurring	50,000	200,000	200,000	200,000
Supplemental Academic Instruction	Recurring	25,000	25,000	25,000	25,000
Universal Services Fund	Recurring	225,000	225,000	250,000	250,000
Technology Modernization					

4.2 A sufficient budget to acquire and maintain the hardware, software, professional development, and other services that will be needed to implement the strategy for improved educational services.

The Sumter District School Board has adopted a District-Wide Strategic Plan that directs the operations of the district. Within this plan specific areas are identified and technology's role is outlined within this document to meet the district goals.

General Fund Expenditures are primarily salaries and some system software expenditures. The district also budgets a technology allocation from the Capital Outlay tax receipts.

Various programs support instructional technology purchases, particularly instructional software. Additionally, instructional materials funds are used for certain instructional software expenditures primarily for technology related to textbooks. Special programs play a sizable role in the funding of technology projects within the school sites.

The school district has participated in the *Universal Services*, *E-Rate* program since its inception. These reimbursed funds are categorized upon receipt and are used specifically to support the technology expenditures related to effectively utilizing the services provided through the *E-Rate* program.

The district submitted the necessary paperwork for participation in the *Microsoft Antitrust Settlement* and was reimbursed $475,331.06 since its inception. This program was divided into two vouchers each with a value of $236,165.53. The first voucher allowed

submission of a wide variety of technology purchases and was submitted in 2007. The second voucher was for reimbursements for more specific software applications. The district was able to submit the second voucher in late 2009. The funds have been categorized by the school board in support of instructional technology initiatives.

Attempts to supplement currently available funds through grants are always encouraged. Technology requests are included in other grants when appropriate.

4.3 Specifically identify the district's planned allocation of funds from the Public School Technology Fund.

The Public School Technology Funds were removed as a categorical more than six years ago. This funding source was used for mandatory expenses necessary to provide instructional technology services to the district, primarily for salaries and benefits of network technicians and analysts. These expenses were absorbed by other funding sources, primarily general revenue resources of the district.

V. Technology Acquisition Plan

5.1 Identification of Appropriate Technologies

The district technology staff maintains purchasing guidelines that are readily available for schools and departments to create their purchase orders. Information including specifications, contracts and pricing are provided.

The hardware included is standardized and supportable within the district. Additionally, the district maintains a web site that directs school personnel to existing contracts for the purchase of hardware and certain software licenses.

Standards have been set in the areas of computer configuration, printers, networking hardware and infrastructure and other components having possible interoperability issues.

For technology resources where a district standard does not exist, the district will review purchasing plans prior to actual purchase. When possible, preview or demonstration products are requested and tested.

The primary computer platform within the Sumter network is based on the Microsoft operating systems. Current devices typically run Windows XP Pro (SP3) or Windows 7 Pro. Upgrading newer existing computers from XP to 7 is in process. It is expected that older computers will remain on XP until end of life. The district has begun testing of Windows 8 Pro and anticipates implementing the software on laptops and tablet style devices within the first year of this plan.
The network operating system is currently based on Microsoft Active Directory and Windows 2008 R2 Server. The server infrastructure includes Windows 2008 R2 and

2003 servers. The district also maintains its data environment using server virtualization.

While operational efficiency is normally best maintained using a single platform for the computers that make up the Sumter domain, it is recognized that the technology landscape is changing. Often called the consumerization of technology, it is clear the current era of mobile technology will be less standardized and more diverse. Sumter District Schools will support other operating systems to the best of the resources provided to meet the demand.

5.2 District plans to acquire software and technology based educational materials, which are usable by students with the widest range of abilities to deliver technology based instructional programs in support of the Next Generation Sunshine State Standards.

All software purchases are made in agreement with the schools' and district's goals, whether specific to technology or more oriented toward curriculum and instruction in general.

