

SWOT Analysis Template for Technology Planning Needs Assessment
What is the current reality in our school?

ESSENTIAL CONDITION ONE: Student-Centered Learning

ISTE Definition: Use of information and communication technology (ICT) to facilitate engaging approaches to learning.

Guiding Questions:

- *How is technology being used in our school? How frequently is it being used? By whom? For what purposes?*
- *To what extent is student technology use targeted toward student achievement of the Georgia Learning Standards (GPSs, QCCs) (Common Core)?*
- *To what extent is student technology use aligned to research-based, best practices that are most likely to support student engagement, deep understanding of content, and transfer of knowledge? Is day-to-day instruction aligned to research-based best practices? (See Creighton Chapters 5, 7)*

<i>Strengths</i>	<i>Weaknesses</i>	<i>Opportunities</i>	<i>Threats</i>
<ul style="list-style-type: none"> • Computer lab booked daily for class visits K-5 and Special Areas • School-site license to IXL Math aligned to Common Core standards/units • eBooks aligned to Common Core reading standards • Computer-based assessments for Common Core subjects • Classroom computers used (by students) to reinforce curriculum concepts daily in classes • IWB activities to promote engagement and deepen understanding • Class websites/blogs for at least 25 classes • Student-created 	<ul style="list-style-type: none"> • Technology use tends to be in the form of drill-and-practice activities and other low-order skills, rarely student-centered, HOTS activities • Much of the day-to-day IWB use is still teacher-directed, some student-directed but for lower-order thinking activities • Computer lab used for a narrow variety of purposes: PowerPoint, research, IXL math 	<ul style="list-style-type: none"> • Findley Foundation poised to invest in apps, devices, and software subscriptions • Forward-thinking administration with a desire to increase technology use • Teachers beginning to transform their use of technology from teacher-centered, low-order thinking to student-centered, HOTS. • New hires/position openings make new knowledge available in the school (digital native teachers) 	<ul style="list-style-type: none"> • Lack of time for professional development to encourage these activities • Lack of staff confidence in applying technology in new ways • Changing curriculum, teachers must find new resources to align to curriculum

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PowerPoint presentations and other technology-related activities aligned to standards			
<p><i>Summary/Gap Analysis:</i> Technology use has grown a great deal in the last few years at Findley Oaks Elementary. A majority (over 50%) of teachers have class websites, the computer lab continues to be used on a daily basis, usually booked throughout the day. Classroom computers are being used more seamlessly throughout instruction. The school has invested in two iPad carts with 30 iPads each, as well as a large number of interactive whiteboards throughout the school. However, this technology use remains largely teacher-focused. When students use technology, it is often for lower-order thinking skills such as looking up information on a website, watching a video, or conducting drill-and-practice activities. With increased professional development for HOTS-focused technology use, Findley Oaks Elementary would be able to use the existing devices for more meaningful, student-centered learning activities.</p>			
<p><i>Data Sources:</i> Computer lab sign-up calendar, Teacher Technology Survey (see Appendix A), school website's directory of teacher websites (http://school.fultonschools.org/es/findleyoaks/Pages/StaffDirectory.aspx), technology equipment inventory (STS)</p>			

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ESSENTIAL CONDITION TWO: Shared Vision

ISTE Definition: Proactive leadership in developing a shared vision for educational technology among school personnel, students, parents, and the community.

Guiding Questions:

- *Is there an official vision for technology use in the district/school? Is it aligned to research-best practices? Is it aligned to state and national visions? Are teachers, administrators, parents, students, and other community members aware of the vision?*
- *To what extent do teachers, administrators, parents, students, and other community members have a vision for how technology can be used to enhance student learning? What do they believe about technology and what types of technology uses we should encourage in the future? Are their visions similar or different? To what extent are their beliefs about these ideal, preferred technology uses in the future aligned to research and best practice?*
- *To what extent do educators see technology as critical for improving student achievement of the GPS/QCCs? To preparing tomorrow's workforce? For motivating digital-age learners?*
- *What strategies have been deployed to date to create a research-based shared vision?*
- *What needs to be done to achieve broad-scale adoption of a research-based vision for technology use that is likely to lead to improved student achievement?*

