

Educational Technology Plan for Stambaugh Charter Academy - 000855

School Years:

2006-07

2007-08

2008-09

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

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Pre-Planning

1.0 Establish Technology Planning Committee

Business Manager
Library/Media Specialist
Parent
Principal
Superintendent
Teacher
Other

Approvers:

Greg Lambert (Treasurer)
Jean Cook (Superintendent)

1.1 Overview of TPT v3 Planning Framework

eTech Ohio's Technology Planning Tool version v 3.0, strategically addresses technology planning in an educational organization and provides guidance in implementing technology to increase student achievement. Within this technology plan you will find the educational organization's vision and mission statements as well as a plan for the following: ODE Academic Content Standards (ACS) alignment with the ODE Technology ACS, technology integration into the curriculum, technology policy, technology leadership and administration, infrastructure and networking, and budgeting.

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

"Where are we now?" addresses ASSESSMENT of current status within the educational organization

"Where do we want to go?" addresses GOALS for growth in various areas

"How will we get there?" addresses PROFESSIONAL DEVELOPMENT necessary to achieve goals

"How will we know we're getting there?" addresses the EVALUATION PROCESS that enables the educational organization to MONITOR PROGRESS toward the specified goals.

"How do we sustain the momentum?" Addresses ORGANIZATIONAL SUPPORT, EVALUATION and REVISION processes to achieve the goals

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

1.2 Review Current Technology Plan

"Was the plan realistic then?"

Stambaugh Academy is a brand new school beginning with school year 2006-2007. The staff will be available to begin technology planning in August 2006. Going forward the committee will evaluate for next year the reality of the 2006-2007 school technology plan.

"Is the plan realistic now?"

Stambaugh Academy Technology Committee can agree that the initial planning for technology for the 2006-2007 is realistic for a new school with new staff and students.

1.3 Vision/Mission

A. Vision

Stambaugh Academy will provide an integrated technology education challenging each child to succeed and achieve technology literacy by the 8th grade.

B. Mission

National Heritage Academies will ensure that sustained professional development will lead to quality technology instruction; providing students the technology skills they will need to face the demands of a technology literate society.

Curriculum Alignment & Instructional Integration

2.1 Curriculum Alignment to Ohio Technology Academic Content Standards (ACS)

Discuss the level of effective technology integration into the instructional process of each academic content standard. Include the use of assistive and adaptive technologies serving special needs populations. For ESCs, also discuss how you are assisting your contracted schools with integrating technology into their instructional process.

	Where are we now?	Where do we want to go?
English Language Arts	In Progress	2006-07
Fine Arts	In Progress	2007-08
Foreign Language	In Progress	2007-08
Mathematics	In Progress	2007-08
Science	In Progress	2007-08
Social Studies	In Progress	2007-08
Technology (specific course)	In Progress	2007-08
Other Content Areas	In Progress	2007-08

How will we get there?

Stambaugh Academy has gathered a cross-functional team to coordinate the Continuous Comprehensive Improvement Planning (CCIP) efforts. The technology plan and professional development is a key part of this planning process. The leadership team in collaboration with NHA develops strategy for content areas alignment which includes an annual review of the state standards and curriculum analysis based on student achievement. Stambaugh Academy recognizes that the state standards for each content area can change therefore the CCIP process of alignment is continuous and always "in progress".

How will we know we're getting there?

The school will monitor the curriculum alignment through the CCIP leadership team and process described in the plan.

How will we sustain focus and momentum?

The school has integrated the curriculum alignment process with the CCIP process to sustain focus and momentum. The CCIP includes professional development initiatives, as well as evaluation and revision strategies.

2.2 English Language Arts Academic Content Standards

Instructional Integration

1.0 **Entry** - Learn the basics of using the new technology.

2.0 **Adoption** - Use new technology to support traditional instruction.

3.0 **Adaptation** - Integrate new technology into traditional classroom practice. Here, they often focus on increased student productivity and engagement by using word processors, spreadsheets, and graphics tools.

4.0 **Appropriation** - Focus on cooperative, project-based, and interdisciplinary work - incorporating the technology as needed and as one of many tools.

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

	Where are we now?	Where do we want to go?
Pre-K	N/A	N/A
K-2	1.0	1.0
3-4	1.0	1.0
5-7	1.0	1.0
8-10	N/A	N/A
11-12	N/A	N/A

How will we get there?

