TECHNOLOGY PLAN: NEEDS ASSESSMENT

In order to ensure that all students have the skills and capacity to solve the complex problems facing society today and in the future, Arizona's strategic long-range technology plan makes a series of recommendations that guide efforts to enhance student learning through technology, prepare educational professionals and provide continued development throughout their careers, develop leaders with the skills and philosophy to support an educational process facilitated by technology, and provide the framework that supports a technology-enable learning process.

Long Range Strategic Goals
Transforming Education: Enabling Learning for All Arizona Students
The Arizona Long-Range Strategic Educational Technology Plan, 2009

The state technology committee made strategic recommendations for the following interrelated components: 1) Student Learning, 2) Leadership, 3) Preparation and Development of Educators, and 4) Infrastructure. Your Needs Assessment is a tool for you to evaluate your current realities in regard to these four components, as well as determining a list of the necessary needs your LEA has which will assist you with aligning your educational technology goals, strategies, and action steps with the Arizona technology plan. A summary of the recommendations and goals for each of the four components can be found throughout this Needs Assessment.

LEA INTRODUCTION:
Briefly introduce and describe your school district or charter school.

Santa Cruz Valley Unified School District is located just north of the Mexican border in southern Arizona and serves 264 square miles encompassing several small communities. SCVUSD currently has six schools serving approximately 3,500 students over a total of six sites, they are:

Peña Blanca Elementary (Pre-K through 5th)
Mountain View Elementary (K through 5th)
San Cayetano Elementary (Pre-K through 5th)
Calabasas Middle School (6th through 8th)
Coatimundi Middle School (6th through 8th)
Rio Rico High School (9th through 12th)

ARIZONA TECHNOLOGY INTEGRATION:

Arizona's definition for fully integration technology is *"LEAs who have embedded appropriate technology to support student learning across all curricular areas."*

The U. S. Department of Education requires states to report the number of LEAs who have fully integrated technology.

Using the matrix below, self-assess the current reality of technology integration for your LEA. Please use the scoring rubric included in the matrix, and the final calculation and status of implementation at the end of the matrix.

Components	Developing (1 point)	Approaching (2 points)	Fully Integrated (3 points)	LEA Self-Assessment Score
Staff Technology Proficiency	No instrument(s) are available or utilized for assessing the level of technology proficiency of staff members.	One or more instruments are made available for staff to assess their level of technology proficiency.	An LEA utilizes a specific instrument(s) to assess the level of technology proficiency for staff. An LEA has identified expectations/standards for the level of technology proficiency of staff and provided professional development for staff members to meet the expected level of proficiency.	2
2009 Educational Technology Standard	No specific curriculum resources with educational technology standard performance objectives are available and/or no alignment with educational technology standard performance objectives has occurred for any grade levels.	Some curriculum resources with identified educational technology standard performance objectives are provided for one or more content areas and/or grade levels. Some alignment of Educational Technology Standard performance objectives with other core content areas may be evident across one or more grade levels.	Educational Technology Standard performance objectives have been aligned with other core content areas across all grade levels. Curriculum resources are available to assist teachers with implementing instructional activities that have educational technology standard performance objectives embedded.	2
Classroom Integration of Technology	No instrument(s) are made available for assessing how effective a teacher is integrating technology in his or her classroom. Technology in the classroom is almost exclusively used by the teacher.	One or more instruments are made available for teachers to self-assess how effectively technology is being integrated in their classroom. Teachers use a variety of technologies to enhance instruction. Student use of technology occurs occasionally and is generally for research, presenting information, and creating some text and multimedia products.	An LEA utilizes a specific instrument(s) to regularly assess how effectively a teacher integrates technology into their classroom. Teachers and students utilize technology daily to explore content, communicate and collaborate on real-world problems, provide real-time data of student progress and to assist teachers and students in individualizing a student's learning experiences.	1