<i>Strengths</i>	<i>Weaknesses</i>	<i>Opportunities</i>	<i>Threats</i>
<ul style="list-style-type: none"> • Forward-thinking administration pushing for increased technology use for standards alignment • Knowledgeable STS and Media/Technology Specialist interested in increasing student-directed learning through technology • Technology often used as a motivating factor for students • Increased technology included as a vehicle for increasing standards proficiency in 2013-2014 SIP 	<ul style="list-style-type: none"> • No official technology vision for the school • Teachers often see technology as “busy work” for the students or “extra work” for them to plan, rather than something that can enhance the standards • Technology often used as a reward, thus causing it to be marginalized in classroom instruction • Some teachers don't have “buy in” to the importance of technology in education 	<ul style="list-style-type: none"> • Create and/or publicize technology vision • Administration excited about the prospect of editing the overall school vision to incorporate, among other things, a balance approach to technology • Administrators aware of ISTE NETS standards, willing to create an official school-wide technology vision • PARCC-type assessment coming that will reinforce HOTS through technology 	<ul style="list-style-type: none"> • Conflicting views on how/why/if technology should be used • Some members of the largely veteran staff uncomfortable with technology use themselves, therefore uncomfortable with teaching with technology. For example, teachers uninterested in attending prepaid workshops for ActivInspire training

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Summary/Gap Analysis:

There is currently no official vision for technology for Findley Oaks Elementary. Many teachers are interested in using technology to enhance student learning, but some are uncomfortable with the idea due to lack of content-specific training/teacher technology proficiency, or simply lack interest or understanding of the importance of implementing technology in their classrooms. To demonstrate the level of the administration's interest in increasing technology use, it has been added as a goal in this year's SIP. This will hopefully cause more teachers to understand how important administration views this topic, and therefore will increase their own technology use. The development of and discussions about a shared vision would help teachers think of the best way to use technology in the classroom.

Data Sources:

Anecdotal data (conversations with staff, admin, STS), 2013-2014 Findley Oaks School Improvement Plan (see Appendix B), Teacher Technology Survey (see Appendix A)

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ESSENTIAL CONDITION THREE: Planning for Technology

ISTE Definition: A systematic plan aligned with a shared vision for school effectiveness and student learning through the infusion of ICT and digital learning resources.

Guiding Questions:

- *Is there an adequate plan to guide technology use in your school? (either at the district or school level? Integrated into SIP?)*
- *What should be done to strengthen planning?*

<i>Strengths</i>	<i>Weaknesses</i>	<i>Opportunities</i>	<i>Threats</i>
<ul style="list-style-type: none"> • Increased technology use listed as a goal in 2013-2014 SIP • Administrators pushing technology use, especially for communication • Special Areas teachers being used as a “technology team” to help implement technology for HOTS activities aligned to classroom content • District level: Fulton Connect being used to connect lesson plans, assessments, and other data for shared use from teacher to teacher and from teacher to administrator • District-wide Technology competition for students to generate excitement about technology, focuses on HOTS 	<ul style="list-style-type: none"> • Lack of structured time to learn about/practice new technology skills (professional development) • Unequal distribution among grade levels of technology-proficient teachers (Kindergarten generally low proficiency, 3rd grade generally high proficiency) • Lack of shared vision causes school-wide planning to become difficult 	<ul style="list-style-type: none"> • Create shared vision to help guide best use of technology • iPad app purchasing committee can provide guidance for appropriate apps for HOTS • Maximize the human capital that already exists in building (plan for peer-to-peer training for technology) • Special Area “technology team” can plan for HOTS professional development embedded within instruction 	<ul style="list-style-type: none"> • Many teachers feeling overwhelmed by “too many things on their plates”, unwilling to add technology to their teaching • Rapidly changing technology makes planning difficult to remain relevant • Provide time for peer-to-peer training/assistance within daily schedule

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Summary/Gap Analysis:

Administration at Findley Oaks has been pushing for increased technology use for the past few years, and has added it as a goal to the 2013-2014 SIP. This technology push is often in the form of encouraging websites and other technology as a means for communication with parents, but there is no clear guidance for classroom implementation. The creation of a shared technology vision for the school would help guide teachers toward the best use of technology in the classroom. This shared vision can also help administrators plan for professional development activities that would help teachers learn how to best use technology in the classroom.

