

# **Educational Technology Plan for Apex Academy - 000560**

**School Years:**

**2009-10**

**2010-11**

**2011-12**

**eTech Ohio Certified on Mar 11, 2009**

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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  
Curriculum Coordinator  
Principal  
Technology Coordinator  
Other

Approvers:

Michelle Andrew (Technology Coordinator/Director)  
Greg Lambert (Treasurer)  
Michael Ward (Superintendent)  
Kathy Schmidt (Treasurer)  
Michael Ward (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?

Apex Academy's goals are to incorporate high standard technology based tools and usage with our teaching curriculum.

To engage students in more project based learning skills and activities using consistent technology use.

To continue to widen staff acknowledgement on the importance of technology and how it provides educational gain for our students through continuous professional development and inservices.

To invite a district-wide (NHA) network that will open and expand learning opportunities for our students as well as staff.

These goals are in effect, but will always be relevant due to the rapid change in technology we will always have a goal to reach, and that is to keep our student up to the same pace as technology with education progresses.

The goals that were met are the students use of technology with the regular teaching curriculum as well as state required tests that assist staff in keeping record of our students educational growth. The teachers are using more technology in there curriculum and they are getting the proper training to stay current with skills in how to continuously involve technology in their classrooms with a high degree of success. 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? Technologies are changing at an increasingly rapid rate. Technologies today may well be considered out of date in the future. The Apex infrastructure is designed to allow for expansion to meet the changing demands of technology.

Our goals are to stay updated with the proper hardware and software have been addressed but still have room for more attention, only due to the rapid change in technology. Our committe will assess the issues and stay close with the proper technology channels and hope to rectify any technical issues. Our technology department is very assesible to our staff.

## **1.3 Vision/Mission**

### **A. Vision**

Apex Acacdemy's vision is to ensure all students will be computer literate by Eighth Grade with strong technical curriculum, training and testing that will prepare our students for a future that is changing rapidly.

### **B. Mission**

Working in partnership with parents and community, Apex Academy will offer a challenging, character based education. By providing a strong curriculum and an atmosphere of high expectations, students can master basic skills and realize full academic potential in preparation for higher education and life-long learning.

## 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 district'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.

- 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	2008-09
Fine Arts	Not Started	2011-12
Foreign Language	Not Started	2009-10
Mathematics	In Progress	2008-09
Science	In Progress	2008-09
Social Studies	In Progress	2008-09
Technology (specific course)	In Progress	2008-09
Other Content Areas	N/A	

- 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?

NHA has created a curriculum library and is dedicated to the complete alignment of all NHA curriculum.

#### How will we know we're getting there?

NHA has evaluations, surveys and progress reporting policies in place to review also aware that state content standards are constantly changing. NHA has provided resources and professional development for staff access to standards alignment.

#### How will we sustain focus and momentum?

The CCIP and Technology are reviewed annually. As test data is gathered and student achievement analysis is made goals and strategies for student learning will be evaluated. In partnership with NHA, Apex Academy will be supported by ongoing offerings of professional development, equipment purchases, software upgrades and all areas of development that enrich and enhance student learning. We need to sustain momentum by using a variety of interactive programs and websites to keep them motivated in the learning experience.

### 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	3.0
3-4	2.0	5.0
5-7	2.0	5.0
8-10	2.0	5.0
11-12	N/A	N/A

### How will we get there?

All students will be proficient in ELA and through the partnership with NHA will be able to enhance their educational experience through educational technology goals for student progress and teacher professional development.

Our Library Tech and some outside trainers will be used to further train our teachers in technology professional development. Teachers can then take their knowledge and present it to the students. The professional Development training will support our curriculum goals by incorporating the curriculum with technology and using programs that are made for a particular subject. The progress will be document with annual reports automatically entered by the software used and then put on a database on the school's network

We are using Thin Clients for the students. On these, we use the accelerated reader program accelerated math, type to learn, study island, we also give the nwea map test, assessing students in subjects: reading, language, math & science used over broadband internet connection on our server provided by national heritage academies.

### How will we know we're getting there?

Annual evaluation methods will be utilized to assess student and staff needs. Evaluation methods include 1) student achievement 2) Student observation and evaluation 3) Teacher observation, evaluation and surveys 4) Parent surveys.

