Educational Technology Plan for Stambaugh Charter Academy - 000855

School Years:
2009-10
2010-11
2011-12

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

TABLE OF CONTENTS

Pre-Planning

1.0 Establish Technology Planning Committee

Business Manager
Library/Media Specialist
Parent
Principal
Superintendent
Teacher
Technology Support
Other

Approvers:
Greg Lambert (Treasurer)
Jean Cook (Superintendent)
Kathy Schmidt (Treasurer)
Kathleen Grinwis (Superintendent)

1.1 Overview of TPT Planning Framework

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

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

"Where are we now?" addresses ASSESSMENT of current status within the educational organization
"Where do we want to go?" addresses GOALS for growth in various areas
"How will we get there?" addresses PROFESSIONAL DEVELOPMENT necessary to achieve goals
"How will we know we're getting there?" addresses the EVALUATION PROCESS that enables the educational organization to MONITOR PROGRESS toward the specified goals.
"How do we sustain the momentum?" Addresses ORGANIZATIONAL SUPPORT, EVALUATION and REVISION processes to achieve the goals

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

1.2 Review Current Technology Plan

To what goals and strategies does your current plan commit to advance the use of technology to enhance teaching and learning?
Are any of these goals no longer relevant?
What goals and strategies were met, and to what degree of success?

Stambaugh Academy Charter school is an inner city school that has increased in student population from 230 students to 520 students and has been in existence for three years. In 2006, students from third grade to fifth grade were introduced to keyboarding and the skills necessary to use computers.

Our technology committee has reviewed our previous goals and have committed to integrating technology into our students' academic curriculum. We agree students need to demonstrate an understanding of the relationships among math, science, technology, and society. Our goal is to help students understand how technology can be used as a tool for problem solving, research, and better communication.

Please address the following as you plan for the next three years. Be sure to record your conclusions for reflection.

Were there any unexpected outcomes or new needs that emerged?
Which goals and strategies still need to be addressed? How will the technology committee address them?

Stambaugh Academy Technology Committee agreed that the academic needs of our students has increased due to our growth in special education students. We are presently creating a resource room complete with computers and an additional small resource library. Our goal is to research and purchase more educational software and services of web based programs such as Compass Learning and Study Island to help these students reinforce the skills they are learning. As we grow, more computers will be needed.

1.3 Vision/Mission

A. Vision

Technology addresses and respects different learning styles. It creates a better learning environment for students who have Asperger's syndrome or other challenges in learning. Students demonstrate learning through transferring their knowledge in projects, graphs, reports, powerpoint presentations, and the arts which all can be done using technology. It gives the students freedom to express themselves and offers teachers more opportunities to include enrichment assignments.

Five years from now, our students will have to ability to use multmedia technology to bring high-quality courses from wealthier school districts to poorer districts, upload assignments, and scout the job market with confidence.

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 How Are You Making Ohio's Technology Standards An Official Part Of Your District's Curriculum?

This section is a prerequisite for Sections 2.2 through 2.8 and should be considered as a separate task with a different goal. The goal of this section is to describe how your district is including Ohio Technology Standards into the distict's curriculum. Regardless whether your district calls it a "Graded Course of Study," "Curriculum Map," or something else – all districts have some form of documentation that spells out what is expected to be taught. The content standards for technology should be written into these documents so they are interwoven with the content standards for math, science etc. For Educational Service Centers (ESCs), please identify how you are assisting your contracted schools in aligning their curriculum to technology standards.

The academic content standards, known as curriculum, describe what to teach. Technology standards should be embedded within the content from other disciplines in order to deliver the curriculum in a highly effective and motivational way.

1. Using the grid below, please indicate the status of your district's efforts to embed Ohio's Technology Standards into the content standards for each curricular area. In the left column, "Where Are We Now?," please select "Not Started," "In Progress," or "Complete" for each curriculum area listed. In the right column, "Where Do We Want To Go?" please select the school year you completed or plan to complete this process.

