

Educational Technology Plan for Orion Academy - 000559

School Years:

2009-10

2010-11

2011-12

eTech Ohio Certified on Feb 12, 2009

Certification Period: July 1, 2009 - Jun 30, 2012

**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

Assistive Technology/Special Needs Coordinator
 Board Member
 Curriculum Coordinator
 Library/Media Specialist
 Parent
 Principal
 Teacher
 Technology Coordinator
 Treasurer
 Other

Approvers:

Michelle Andrew (Technology Coordinator/Director)
 Amy Beverly (Technology Coordinator/Director)
 Kathy Schmidt (Treasurer)
 Stephanie Glenn (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?

The previous plan was realistic as an emerging school, however, Orion's goals for student achievement have changed. The current plan is a better reflection of our school's priorities concerning the use of technology to enhance teaching and learning. Our current goals are: 1. Teachers will effectively integrate technology using the ISTE NETS for Teachers and the ODE technology academic content standards. This integration will take place in all content areas including, but not limited to, ELA, Mathematics, Social Studies and Science. 2. Teachers will be proficient users of everyday technologies. This will include, but is not limited to, using e-mail, Internet Explorer, AtSchool, Teacher Central, Microsoft Office Word and Powerpoint, and a multi-media cart (projector, DVD/VCR). 3. Technology will be used to collect and manage student data. This data will then be used to direct instruction. The school will use the NWEA three times a year to collect formal data on each student. NWEA reports will be printed in the Fall, Winter and Spring. Teachers will use At-School gradebook to

track student learning. Grades will be entered weekly. Other programs such as Compass Learning, Study Island, Accelerated Reader and Math will also be used on a regular basis to enhance student learning and to keep track of student progress. Student reports, for these programs, will be printed monthly. A survey will be given, twice a year, to identify areas of strength and weakness. Professional development sessions will be planned monthly to address any areas of concern. After each professional development teacher feedback will be requested to assess the quality and effectiveness of the professional development. All feedback will be reviewed by the technology committee and will guide future professional development opportunities. 4. Students will become proficient users of computers by the end of their 8th grade year at Orion Academy. ISTE NETS for Students and the ODE technology academic content standards will be used to guide their learning. A student survey will be given in the fall of each academic year to determine a student's interest and abilities. The technology committee will work to develop a curriculum that will assist the school in reaching this goal. 5. Parents will become familiar with using computers. Trainings will be held to teach parents how to use e-mail, internet explorer, accessing Atschool and logging into Compass Learning.

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?

The technology committee believes the revised Technology Plan is realistic and better aligned with the needs of all of Orion Academy's stakeholders. The school's goals meet many of the current needs of its teachers, students and parents. All of the goals will be addressed during each academic school year. The technology committee will meet bi-weekly to discuss Orion's progress with each goal. The technology committee will also meet to plan professional developments and determine their effectiveness. As indicated earlier, surveys and constant feedback will drive the schools professional development activities. The technology committee will also research and explore new technology and methods of improving the use of technology for instruction and learning.

1.3 Vision/Mission

A. Vision

Orion's vision is to better educate more children through the focused integration of technology.

B. Mission

Information and Technology Services is to ensure all students and staff proficiently use information and technology to learn and communicate for success in an ever changing global society. All 8th graders will be computer literate by the end of the school year.

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	2011-12
Fine Arts	In Progress	2011-12
Foreign Language	N/A	2011-12
Mathematics	In Progress	2011-12
Science	In Progress	2011-12
Social Studies	In Progress	2011-12
Technology (specific course)	N/A	2011-12
Other Content Areas	N/A	2011-12

- 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?

Orion Academy's leadership team, in collaboration with the school's management company (National Heritage Academies, NHA), develops the strategy for content area alignment. This includes review of the state standards, curriculum and an analysis of gaps, if any exist. The leadership team will communicate any gaps to NHA in order to collaboratively develop tools that address curricular gaps and, ultimately, ensure every child can attain the state content standards.

Teachers have access to many curriculum tools that align the Ohio Technology Standards into each curricular area. These tools include; Open Court Reading, Glencoe Social Studies and Prentice Hall Science. Teachers and students also use programs such as Compass Learning, Study Island and UnitedStreaming, all of which encompass the content standards using technology.