The Teachers, Library Tech, Technical Facilitator will keep record of the progression of outcomes of technology usage and growth.

Each grading period teachers will assess student growth by the intergration of language arts and technology based on their projects and presentations given in that curriculum.

Our methods of reporting has been successful, and we are seeing a great growth in technology by both

teachers and students. again every goal is relevant as technology rapidly progresses.

#### How will we sustain focus and momentum?

The CCIP and Technology are reviewed annually. As test data is gathered and student achievement analysis is made goals and strategies for student learning will be evaluated. In partnership with NHA, Apex Academy will be supported by ongoing offerings of professional development, equipment purchases, software upgrades and all areas of development that enrich and enhance student learning. We need to sustain momentum by using a variety of interactive programs and websites to keep them motivated in the learning experience.

## 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	N/A
K-4	1.0	3.0
5-8	1.0	5.0
9-12	N/A	N/A

#### How will we get there?

All students are included in the Fine Arts curriculum as determined by the CCIP. Educational technology is provided for student use and resources to increase educational technology development for these subjects is supported by NHA.

Our Library Tech and some outside trainers will be used to further train our teachers in technology professional development. Teachers can then take their knowledge and present it to the students. The professional Development training will support our curriculum goals by incorporating the curriculum with technology and using programs that are made for a particular subject. The progress will be document with annual reports automatically entered by the software used and then put on a database on the school's network

We are using Thin Clients for the students in fine arts as a research tool as well as creating artistic documents, presentations in art time periods, and artists research both genres that can be used in projects, music, etc.

**How will we know we're getting there?**

Teachers in the Fine Arts subject areas will collaborate with the LTS to include educational technology skills and resources to enhance the learning of students in these content areas.

**How will we sustain focus and momentum?**

The CCIP and Technology are reviewed annually. As test data is gathered and student achievement analysis is made goals and strategies for student learning will be evaluated. In partnership with NHA, Apex Academy will be supported by ongoing offerings of professional development, equipment purchases, software upgrades and all areas of development that enrich and enhance student learning. We need to sustain momentum by using a variety of interactive programs and websites to keep them motivated in the learning experience.

## 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	1.0	3.0
5-8	1.0	5.0
9-12	N/A	N/A

**How will we get there?**

Foreign Language curriculum is supported by Apex and NHA. Strategies include the integration of technology into the Foreign Language curriculum. Ongoing professional development opportunities for educational technology integration are supported and funded by NHA.

media and interactive software is used to assist in foreign language curriculum. lcd projection as well as overhead projection.

**How will we know we're getting there?**

Student achievement on test data, teacher observation and evaluation, Parent surveys, student surveys and staff surveys are all included in decisions by school leadership to monitor progress in the foreign language subject area.

#### How will we sustain focus and momentum?

NHA and its grantors and foundations will review, along with Apex school leadership the student progress as reported by student test data. Revised strategies will be based on these reviews. The CCIP and Technology are reviewed annually. As test data is gathered and student achievement analysis is made goals and strategies for student learning will be evaluated. In partnership with NHA, Apex Academy will be supported by ongoing offerings of professional development, equipment purchases, software upgrades and all areas of development that enrich and enhance student learning. We need to sustain momentum by using a variety of interactive programs and websites to keep them motivated in the learning experience.

## 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	1.5	3.0
3-4	1.5	3.0
5-7	1.5	4.0
8-10	1.5	4.5
11-12	N/A	N/A

#### How will we get there?

Students will be proficient in Math. Strategies to include the integration of technology into the math curriculum using whole group instruction, individual student and small group workshops in classroom labs. Also we have incorporated the Accelerated Math curriculum, which assist in teaching and measuring the students growth and progress in mathematics. Students are provided with networked software to enhance their math education experience. Professional development for teachers is provided at the building and NHA sponsor level.

Thin Clients and Desktop PC's will be used in the math portion of technology. accelerated math is the tool we're using, along with the card reader to get scores that will also help us keep record and grade the growth of our students.

#### How will we know we're getting there?

The math curriculum requires students to complete a variety of daily assignments to measure student achievement. Measurements such as checklists, rubrics and student testing will help determine the effectiveness of the goals and strategies in place at Apex Academy.