Data Sources:

2013-2014 Findley Oaks School Improvement Plan (see Appendix B), Teacher Technology Survey (see Appendix A)

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ESSENTIAL CONDITION FOUR: Equitable Access

ISTE Definition: Robust and reliable access to current and emerging technologies and digital resources

Guiding Questions:

- *To what extent do students, teachers, administrators, and parents have access to computers and digital resources necessary to support engaging, standards-based, student-centered learning?*
- *To what extent is technology arranged/distributed to maximize access for engaging, standards-based, student-centered learning?*
- *What tools are needed and why?*
- *Do students/parents/community need/have beyond school access to support the vision for learning?*

<i>Strengths</i>	<i>Weaknesses</i>	<i>Opportunities</i>	<i>Threats</i>
<ul style="list-style-type: none"> • 160 student computers across 39 classrooms (average of 4 computers per classroom) • Computer lab available to all students/classes with 34 computers • 1 laptop cart available to all students/classes with 16 laptops • Interactive whiteboard capability in 36 classrooms, multiple areas (K, 2-5, Music, Art, ESOL, IRR, Media) • 2 iPad carts with 30 iPads each (for 1st grade: no IWBs) • iPad App Purchasing Committee with a shared vision for HOTS-promoting apps • 1 Mac computer for iMovie and other 	<ul style="list-style-type: none"> • Lack of apps and software that encourage student-directed, constructivist learning • Color printer frequently runs out of toner due to wasteful overuse • Gap between some grade levels/classes (no IWB in 1st grade, itinerant Music, PE; iPad cart limited to 1st and 2nd only) 	<ul style="list-style-type: none"> • Additional Mac computer(s) for iMovie production needed • Student access to technology increased with increasing HOTS activities • Funding available for new apps that promote HOTS 	<ul style="list-style-type: none"> • Small underprivileged population with unequal access to technology outside of the school • Lack of guidance on best use of technology for students outside of the school • False sense of technology accomplishment due to large amount of resources • Rapidly changing technology tools hard to keep up with

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<p>Apple-exclusive production features</p> <ul style="list-style-type: none"> • Approx. 12 scanners • Approx. 12 shared network printers, including at least one color printer • Additional printers for individual use in classrooms • Approx. 16 document cameras for classroom use • Home access to technology tools • Home access through technology to student grades, school happenings (communication) 			
<p><i>Summary/Gap Analysis:</i></p> <p>In terms of available equipment, Findley Oaks Elementary is already in good position to have successful technology implementation. This, along with the available funding for even more tools, is perhaps one of the biggest strengths of our school. However, simply having access to the equipment is not enough to ensure the best implementation of technology. Because there are ample funds available, often those funds go to the newest and flashiest addition to the market, with little regard to its educational merit. The tools needed would be apps and software that promote constructivist learning and HOTS, and that could be used on the devices currently at our disposal. More importantly, though, there is a need for training on why these types of tools are important rather than just handing a new software activity to teachers. This again goes back to creating and sharing the school vision for technology so teachers can understand how to best utilize the equipment and tools already at our disposal.</p>			
<p><i>Data Sources:</i></p> <p>Technology equipment inventory (STS), Teacher Technology Survey (see Appendix A), admin observation, student profile data</p>			

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ESSENTIAL CONDITION FIVE: Skilled Personnel

ISTE Definition: Educators and support staff skilled in the use of ICT appropriate for their job responsibilities.