Current substantial software purchases tend to link to the following categories:

1. **Network and Workstation Operating Systems**, such as Windows OS
2. **Utilities**, such backup virtual server software and virus scan software;
3. **Applications,** *Microsoft Office* .
4. **Instructional Management and assessment,** such as Global Scholar Pinnacle, , DATA-STAR,Performance Matters ; Online State Assessment systems, etc.
5. **Test Preparation,** such as preparatory programs for FCAT, SAT and ACT;
6. **Reference,** such as online periodical databases and encyclopedias;
7. **Integrated Learning Systems,** such as SuccessMaker, NovaNet and Renaissance Place
8. **Digital Instructional Materials;**
9. **Special Adaptive Technologies** for special needs students and
10. **General and Specific Use Software.**

Selection of software in areas one and two are in accordance with district standards of interoperability. Discovery Assessment and Performance Matters, Sumter County's instructional assessment programs, are currently an integral part of the district's curriculum alignment program with the Next Generation Sunshine State Standards and Common Core. T General Education Software is purchased for specific needs. The Common Core Standards are quite intensive on students as creators of information. Research related applications are purchased to support the school's instructional needs.

5.3 Timetable for acquisition of grade-appropriate, up-to-date technologies in sufficient quantities to accommodate student and staff needs for instruction and assessment.

School and district curricular committees will make decisions related to the number of initiatives to be attempted and the scope of each to provide the quantity and

appropriateness of technology integration. The use of needs assessment data will play a decisive role in such plans. Allocation of technological resources must take into account student and staff needs as based on the planned uses of the technologies.

Special consideration is to be made to replace non-standard or obsolete hardware. When such hardware still is able to serve a specific purpose, it may repurposed specifically for such purposes with limited support options.

District goals indicate that the district is striving on a detailed refresh schedule for technology to keep the equipment capacity acceptable for current technological tools.

5.4 Appropriate technology acquisition policies or procedures that address the following areas:

- **Consistency and interoperability with existing and planned technology delivery systems**

Standards are in place related to existing and planned technology delivery systems. Depending on support and interoperability issues, specific models may be identified for purchase. Currently, standards are in place for:

- Workstations,
- Servers,
- Networking Hardware,
- Operating Systems and primary applications,
- Certain specific software products, and
- Network Printers.

As noted earlier, mobile computing has created an environment where standardization is less obtainable.

Schools through School based decision-making, have the ability to purchase through other vendors. Specific specifications are provided from the district level to assist schools choosing to use other vendors. The district attempts to review specific configurations in order to verify its ability to meet the needs.

- **Upward migration to emerging technology standards, and**

The ability to upgrade equipment should play a role in the purchase process but should not be considered a solution to purchasing equipment marginally meeting specifications.

The district has standardized on a tower workstation design, providing the ability to expand as necessary.

Laptops are also standardized but are less supportable of upgrades

When new standards bring about some level of obsolescence, an appropriate use for the older equipment will be investigated. Though not always possible, sometimes there are uses older equipment can be relegated to where it will be able to fulfill the requirements.

- **Support and maintenance requirements.**

School and district based support structures will be used whenever possible to provide the necessary support to keep such systems operational in an effective and efficient manner. District personnel are on staff to assist with repairs to most technological tools and outside service providers are used when necessary. The district uses a work order system in order to schedule technical support and maintains a small stock of repair parts. Additionally, the district handles warrantee RMA service with specific vendors as specified through the districts standards. A specifically funded position of technology specialist is not currently provided on the school level. Lab managers are on staff at schools operating ILS computer laboratories and all schools have personnel assisting with technology. District specifications for workstations and servers require three-year warrantees. Maintenance agreements are sought when deemed appropriate. Ongoing maintenance and support agreements for applications are extremely important. Without active support, security and operational updates/upgrades may not be available. Support for such applications will be limited and the application may become inoperable due to security or operating system changes.

5.5 Provision for technical guidance to school and district personnel responsible for making strategic technology related purchasing decisions.

The district provides testing and setting of specific standards. The school personnel receive an ordering spreadsheet, regularly updated in order to manage their purchase of standardized equipment. The district also provides assistance with specifications for non-standardized items and testing.

If schools have purchased without first reviewing the product with district technical services, the district will attempt to maintain the product, but with the understanding that non-compliant (not pre-certified) may not be supportable. District technical support will set standardized software/hardware as their support priority.