#### How will we sustain focus and momentum?

The CCIP and Technology are reviewed annually. As test data is gathered and student achievement analysis is made goals and strategies for student learning will be evaluated. In partnership with NHA, Apex Academy will be supported by ongoing offerings of professional development, equipment purchases, software upgrades and all areas of development that enrich and enhance student learning. We need to sustain momentum by using a variety of interactive programs and websites to keep them motivated in the learning experience.

## 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	3.0
3-5	2.0	5.0
6-8	2.5	5.0
9-10	N/A	N/A
11-12	N/A	N/A

#### How will we get there?

Learning goals as described in the CCIP will be assessed by student achievement, teacher observation and evaluation and student test data throughout the school year

NHA encourages and supports the alignment of state standards to the science curriculum at every grade level.

Apex Academy gathers all usable web-sites that specialize in science and biology curriculum.

#### How will we know we're getting there?

Teacher will use classroom observations, checklists, rubrics, a variety of assessments and student testing to gather data to monitor student progress.

#### How will we sustain focus and momentum?

The CCIP and Technology are reviewed annually. As test data is gathered and student achievement analysis is made goals and strategies for student learning will be evaluated. In partnership with NHA, Apex Academy will be supported by ongoing offerings of professional development, equipment purchases, software upgrades and all areas of development that enrich and enhance student learning. We need to sustain momentum by using a variety of interactive programs and websites to keep them motivated in the learning experience.

## 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	3.0
3-5	2.0	4.0
6-8	3.0	5.0
9-10	N/A	N/A
11-12	N/A	N/A

#### How will we get there?

Strategies as written in the CCIP and Technology Plan for integration of technology into Social Studies require an annual review. Students will continue to use networked software and technology resources supported and developed through the partnership with NHA. Professional development for school staff is directed by the LTS and monitored by school leadership. Professional development opportunities are offered and funded by

partnership with NHA, its grantors and foundations.

### How will we know we're getting there?

The Social Studies curriculum requires a variety of student assignments measured to age appropriate student achievement. Students are evaluated by student test data, teacher observation and student performance, determined through the use of checklists, rubrics and additional assessment tools. Ongoing evaluation of student progress is communicated to teachers, school leadership and parents and strategies for increased individual student achievement is determined throughout the school year.

### How will we sustain focus and momentum?

Lessons prepared and aligned with technology standards and resources are available for teachers use at Apex Academy. Professional development for progress in technology skills are offered and supported at the building level and also through partnership with NHA.

## 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	1.0
3-5	2.0	4.0
6-8	2.5	5.0
9-10	N/A	N/A
11-12	N/A	N/A

### How will we get there?

NHA provides and supports ongoing professional development for integration of technology into all areas of the curriculum. The curriculum center provides additional technology resources for use in individual classrooms. Ongoing strategy goals and revisions are communicated between school leadership and the LTS and school staff.

### How will we know we're getting there?

Student achievement, teacher observation, student test data and technology skill development will be assessed throughout the school year. Alignment to state technology standards will be implemented through

checklists and rubrics for individual student achievement.

**How will we sustain focus and momentum?**

NHA prepares ongoing professional development opportunities to all staff. The LTS and school leadership direct the professional development at the building level by scheduling professional development opportunities on an individual basis, through small or large group presentations.

## 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	Transformation	Transformation
B. District wide program providing data or administrative systems to schools (e.g., fiscal databases, student assessment results)	Transformation	Transformation
C. Technology-related facilities design, equipment and software	Exploration	Transformation
D. Technology acquisition and standards	Exploration	Transformation
E. Research and evaluation of educational technology initiatives	Adoption	Transformation
F. Development and dissemination of educational technology devices, applications and approaches	Adoption	Transformation
G. District funding for educational technology	Exploration	Transformation
H. Equity and access to technology	Exploration	Transformation

#### How do we get there?

NHA has made a substantial purchase to upgrade existing technology equipment. NHA will provide professional development opportunities and technical support for all areas of implementation of the new technology. Strategies and goals are ongoing and directed by school leadership and the LTS.

#### How do we know we are getting there?

The CCIP leadership team will review policies annually and review the technology plan throughout the school year. The school leadership team and LTS will direct the monitoring of student and staff development in technology skill levels.

#### How do we sustain the focus and momentum?

CCIP has integrated policy development and evaluation strategies as well as professional development initiatives.

NHA supports and creates professional learning opportunities for the LTS and teachers scheduled throughout the school year.