Teacher Central and the Curriculum Center are two standards based teaching tools NHA has provided for all of its instructional staff. The Orion staff has been trained in both tools. New teachers will be trained by the schools New Teacher Coach.

How will we know we're getting there?

The leadership team and management company (NHA) will monitor curriculum alignment. The content standards and curriculum will be assessed annually to ensure alignment. Increased student learning will help us measure our district's progress. This data will be collected by administering the NWEA three times per year. Teacher's lesson plans will also be monitored for implementation of the technology standards, in each of the content areas.

How will we sustain focus and momentum?

Professional development will be ongoing as NHA updates Teacher Central. NHA provides resources for Orion Academy to conduct these professional developments. Grade level meetings will also take place, each week. During these grade level meetings teachers and administration will meet to plan and align the curriculum. The administrative team and the technology committee will meet to evaluate and, if necessary, revise the curriculum alignment process.

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	1.0
K-2	1.0	2.5
3-4	1.5	3.0
5-7	1.5	4.0
8-10	1.5	5.0
11-12	N/A	N/A

How will we get there?

Goal: To increase student achievement, using technology, so that all students are proficient in ELA.

K-2 teachers each have two student computers in their classrooms. These teachers also have access to a classroom technology lab. They use websites such as: Starfall, Brainpopjr, Compass Learning and United Streaming for phonemic awareness instructional strategies, systematic phonics, vocabulary fluency and comprehension.

3-8 teachers each have two student computers in their classrooms. These teachers also have access to a classroom technology lab. They use websites such as: Brainpop, Compass Learning, United Streaming and Study Island. These websites cover core curriculum subjects. They provide lessons, quizzes, do it yourself

experiments, homework assistance and state standard search tools for teachers and students.

Professional Development activities will include the following: MAP and OAT data analysis, data based instructional planning, Open Court, McDougal Littell, Accelerated Reader, Compass Learning, and Study Island.

These technology PDs will support curriculum goals in several ways. Teachers will have the ability to access and analyze MAP and OAT assessments and results. Teachers will then be able to use these results to guide their instruction and obtain the school's vision to "better educate more children." The PDs will also enable teachers the ability to use technology more often and more effectively, when teaching their students. They will be able to correctly use the available tools and curriculum where technology is embedded. Teachers will be able to assist their students in learning about technology. Teachers will be able to provide and guide opportunities for their students to use technology for projects, papers and research.

PDs will occur during grade level team meetings, and through workshops before and after school. NHA, Teachers, and the Technology Staff will plan and conduct the PD activities. Agendas and sign-in sheets will be kept to document the PD. Attendees will also be given a certificate of participation.

Existing resources that will support our technology goals and strategies include: teacher and student computers, a classroom computer lab, laptop cart, Teacher Central, Internet, United Streaming, Compass Learning, Accelerated Reader, Study Island, Brainpop, Microsoft Office, media carts that include a VHS/DVD player and a LCD projector.

Additional LCD projectors may be needed to support our technology goals and strategies.

How will we know we're getting there?

Progress will be monitored through various evaluation methods. These methods will be utilized to assess continued needs of the staff and students. Evaluation methods include: student achievement on the NWEA and the OAT, weekly formative and summative assessments, student and teacher observation/evaluation, student and staff surveys.

NHA, the school's Administrative Team, Board Members, Reading Specialists, Special Education Department, New Teacher Coach, Library and Technology Staff and the Classroom Teachers will evaluate and monitor our progress.

Using the ACOT Scale we did not meet our goals. Across grade levels we remain in the Entry and beginnings of the Adoption levels.

How will we sustain focus and momentum?

Teachers will be given copies of the ODE Academic Content Standards for Technology. The administrative staff will review lesson plans, weekly, to look for the integration of technology. A section on technology will be added to the school's teacher observation/evaluation forms. Their progress with integrating technology will be followed using formal and informal observations. A monthly newsletter will be distributed, highlighting resources, materials and suggestions on how to use technology in the classroom. NHA's Technology Scope and Sequence for Students will be followed and a Technology Skills Assessment Checklist will be used to track student progress.