All personnel involved with purchasing decisions will use appropriate needs assessment instruments. District and school based personnel will stay informed of the capabilities of the technologies under consideration. Means will be provided to gain information and to meet with others to map out the strategies necessary. Those involved in aspects likely to be impacted by a decision will be part of the process. Long range planning will be encouraged to meet specific needs.

VI. Access

6.1 Equitable access to telecommunications and other technologies to support teaching and learning by:

- **Providing for the equitable distribution of resources to support the Next Generation Sunshine State Standards and Common Core,**

Technology purchases are made for the primary purpose of improving student performance. Many purchases are directed related, such as courseware and research tools, while others are more supportive in nature. The funds are equitability distributed to all school sites as long as student performance centered technology plans are followed. The district coordinator, covering instructional technology, reviews school plans, purchases and evaluation data in order to meet specific needs of the students. Whenever possible, technological resources will be correlated district wide to the curriculum, which has been aligned with the Sunshine State Standards.

- **Providing access for teachers, parents and students to the best teaching practices and curriculum resources through technology.**

Through the network and related initiatives, access to curricula, media resources, an Intranet, and collaboration between instructors will promote the review of current teaching strategies and support the synthesis of new ones.

Accessibility to systems and programs will fall under the scope of media, technology and instructional materials. Accessibility outside the school site will be promoted in as far as it does not limit necessary school based use. Licensing and copyright restrictions may prevent non-school use. These regulations will be followed.

- **Providing access for students with special needs including those students with disabilities.**

Technological resources will be considered through IEPand PMP. planning conferences to meet specific needs of students. Self-contained and inclusion classroom needs will be considered by the schools. Accommodations will be made to provide access to communal technological resources to students with physical disabilities.
The district departments of technology and Exceptional Education have discussed issues related to students with special needs. Technical support is provided when necessary and a general procurement agreement has been reached. Through this agreement, the general rule of thumb will be that school technology funding will be used for technologies that will stay at the school and have multiple child use. The Exceptional Education Department will fund necessary technological tools where the item will be used exclusively by a student and will follow the student to the next school.

- **Providing appropriate access to external instructional service and programming providers, such as public libraries, charter schools, remote teaching sites, home school connections, online products and other services**

The Sumter District Schools will attempt to provide services outside its traditional borders. The Sumter Center provides computer classes to adults. Virtual School programs are offered through *Florida Virtual School, K12, and the Sumter Virtual School.* Academic courses are being offered through a distance-learning provider, NovaNet.

Through Internet connectivity, the district and county library systems and patrons have access to each other's catalog of resources.

Through the Florida Department of State, students and staff have access to online databases for research and reference.

Purchasing agreements that provide home access to instructional tools are encouraged.

The district is home to the Villages Charter School, providing grade progression from pre-school through twelfth grade. The district processes their allocations as per state statute and procedures; including Instructional Materials, and other technology related funding sources. The Villages Charter schools provide their own technology support and operations, including Internet bandwidth. The Sumter District Technology Plan does not address the Charter School issues nor are the Charter schools obligated to follow the plan. All applications for Universal Services by the Sumter District Schools will include only sites under this technology plan.

- **Providing access to information for decision-making by teachers and administrators.**

Interconnectivity substantially improved administrator and teacher access to data needed for decision-making. All schools will have Internet and Intranet access. Through the network, teachers and administrators have the means of accessing district data processing. With appropriate rights, it is possible to access such data from virtually any computer on the network. The district provides productivity software, such as Microsoft Office Professional on all windows based computers. With such productivity software, teachers and administrators have the tools to perform sophisticated data analysis and written communication as appropriate to their roles in education. Additionally, the district has embarked on several initiatives to better use data to make educational decisions. Technology plays an active role data analysis. The district offers several tools, such as Excelsior Pinnacle Grade Book, Achievement Series, DATA-STAR, to assist in data driven educational decision-making. Under the Race to the Top initiative, the district has implemented Performance Matters to assist in data driven instructional decision making. The Management Information Systems Department works closely with Instructional technology to share data to populate various databases and tools.

6.2 District acceptable use policy for access to all systems including Internet/World Wide Web that-

School Board rule 8.62, Acceptable Use Policy is in effect in the Sumter District Schools and provides the framework for proper use of technological resources as well as providing for the protection of minors while accessing technological resources, particularly those beyond the management and control of the Sumter County School Board.