	Where are we now?	Where do we want to go?
English Language Arts	In Progress	2011-12
Fine Arts	In Progress	2011-12
Foreign Language	N/A	2007-08
Mathematics	In Progress	2008-09
Science	Not Started	2007-08
Social Studies	In Progress	2011-12
Technology (specific course)	In Progress	2011-12
Other Content Areas	N/A	2007-08

2. In the textboxes below, please provide brief but comprehensive descriptions of how you are writing Ohio's Technology Standards into all of your curriculum areas. How are you measuring progress toward that goal, and how will you sustain a culture of technology integration into the future?

How will we get there?

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?

Stambaugh Academy's staff will assign technology projects linked to standard content instruction delivered in the classroom. The students will use spreadsheets, graphic tools, word processing, and powerpoint presentations to demonstrate their knowledge using their imagination and technology as a tool.

Evaluation will be based on how engaged and motivated the students were, the students' abilities, and their finished products. Teachers will constantly reflect and improve their assigned technology projects. Students will eventually share their skills with other classmates through cooperative learning.

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.

National Heritage Academies provides opportunities for professional development at National Heritage University in Grand Rapids during the summer. NHA also reimburses its staff 50% of their tuition if they take

classes at another university.
Professional development goes on throughout the year about various topics.

2.2 How Will You Be Using Technology to Improve Teaching and Learning in English/Language Arts?

The goal of section 2.2 is to identify the major elements of your district's plans to use technology to enhance teaching and learning in English/Language Arts at the elementary, middle and secondary levels over the next three years.

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

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

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

Current Levels of Technology Integration in English/Language Arts

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

	Where are we now?	Where do we want to go?
Pre-K	N/A	N/A
K-2	1.0	1.0
3-4	2.0	3.0
5-7	2.0	3.0
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. Stambuagh 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 invidiual 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 during the 2009-2012 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. 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.

2.3 How Will You Be Using Technology to Improve Teaching and Learning in Fine Arts?

The goal of section 2.3 is to identify the major elements of your district's plans to use technology to enhance teaching and learning in Fine Arts at the elementary, middle and secondary levels over the next three years.

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

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

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

Current Levels of Technology Integration in Fine Arts

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

4.0 **Appropriation** - Focus on cooperative, project-based, and interdisciplinary work - incorporating the technology as needed and as one of many tools.
5.0 **Invention** - Discover new uses for technology tools, for example, developing spreadsheet macros for teaching algebra or designing projects that combine multiple technologies.

	Where are we now?	Where do we want to go?
Pre-K	N/A	1.0
K-4	1.0	3.0
5-8	2.0	3.0
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 enhancments 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 How Will You Be Using Technology to Improve Teaching and Learning in Foreign Language?

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

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

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

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

Current Levels of Technology Integration in Foreign Language

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

	Where are we now?	Where do we want to go?
Pre-K	N/A	N/A
K-4	N/A	N/A
5-8	N/A	N/A
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 achievemnt, 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 How Will You Be Using Technology To Improve Teaching and Learning In Mathematics?

The goal of section 2.5 is to identify the major elements of your district's plans to use technology to enhance teaching and learning in Mathematics at the elementary, middle and secondary levels over the next three years.

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

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

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

Current Levels of Technology Integration in Mathematics

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

	Where are we now?	Where do we want to go?
Pre-K	N/A	N/A
K-2	1.0	1.5
3-4	1.0	2.0
5-7	1.0	3.0
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 invidiual 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 How Will You Be Using Technology to Improve Teaching and Learning in Science?

The goal of section 2.6 is to identify the major elements of your district's plans to use technology to enhance teaching and learning in Science at the elementary, middle and secondary levels over the next three years.

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

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

Using the ACOT Scale and the grid below, indicate your school's current level of effective technology integration in

the Science instructional process, as well as your target levels for improvement. If your responses fall between whole numbers, such as between 3.0 and 4.0, feel free to use .5 increments such as 3.5.