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	4.0
9-12	N/A	N/A

How will we get there?

Goal: To increase student achievement, using technology, so that all students are proficient in Fine Arts, as appropriate.

K-8 Fine Arts Teachers have access to a classroom technology lab. They use websites such as: Brainpop, and United Streaming. They will also use Microsoft Office and the Internet for typing, research, virtual field trips and web quests.

Professional Development activities will include the following: MAP and OAT data analysis, data based instructional planning, and cross-curricular planning. They will also, when necessary, be trained in using the programs listed above.

These technology PDs will support curriculum goals in several ways. Teachers will have the ability to access and analyze MAP and OAT assessments and results. Teachers will then be able to use these results to guide their instruction and obtain the school's vision to "better educate more children." The PDs will also enable teachers the ability to use technology more often and more effectively, when teaching their students. They will be able to correctly use the available tools and curriculum where technology is embedded. Teachers will be able to assist their students in learning about technology. Teachers will be able to provide and guide opportunities for their students to use technology for projects, papers and research.

PDs will occur during grade level team meetings, and through workshops before and after school. NHA, Teachers, and the Technology Staff will plan and conduct the PD activities. Agendas and sign-in sheets will be kept to document the PD. Attendees will also be given a certificate of participation.

Existing resources that will support our technology goals and strategies include: teacher and student computers, a classroom computer lab, laptop cart, Teacher Central, Internet, United Streaming, Brainpop, Microsoft Office, media carts that include a VHS/DVD player and a LCD projector.

Additional LCD projectors may be needed to support our technology goals and strategies.

How will we know we're getting there?

Progress will be monitored through various evaluation methods. These methods will be utilized to assess continued needs of the staff and students. Evaluation methods include: student achievement on the NWEA and the OAT, weekly formative and summative assessments, student and teacher observation/evaluation, student and staff surveys.

NHA, the school's Administrative Team, Board Members, Reading Specialists, Special Education Department, New Teacher Coach, Library and Technology Staff and the Classroom Teachers will evaluate and monitor our progress.

Using the ACOT Scale we did not meet our goals. Across grade levels we remain in the Entry and beginnings of the Adoption levels.

How will we sustain focus and momentum?

Teachers will be given copies of the ODE Academic Content Standards for Technology. The administrative staff will review lesson plans, weekly, to look for the integration of technology. A section on technology will be added to the school's teacher observation/evaluation forms. Their progress with integrating technology will be followed using formal and informal observations. A monthly newsletter will be distributed, highlighting resources, materials and suggestions on how to use technology in the classroom. NHA's Technology Scope and Sequence for Students will be followed and a Technology Skills Assessment Checklist will be used to track student progress.

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?

Orion Academy does not currently have a Foreign Language program. If the Academy decides to implement a Foreign Language program, our technology plan will be updated accordingly.

How will we know we're getting there?

N/A

How will we sustain focus and momentum?

N/A

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	2.5
3-4	1.5	3.0
5-7	1.5	4.0
8-10	1.5	5.0
11-12	N/A	N/A

How will we get there?

Goal: To increase student achievement, using technology, so that all students are proficient in Mathematics.

K-8 teachers each have two student computers in their classrooms. These teachers also have access to a classroom technology lab. They use websites such as: Brainpop, Compass Learning and United Streaming. These websites cover core curriculum subjects. They provide lessons, quizzes, do it yourself experiments, homework assistance and state standard search tools for teachers and students.

Professional Development activities will include the following: MAP and OAT data analysis, data based instructional planning, strategies for improving instruction using calculators and measuring tools, the integration of mathematics and science, Accelerated Math, Compass Learning, Study Island, and Graph Club.

These technology PDs will support curriculum goals in several ways. Teachers will have the ability to access and analyze MAP and OAT assessments and results. Teachers will then be able to use these results to guide

their instruction and obtain the school's vision to "better educate more children." The PDs will also enable teachers the ability to use technology more often and more effectively, when teaching their students. They will be able to correctly use the available tools and curriculum where technology is embedded. Teachers will be able to assist their students in learning about technology. Teachers will be able to provide and guide opportunities for their students to use technology for projects, papers and research.