Components	Developing (1 point)	Approaching (2 points)	Fully Integrated (3 points)	LEA Self-Assessment Score
Professional Development/ Instructional Support	No professional development or instructional support on the use of technology is offered.	Professional Development on the use of technology in the classroom is offered. Instructional support for the effective use of technology is available for some teachers through instructional coaches or curriculum resources.	Professional Development is offered based on needs identified from Staff Technology Proficiency and Classroom Integration of Technology Assessments. Professional Development is provided for content areas/grade levels on effective technology integration strategies and the use of curriculum resources available for educator's specific grade level and/or content area. Coaches are available at each school site to assist teachers with implementing strategies for effectively integrating technology in the classroom.	2
Availability of Technology	Classrooms have 1-2 computers. Additional computers may be available in computer labs.	Classrooms include some additional instructional technology hardware (projector, interactive whiteboard, electronic response systems, document cameras, etc.) to assist with instruction. Classrooms have at least 1-2 computers and may have access to additional computers through computer labs and/or mobile carts. Wireless access to the Internet is available in some schools.	Classrooms include a wide variety of instructional technology hardware (projector, interactive whiteboard, electronic response systems, document cameras, digital cameras, digital camcorders) to assist with instruction. Students have access to individual computing devices that can access the Internet. Wireless access to the internet is available campus-wide across all schools.	2
Technology Funding/ Technology Support	LEA maintains a technology support staff to computer ratio of 1 person per 750 computers or greater. Technology funding provides for a computer replacement cycle of 6 years or longer.	LEA maintains a technology support staff to computer ratio of 1 person to between 400-750 computers. Technology funding provides for a computer replacement cycle between 4 and 6 years.	LEA maintains a technology support staff to computer ratio of 1 person to 400 computers or less. Technology funding provides for a computer replacement cycle of 4 years or less.	2
Comprehensive LEA Technology Integration Status	**Developing -** **total 6–9 points**	**Approaching -** **total 10–15 points**	**Fully Integrated -** **total 16–18 points**	11

STUDENT LEARNING:

The challenge for our education system is to leverage the learning sciences and modern technology to create engaging, relevant, and personalized learning experiences for all learners that mirror students' daily lives and the reality of their futures. In contrast to traditional classroom instruction, this requires that we put students at the center and empower them to take control of their own learning by providing flexibility on several dimensions. A core set of standards-based concepts and competencies should form the basis of what all students should learn, but beyond that students and educators should have options for engaging in learning: large groups, small groups, and work tailored to individual goals, needs, interests, and prior experience of each learner. By supporting student learning in areas that are of real concern or particular interest to them, personalized learning adds to its relevance, inspiring higher levels of motivation and achievement.

Transforming American Education: Learning Powered by Technology
National Educational Technology Plan (Draft), 2010

Long-Range Strategic Goals:
All learners will:
• have access to authentic learning activities appropriate to their development whenever and wherever they need.
• use appropriate strategies and technology to collaborate, construct knowledge and develop solutions to real-world problems.
• communicate effectively with global audiences.

Long Range Strategic Goals
Transforming Education: Enabling Learning for All Arizona Students
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CURRENT REALITY:

Select your implementation level for each recommendation in the columns provided.

Summary of Recommendations for the Local Education Agencies: *AZ Long-Range Strategic Ed Tech Plan, 2009*	Already Implemented	Currently Implementing	Planning for Implementation	Not Implementing
Provide district policies, curriculum, and resources to ensure that every student has the tools for an individualized, collaborative, and authentic learning experience.	X			
Select and deploy a variety of technology-based tools to provide differentiated instruction for every child by monitoring student assessment and suggesting developmentally appropriate content.	X			
Embed the *Arizona Educational Technology Standard* within the curriculum at each grade level.		X		
Select and utilize local, commercial, and open source digital content, aligned to state standards, to provide online access to specialized, rigorous, dual enrollment, credit recovery, and remedial courses.	X			

Summary of Recommendations for the Local Education Agencies: *AZ Long-Range Strategic Ed Tech Plan, 2009*	Already Implemented	Currently Implementing	Planning for Implementation	Not Implementing
Provide curriculum and resources that ensure personal safety for students in a digital world and policies that specify expectations of appropriate behavior and rules for students, parents, staff, and teachers.	X	X		

Describe the current level of technology integration into curriculum areas and the method of technology integration.