- **Protects the confidentiality of students,**

The student's right to privacy will be guarded as required through the Family Educational Rights and Privacy Act, Children's Internet Protection Act and other applicable laws and policies. Safeguards in place to protect a student's right to privacy outside the scope of technology will have the same authority to electronic records. Student work, whether produced through an electronic or other medium, shall be held to the same standards. Specific policies relating to personal computer files located on district owned and managed equipment, will be developed by district personnel and reviewed by legal counsel, if necessary.

- **Protects intellectual property rights, licensing agreements and legal/ethical standards for sharing of resources with other educational entities**

The Instructional Materials Policy of the Sumter District School Board recognizes the validity of the Copyright Laws as they apply to School District Operations. Additionally, the district Acceptable Use Policy also affirms the rights and responsibilities as related to copyright law.

When possible, site licenses and other less restrictive agreements will be negotiated. Copyright and contract laws and regulations will be supported through School Board Policy and district actions. Sharing of district owned intellectual properties would be encouraged.

All media centers within Sumter County are part of the statewide *Sunlink* project. Through this project, media is accessible for interlibrary loan. School media centers are responsible for keeping the collection, statistical reports and their portion on the *Sunlink* database current.

- **Maintaining the integrity of systems, programs and information resources.**

Security as related to M.I.S. operations will be studied, evaluated and recommended for action through M.I.S. Software security of the Wide Area network will be of joint responsibility between the Instructional Technology & Media Services Department and the individual schools. The network is secured through the use of logon policies and software based virus protection. Media Services will be responsible for developing a plan for program/data security as related to the media centers. The provision for locking

devices will be a school-based decision. Intentional student damage to files will be considered vandalism.

Student logons are locked down through policies, rights and permissions managed through the network operating system.

Backup strategies are organized by district technical support. The actual performances of backup operations at individual school sites are the responsibility of the personnel at the school site with assistance from district personnel. District personnel are responsible for the regular backup operations of all district office servers including the electronic mail and web servers.

- **Access by minors to inappropriate matter on the Internet and World Wide Web;**

The Sumter District Schools computer network safeguards minors from inappropriate matter through:

1. Students, parents and guardians are informed of the rights and responsibilities of Internet access through the Sumter School District;
2. All Internet traffic that is ported to Sumter school sites pass through a technological filtering device to safeguard minors from access to inappropriate materials as required by the Children's Internet Protection Act.
3. All school-based Internet access is managed through Active Directory policies, including granting and denying individual access to resources beyond the control of the district;
4. All districts Internet access must pass through specific addresses and are controlled by the district's Technology Department and all Internet Access through this portal passes through network Internet gateways.
5. The schools provide instruction on technology and Internet Safety as required by the E-Rate program.

- **The safety and security and security of minors when using electronic mail, chat rooms and other forms of direct communications;**

The Sumter District Schools understands that there are risks to users of the Internet and direct communications that technology has expanded. We also understand the benefits that *Web 2.0* tools can provide and ignoring the fact that technology has and will continue to change the communication world our children will grow and use to be productive citizens.

The Sumter District School provides student email using systems that meet or exceed the requirements of CIPA. Systems utilize monitoring, filtering and archiving to protect the students. In order for communication tools to be authorized, they must be in a controlled environment.
Schools are required to educate their students about appropriate online behaviors including but not limited to interactions with other individuals through communications methods and social networking. (School Board Rule 8.62)
The district

- **Unauthorized access, including so-called "hacking," and other unlawful activities by minors online;**

The District Acceptable Use Policy and requirements for all technological resources capable of providing tools for unlawful activities or unauthorized access must be under direct supervision when in use by students.

Additionally, student access is through identifiable network accounts that are restricted from certain permissions that would assist students to "hack," compromise security or perform unlawful activities online.

- **Unauthorized disclosure, use and dissemination of personal information regarding minors;**

The Sumter network is designed to reduce the ability for outside entities to gather information on the online activities of users of the network.