Guiding Questions:

- *To what extent are educators and support staff skilled in the use of technology appropriate for their job responsibilities?*
- *What do they currently know and are able to do?*
- *What knowledge and skills do they need to acquire?*

(Note: No need to discuss professional learning here. Discuss knowledge and skills. This is your needs assessment for professional learning. The essential conditions focus on “personnel,” which includes administrators, staff, technology specialists, and teachers. However, in this limited project, you may be wise to focus primarily or even solely on teachers; although you may choose to address the proficiency of other educators/staff IF the need is critical. You must include an assessment of teacher proficiencies.

<i>Strengths</i>	<i>Weaknesses</i>	<i>Opportunities</i>	<i>Threats</i>
<ul style="list-style-type: none"> • Every staff member uses laptop or desktop for school functions on a daily basis for basic functions: email, websites, YouTube, etc. • Approximately 75% of teachers use computers through IWB capabilities for the purpose of instruction • Teachers are able to guide students towards digital resources such as Galileo • Teachers are able to use technology for communication with parents/community (e.g. email) • Teachers incorporate student computers 	<ul style="list-style-type: none"> • Not all teachers have attended technology training • Not all teachers are capable of using an interactive flipchart for instruction due to lack of training • No data on general proficiency • Student computer use centers around low-thinking skill tasks • IWBs used by teachers, rarely by students • IWBs rarely used for transformational learning, despite access to the technology 	<ul style="list-style-type: none"> • Prepaid workshops such as ActivInspire available to teachers • In-house training by peers available to low-proficiency teachers • Peer mentors available for more long-term and individualized assistance 	<ul style="list-style-type: none"> • Teachers feeling overwhelmed, intimidated, and/or ambivalent when offered technology training • Lack of time to acquire new skills • Some teachers don't have “buy in” to invest time in training • Some teachers don't have “buy in” to invest time in instruction for constructivist learning

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throughout instruction			
<p><i>Summary/Gap Analysis:</i> There is a wide range of technology proficiency among the staff at Findley Oaks. Some teachers are very interested in technology and seek new and exciting opportunities for classroom implementation. On the other end of the spectrum, some teachers have difficulty with basic tasks such as simply turning on and/or connecting a computer to an interactive whiteboard or projector. Right now there is no formal data to track the technology proficiency of teachers and staff at Findley Oaks, but this would aid greatly in needs assessment for professional learning. After the school vision for technology is established, teachers can fill out a survey indicating their proficiency and opinion (important vs. not important) on various technology skills and competencies.</p>			
<p><i>Data Sources:</i> Admin observation, Teacher Technology Survey (see Appendix A), anecdotal data (conversations with admin, STS)</p>			

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ESSENTIAL CONDITION SIX: Ongoing Professional Learning

ISTE Definition: Technology-related professional learning plans and opportunities with dedicated time to practice and share ideas.

Guiding Questions:

- *What professional learning opportunities are available to educators? Are they well-attended? Why or why not?*
- *Are the current professional learning opportunities matched to the knowledge and skills educators need to acquire? (see Skilled Personnel)*
- *Do professional learning opportunities reflect the national standards for professional learning (NSDC)?*
- *Do educators have both formal and informal opportunities to learn?*
- *Is technology-related professional learning integrated into all professional learning opportunities or isolated as a separate topic?*
- *How must professional learning improve/change in order to achieve the shared vision?*

<i>Strengths</i>	<i>Weaknesses</i>	<i>Opportunities</i>	<i>Threats</i>
<ul style="list-style-type: none"> • Prepaid ActivInspire workshops available to any teacher with a license to the software • Administration willing to offer paid duty leave for training • Informal opportunities to learn include peer guidance: many technology proficient teachers are willing to help those in need of assistance • Some professional development for topics outside of technology to incorporate technology (e.g., Poll Everywhere) 	<ul style="list-style-type: none"> • ActivInspire workshops not well attended across the board (data?) • Professional learning often isolated into its own training with little to no connection to content areas (Fulton Connect, ActivInspire, etc.) • Lack of planning time to provide training 	<ul style="list-style-type: none"> • Some very proficient staff members willing and able to conduct formal and informal ongoing professional development training • Use technology committee in a more interactive role (coaching) 	<ul style="list-style-type: none"> • Ambivalent staff unwilling/uninterested in technology training • Lack of time to acquire new skills