Middle school students attend a Career Exploration class and start the process of an ECAP to meet the state requirement and standards through the AZCIS computer based program. This class is a career readiness curriculum.

For other core classes the students have access to the computer lab in the library.

As students enter the high school the ECAP is transferred and counselors update their ECAP through the AZCIS program. This continues throughout the students 4 years.

Technology is integrated in the CTE courses offered based on the standards that are required. Every student at the sophomore level is required to take an introduction to business course which is computer based. Each teacher/student has access to a smart board, document camera, clicker systems, and computers. Students have used this technology for presentations, class instruction and have even created tests for their peers using the clicker system. Currently we are working on a long distance learning program with the Pima JTED for fire science which utilizes a Polycom conferencing device whereby students in Pima and our school can discuss and work with each other.

Students taking a CTE course have a required assessment that is computer based to measure their skills and attainment.

Rosetta Stone is available online to all students in the library, career center or SEI required English course for English language learners at the High School and Middle School. Rosetta Stone is also used in K-5 also and there are specific SEI classes set up that use it in the lab on a weekly basis.

This year we are setting up a program where parents are eligible to access this program to improve their English skills.

Other courses have the availability to use the library or career center for projects based on their curriculum and standards.

Both students and parents have portals that allow them to access Synergy to view grades, homework or attendance.

We are working on our Website to give students access to their teachers. We have World By Me so students can access homework assignments, submit papers and address issues with teachers when they are not in class.

We offer A+ for credit recovery which is computer based. We also have Cima Vista our alternative school which utilizes online courses for students.

What is the current level of technology literacy and how do you measure student technology literacy?

In past years student technology literacy was measured by giving a pretest/posttest for all students enrolled in CTE classes at the High School. Beginning this year we are utilizing an online assessment of student technology using the Student Tool For Technology Literacy at
http://arizonast2l.flinnovates.org/login.aspx.

How are you developing and using innovative strategies for delivering curriculum through the use of technology (consider items such as distance learning technologies, online learning, and other e-learning systems)?

This year we implemented a long distance learning program through the use of a polycom where the students here worked with the instructor in Tucson to meet the requirements of this course. Through A+ and Cima Vista (our alternative school) students access online learning modules to meet the requirements for graduation.

How are you using technology to promote increased parental involvement and student engagement?

Through our parent portal, Synergy Student Information System, parents can access students' grades and attendance. Students/parents can access the portal from home or school for their information.

We also began implementation this year of an online digital backpack where teachers and students can both share and store documents and communicate via email in a safe and controlled environment.

At the elementary level we use Study Island for Reading and Math and this can be accessed at home so that the parents can also see how the students are doing and they can assist them with the problems.

How are you using technology to increase authentic learning, increased collaboration and communication skills, and problem-solving by students?

Students have access to email and file storage through World by Me to communicate with the teachers and other students. The CTE course gives instruction on email protocol and responsibilities of internet usage and search engines. Every student and all district personnel is required to sign a Technology agreement which has been approved by the board.

Additional student learning current realities--

Not enough student computing devices for all students to work on technology at all times.

More Internet Bandwidth is needed

Wireless access is limited.

Classroom sets of computing devices so teachers do not have to move students and students would have an area where they feel comfortable discussing their grades and reviewing their data.

STUDENT LEARNING NEEDS:

After reflecting on your current realities and the Arizona Long-Range Strategic Educational Technology Plan, please include a bulleted list for any **student learning** items or issues that are needed.

- Wireless capacity at the Middle School and Elementary is overwhelmed by the number of student devices we wish to connect. An upgrade to the wireless network, putting an individual wireless access point in each classroom, would alleviate this issue.