1. Students are instructed not to give personal identifiable information when visiting sites online. Teachers and staff assist in supervising use,
2. When on-line educational activities sanctioned by the instructor require a login, such information will be in a form identifiable by the instructor but not so by outside entities, such as a personal identifiable number created not readily known outside of the classroom, and
3. All Internet activity is identified to the outside under specific IP addresses assigned to the district office only.
4. Staff must adhere to the protections of *FERPA* and the *Code of ethics and Principles of Professional Conduct of the Education Professional of Florida.*

6.3 A Technology Protection Measure to protect against access by adults and minors to visual depictions that are obscene, child pornography or – with respect to use by minors, accessing material harmful to minors.

The Sumter District Schools employs a technology protection device to restrict inappropriate content from our networks.

VII. User Support Plan

7.1 Network management and improved support for end-users in the classroom

The district will provide for network administration services in the district. Remote administrative software has been implemented. The district consolidated domains and function under a single active directory structure. While using Group Policies and Script Management, we are able to provide the policies and permissions to function a secure yet useful network. Through policies such as these, it is the district's attempt to keep network maintenance overhead as limited as possible on the school level.

The district will provide workstation maintenance for the schools. The scheduling of such assistance will be through a work order system and direct contact via email or telephone for emergency issues.

Realistically, a full-time network administrator employed at each school site is not attainable at this time and we are of the opinion that any school based personnel should be allowed to focus on providing assistance with the instructional uses of technology. Schools are required to identify a specific person or person(s) to be the technology contacts. Schools are encouraged to provide release time or supplements to offset the time personnel will need to spend to maintain and support their school's technological operations. Recommended training in networking software is strongly recommended.

7.2 Development of district technical support options for equipment maintenance and replacement.

District technicians will perform most technology resource maintenance. The technicians will use various means of support to best meet the needs of the schools and operate efficiently and effectively. This may include the re-imaging of computer software rather than troubleshooting software issues. District standards mandate the saving of documents to directories located on file servers whenever possible.

As identified in the district goals, we offer a refresh program so older computers are either removed from the network or repurposed to less intensive uses .

Additionally, all district-standardized computers have 3-year warrantees. Following the warrantee period, repair decisions will consider the depreciated value of the equipment using the depreciation schedules of the finance department.

District standardized technological resources will have warrantee maintenance coordinated through district technicians.

The district will also warehouse a small number of parts more common to failure.

Service agreements and extended warrantees are also appropriate in many situations.

VIII. Professional Development Plan

8.1 Provisions for increasing the use of technology in the classroom and media center by:

- **Development and acquisition of new programs and software that promote the integration of technology into everyday curricular needs.**

Curricular decisions will affect software purchases as it would any instructional material. When necessary, specific training will be provided in the implementation of relevant curriculum based courseware. Examples of such training would include, but would not be limited to: textbook support technology, SuccessMaker integration training, and Reading Renaissance/Accelerated Reader training.

The implementation of Global Scholar Pinnacle, Data-STAR, Performance Matters, Discovery Assessment and other curriculum and instruction support software provides for instructional development, correlation and assessment. The district will utilize teachers, staff and outside consultants to train and assist in the support of end users.

- **The integration of technology as a meaningful component within all curriculum training**

Whenever possible, an integrated approach to technology training will be provided. Currently examples of integrated technology training would include: SuccessMaker Learning Systems training, Reading Renaissance/Accelerated Reader training, and instructional materials software training. Additionally training in applications, as tools of instruction will be encouraged. Web page design and desktop publishing as integrated into instruction will be supported. Curricular integration of the Internet will be a priority.

- **District-level coordination of training and support**

Through school-based management, most training has been selected on the school level. The need to provide district-coordinated training was identified in the strategic plan. The district focuses training on specific instructional applications and integration strategies. Additionally, support through such trainings assists teachers with skills monitored through the Inventory of Teacher Technology Skills.

- **Ensuring adequate facilities, instructors, materials, equipment and funding for staff development.**

Technology related staff development is organized both on the district and local school level. Due to the more standardized technological environment used in Sumter County, district-wide in-service offerings are widely appropriate within the district. Since technology and curriculum should be integrated together, not only as a "subject" but from a funding direction also. District staff development coordinates with the Media / Technology Department to assist in funding and managing the scheduling and posting of in-service records for technology training initiatives.