### 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	Adoption	Transformation
B. Competencies/Standards (e.g. ISTE NETS-A)	Adoption	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	Adoption	Transformation
G. Support for educational technology	Adoption	Transformation
H. Professional practice	Adoption	Transformation

### How do we get there?

Apex Academy and the school leadership team is committed to promote and encourage professional development for staff and integrated technology strategies for student instruction. Evaluation and assessment goals are implemented as described in the CCIP.

Staff will attend and conduct professional development that align with NHA goals and objectives. We will continue to research technology related tools to deliver content in ways that could not be achieved without the technology. NHA is currently working towards identifying technology standards with the goal of adopting them once funding becomes available. We want to explore relationships with institutes of higher education in the areas of educational technology and technology integration. We will maintain our current pupil to computer ratio, and, at the same time, find ways to fund teacher workstations and classroom display equipment.

### How do we know we are getting there?

Monitor student achievement through student test data, teacher observation in relationship to CCIP goals.

### How do we sustain the focus and momentum?

Apex Academy has included integrated technology leadership within the CCIP process to sustain focus and continue progress. An annual review of strategies and goals are communicated within the school community and reviewed by NHA, its grantors and foundations.

## 3.3 Technology Leader/Coordinator Time Commitments

	Where are we now?	Where do we want to go?
Strategic/Project/Action Planning	10%	10%
Acquisitions/Procurement	0%	0%
Deployment/Implementation of Technology	20%	20%
Maintenance & Repair	1%	1%
End-user Technical Support & Training	30%	20%
Curriculum Alignment & Instructional Integration	25%	25%
Fiscal Management/Grant Applications	1%	1%
Superintendent Cabinet/Executive/Board Meetings	1%	1%
Tech Staff Development & Management	10%	20%
Policy Development, Monitoring & Enforcement	2%	1%
Evaluating New/Emerging Technologies	0%	1%
Other	0%	0%
<b>Total</b>	<b>100%</b>	<b>100%</b>

**How will we get there?**

The LTS and school leadership will be in consistent communication via monthly meetings, scheduled building PD on an individual, small group and large group professional development opportunities. The LTS and school leadership will also review equipment needs, lesson integration and scheduling on a consistent basis.

**How will we know we are getting there?**

Student achievement, staff surveys, parent survey and CCIP planned evaluations and assessment of progress and needs.

**How will we sustain focus and momentum?**

Apex Academy in partnership with National Heritage Academy has planned within the CCIP and also is committed to providing and encouraging professional development opportunities for staff. Also through the partnership student achievement evaluations are ongoing throughout the school 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	Many	Increase
Internet Traffic	Many	Increase
Video Conferencing (IP)	Some	Increase
Video Conferencing (ATM)	None	Increase
Video On-Demand (local building/district server)	Some	Researching
Video Streaming (Internet)	Many	Increase
Voice Communications - Voice over IP	Many	Researching
Voice Communications - Centrex/PBX	None	Increase
Remote Access (Dial-up/VPN) to School Resources	Many	Increase
Wireless	Some	Increase
Email	Many	Increase
Enterprise/Shared Applications (e.g., online grade book)	Many	No Change

#### 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	Increase
Internet Bandwidth	Increase
Telephone Circuits	No Changes

#### How will we get there?

Apex Academy has gathered a team of cross-functional stakeholders to lead the Continuous Comprehensive Improvement Plan (CCIP) efforts. The school's Technology Plan and professional development plan is an integral part of this improvement effort. The leadership team, in collaboration with the school's management company (NHA) discuss and develop implementation plans for any new services hardware and software to be used at Apex.

#### How will we know we are getting there?

In partnership with the management company (NHA) the Apex CCIP leadership team along with the LTS will communicate plans to all stakeholders on an annual basis.

#### How will we sustain focus and momentum?

Apex will monitor network need through its partnership with NHA. NHA supports, encourages and presents reliable and capable service and ongoing professional development opportunities.

## 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)	19:1	15:1
Peripherals (e.g. scanner, digital camera)	Some	Pervasive
Emerging Technologies	Middle adopter	Early adopter
Assistive and adaptive hardware (e.g. Intellikeys, Alpha Smart) and specialized software	Some	Pervasive

#### How will we get there?

It is the school's policy that all strategies for the integration of technology be developed through the CCIP process and documented in the school's technology plan. Any identification, piloting and evaluation of emerging technologies will be conducted in partnership with the school's management company and documented and communicated to stakeholders through the CCIP process.