- Increased Internet bandwidth

- Increased number of student computing devices

- Additional online course offerings

- Additional Videoconferencing devices for access to long distance learning

- Increase in wired network connections in classrooms

LEADERSHIP:

Long-Range Strategic Goals:

All leaders will:
• model, implement, and assess appropriate technology use at all levels of the teaching and learning process.
• have access to the appropriate tools and resources to guide instructional and administrative practice.
• implement a dynamic technology planning process that expands curricular and instructional opportunities to students.
• provide opportunities for sustained, relevant, timely and effective professional development

Long Range Strategic Goals
Transforming Education: Enabling Learning for All Arizona Students
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CURRENT REALITY:

Select your implementation level for each recommendation in the columns provided.

Summary of Recommendations for the Local Education Agencies: *AZ Long-Range Strategic Ed Tech Plan, 2009*	Already Implemented	Currently Implementing	Planning for Implementation	Not Implementing
Develop and implement a comprehensive Strategic Technology Plan, tied to the district's strategic plan and school improvement plans, that ensures the instructional and administrative use of technology at the classroom, library, campus, and district level.		X		
Adopt the *Consortium for School Networking's (CoSN) CTO Skills Framework* for the hiring and evaluation of Chief Technology Officers.		X		
Develop incentives for new and veteran educators to become technologically literate.			X	
Include community input into the planning and support for the integration of technology into teaching and learning.			X	
Coordinate the use of electronic data in district planning to support research-based decision-making focused on student success.		X		
Participate in collaboration with representatives from PreK-12, Higher Education, parents, businesses and community to share planning resources and services.			X	
Support and encourage leaders to attend and present at local/state/national educational technology conferences.		X		

List and describe the current uses of technology to support your administrators and their responsibilities (district, school-based, student achievement, and teacher effectiveness) in the chart below. (add additional rows as needed)

Technology Resource	Activity
Synergy	Continued expansion of this two-year old data base to assist principals and their sites in managing student data
Kronos	Significant training on this time clock system to assist principals with managing employee time and reducing paperwork
ALEAT	Administrative Retreat time dedicated to creating and reviewing site action plans
Taylor Management Visions	On-going training and assistance with budget planning and management
Pearson	On-site trainings provided to admin and teachers on the implementation of technology resources available to all classrooms within our current adopted curriculum

Describe how administrators promote and evaluate the effective use of technology by teachers.

All site and district administrators actively participate in quarterly classroom walk-thrus across every school site. Observations are noted on a District-approved form which includes specific observations about the teacher use (or not) of available technology in the classroom. Principals also dialogue regularly as an administrative team about the Active Engagement in a classroom and various ways a teacher can generate such. Our District teacher evaluation instrument specifically targets Active Engagement. Lastly, individual principals and the District as a whole routinely look for and apply for grants to support the acquisition of technology.

Describe the roles site-based LEA administrators play in the types and quantity of technology that are available to their staff and students.

In the absence of available capital dollars building administrators constantly search for ways to purchase technology. Most recently, principals have committed nearly all of their local grant funds to the purchase or maintenance of technology. Types of technology to be purchased currently include outfitting (or maintaining) every classroom with a minimal level of technology equipment that includes a

laptop computer, a projector, and a document camera. Whenever possible, principals expand beyond that standard to include interactive whiteboards, student responders, or Active Slates.

Additional **leadership** current realities--

The lack of available capital dollars has halted any kind of strategic approach to technology expansion. There is a lacking common vision as to what a 21st century classroom looks like and a lacking plan on how to get there. There is also a wide range of individual knowledge and comfort levels on the part of the administrators as to use of technology. District leadership is currently planning to implement a Bring Your Own Device policy in 2013.

LEADERSHIP NEEDS:

After reflecting on your current realities and the Arizona Long-Range Strategic Educational Technology Plan, please include a bulleted list for any **leadership** items or issues that are needed.

- A deeper understanding of what technology integration looks like.
- A more specific strategic plan of how to bring that level of integration to all of our classrooms.
- A sustainable financial plan of where to find the financial resources to make this happen.