Summary/Gap Analysis:

There are many opportunities for technology-related professional learning. As the administration has a vested interest in improving the staff's technology proficiency, they are willing to offer paid duty leave for teachers who wish to attend technology-related

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professional development. However, these workshops are often self-contained “technology for its own sake” type events, which rarely focus on content-specific technology, or at least how to incorporate general technology use into specific content areas. Furthermore, although these opportunities exist, not many teachers take advantage of them. After the school vision for technology is established and teachers understand its importance in the classroom, many more will probably take advantage of these workshops. Furthermore, the administration should try to find professional development opportunities for teachers that are not only content-specific but also allow opportunities for follow-up.

Data Sources:

Anecdotal data (conversations with admin and STS), Teacher Technology Survey (see Appendix A)

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ESSENTIAL CONDITION SEVEN: Technical Support

ISTE Definition: Consistent and reliable assistance for maintaining, renewing, and using ICT and digital resources.

Guiding Questions:

- *To what extent is available equipment operable and reliable for instruction?*
- *Is there tech assistance available for technical issues when they arise? How responsive is tech support? Are current “down time” averages acceptable?*
- *Is tech support knowledgeable? What training might they need?*
- *In addition to break/fix issues, are support staff available to help with instructional issues when teachers try to use technology in the classroom?*

<i>Strengths</i>	<i>Weaknesses</i>	<i>Opportunities</i>	<i>Threats</i>
<ul style="list-style-type: none"> • High speed wireless access throughout campus • Knowledgeable full time School Technology Specialist available on a daily basis for assistance issues • County-wide specialists available for more serious maintenance/assistance issues • Media Specialist has an evolving job description which now includes technology, willing and able to provide support to teachers and students • School Technology Specialist and Special Areas teachers available as a “technology team” to help implement 	<ul style="list-style-type: none"> • County server downtime • Local ISP (AT&T) downtime • STS unable to assist with hardware failure issues, must wait for county specialists to arrive (2-3 days), on average once per week. • Viruses infecting teacher computers cause malfunctions (loss of data, time) • Easy access to student files with generic login can cause mischief • Break/fix contracts with third party vendors has not been renewed 	<ul style="list-style-type: none"> • NEW equipment rolling out from county, will be more reliable • Renew break/fix contracts (e.g., with third party vendor) to keep legacy ActivBoard installations operational 	<ul style="list-style-type: none"> • Funding issues for break/fix contracts with third party vendors • STS often pulled for immediate maintenance issues, often unable to assist with classroom implementation due to time constraints

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<p>HOTS-based technology activities for specific content areas</p> <ul style="list-style-type: none"> • Student computers throughout the school, including the computer lab, had a total refresh with new equipment last Spring • Teacher laptops on a regular refresh schedule (approx. every 5-6 years), due for a refresh this year 			
<p><i>Summary/Gap Analysis:</i> Per Fulton guidelines, Findley Oaks staffs a full time school technology specialist, as well as a media specialist with an evolving title to include technology education. The media specialist, along with the “technology team” that includes Special Area teachers, have a directed focus on assisting teachers and students with standards- and content-aligned technology use in the classroom. One major problem, however, is that the school technology specialist often spends her time through the day “putting out fires” rather than having time to plan for and implement technology in the classrooms. This could be solved by some basic technology training for teachers who are unable to troubleshoot for themselves.</p>			
<p><i>Data Sources:</i> Anecdotal data (conversations with admin, STS)</p>			