PDs will occur during grade level team meetings, and through workshops before and after school. NHA, Teachers, and the Technology Staff will plan and conduct the PD activities. Agendas and sign-in sheets will be kept to document the PD. Attendees will also be given a certificate of participation.

Existing resources that will support our technology goals and strategies include: teacher and student computers, a classroom computer lab, laptop cart, Teacher Central, Internet, United Streaming, Compass Learning, Accelerated Math, Study Island, Brainpop, Graph Club, Microsoft Office, media carts that include a VHS/DVD player and a LCD projector.

Additional LCD projectors may be needed to support our technology goals and strategies.

How will we know we're getting there?

Progress will be monitored through various evaluation methods. These methods will be utilized to assess continued needs of the staff and students. Evaluation methods include: student achievement on the NWEA and the OAT, weekly formative and summative assessments, student and teacher observation/evaluation, student and staff surveys.

NHA, the school's Administrative Team, Board Members, Reading Specialists, Special Education Department, New Teacher Coach, Library and Technology Staff and the Classroom Teachers will evaluate and monitor our progress.

Using the ACOT Scale we did not meet our goals. Across grade levels we remain in the Entry and beginnings of the Adoption levels.

How will we sustain focus and momentum?

Teachers will be given copies of the ODE Academic Content Standards for Technology. The administrative staff will review lesson plans, weekly, to look for the integration of technology. A section on technology will be added to the school's teacher observation/evaluation forms. Their progress with integrating technology will be followed using formal and informal observations. A monthly newsletter will be distributed, highlighting resources, materials and suggestions on how to use technology in the classroom. NHA's Technology Scope and Sequence for Students will be followed and a Technology Skills Assessment Checklist will be used to track student progress.

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	2.5
3-5	1.5	3.0
6-8	1.5	5.0
9-10	N/A	N/A
11-12	N/A	N/A

How will we get there?

Goal: To increase student achievement, using technology, so that all students are proficient in Science.

K-8 teachers each have two student computers in their classrooms. These teachers also have access to a classroom technology lab. They use websites such as: Brainpop, Compass Learning and United Streaming. These websites cover core curriculum subjects. They provide lessons, quizzes, do it yourself experiments, homework assistance and state standard search tools for teachers and students.

Professional Development activities will include the following: MAP and OAT data analysis, data based instructional planning, strategies to integrate math and science instruction, Compass Learning and Study Island.

These technology PDs will support curriculum goals in several ways. Teachers will have the ability to access and analyze MAP and OAT assessments and results. Teachers will then be able to use these results to guide their instruction and obtain the school's vision to "better educate more children." The PDs will also enable teachers the ability to use technology more often and more effectively, when teaching their students. They will be able to correctly use the available tools and curriculum where technology is embedded. Teachers will be able to assist their students in learning about technology. Teachers will be able to provide and guide opportunities for their students to use technology for projects, papers and research.

PDs will occur during grade level team meetings, and through workshops before and after school. NHA, Teachers, and the Technology Staff will plan and conduct the PD activities. Agendas and sign-in sheets will be kept to document the PD. Attendees will also be given a certificate of participation.

Existing resources that will support our technology goals and strategies include: teacher and student computers, a classroom computer lab, laptop cart, Teacher Central, Internet, United Streaming, Compass Learning, Accelerated Math, Study Island, Brainpop, Graph Club, Microsoft Office, media carts that include a VHS/DVD player and a LCD projector.

Additional LCD projectors may be needed to support our technology goals and strategies.

How will we know we're getting there?

Progress will be monitored through various evaluation methods. These methods will be utilized to assess continued needs of the staff and students. Evaluation methods include: student achievement on the NWEA and the OAT, weekly formative and summative assessments, student and teacher observation/evaluation, student and staff surveys.

NHA, the school's Administrative Team, Board Members, Reading Specialists, Special Education Department, New Teacher Coach, Library and Technology Staff and the Classroom Teachers will evaluate and monitor our progress.

Using the ACOT Scale we did not meet our goals. Across grade levels we remain in the Entry and beginnings of the Adoption levels.

How will we sustain focus and momentum?