PREPARATION AND DEVELOPMENT OF EDUCATORS:

Just as leveraging technology can help us improve learning and assessment, the model of 21st century learning calls for using technology to help build the capacity of educators by enabling a shift to a model of connected teaching. In such a teaching model, teams of connected educators replace solo practitioners and classrooms are fully connected to provide educators with 24/7 access to data and analytic tools as well as to resources that help them act on the insights the data provide.

Transforming American Education: Learning Powered by Technology
National Educational Technology Plan (Draft), 2010

Long-Range Strategic Goals:

All educators will:
•   complete their initial preparation with the pedagogy, practical knowledge and skills to use technology to enhance every student's learning.
•   have access to research-based professional development opportunities whenever and wherever they need.

Long Range Strategic Goals
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CURRENT REALITY:

Select your implementation level for each recommendation in the columns provided.

Summary of Recommendations for the Local Education Agencies: *AZ Long-Range Strategic Ed Tech Plan, 2009*	Already Implemented	Currently Implementing	Planning for Implementation	Not Implementing
Prepare administrators and district professional development personnel to conduct consistent observations of classroom use of technology using a technology integration observation form to determine levels of technology integration and effective use of technology that incorporates this observation into all formal professional evaluation.			X	
Develop and maintain funding models and budgets that support participation in statewide, technology professional development opportunities for all teachers and administrators.		X		
Develop and maintain professional learning communities that use appropriate technology to support learning and reflection by instructional personnel.			X	
Develop and maintain partnerships with Higher Education to pilot new instructional strategies for integrating technology.			X	
Summary of Recommendations for the Local Education Agencies: *AZ Long-Range Strategic Ed Tech Plan, 2009*	Already Implemented	Currently Implementing	Planning for Implementation	Not Implementing

Utilize innovative strategies for anytime/anywhere delivery of ongoing professional development, including online and other distance learning models and digital content delivery services to meet the diverse and personal learning needs of all educators.		X		
Provide instructional coaches and mentors to support technology integration efforts to improve learning in core curriculum areas.		X		
Provide professional development on the impact of non-compliance with district policies regarding the use of technology and include compliance with these policies as a component of teacher evaluation and observation instruments.		X		
Use grants and, where possible, district funds to host and cosponsor regional and statewide technology symposia and training that promote the sharing of instructional strategies and techniques.				X
Work with parents and higher education to develop opportunities for parents to learn how technology can enhance their child's learning.				X

What are the methods used for identifying technology professional development needs for teachers, staff, and administrators?

The district maintains a tight inventory of existing technology by site and teacher. This helps to establish a baseline of the possible PD needs of teachers, staff, and administrators. District-wide surveys are then distributed annually to determine the PD needs. Surveys are reviewed by a committee that develops the PD offerings for the coming year. Each site informally surveys staff at Team Leader meetings to identify opportunities for experienced teachers to model technology practices with colleagues during early-release staff development days.

List and describe the technology professional development opportunities that are available to **teachers and staff** on the effective integration of technology into the curriculum in the chart below. (add additional rows as needed)

PD Activity	Facilitator or Provider of PD	Frequency of PD Offered
familiarization with digital content and online features of textbooks	textbook publishing company	3 sessions in first year of adoption
use of interactive whiteboards and pads	Backbone Communications – distributor of Mimio products	1-2 initial orientation sessions
use of interactive whiteboards and pads	trained teachers with product experience	several times throughout year during ER staff development days
use of classroom responders	e-instruction	1 initial orientation for selected teachers
use of classroom responders	trained teachers with product experience	As needed throughout year during ER staff development days

List and describe the technology professional development opportunities that are available to **administrators** on the effective use and evaluation of technology in the chart below. (add additional rows as needed)

PD Activity	Facilitator or Provider of PD	Frequency of PD Offered
Use of Teacher Compass	Pearson	initial orientation

What incentives are available to LEA teachers, staff, and administrators for participating in technology staff development?