Current Levels of Technology Integration in Science

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

	Where are we now?	Where do we want to go?
Pre-K	N/A	N/A
K-2	1.0	2.0
3-5	1.0	2.5
6-8	1.0	2.5
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 How Will You Be Using Technology to Improve Teaching and Learning in Social Studies?

The goal of section 2.7 is to identify the major elements of your district's plans to use technology to enhance teaching and learning in Social Studies at the elementary, middle and secondary levels over the next three years.

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

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

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

Current Levels of Technology Integration in Social Studies

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

	Where are we now?	Where do we want to go?
Pre-K	N/A	N/A
K-2	1.0	2.0
3-5	1.0	2.0
6-8	1.0	2.0
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 How Are You Teaching Students About Technology Itself?

The goal of Phase 2.8 is for district technology planning staff to describe your district's efforts to teach students what they need to know and be able to do in order to meet Ohio's technology content standards.

IMPORTANT NOTE: Phase 2.8 is about technology as its own academic content standard and focuses on specific technology courses.
Phase 2.8 is the place to indicate what technology instruction you are offering at the elementary, middle and secondary levels. Examples of these "pure technology" courses would include, but are not limited to: career technology, library media, keyboarding, multi-media or digital video production, web page authoring, network administration, etc.

As you are considering how you will teach the technology academic content standards, consider reviewing your Comprehensive Continuous Improvement Plan (CCIP) goals and strategies.

Activity

Using the Apple Classroom of Tomorrow (ACOT) Scale and the grid below, indicate your school's current level of effective technology integration specifically concerning technology courses, as well as your target levels for improvement. If your responses fall between whole numbers, such as between 3.0 and 4.0, feel free to use .5 increments such as 3.5.

Instructional Integration

1.0 **Entry** - Learn the basics of using the new technology.
2.0 **Adoption** - Use new technology to support traditional instruction.
3.0 **Adaptation** - Integrate new technology into traditional classroom practice. Here, they often focus on increased student productivity and engagement by using word processors, spreadsheets, and graphics tools.
4.0 **Appropriation** - Focus on cooperative, project-based, and interdisciplinary work - incorporating the technology as needed and as one of many tools.

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

	Where are we now?	Where do we want to go?
Pre-K	N/A	N/A
K-2	1.0	2.0
3-5	2.0	3.0
6-8	2.0	3.0
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.

Teachers will be given the opportunity to attend the Annual Educational Technology Conference and Professional Development Workshops for Administrators.

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 invidiual 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)	Adoption	Exploration
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?

Our technology team will evaluate our previous goals and assess our achievement, reflect, and revise our plan. Emphasis will be placed on student achievement and teacher professional development.

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 2009-20012 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

This section is designed to speak to the network/telecommunications infrastructure necessary to support the technologies in use by the district for administrative and instructional computing. These uses range from EMIS reporting, shared administrative applications, video on demand (VOD), voice over IP (VoIP) telephony, thin client server access, Internet research and others.

With a wide range of new, converging or expanding services relying heavily on a converged network, capacity planning is imperative to the success of subsequent strategies that use the network. For example, a network using thin client connectivity to servers, with heavy Internet access, file and print services, as well as voice over IP, will need careful network capacity planning to introduce video streaming technologies.

ACTIVITY 1:

Complete the portfolio of network services and telecommunications services provided. Indicate any changes that you plan to introduce.Use the following scale in answering "Where are we now?"

- **None** - This technology does not currently reside on the network.
- **Some** - There are pieces of this technology residing on the network. It does not exist in all buildings or only in certain places.
- **Many** - This technology is pervasive throughout the district and/or building.

Use the following scale in answering "Where do we want to go

- **Decrease** -We plan to decrease this technology on the network.
- **No Change** - We plan to maintain the level of technology on the network.
- **Researching** - We are investigating if we want to implement this technology on the network or if we want to increase or decrease this technology on the network.
- **Increase** - We plan to increase this technology on the network.