Teachers will be given copies of the ODE Academic Content Standards for Technology. The administrative staff will review lesson plans, weekly, to look for the integration of technology. A section on technology will be added to the school's teacher observation/evaluation forms. Their progress with integrating technology will be followed using formal and informal observations. A monthly newsletter will be distributed, highlighting resources, materials and suggestions on how to use technology in the classroom. NHA's Technology Scope and Sequence for Students will be followed and a Technology Skills Assessment Checklist will be used to track student progress.

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	2.5
3-5	1.5	3.0
6-8	1.5	5.0
9-10	N/A	N/A
11-12	N/A	N/A

How will we get there?

Goal: To increase student achievement, using technology, so that all students are proficient in Social Studies.

K-8 teachers each have two student computers in their classrooms. These teachers also have access to a classroom technology lab. They use websites such as: Brainpop, Compass Learning and United Streaming. These websites cover core curriculum subjects. They provide lessons, quizzes, do it yourself experiments, homework assistance and state standard search tools for teachers and students.

Professional Development activities will include the following: MAP and OAT data analysis, data based instructional, instruction, Compass Learning, Timeliner and Study Island.

These technology PDs will support curriculum goals in several ways. Teachers will have the ability to access and analyze MAP and OAT assessments and results. Teachers will then be able to use these results to guide their instruction and obtain the school's vision to "better educate more children." The PDs will also enable teachers the ability to use technology more often and more effectively, when teaching their students. They will be able to correctly use the available tools and curriculum where technology is embedded. Teachers will be able to assist their students in learning about technology. Teachers will be able to provide and guide opportunities for their students to use technology for projects, papers and research.

PDs will occur during grade level team meetings, and through workshops before and after school. NHA, Teachers, and the Technology Staff will plan and conduct the PD activities. Agendas and sign-in sheets will be kept to document the PD. Attendees will also be given a certificate of participation.

Existing resources that will support our technology goals and strategies include: teacher and student computers, a classroom computer lab, laptop cart, Teacher Central, Internet, United Streaming, Compass Learning, Study Island, Brainpop, Timeliner, Microsoft Office, media carts that include a VHS/DVD player and a LCD projector.

Additional LCD projectors may be needed to support our technology goals and strategies.

How will we know we're getting there?

Progress will be monitored through various evaluation methods. These methods will be utilized to assess continued needs of the staff and students. Evaluation methods include: student achievement on the NWEA and the OAT, weekly formative and summative assessments, student and teacher observation/evaluation, student and staff surveys.

NHA, the school's Administrative Team, Board Members, Reading Specialists, Special Education Department, New Teacher Coach, Library and Technology Staff and the Classroom Teachers will evaluate and monitor our progress.

Using the ACOT Scale we did not meet our goals. Across grade levels we remain in the Entry and beginnings of the Adoption levels.

How will we sustain focus and momentum?

Teachers will be given copies of the ODE Academic Content Standards for Technology. The administrative staff will review lesson plans, weekly, to look for the integration of technology. A section on technology will be added to the school's teacher observation/evaluation forms. Their progress with integrating technology will be followed using formal and informal observations. A monthly newsletter will be distributed, highlighting resources, materials and suggestions on how to use technology in the classroom. NHA's Technology Scope and Sequence for Students will be followed and a Technology Skills Assessment Checklist will be used to track student progress.

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	2.5
3-5	1.5	3.0
6-8	1.5	5.0
9-10	N/A	N/A
11-12	N/A	N/A

How will we get there?

Goal: All K-2 students will be proficient users of selected, age appropriate software.

All 3-8 students will meet the NHA Technology Scope and Sequence for Students. 8th grade students will be proficient technology users.

The Technology Teacher has access to a classroom computer lab. They use websites such as: Brainpop, Compass Learning, Study Island and United Streaming. These websites cover core curriculum subjects and help students learn some basic computer skills. The Technology Teacher also uses lesson ideas from NHA Teacher Center and Curriculum Center. Microsoft Office (Word and Powerpoint) and the Internet are used for typing, student presentations and research.

Professional Development activities will include the following: MAP and OAT data analysis, data based instruction, ideas on collaborating with classroom teachers, using the NHA Curriculum, Scope and Sequence and Technology Skills Assessment Checklists.