Teachers who are willing to participate in technology staff development are given the opportunity to pilot the technology products in their classrooms. In the past, some grants have provided a stipend and equipment for participating in PD.

How do you measure the effectiveness of the technology professional development offered?

Online and written surveys and evaluation forms are used to measure the effectiveness of technology PD.

PREPARATION AND DEVELOPMENT OF EDUCATORS NEEDS:

After reflecting on your current realities and the Arizona Long-Range Strategic Educational Technology Plan, please include a bulleted list for any **professional development** that is needed under each category.

- *Teachers and Staff*
  - Be aware of and provide opportunities to participate in statewide technology PD.
  - Provide more thorough support of technology integration through coaches and mentors.
  - Provide more extensive professional development concerning the effective use of existing technology in the district.
  - Provide incentives for teachers to participate in technology PD in multiple formats (face-to-face, self-guided online, webinars, and distance learning models) to meet the diverse and personal learning needs of all educators.

- *Leadership and Administration*
  - Develop a technology integrated observation form to be used in both informal classroom observations and formal teacher evaluations.
  - Train administrators how to evaluate the effective use of technology in classroom instruction.
  - Be aware of and provide opportunities to participate in statewide technology PD.
  - Develop partnerships with Higher Education to pilot new instructional strategies for implementing technology.
  - Provide more in-depth training of coaches and mentors in technology integration.
  - Include compliance with district policies regarding the use of technology as a component of teacher evaluation and observation instruments.
  - Use grants and/or district funds to participate in a regional or statewide technology symposium that promotes the sharing of instructional strategies and techniques.
  - Develop opportunities for parents to learn how technology can enhance their child's learning.

INFRASTRUCTURE:

An essential component of the 21st century learning model is a comprehensive infrastructure for learning that provides every student, educator, and level of our education system with the resources they need when and where they are needed. The underlying principle is that infrastructure includes people, processes, learning resources, policies, and sustainable models for continuous improvement in addition to broadband connectivity, servers, software, management systems, and administration tools. Building this infrastructure is a far-reaching project that will demand concerted and coordinated effort.

Transforming American Education: Learning Powered by Technology
National Educational Technology Plan (Draft), 2010

Long-Range Strategic Goals:
The goals for learners, leaders, and educators will be achieved through an infrastructure that provides:
- secure and reliable anytime/anywhere access to a variety of current and emerging technologies.
- just-in-time assistance to support the use of technology for administration, teaching and learning.
- policies and procedures that ensure equitable access to all users.

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CURRENT REALITY:

Select your implementation level for each recommendation in the columns provided.

Summary of Recommendations for the Local Education Agencies: *AZ Long-Range Strategic Ed Tech Plan, 2009*	Already Implemented	Currently Implementing	Planning for Implementation	Not Implementing
Develop and implement new strategies and practices for the funding, purchase and support of technology infrastructure and services.	X			
Provide a 1:1 learning environment for 6th-12th grade students and at least a 3:1 ratio for students below 6th grade. (ETAC has avoided using "computer to student ratios" because other digital learning devices, i.e. net books or smart phones, might describe these ratios)		X		
Maintain an internal wide area network that provides connections from the district to each school and between schools of at least 100 Mbps per 1,000 students/staff within the next one to four years and at least 1 Gbps per 1,000 students/staff within the next five to seven years. (Adapted from *High-Speed Broadband Access for All Kids)*	X			
Provide and maintain an infrastructure for communications with parents and community members, including year-round anytime/anywhere access to school news, educational resources, and data.				
Utilize technologies that are environmentally safe and can be used to ensure the safety of students (i.e. surveillance and emergency warning systems).		X		

Summary of Recommendations for the Local Education Agencies: *AZ Long-Range Strategic Ed Tech Plan, 2009*	Already Implemented	Currently Implementing	Planning for Implementation	Not Implementing
Provide and maintain an infrastructure for online grading and assessment systems that are standards based and allow access to student performance data to students, parents, and appropriate district personnel.	X			
Develop strategies, resources, and best practices that facilitate anytime/anywhere access to digital learning resources and activities by all students within the district. This includes secure access to network resources and ensuring that critical technology applications and data can be recovered in a timely manner.		X		
Provide funding and release time for support staff from districts of common size, interests, and technologies to meet and share best practices in infrastructure support.				