	Where are we now?	Where do we want to go?
Thin/Network Clients	Many	Increase
File and Print Sharing	Some	Researching
Internet Traffic	Many	Increase
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

ACTIVITY 2:

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

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

How will we get there?

Stambaugh is in the process of setting up a small computer lab for children who have special needs and we are looking into programs that will help these children reach their potential. We will need additional thin clients, monitors, keyboards, and mice. A copy machine may be needed for the students to print their work.

Our server will also need to be upgraded in the spring to increase the capacity of processing an enormous amount of data with hopes of increased speed. Since our student population has grown, the computers function slowly, and video on demand is sometimes not available.

How will we know we are getting there?

Stambaugh will report to our stockholders at the monthly boardmeetings on our progress to improve our telecommunications and networking. We are in constant communication with National Heritage Academy's technology department for support and guidance.

How will we sustain focus and momentum?

Stambaugh Academy will monitor network needs through it's 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/or district.

	Where are we now?	Where do we want to go?
Computer to Teacher Ratio (1:n)	1:1	1:1
Computer to Student 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?

Our goal is to have at least two computers in each classroom for our students so they have access to technology without waiting for a scheduled lab time. We need to increase the time students have to integrate subjects from twice a week to daily. We would also like to increase the number of computer thin clients to service our students with special needs.
More writers are needed for the lower grades. We have thirty writers and students should be practicing keyboarding
twenty minutes everyday.
Stambaugh needs a digital camera in order to teach students how to upload pictures and include them in their reports and power-point presentations.

How will we know we are getting there?

In partnership with NHA, Stambaugh Academy will monitor technology needs and request the equipment and software needed. We will teach according to Ohio's technology curriculum standards and use researched techniques in teaching. As a result of using new technologies and software programs, we will be able to monitor our students academic growth by collecting formative assessments and checking off assignments that integrated technology according to the teachers' lessons.

How will we sustain focus and momentum?

Stambaugh Academy has integrated technology planning. The LTS finds out what the students are learning in class and teaches them how to use different programs such as inspiration, encarta, excel, or creating timelines to use technology as a presentation tool in social studies. These programs address different intelligences and learning styles.

Stambaugh Academy will expand to eight grade and software will be monitored to access if we are meeting the older students needs in exploring science and math programs.

The LTS will continue her professional development to ensure that the students realize that being literate includes using technology daily. The LTS will also continue to provide training to the teachers to improve integrating technology in the classroom.

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 allocate and distribute hardware throughout the building to meet instructional requirements and to record data more efficiently. A log of increased instructional time per grade will be monitored as well as a listing of an increase and implementation of additional technology resourses.

How will we know we are getting there?

The school will measure system implementation effectiveness by reviewing a checklist of projects completed highlighting software use with academic goals per teacher. These projects are based on Ohio's Technology standards and approved by NHA- IT team and school leadership.

How will we sustain the focus and momentum?

Classroom teachers will teach technology integrated lessons encompassing the Technology Scope and Sequence within their core curriculum. Teachers also have the choice of following the recommended lesson sequence termed "Cross-Curricula" that meets the technology objectives for that grade level within the framework of the core curriculum.

Teachers will include technology courses in their professional development and receive continued support from the LTS and NHA's technology team.

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	Always	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.

Stambaugh Academy will evaluate the students' process based on a process reflected in portfolios showing their academic growth using technology. The teachers and LTS will check off assigments integrated with technology that will be aligned with Ohio's technology standards.

How will we sustain focus and momentum?

The school relies on NHA for consultation in sustaining TCO goals. As Stambaugh Academy expands to eight grade, NHA will review any new software requested before it is approved. Stambaugh will be monitoring the impact on student learning potential and curriculum delivery.

NHA will also continue to seek more efficient methods for addressing technical support issues as both the technologies and the organization evolves.

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.

Each family has the right to decide whether to allow their child to access the NHA computer network by having the option of accepting the Technology User Agreement and Permission Form. Stambaugh needs to have ongoing access to Websense to protect our students.
Websense allows schools and libraries to manage internet access to over 90 URL categories including Racism and Hate, Adult material, Hacking and other topics pertinent to CIPA. Websense reporting tools, Explore, Reporter and Real-Time Analzer offer many different ways to monitor and report on the online activities of minors that effect student learning.