National Heritage Academies provides a recommended curriculum scope and sequence for technology use and skill development. Stambaugh Academy is focused on implementing these resources to ensure that all students develop the computer skills to be technology literate by the time they leave the eighth grade. With access to a wide variety of technology, Stambaugh Academy has the resources necessary to effectively deliver the curriculum. The current school schedule allocates time (weekly) for technology use as detailed below:

Kindergarten - goal to reach 30 minutes

First grade - goal to reach 30 minutes

Second grade - goal to reach 30 minutes

Third grade - 30 minutes

Fourth grade - 30 minutes

Fifth grade - 30 minutes

Additional technology use is expected out side of technology-specific instruction. Students are asked to use technology to further their academic development through its use of content-specific projects such as curriculum based presentations, classroom simulations, workshop and research/review of web-based content.

How will we know we're getting there?

Goals and strategies:

Goal #1 - Standards Based Learning Strategies

Strategy - Complete a minimum of 15 lessons/projects that teach technology skills.

Goal #2 - 21st Century Skills

Strategy a) -Administer self-assessment survey for the development of individual staff development plans

b) Complete a minimum of 15 lessons/projects that teach technology skills

Goal #3 Educational Systems Improvements

a) Understand how to use NHA Curriculum Center

b) Provide Professional Development in educational technology

Goal #4 - Develop annual technology development plans with the assistance of Library Media Staff and school leadership.

Strategy - Administer self-assessment survey for the development of individual staff development plans and participate in NHA sponsored conferences.

Goal #5 - Students will be taught technology-specific skills within the classroom by teachers and these skills will be reinforced/practiced in the context of the regular academic curriculum.

Strategy - Complete a minimum of 15 lessons/projects that teach technology skills.

Goal #6 - Teachers will be able to utilize online tools to manage and use curriculum resources for delivery of instruction to students.

Strategy - Understand how to use NHA Curriculum Center

How will we sustain focus and momentum?

Stambaugh Academy will be able to provide onsite training opportunities by 2007-2008 school year through the Library Technology Specialist. NHA is committed to developing an enhanced staff curriculum that can support self-paced learning, online delivery, small-group training or whole instruction. NHA believes that effective staff development must be able to be delivered just-in-time so the learning can be reinforced by authentic, contextual practice. The school leader, teachers and the LTS will work together to identify the most effective means for the delivery of staff development. NHA will support the LTS by Train the Trainer learning opportunities. NHA will also provide workshops resources and distance learning opportunities and curriculum guides.

Evaluation of technology integration efforts at Stambaugh Academy will be performed informally until school year 2007-2008. The LTS is primarily responsible for the implementation of instructional and staff development portions of the technology plan. The LTS and the school leader plan to meet on a monthly basis to assess the state of the technology efforts at the school. On an annual basis, goals are devised through the technology planning process reviewed in the school's annual action plan. The evaluation process will become more focused and defined after the first school year.

2.3 Fine Arts Academic Content Standards

Instructional Integration

1.0 **Entry** - Learn the basics of using the new technology.

2.0 **Adoption** - Use new technology to support traditional instruction.

3.0 **Adaptation** - Integrate new technology into traditional classroom practice. Here, they often focus on increased student productivity and engagement by using word processors, spreadsheets, and graphics tools.

4.0 **Appropriation** - Focus on cooperative, project-based, and interdisciplinary work - incorporating the technology as needed and as one of many tools.

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

	Where are we now?	Where do we want to go?
Pre-K	N/A	1.0
K-4	1.0	2.5
5-8	2.0	2.5
9-12	N/A	N/A

How will we get there?

All students will be proficient in Fine Arts as appropriate by grade. Strategies include the integration of technology into the Fine Arts Curriculum. This will be accomplished by providing teachers with professional development on networked software, technology enhancements for the curriculum and new technology equipment. Annual evaluations as needed of the Teacher development Survey.

How will we know we're getting there?

Annual evaluation methods will be utilized to assess student and staff needs. Evaluation methods include: Student Achievement, student observation/evaluation ongoing throughout the year, teacher observation/evaluation, parent surveys and staff surveys.

How will we sustain focus and momentum?