In 2009, the district established *Sumter Professional Center,* a teacher training facility,. This center hosts most district wide technology oriented training and is also available to schools through scheduled use. Additionally, the center has been outfitted with quality technological tools as to also serve as a demonstration center.

- **Identification and acquisition of technology based staff training delivery systems that minimize teacher time away from the classroom and delivery of training in the most cost-effective manner.**

Most technology training occurs outside of school hours minimizing teacher time away from the classroom. Whenever possible, stipends are paid to compensate teachers for the additional time required. The district operates after school training during the school year as well as summer training.

Additional training opportunities are provided which may take teachers out of the classroom, but the use of such training is specific and deemed important and effective enough to justify the out of classroom time.

The computer network provides high-speed access to teachers and staff to on-line training offerings. Additionally, the district is implementing a limited district based technology delivered training opportunities.

The district has implemented a Course Content Management Systems to assist with ongoing training as well as student instruction. The open source application, *Moodle* was selected and is functioning in the district under the branding *learnSUMTER.*

8.2 A list of sources of ongoing training and technical assistance available to school teachers and administrators served by the district, such as State technology offices, intermediate educational support units, regional education training facilities or institutions of higher learning.

The district makes use of many training facilities and consultants to meet many of its technological training needs. The primary providers include (or have included):

Florida DOE - Bureau of Educational Technology

Lake Sumter State College
Pearson Digital Learning
Thompson Gale Resources
Global Scholar Pinnacle
Microsoft Teleconferences
Florida Educational Technology Conference
i-Safe
Florida iTunes U
Follett Library Resources
Learning Focused Strategies
Renaissance Learning
Various Instructional Materials Publishers
CustomGuide
Encyclopedia Britannica
Explore Learning
E-Z Tech

IX. Program Evaluation

9.1 Processes for Ongoing Evaluation

- **Being Integrated into the school curriculum**

Schools will be required to identify primary areas within their school where technology has been effectively integrated into the curriculum. If a school cannot identify areas of integration, or fail to make acceptable progress, they will be required to evaluate the situation and provide the district with what limitations are preventing integration. Upon review of such evaluations, the district will consider different allocation models if deemed appropriate.

Integration across the curriculum is preferred, but schools may choose to focus technology integration if deemed most effective by learner assessment. Such focus should not limit students' ability to access technology for research and use of applications to complete schoolwork.

The use of the Florida Innovates! Survey assists with evaluating the ongoing integration of technology into the curriculum.

- **Affecting student achievement and progress toward meeting the educational goals of the Next GenerationSunshine State Standards and Common Core**

The majority of technology-based programs will be evaluated on student performance. Performance based assessment will be the preferred method of evaluating student performance. Through using technology as a tool of instruction, products produced may be used as evidence of student performance. When possible, software based reporting of student results should be used.

The following methods to assess student performance may be used to evaluate the effectiveness of technology-based programs:

- records of student results through integrated learning systems or other reportable software,
- Florida Innovates!, Technology Survey
- student performance on assessments directly related to skills or other attributes practiced through the technology based program,
- Student performance using the *Student Tool for Technology Literacy*,
- Teacher technology skill self analysis using the *Inventory of Teacher Technology Skills*,
- science/social studies/curriculum fair projects,
- portfolios of student work correlating examples prior to the technological treatment with examples following the teaching,
- mathematics problem solving activities,
- content specific evaluations based on the subject matter covered,
- evaluation of completed projects,
- development of content, such as reports, web pages, desktop publishing documents and presentations,
- identification of recognizable changes in performance following instruction,
- performance based assessment,
- standardized test results,
- District-Wide Common Assessments/ Discovery Assessments/ Performance Matters
- state testing programs such as FCAT, FCAT-Writes!, SAT-10 , End of Course
- upcoming *PARCC* Assessment
- data elements identified through strategic planning, and
- other identified attributes as deemed appropriate.