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ESSENTIAL CONDITION EIGHT: Curriculum Framework			
<i>ISTE Definition: Content standards and related digital curriculum resources</i>			
Guiding Questions:			
<ul style="list-style-type: none"> • <i>To what extent are educators, students, and parents aware of student technology standards? (QCCs/NET-S)</i> • <i>Are technology standards aligned to content standards to help teachers integrate technology skills into day-to-day instruction and not teach technology as a separate subject?</i> • <i>To what extent are there digital curriculum resources available to teachers so that they can integrate technology into the GPS/QCCs as appropriate?</i> • <i>How is student technology literacy assessed?</i> 			
<i>Strengths</i>	<i>Weaknesses</i>	<i>Opportunities</i>	<i>Threats</i>
<ul style="list-style-type: none"> • Technology training to introduce LoTI • Online resources include IXL Math, Galileo, Discover Learning, BrainPop, Renzulli, Blackboard Collaborate, Quaver (Music) • Software resources include Office 2010, PhotoStory, Moviemaker, Pixie, Inspiration, Graph Club, Photoshop, KidPix 4, Classroom Storeworks, Matti Math, Geometer's Sketchpad, Google Earth, IntelliTools, Solo, Tinkerplots (limited licensing on some) • Assessment resources include Fitness Gram (PE), KTEA 	<ul style="list-style-type: none"> • Students and parents unaware of NETS standards • Vast majority of teachers unaware of NETS standards • Student technology literacy currently un-assessed • Currently hold a subscription to NetTrekker, but it is currently unused • Time for teacher training 	<ul style="list-style-type: none"> • IXL reading on the way! • Develop an understanding of NETS among teachers, students, parents • Develop a technology proficiency assessment • Increase use of NetTrekker 	<ul style="list-style-type: none"> • District/State often changes standards (QCCs, GPS, Common Core), difficult to align technology with changing standards • Time for teacher training on NETS implementation through curriculum

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(Psych/IST), BoardMaker (Special Ed), Exemplars Math, Math Super Source, Sibelius, STAR			
<p><i>Summary/Gap Analysis:</i> Fulton County has a large list of subscriptions/licenses for online resources, software resources, and assessment resources, both general and content-specific, that come standard for every elementary school. (There is also a list for middle school and high school as well.) In addition to these resources, Findley Oaks has also invested in additional resources. However, with the exception of a small group of teachers and administrators, the school population (teachers, staff, parents, and students) is largely unaware of the NETS standards. There is also no technology literacy assessment that is given to our students. With training on NETS and the implementation of a technology literacy assessment, teachers may begin to realize the overall importance of technology integration through learning. That is not to say that Findley Oaks teachers are those who are known to “teach to the test”, but rather the mere presence of such an assessment will reinforce to teachers, students, and parents that it is something to be taken seriously, and will also guide teachers in knowing which technology skills are expected of students in each grade level.</p>			
<p><i>Data Sources:</i> Anecdotal data (conversations with admin, STS), Fulton elementary instructional software subscriptions (see Appendix C), Teacher Technology Survey (see Appendix A)</p>			

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APPENDIX A: Teacher Survey

(Part 1: <https://www.surveymonkey.com/s/YV9GXDB>, Part 2: <https://www.surveymonkey.com/s/YVJDHXB>)

1. What type of technology use do you implement in your classroom? Check all that apply:
 - a. None
 - b. Teacher-centered, lower order thinking activities
 - c. Student-centered, lower order thinking activities
 - d. Student-centered, higher order thinking activities

2. For which purposes is technology used in your classroom? Check all that apply:
 - a. YouTube/video streaming
 - b. Online/software reference materials
 - c. Review/practice games (online, iPad app, computer software, etc.)
 - d. Power Point presentations
 - e. Teacher-centered flipcharts
 - f. Student-centered flipcharts
 - g. Content-specific technology (e.g., GPS device for Social Studies)
 - h. Other (describe below)

3. How frequently do you use technology for instruction?
 - a. Several times per day
 - b. 1-2 times per day
 - c. 3-4 times per week
 - d. 1-2 times per week
 - e. 3-4 times per month
 - f. 1-2 times per month
 - g. Never

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4. How frequently do your students use technology during instruction?
 - a. Several times per day
 - b. 1-2 times per day
 - c. 3-4 times per week
 - d. 1-2 times per week
 - e. 3-4 times per month
 - f. 1-2 times per month
 - g. Never

5. Outside of required activities (e.g., testing), how frequently do you bring your class to the computer lab?
 - a. Once per week
 - b. 2-3 times per month
 - c. Once per month
 - d. Once every 2 months
 - e. Once a semester
 - f. Once a year
 - g. Never

6. For what purposes do you bring your students to the computer lab outside of required activities (e.g., testing)? List all that apply below.