Stambaugh Academy has integrated the technology planning process with the CCIP process to sustain focus and momentum. The CCIP includes professional development initiatives as well as evaluation and revision strategies.

2.4 Foreign Language Academic Content Standards

Instructional Integration

1.0 **Entry** - Learn the basics of using the new technology.

2.0 **Adoption** - Use new technology to support traditional instruction.

3.0 **Adaptation** - Integrate new technology into traditional classroom practice. Here, they often focus on increased student productivity and engagement by using word processors, spreadsheets, and graphics tools.

4.0 **Appropriation** - Focus on cooperative, project-based, and interdisciplinary work - incorporating the technology as needed and as one of many tools.

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

	Where are we now?	Where do we want to go?
Pre-K	N/A	N/A
K-4	N/A	N/A
5-8	1.0	1.0
9-12	N/A	N/A

How will we get there?

All students will be proficient in foreign language as appropriate. Strategies include the integration of technology into the Foreign Language curriculum. This will be accomplished by providing teachers with professional development in integration of technology into the curriculum, skill development of hardware and instruction on networked software.

How will we know we're getting there?

Annual evaluation methods will be utilized to assess student and staff needs. Evaluation methods include student achievement, student observation and evaluation, teacher observation and evaluation, parent surveys, staff surveys and student technology standards checklists.

How will we sustain focus and momentum?

Stambaugh Academy has integrated the technology process planning into the CCIP process to sustain focus and momentum. NHA is also reviewing additional software programs, for the NHA network, that would assist in the foreign language program and ELL.

2.5 Mathematics Academic Content Standards

Instructional Integration

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

	Where are we now?	Where do we want to go?
Pre-K	N/A	N/A
K-2	1.0	1.0
3-4	1.0	1.0
5-7	1.0	1.0
8-10	N/A	N/A
11-12	N/A	N/A

How will we get there?

All students will be proficient in mathematics as appropriate. Strategies include the integration of technology into the math curriculum. This will be accomplished by providing teachers with professional development in integration of technology into the curriculum, skill development of hardware and instruction on networked software.

How will we know we're getting there?

Goals and strategies:

Goal #1 - Standards Based Learning Strategies

Strategy - Complete a minimum of 15 lessons/projects that teach technology skills.

Goal #2 - 21st Century Skills

Strategy a) -Administer self-assessment survey for the development of individual staff development plans

b) Complete a minimum of 15 lessons/projects that teach technology skills

Goal #3 Educational Systems Improvements

a) Understand how to use NHA Curriculum Center

b) Provide Professional Development in educational technology

Goal #4 - Develop annual technology development plans with the assistance of Library Media Staff and school leadership.

Strategy - Administer self-assessment survey for the development of individual staff development plans and participate in NHA sponsored conferences.

Goal #5 - Students will be taught technology-specific skills within the classroom by teachers and these skills will be reinforced/practiced in the context of the regular academic curriculum.

Strategy - Complete a minimum of 15 lessons/projects that teach technology skills.

Goal #6 - Teachers will be able to utilize online tools to manage and use curriculum resources for delivery of instruction to students.

Strategy - Understand how to use NHA Curriculum Center

How will we sustain focus and momentum?

Stambaugh Academy has integrated the technology planning process with the CCIP process to sustain focus and momentum. The CCIP includes professional development initiatives as well as evaluation and revision strategies.

2.6 Science Academic Content Standards

Instructional Integration

- 1.0 **Entry** - Learn the basics of using the new technology.
- 2.0 **Adoption** - Use new technology to support traditional instruction.
- 3.0 **Adaptation** - Integrate new technology into traditional classroom practice. Here, they often focus on increased student productivity and engagement by using word processors, spreadsheets, and graphics tools.

4.0 **Appropriation** - Focus on cooperative, project-based, and interdisciplinary work - incorporating the technology as needed and as one of many tools.

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

	Where are we now?	Where do we want to go?
Pre-K	N/A	N/A
K-2	1.0	1.0
3-5	1.0	1.5
6-8	1.0	1.5
9-10	N/A	N/A
11-12	N/A	N/A

How will we get there?

All students will be proficient in science as appropriate. Strategies include the integration of technology into the Science curriculum. This will be accomplished by providing teachers with professional development in integration of technology into the curriculum, skill development of hardware and instruction on networked software.