9.2 Ability to make mid-course corrections in response to new developments and opportunities as they arise.

The Sumter County Instructional Technology Plan is a living document and provides for adjustments as found necessary due to:

- Curricular changes,
- Need Changes as found through ongoing evaluation procedures,
- Technological advancements,
- Changes in other planning instruments,
- Changes in School Board, state or federal regulations,
- Technological changes creating efficiencies and cost-effectiveness,
- Future identified security risks or other operational needs, and
- Other yet to be foreseen advancements and changes.

The Goal structure of this plan provides for adjustments without varying the overall purpose of technology within the Sumter County School District.

Changes in specifics are to be reviewed by the district technology and media services department to verify:

- That the student performance focus is not compromised,
- That the interoperability standards are not compromised unless it is determined as necessary to meet overall needs of the district.
- That the new technologies are supportable,
- That the new technologies are cost-effective advancements,
- Verification that the new technologies provide advancements that will actually provide benefits that will justify the expense and technological implementation costs,
- Other factors that are recognized based on the specific changes necessary.

X. E-Rate Addenda

The District Technology Plan is reviewed and approved by the Florida Department of Education as to meeting the requirements of the Universal Services Fund commonly referred to as *E-Rate*. Addenda may be submitted prior to the start of services for the new fiscal year in the spring. The regulations within the E-Rate program only requires a technology plan in order to request *Priority 2* services. Currently the district only applies for *Priority 1* services.
If at a later date Priority 2 Services are requested, this technology plan can be amended if necessary.

XI. Correlations with Enhancing Education Through Technology Planning

While the EETT program is no longer a funded part of No Child Left Behind, the concepts of EETT planning remains beneficial.

PROFESSIONAL COMPETENCY AND ACCOUNTABILITY STRANDS	District Goal Correlations
Educational Technology Standards Development/ Adoption	1
Quality Instructional Content and/or Delivery Systems	2, 3, 5, 6, 7
Technology Integration Mentoring/ Modeling, and Incorporation of Best Practices	9, 11, 12
Technology –Enhanced Lesson Plan Development Incentives	2, 12
Curriculum Revision/ Enhancement	2 , 7, 12
Standards-Driven Technology Proficiency and Literacy Measurement	1, 4, 8
Improve Maintenance and/or Troubleshooting of Instructional Technologies and Software Systems Used by Teachers and Students	5, 6, 9

XII. Educational Technology Plan Framework Glossary

The following are terms that are included in the Educational Technology Plan Framework. Since some terms may have different meanings to different individuals, this glossary is provided to ensure a common understanding of the framework.

1-to-1

1-to-1 relates to plans for each student to have a technology device to use for accessing instructional content and to use as a tool to be a creator of information.

Beyond the School Day

"Beyond the school day" is used in reference to keeping a school open so that students and others may use the technology resources outside the traditional hours of the school day, e.g., before and after school, and on weekends.

A "Beyond the School Day" plan or program would be designed such that districts would submit proposals for funding to try innovative programs for keeping a school open that offer a high potential for success.

Common Core The Common Core Standards provide a consistent understanding of learning expectations. The standards are designed to be robust and relevant to the real world.

Digital Learning Readiness Gauge

The Florida Department of Education implemented this tool in January 2013 in order to provide an indicator of the school district's progress toward meeting the state's *Education Technology Modernization Initiative.*

End of Course Assessment

An End of Course Assessment is used to measure if the student met the course expectations.

Educational Technology

"Educational technology" includes all technology and technology-related processes used directly or indirectly for instructional purposes. This includes the use of hardware, software, networks, distance learning equipment, and related devices (such as probes, graphing calculators, camcorders, digital cameras, etc.), that support teaching and learning. This also includes resources that allow students and/or teachers to exchange information with others, or permits them to access, retrieve, manipulate, and display information available at Internet sites or elsewhere. Educational technology also refers to the hardware, software, and processes that facilitate the teaching and learning process such as those resources that support grade reporting, class scheduling, attendance accounting, assessment and similar functions. Finally, educational technology includes endeavors related to supporting the use of technology in the classroom such as providing professional development and technical support. Whenever this term is used, it includes technology that supports the needs of special populations.