7. What do you believe are biggest obstacles for using technology in your classroom? Check all that apply.
 - a. Lack of training/professional development
 - b. Lack of confidence
 - c. Lack of time
 - d. Lack of resources
 - e. Lack of interest
 - f. Other (describe below)

8. How much professional development for technology have you received?
 - a. 1-2 workshops
 - b. 3-4 workshops
 - c. 5 or more workshops

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9. If the administration were to offer duty days for technology-related professional development, would you attend?
 - a. Yes, I would be interested
 - b. No, I would not be interested

10. Do you feel Findley Oaks has a comprehensive vision for technology implementation?
 - a. Yes
 - b. No

11. Do you feel Findley Oaks SHOULD have a comprehensive vision for technology implementation?
 - a. Yes
 - b. No

12. Do you feel you are currently successful in implementing student-centered technology? Explain your answer below.
 - a. Yes
 - b. No

13. Do you feel Findley Oaks as a whole is currently successful in implementing student-centered technology? Explain your answer below.
 - a. Yes
 - b. No

14. Are you aware of national and state technology standards for students?
 - a. Yes
 - b. No

15. Are you aware of national and state technology standards for teachers?
 - a. Yes
 - b. No

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APPENDIX B: Findley Oaks School Improvement Plan 2013-2014



**School Improvement Plan
2013-14**

<i>School Name</i>	<i>Principal</i>
Findley Oaks Elementary	Lacey Andrews

Objective No. 1
Increase % of students scoring in the Exceeds category on the Reading portion of the CRCT.

Measure	3 rd Grade CRCT						
	Baseline Data			Actual Result	Targets		
	2010-11	2011-12	2012-13	2013-14	2013-14	2014-15	2015-16
	76%	87%	87%		89	90	91

Measure	4 th Grade CRCT						
	Baseline Data			Actual Result	Targets		
	2010-11	2011-12	2012-13	2013-14	2013-14	2014-15	2015-16
	79%	75%	85%		87	88	89

Measure	5 th Grade CRCT						
	Baseline Data			Actual Result	Targets		
	2010-11	2011-12	2012-13	2013-14	2013-14	2014-15	2015-16
	61%	69%	66%		70	71	71

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**School Improvement Plan
 2013-14**

Objective No. 2
 Increase % of students scoring in the Exceeds category on the Language Arts portion of the CRCT.

Measure	3 rd Grade CRCT						
	Baseline Data		Actual Result	Targets			
	2010-11	2011-12	2012-13	2013-14	2013-14	2014-15	2015-16
	73%	75%	67%		70	71	72

Measure	4 th Grade CRCT						
	Baseline Data		Actual Result	Targets			
	2010-11	2011-12	2012-13	2013-14	2013-14	2014-15	2015-16
	78%	68%	75%		75	76	77

Measure	5 th Grade CRCT						
	Baseline Data		Actual Result	Targets			
	2010-11	2011-12	2012-13	2013-14	2013-14	2014-15	2015-16
	61%	80%	75%		77	78	79

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**School Improvement Plan
 2013-14**

Objective No. 3
 Increase % of students scoring in the Exceeds category on the Math portion of the CRCT.