How will we know we're getting there?

Annual evaluation methods will be utilized to assess student and staff needs. Evaluation methods include: Student Achievement, student observation/evaluation ongoing throughout the year, teacher observation/evaluation, parent surveys and staff surveys.

How will we sustain focus and momentum?

Stambaugh Academy has integrated the technology planning process with the CCIP process to sustain focus and momentum. The CCIP includes professional development initiatives as well as evaluation and revision strategies.

2.7 Social Studies Academic Content Standards

Instructional Integration

1.0 **Entry** - Learn the basics of using the new technology.

2.0 **Adoption** - Use new technology to support traditional instruction.

3.0 **Adaptation** - Integrate new technology into traditional classroom practice. Here, they often focus on increased student productivity and engagement by using word processors, spreadsheets, and graphics tools.

4.0 **Appropriation** - Focus on cooperative, project-based, and interdisciplinary work - incorporating the technology as needed and as one of many tools.

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

	Where are we now?	Where do we want to go?
Pre-K	N/A	N/A
K-2	1.0	1.0
3-5	1.0	1.0
6-8	1.0	1.0
9-10	N/A	N/A
11-12	N/A	N/A

How will we get there?

All students will be proficient in Social Studies as appropriate. Strategies include the integration of technology into the Social Studies curriculum. This will be accomplished by providing teachers with professional development in integration of technology into the curriculum, skill development of hardware and instruction on networked software.

How will we know we're getting there?

Annual evaluation methods will be utilized to assess student and staff needs. Evaluation methods include: Student Achievement, student observation/evaluation ongoing throughout the year, teacher observation/evaluation, parent surveys and staff surveys.

How will we sustain focus and momentum?

Stambaugh Academy has integrated the technology planning process with the CCIP process to sustain focus and momentum. The CCIP includes professional development initiatives as well as evaluation and revision strategies.

2.8 Technology Academic Content Standards**Instructional Integration**

1.0 **Entry** - Learn the basics of using the new technology.

2.0 **Adoption** - Use new technology to support traditional instruction.

3.0 **Adaptation** - Integrate new technology into traditional classroom practice. Here, they often focus on increased student productivity and engagement by using word processors, spreadsheets, and graphics tools.

4.0 **Appropriation** - Focus on cooperative, project-based, and interdisciplinary work - incorporating the technology as needed and as one of many tools.

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

	Where are we now?	Where do we want to go?
Pre-K	N/A	N/A
K-2	1.0	1.0
3-5	2.0	2.0
6-8	N/A	N/A
9-10	N/A	N/A
11-12	N/A	N/A

How will we get there?

All students will be proficient in technology as appropriate. Strategies include the integration of technology into all curriculum areas. This will be accomplished by providing teachers with professional development in integration of technology into the curriculum, skill development of hardware and instruction on networked software.

How will we know we're getting there?

Goals and strategies:

Goal #1 - Standards Based Learning Strategies

Strategy - Complete a minimum of 15 lessons/projects that teach technology skills.

Goal #2 - 21st Century Skills

Strategy a) -Administer self-assessment survey for the development of individual staff development plans

b) Complete a minimum of 15 lessons/projects that teach technology skills

Goal #3 Educational Systems Improvements

a) Understand how to use NHA Curriculum Center

b) Provide Professional Development in educational technology

Goal #4 - Develop annual technology development plans with the assistance of Library Media Staff and school leadership.

Strategy - Administer self-assessment survey for the development of individual staff development plans and participate in NHA sponsored conferences.

Goal #5 - Students will be taught technology-specific skills within the classroom by teachers and these skills will be reinforced/practiced in the context of the regular academic curriculum.

Strategy - Complete a minimum of 15 lessons/projects that teach technology skills.

Goal #6 - Teachers will be able to utilize online tools to manage and use curriculum resources for delivery of instruction to students.

Strategy - Understand how to use NHA Curriculum Center

How will we sustain focus and momentum?

Stambaugh Academy has integrated the technology planning process with the CCIP process to sustain focus and momentum. The CCIP includes professional development initiatives as well as evaluation and revision strategies.