Describe your network configuration (the amount and type of network connections to the Internet, to individual schools, and within each school) and utilization (the type of network or connectivity that is being used, network configuration, and the current level of utilization.).

Describe the current level of access to technology resources (computers, cell/smartphones, interactive whiteboards, student responders, digital cameras, and other technology):

- **Students** have access

  - Computers in a lab setting at each site

  - Smartboards in several classrooms at each site

  - Student response systems in several classrooms at each site

- Each **teacher** in the district has

  - Laptop

  - Digital Projectors

  - Digital documents cameras

  - Printers

     ○   District-Hosted Google Email/Apps account

- **Administrators** have

  ○ Tablets

  ○ Laptops

  ○ Smart phones

  ○ Desktops

Indicate what role, if any, that E-Rate has played or will play in maintaining or expanding LEA infrastructure.

E-Rate currently funds and is projected to continue funding at least 83% of the districts' costs associated with telephones local and long-distance lines, District supplied Smart phones, Wide Area Network connections, and Internet access.

E-Rate was responsible for funding an upgrade to the local Wide Area Network increasing the speed from 3 Mbps between campuses to 100 Mbps and an upgrade to our Internet connection increasing the speed from 4.5 Mbps to 21 Mbps. In addition E-Rate funded the installation of wireless network connections at all 6 campuses providing wireless network access to all classrooms in the district.

Anticipated future E-Rate projects include an upgrade to our telephone system from the current Plain Old Telephone (POT) lines to a Voice over IP (VOIP) system as well as further upgrades to provide more robust wireless connectivity at all campuses.

An increase in internet bandwidth from the current 20 Mbps to 100 Mbps is also being sought.

List and describe the technology infrastructure for department procedures in the chart below. (business needs, HR, district communication, transportation, state reporting requirements, etc.) (add additional rows as needed)

Department/Service	Technology Infrastructure/System Used
Business/Inventory/Purchasing/HR/Depts	Taylor Management Visions Budget Program. Kronos Timekeeping System
District Communication	Android-based Smartphones funded by E-Rate
Student Information System (Required for state reporting)	Edupoint Synergy Student Information System
Transportation	
Food Services	SODEXO/Mealtime automated Food Service System
Special Education	e-IEPPro Web Based Special Education Management System

List and describe staffing levels versus devices/infrastructure needing support in the chart below. (add additional rows as needed)

Device/Infrastructure Component	Number of Devices	Number of Support Positions
Networking	300	1
Servers/Systems (Email, SIS, Finance, etc.)	47	1
Workstations/Software	1400	2
Other Devices (printers, projectors, document cameras, interactive white boards, etc.)	Printers-140 document cameras – 90 projectors – 105 interactive white boards - 35	2

INFRASTRUCTURE NEEDS:

After reflecting on your current realities and the Arizona Long-Range Strategic Educational Technology Plan, please include a bulleted list for any **infrastructure** that is needed under each category (Hardware, Software, and Staffing).

- **Hardware**
  - Additional Wireless Access Points (WAPS)
  - Additional Licenses for CISCO-based WAP Controllers.
  - Additional staff for support.
  - Additional training for staff from vendor-supported trainers.
  - Increased Internet Bandwidth.
  - Telephones lines and handsets needed for classrooms at Rio Rico High School, Mt. View Elementary, and Coatimundi Middle School.

- **Software**
  - Migrating from locally hosted Renaissance Learning products to a cloud-based solution.
  - A student cloud-based desktop to be used for accessing district learning resources.
  - An modular internet-based course software suite that would allow instructors to create and share custom curriculum aligned with state-standards.

- **Staffing**
  - Additional staffing needed for technical support.
  - Additional staffing needed for instructor support and training.