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.

Our staff will record any sites that pass through websense and report them to our IT team in Grand Rapids, Michigan. A list will be circulated to the teachers to protect the students until the problem is corrected.

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.

Teaching our students and their families will increase how important it is to have websense in place for their child's education, safety, and good character development. This can be addressed under the content standards addressing the knowledge and use of the World Wide Web as a research tool and the relationship among science, technology, and society.

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	1:520	1:750
Support Staff to Teachers	1:25	1:32
Support Staff to Computers	1:156	1:165
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.
A technology team from Michigan upgrades and maitains our server since our school consists of mainly thin clients. They also take care of our other equipment.

A LTS aid will be needed to support our growing student population and to attend additional professional develpment sessions to assist the LTS in training the teachers to integrate technology in their classrooms.

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.

Stambaugh has a technology staff located in Michigan that answers our calls within 30 seconds to meet our needs. Repairs can be done on site through our IP addresses.

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. Surveys are done throughout the year.

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. We will continue to utilize the TCO model using research to lower our costs.

The tolal yearly cost of the program is reviewed and past budgets are studied. They consider the number of computer thin clients we have and determine the annaual depreciation cost and use that number. The security costs include Spam, Content Filtering, antivirus and Microsoft software of security. They review last years' cost and compare it to the present fees.

Since our school is expanding, they look at the cost of maintainig our server and the cost of upgrading it to accomodate the new amount of data being processed.

How will we know we are getting there?

A yearly inventory is conducted on all technology equipment and sent to NHA in Grand Rapids, Michigan. The Technology team will review our needs of expansion and consider the cost of equipment that has broken during the year and figure it into the budget.

How will we sustain focus and momentum?

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

NHA will continue to research and compare fees to lower costs. Stambaugh will continue to report which programs are advancing student learning and others that are not necessarily needed.

Budget and Planning

5.0 Budget

Sound budgeting is important for your technology plan; not only to project future spending and funding, but also to meet requirements for various private, state and federal funding opportunities. It is recommended that a representative from your treasurer's office be involved in completing this phase.

	Where are we now?	Where do we want to go?			
	Current Fiscal Year	2009-10	2010-11	2011-12	Total
Network/Telecommunications Services	10,800	10,800	10,800	10,800	**32,400**
Hardware	18,700	23,300	28,000	28,000	**79,300**
Student Data Administrative Systems	9,500	7,900	7,900	7,900	**23,700**
Software	12,500	12,500	12,500	12,500	**37,500**
Security	6,430	8,037	9,645	9,645	**27,327**
Technology Staffing/Support	32,435	35,023	35,023	35,023	**105,069**
Professional Development	4,025	4,025	4,025	4,025	**12,075**
Consumables	3,200	3,200	3,200	3,200	**9,600**
Additional					**0**
Total	**97,590**	**104,785**	**111,093**	**111,093**	

Additional Items

The LTS 's salary was enterd under Technology and Staffing / Support

Provide details about your budget process. How did your committee gather this data? Have you included spending amounts for planned future technology hardware, software, professional development, or other services?

Our National Heritage technology team reviews the previous budget and compares our number of client computers, projectors, and other equipment to determine the annual depreciation cost and estimates the cost to maintain the equipment. It also considers the cost of security which includes all of the spam, Content Filtering, antivirus and Microsoft ware of security.

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

How will we get there?

Stambaugh Academy will use state funds and as well as grant opportunities and partnership with local business to fund technology. The expense will be funded according to the CCIP process with focus on the important role technology will play at Stambaugh Academy.

Please consider granting an internet discount because we rely heavily on internet programs processed through a server.Discounting our long distance fees would also be a help. We would greatly appreciate discounts on educational software, computer equipment, and a digital camera.

Appendix A - Additional Documents

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