#### How will we know we are getting there?

In partnership with the management company (NHA), Apex Academy will monitor technology needs and policy through the aforementioned CCIP leadership team and process. Policies will be reviewed annually and published in the Technology Plan.

#### How will we sustain focus and momentum?

The school has integrated technology planning, including revision strategies with the CCIP process to sustain focus and momentum. In partnership with the management company, the LTS and school leadership evaluation of the technology capacity and needs will be consistently reviewed.

## 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	3 - Adequate	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	4 - Advanced	4 - Advanced
Transportation	2 - Minimal	1- None
Food Services	3 - Adequate	4 - Advanced

**How will we get there?**

The school will discuss implementation and/or enhancement of systems through the CCIP process. By utilizing the CCIP process, the school can ensure support for increased student achievement. Additionally, the CCIP will ensure training and support needs are addressed, evaluated and assessed.

**How will we know we are getting there?**

The school will measure system implementation effectiveness through the aforementioned CCIP leadership team and process.

**How will we sustain the focus and momentum?**

The school has integrated alignment and integration of systems with the CCIP process to sustain focus and momentum. The CCIP process, in collaboration with the services of the management company, includes support for monitoring the need for enhanced tools and services.

**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	Always	Always
Replacement cycle (upgrade, retire, new)	Always	Always
System requirements / technical and operational support	Always	Always

**How will we get there?**

In collaboration with the management company, the school's Library Technology Specialist, who will lead all efforts associated with reaching desired goals for software implementation.

**How will we know we are getting there?**

Evaluation and measurement of goal accomplishment will be documented and developed through the CCIP Process. Evaluation tools will include surveys and student achievement data.

**How will we sustain focus and momentum?**

The school depends on the management company for consultation in sustaining total cost of ownership goals. In partnership with the management company, efforts to select educational software will sustain focus and momentum through the CCIP and management company policy. Both require an evaluation process and strategies.

## 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	2 - Minimal	3 - Adequate
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 documented partnership between the school and its management company. Security policies are communicated annually to all stakeholders through the school's community handbook.

## 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	1:25	1:23
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 the school's management company. School needs are communicated on an annual basis to the management company.

**How will we know we are getting there?**

Evaluation and measurement tools to monitor end-user satisfaction include annual surveys that are administered by the management company.

**How will we sustain focus and momentum?**

NHA has demonstrated systematic commitment to ongoing evaluation of all service support offerings. Efforts to sustain focus and momentum can be demonstrated by the annual survey and analysis of results.

## 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**

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

**How will we get there?**

TCO is performed at the management company level. In partnership with the school the management company (NHA) evaluates technology purchases, inventory as requested by the school and as assessed as necessary.

**How will we know we are getting there?**

TCO is not performed at the school level.

**How will we sustain focus and momentum?**

TCO is not performed at the school level.

## 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	28,000	28,000	28,000	28,000	84,000
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	9,645	9,645	9,645	9,645	28,935
Technology Staffing/Support	42,300	44,175	45,143	48,210	137,528
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
<b>Total</b>	<b>119,970</b>	<b>120,245</b>	<b>121,213</b>	<b>124,280</b>	

*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?*

Apex Academy is committed to make the technology plan a "living plan" to accommodate any necessary additions. NHA is committed to use the resources of time, money and personnel to support any additions necessary for educational technology at Apex Academy. NHA controls our budgeting process by the following:

- \* Consulted previous technology budget
- \* Took into consideration the cost of living raises as well as the increase in cost of technology tools, peripherals and professional development.
- \*

#### How will we get there?

The expenses will be funded according to the CCIP plan that will focus on the vital role technology will play in the educational program at Apex.

Apex Academy will request E-Rate discounts for the following:

Hardware: Desktops, Thin Clients, Scanners, Digital Cameras, LCD Projector Carts

Software: Microsoft Office Package and all the items under the START > PROGRAMS > EDUCATION APPLICATIONS

PD: NHA LTS/LTA Annual Conference, Ohio ETech Conference, ISTE NECC Conference,

HelpDesks: NHA has four fulltime Live IT HelpDesk employees as well as a team of IT professionals.