Technology Policy, Leadership and Administration

3.1 Analyzing District Education Technology Policies

Awareness - Policy is not in place; little or no understanding of importance of policy

Adoption - Traditional policies are in place; lack of consistent use

Exploration - New/updated policies are being researched

Transformation - Policies support high performing learning environments

	Where are we now?	Where do we want to go?
A. Electronic network linking district with other stakeholders for information exchange, collaboration and distance education	Awareness	Adoption
B. District wide program providing data or administrative systems to schools (e.g., fiscal databases, student assessment results)	Awareness	Adoption
C. Technology-related facilities design, equipment and software	Awareness	Exploration
D. Technology acquisition and standards	Awareness	Adoption
E. Research and evaluation of educational technology initiatives	Awareness	Adoption
F. Development and dissemination of educational technology devices, applications and approaches	Awareness	Exploration
G. District funding for educational technology	Awareness	Awareness
H. Equity and access to technology	Awareness	Transformation

How do we get there?

Stambaugh Academy has gathered a team of cross-functional committee representatives to process the Continuous Comprehensive Improvement Planning efforts. (CCIP) Stambaugh Academy's LTS and administration are also part of this team effort. The leadership team in collaboration with the school's management company, National Heritage Academies, develops the policy for technology education and integration which includes the review of the technology needs of the school and the development of a plan to address those technology literacy needs.

How do we know we are getting there?

Student achievement and teacher professional development emphasis.

How do we sustain the focus and momentum?

NHA has prepared and distributed to Stambaugh Academy the calendar of professional learning opportunities provided this year by the Service Center. The hiring of a certified LTS will create better opportunities for student learning and staff development.

3.2 Analyzing District Leadership

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

Adoption - Administrators have access to technology but don't use it on a comprehensive basis. Educators in the building are expected to use the technology but not in a powerful way to improve student achievement. Leaders support staff in developing technology skills.

Exploration - Leaders encourage and support educators in the use of technology, but the use may not be pervasive throughout the system. Administrators use technology and see some benefit.

Transformation - Leadership provides strong vision encompassing all aspects of educational technology. Technology is vital to administrators and is utilized in innovative ways on a daily basis. Administrators fully understand how to use the tools effectively in the classroom and to manage education.

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

How do we get there?

The school leadership and the LTS partner together to evaluate and assess the technology progress and needs consistently. The CCIP leadership team will participate in the technology related professional development opportunities in order to model technology leadership.

How do we know we are getting there?

The school will monitor progress through the described technology plan in the CCIP and partner with NHA and the CCIP leadership team on an annual basis.

How do we sustain the focus and momentum?

Stambaugh Academy has begun to integrate technology leadership within the CCIP process for implementation in the school year 2007-2008 to sustain focus and momentum. The CCIP team and the NHA Service Center Instructional Services team partner to develop initiatives, as well as evaluation and revision strategies.

3.3 Technology Leader/Coordinator Time Commitments

	Where are we now?	Where do we want to go?
Strategic/Project/Action Planning	1%	15%
Acquisitions/Procurement	0%	0%
Deployment/Implementation of Technology	10%	15%
Maintenance & Repair	5%	1%
End-user Technical Support & Training	3%	15%
Curriculum Alignment & Instructional Integration	2%	25%
Fiscal Management/Grant Applications	0%	0%
Superintendent Cabinet/Executive/Board Meetings	0%	0%
Tech Staff Development & Management	2%	10%
Policy Development, Monitoring & Enforcement	5%	5%
Evaluating New/Emerging Technologies	0%	0%
Other	72%	14%
Total	100%	100%

Other (please describe):

Stambaugh Academy is an emerging school within the NHA organization and community of schools. The other would pertain to the training of the LTS, research and assessment needed to make sure the students and Stambaugh Academy is aligned with NHA's vision and state standards for learning.

How will we get there?

Stambaugh Academy will monitor the development of the Library Technology Specialist through the aforementioned CCIP process. The CCIP is evaluated and updated on an annual basis.

How will we know we are getting there?

The LTS partnering with the NHA Service Center will direct staff to complete the survey which best describes teacher development in the area of technology. Professional development opportunities will be implemented in individual, small or large groups or with distance learning, to help staff members progress in technology skills.

How will we sustain focus and momentum?

The school CCIP has integrated the position of LTS to be an integral part of the process. The CCIP and the school's partnership with NHA include the support and offerings of professional development ongoing throughout the year.