EDUCATION TECHNOLOGY MODERNIZATION INITIATIVE The Florida State Board of Education embarked on an initiative to meet the technology requirements of a modern educational system. The goals of the initiative include:

- 1:1 student to computer ratio
- Students be allowed to use personal devices for learning activities
- All schools with high speed wireless connectivity
- Broadband access for all campuses and on all computers

Educational Technology Resources Center (ETRC)

The term "educational technology resources center" refers to one or more Web-based databases containing educational information and resources that facilitate teaching and learning. Such a database might include, among other things:

- Lesson plans,
- Information relating to "best practices" in the use of classroom technology,
- Links to other valuable educational sites,
- Information on educational technology oriented state contracts,
- Announcements describing professional development opportunities, and
- Research on effective uses of educational technology.

Educators

The term "educator" refers to all teachers, school-based and district-based administrators, and instructional support staff.

Effective Access

"Effective access" means that educational technology resources will be available for use by students and educators in sufficient quantities to satisfy their needs for its use.

Effective Utilization of Technology

"Effective utilization of technology" refers to using technology to fully satisfy the needs of the respective users of that technology. In the context of educational technology, this refers to using technology in such a way that student achievement and proficiency levels increase.

Equitable Access

"Equitable access" means that technology resources, services and products are delivered and available in a just and fair manner to many different groups of users.

Equitable Distribution

The term "equitable distribution" means that technology resources are distributed in such a way that all users have the level of resources that they need. It does not necessarily mean that all users have equal resources.

Exceptional Achievement

"Exceptional achievement" is a term that is used to describe a district or school that has far exceeded the quantity and quality standards for classroom technology resources.

Florida Innovates! Survey

This survey is the upgrade of the The "Florida STaR" (**S**ystem for **T**echnology **A**ccountability **a**nd **R**igor) is a tool designed for use in technology planning, budgeting for resources, and assessment of progress in local technology projects. The STaR Chart rubric has been replaced with the Technology Integration Matrix (http://fcit.usf.edu/matrix/) identifying technological innovation in the instructional process

Information Technology

"Information technology" refers to the hardware, software, network, information, and other resources that are used to facilitate the execution of the administrative functions of an enterprise.

Infrastructure

"Infrastructure" refers to the hardware, software, and networking resources that enable workstations and other devices (e.g., televisions, etc.) to access electronic information or programs that reside within and/or beyond the educational facility. The intent is that the infrastructure will be capable of delivering voice, video, and data resources to all connected users.

Inventory for Teacher Technology Skills

The Inventory of Teacher Technology Skills provides an online assessment of operational skills that are necessary to function with the technological tools utilized within modern businesses and schools. Through a series of tasks, the inventory is able to identify areas of proficiency and those needing to be addressed through practice or training.

Just-in-Time

"Just-in-time" refers to the delivery of products or services to a user within the time frame and at the location required by that user.

Network Backbone

"Network backbone" refers to the main communications facility that is designed to connect all elements of an enterprise and is sufficiently large to support all the communications traffic of that enterprise.

Off-site Use

"Off-site use" is used in reference to arranging contracts that permit the use of technology-based instructional materials in school and means that the same resources should be made available for use in other places beside the school, e.g., a student's home.

Proficient Users of Technology

Students that are "proficient users of technology" are able to demonstrate proficiencies in using technology that meet or exceed a specified set of technology use standards.

Student Tool for Technology Literacy

The STTL is an online assessment of technology skills that should be mastered by 8th grade.

Students

The term "student" in this framework refers to all students, including adult, vocational education, and special education students.

Sufficient Bandwidth

"Sufficient bandwidth" is an attribute of a cable or communications medium and means that the cable or medium is large enough to deliver voice, video, and data communications transmissions at the speeds required by the users of that cable or medium.

Technical Support Person (TSP)

A TSP is an individual that supports educators by providing technical support in the use of hardware, software and network resources.

Technology Leadership Programs

"Technology leadership programs" refer to staff development programs that are intended to prepare participants to understand and facilitate the use of technology for instruction.

Universal Access

Resources, services and products are flexible and customizable, existing in a variety of formats to meet the needs of a broad range of students.

Virtual Education

Modern Virtual Education encompasses learning environments where technology manages the interaction and dissemination of instruction where the instructor is not at the same location as the student.