Measure	3 rd Grade CRCT					
	Baseline Data		Actual Result	Targets		
2010-11	2011-12	2012-13	2013-14	2013-14	2014-15	2015-16
83%	83%	70%		73	74	75

Measure	4 th Grade CRCT					
	Baseline Data		Actual Result	Targets		
2010-11	2011-12	2012-13	2013-14	2013-14	2014-15	2015-16
81%	68%	76%		76	77	78

Measure	5 th Grade CRCT					
	Baseline Data		Actual Result	Targets		
2010-11	2011-12	2012-13	2013-14	2013-14	2014-15	2015-16
80%	85%	78%		78	79	80

SWOT Analysis Template for Technology Planning Needs Assessment
What is the current reality in our school?



**School Improvement Plan
 2013-14**

Initiative Description			
Use data to establish learning groups, differentiate instruction, and challenge students appropriately to grow all students.			
Is this a general initiative?	Yes	If no, which objective is the initiative supporting?	
Action Steps for this initiative to be completed in 2012-13			
<ol style="list-style-type: none"> 1. Introduce and utilize the Daily Five reading block structure to support balanced literacy. 2. Utilize and continue to grow a school-wide leveled library. 3. Use STAR and DRA assessments to measure individual growth (Rtl) and develop learning groups. 4. Use daily I-Block time to support and extended different levels of learners. 5. Utilize PD360. 6. Utilize NELC program specialists for professional development in assessments. 7. Classroom observation. 			
What data will be collected to monitor progress on this initiative?			
<ol style="list-style-type: none"> 1. Classroom observations, specifically TKES standards 3, 4, 6, and 8. 2. Check-out data from leveled library. 3. Data meetings with grade levels. 4. Lesson plans. 5. Reflections from PD360 sessions. 			
Who is responsible for this initiative? (List position(s) only ... do not include names)			
Administrative Team (Principal, AP, CST)			

SWOT Analysis Template for Technology Planning Needs Assessment
What is the current reality in our school?



**School Improvement Plan
 2013-14**

Initiative Description
Train and support teachers' professional growth in the use of technology to enhance learning.

Is this a general initiative?	Yes	If no, which objective is the initiative supporting?
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Action Steps for this initiative to be completed in 2012-13
<ol style="list-style-type: none"> 1. Classroom observation. 2. Tech tools initiative with students by media specialist. 3. In-house trainings by technology specialist. 4. Maximize the master schedule to allow professional development and support by "expert" teachers/staff. 5. Monthly trainings for teachers by media specialist. 6. PD 360.

What data will be collected to monitor progress on this initiative?
<ol style="list-style-type: none"> 1. Teacher surveys. 2. TKES observations, specifically standards 1-10. 3. Student surveys.

Who is responsible for this initiative? (List position(s) only ... do not include names)
Administrative Team (Principal, AP, CST)

SWOT Analysis Template for Technology Planning Needs Assessment
What is the current reality in our school?

APPENDIX C: Fulton Elementary Instructional Software Subscriptions

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ELEMENTARY SCHOOL INSTRUCTIONAL SOFTWARE

- **Standard Computer Lab**
 - Adobe Photoshop Elements (30 user license)
 - Kid Pix 4 (50 user license)
 - Inspiration (30 user license)
 - The Graph Club 2.0 (site license)
 - Classroom Storeworks (30 user license)
- **Math**
 - Tinker Plots (all teacher and student computers)
 - Exemplars I & II (all teacher laptops)
 - Math Super Source (all teacher laptops)
 - Investigations – Shapes (all teacher laptops)
 - Investigations – LogoPaths (all teacher laptops)
 - Geometer’s Sketchpad (5th grade teachers who teaches 5th grade math only)
- **Art**
 - Adobe Photoshop Elements and Kid Pix 4 (teacher laptop & classroom computers)
- **Special Education**
 - IntelliTools Classroom Suite (Special Education desktops only)
 - SOLO (Special Education) (Special Education desktops only)
 - KTEA-II (Special Education teacher laptops only)
- **ESOL**
 - Ellis
- **Physical Education**
 - Fitness Gram (Physical Ed teacher laptops only)
- **Music**
 - Sibelius Music (teacher laptops only)
 - SmartMusic (teacher laptops only)
- **TAG**
 - Renzulli

Fulton County Schools
Where Students Come First

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