Technology Infrastructure, Management and Support

4.1 Networking, Internet & Telecommunications

"Where are we now?"

None - This technology does not currently reside on the network.

Some - There are pieces of this technology residing on the network. It does not exist in all buildings or only in places.

Many - This technology is pervasive throughout the district and/or building.

"Where do we want to go?"

Decrease - We plan to decrease this technology on the network.

No Change - We plan to maintain the level of technology on the network.

Researching - We are investigating if we want to implement this technology on the network or if we want to increase or decrease this technology on the network.

Increase - We plan to increase this technology on the network.

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

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

How will we get there?

Stambaugh has a team of cross-functional stakeholders to lead the CCIP process and efforts. The school's technology plan is an important part of that process. The leadership team in partnership with NHA discuss and develop implementation plans for any new services offered by the school.

How will we know we are getting there?

In partnership with the school's management company NHA, the CCIP leadership team will communicate all plans to all stakeholders on an annual basis.

How will we sustain focus and momentum?

Stambaugh Academy will monitor network needs through its partnership with NHA. NHA ensures capable and reliable services at all times. Any changes are communicated and addressed with the school's leadership team.

4.2 Access to Technology

None - This technology does not exist in the building(s) and/or district.

Some - This technology is in the building(s) and district, but there are only a few in each location.

Pervasive - This technology is an integral part of the building(s) and district.

Late Adopter - Waiting until the technology is quite established in the field and fully tested.

Middle Adopter - Waiting until the first wave has been introduced into the school setting.

Early Adopter - One of the first settings to pilot and test the technology.

	Where are we now?	Where do we want to go?
Teacher to Computer Ratio (1:n)	1:1	1:1
Student to Computer Ratio (1:n)	1:10	1:10
Peripherals (e.g. scanner, digital camera)	Some	Some
Emerging Technologies	Middle adopter	Middle adopter
Assistive and adaptive hardware (e.g. Intellikeys, Alpha Smart) and specialized software	Some	Some

How will we get there?

It is Stambaugh Academy's policy that all strategies for the integration of technology be developed through the CCIP process and documented in the school's technology plan calendar. Any piloting, identification and evaluation of emerging technology will be conducted in partnership with NHA.

How will we know we are getting there?

In partnership with NHA, Stambaugh Academy will monitor technology needs and policy through the aforementioned CCIP leadership team and process.

How will we sustain focus and momentum?

Stambaugh Academy has integrated technology planning, including revision strategies with the CCIP process to sustain focus and momentum.

4.3 Stakeholder Access to Educational Information & Applications

1. **None:** Our organization does not have this type of electronic system. We maintain paper records.
2. **Minimal:** Our organization utilizes some electronic documents to manage these systems and processes such as spreadsheets or word processor.
3. **Adequate:** Our organization uses database software to manage these systems and documents.
4. **Advanced:** Our organization shares this type of information using industry-adopted data standards and practices (e.g. SIF, XML-Web Services or EDI).

Tool

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

How will we get there?

Stambaugh Academy will discuss implementation or enhancement of systems through the CCIP process.

How will we know we are getting there?

The school will measure system implementation effectiveness through it's partnership with NHA and the implementation of the CCIP process.

How will we sustain the focus and momentum?

The CCIP has been developed with focus and momentum processes described above.

4.4 Educational Software

Never - When selecting educational software, this process never occurs.

Rarely - When selecting educational software, occasionally this process is followed.

Sometimes - When selecting educational software, we typically follow and/or incorporate this process.

Always - When selecting educational software, this process is always followed and/or incorporated.

Selection Processes

	Where are we now?	Where do we want to go?
Requirements gathering, feature/fit analysis to goal	Always	Always
Professional development planning for end users and support personnel	Always	Always
Criteria for evaluation developed - including alignment to ACS and curriculum	Sometimes	Always
Evaluation of demo copies	Always	Always
Implementation pilots	Sometimes	Always
Replacement cycle (upgrade, retire, new)	Always	Always
System requirements / technical and operational support	Sometimes	Always

How will we get there?

In collaboration with NHA, school leadership team and with the school LTS leading all efforts to associate desired goals for software implementation and professional development for student learning.

How will we know we are getting there?

Annual evaluation and measurement of goal accomplishment is documented and developed through the CCIP process.

How will we sustain focus and momentum?

The school relies on NHA for consultation in sustaining TCO goals.

4.5 Security

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

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

How will we get there?

All policies, procedures and monitoring of security is facilitated by the school's management company to ensure consistent and effective systems are in place.

How will we know we are getting there?

NHA is regularly reviewing and consulting with school personnel to determine security needs and evaluating the effectiveness of current security.

How will we sustain the focus and momentum?

Focus and momentum will be sustained through the implementation of the CCIP by the school leadership team.

4.6 Technology Support and Management

Support Ratios (1:n)

	Where are we now? (1:n)	Where do we want to go? (1:n)
Support Staff to Students	1:20	1:20
Support Staff to Teachers	1:15	1:15
Support Staff to Computers	1:1	1:1
Support Staff to Buildings	1:1	1:1

	Where are we now?	Where do we want to go?
Average Response Time (Days)	1	1
Service Level Agreement (SLA)	Yes	Yes
Full-time technology coordinator/director	Yes	Yes

How will we get there?

All technology support and management is provided by NHA. School needs are communicated on an annual basis to NHA.

How will we know we are getting there?

Annual evaluation and measurement tools to monitor end-user satisfaction include surveys that are administered by NHA.

How will we sustain focus and momentum?

NHA has demonstrated systematic commitment to ongoing evaluation of all service offerings. Efforts to sustain focus and momentum can be demonstrated by the ongoing assessment and analysis of needs and reportable data.

4.7 Total Cost of Ownership

None - This factor is not accounted for in the cost analysis.

Some - This factor has cursory consideration but is not a primary decision driver.

More - There is deliberate consideration for this factor, but it may not always be a primary decision driver.

Extensive - This factor is always considered in cost analysis and is a primary decision driver.

Process

	Where are we now?	Where do we want to go?
Vendor Relationships	Some	Some
Procurement Plan	More	More
Specifications/Requirements/Fits Analysis	More	Extensive
Integration of donated time, materials or services	Some	Some
Deployment/Installation plan	More	Extensive
Initial Training and Professional Development	More	Extensive
Evaluation of current external support costs versus new purchase	More	Extensive
Loss of institutional knowledge for replaced systems	More	Extensive
Phase Out/Replacement cycle	More	More
Disposal costs	None	None

How will we get there?

TCO is not performed at the school level. NHA completes TCO and evaluates technology purchases as requested by the school.

How will we know we are getting there?

TCO is not performed at the school level.

How will we sustain focus and momentum?

NHA has demonstrated a commitment to TCO and evaluating needs on an annual basis.

Budget and Planning

5.0 Budget

Budgeting is an essential component of any planning process. In Phases 1-4 of your tech plan, you have identified technology strategies that will help you 1) align with academic content standards, 2) administer your technology plan, and 3) implement your technology plan. Review Phases 1-4 and determine the costs associated with these technology strategies. In trying to effectively budget these technology costs, the planning team will need to eliminate redundancies and overlaps in the identification of technology components and phase in expenditures over the plan life-cycle.

	Where are we now?	Where do we want to go?			
	Current Fiscal Year	2006-07	2007-08	2008-09	Total
Network/Telecommunications	17,200	17,200	15,200	13,200	45,600
Access to Technology	36,000	36,000	36,000	36,000	108,000
Shareholder Access to Educational Informational Applications	10,870	10,870	11,870	12,870	35,610
Educational Software	5,000	5,000	2,500	5,000	12,500
Security	850	875	900	925	2,700
Technology Staffing/Support	2,300	2,300	2,300	2,300	6,900
Professional Development	3,500	3,500	3,500	3,500	10,500
Consumables	3,200	3,200	3,200	3,200	9,600
Additional					0
Total	78,920	78,945	75,470	76,995	

Budget process details

Stambaugh Academy will use state funds as well as grant opportunities and partnership with NHA, local business to fund technology. Funds will be split between the purchase/replace/repair/maintenance of hardware, software, staff PD.

How will we get there?

The expense will be funded according to the CCIP process with focus on the important role technology will play at Stambaugh Academy.

Appendix A - Additional Documents

Description	Name	Date Submitted
Software Selection Committee Guide	SoftwareSelection.pdf	November 06, 2006