These technology PDs will support curriculum goals in several ways. Teachers will have the ability to access and analyze MAP and OAT assessments and results. Teachers will then be able to use these results to guide their instruction and obtain the school's vision to "better educate more children." The PDs will also enable teachers the ability to use technology more often and more effectively, when teaching their students. They will be able to correctly use the available tools and curriculum where technology is embedded. Teachers will be able to assist their students in learning about technology. Teachers will be able to provide and guide opportunities for their students to use technology for projects, papers and research.

PDs will occur during grade level team meetings, and through workshops before and after school. NHA, Teachers, and the Technology Staff will plan and conduct the PD activities. Agendas and sign-in sheets will be kept to document the PD. Attendees will also be given a certificate of participation.

Existing resources that will support our technology goals and strategies include: teacher and student computers, a classroom computer lab, laptop cart, Teacher Central, Internet, United Streaming, Compass Learning, Study Island, Brainpop, Microsoft Office, scanners, video recorder, media carts that include a VHS/DVD player and a LCD projector.

Additional LCD projectors and a digital camera may be needed to support our technology goals and strategies.

How will we know we're getting there?

Progress will be monitored through various evaluation methods. These methods will be utilized to assess continued needs of the staff and students. Evaluation methods include: student achievement on the NWEA and the OAT, weekly formative and summative assessments, student and teacher observation/evaluation, student and staff surveys.

NHA, the school's Administrative Team, Board Members, Reading Specialists, Special Education Department, New Teacher Coach, Library and Technology Staff and the Classroom Teachers will evaluate and monitor our progress.

Using the ACOT Scale we did not meet our goals. Across grade levels we remain in the Entry and beginnings of the Adoption levels.

How will we sustain focus and momentum?

Teachers will be given copies of the ODE Academic Content Standards for Technology. The administrative staff will review lesson plans, weekly, to look for appropriate teaching of technology. A section on technology will be added to the school's teacher observation/evaluation forms. Their progress with integrating technology will be followed using formal and informal observations. A monthly newsletter will be distributed, highlighting resources, materials and suggestions on how to use technology in the classroom. NHA's Technology Scope and Sequence for Students will be followed and a Technology Skills Assessment Checklist will be used to track student progress.

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	Exploration	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	Transformation	Transformation
D. Technology acquisition and standards	Exploration	Transformation
E. Research and evaluation of educational technology initiatives	Exploration	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?

Orion has gathered a team of cross functional stakeholders to lead the Continuous Comprehensive Improvement Planning efforts (CCIP). The school's technology plan and professional development is an integral part of this improvement effort. The leadership team in collaboration with NHA develops policy for technology education and integration, which includes review of the technology needs of the school and the development of a plan to address the identified needs.

How do we know we are getting there?

The school will monitor technology needs and policy through the aforementioned CCIP leadership team. Policies will be reviewed annually and published in the technology Plan.

How do we sustain the focus and momentum?

The school has integrated policy development with the CCIP process to sustain focus and momentum the CCIP provides professional development initiatives as well as evaluation and revision strategies.

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	Adoption	Transformation
D. Measures and accountability for effective use	Adoption	Transformation
E. Role model in the use of technology	Adoption	Transformation
F. Professional development	Adoption	Transformation
G. Support for educational technology	Adoption	Transformation
H. Professional practice	Adoption	Transformation

How do we get there?

The school administrator is an integral part of the CCIP and therefore the technology plan. The school administrator along with the LTS will participate in 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 aforementioned CCIP leadership team in partnership with NHA.

How do we sustain the focus and momentum?

The school has integrated technology leadership within the CCIP process to sustain focus and momentum. In partnership with NHA the Instructional Services department has helped to create evaluation and measurement tools for assessment of staff and school progress.

3.3 Technology Leader/Coordinator Time Commitments

	Where are we now?	Where do we want to go?
Strategic/Project/Action Planning	5%	5%
Acquisitions/Procurement	1%	0%
Deployment/Implementation of Technology	20%	20%
Maintenance & Repair	10%	3%
End-user Technical Support & Training	0%	0%
Curriculum Alignment & Instructional Integration	10%	20%
Fiscal Management/Grant Applications	1%	1%
Superintendent Cabinet/Executive/Board Meetings	1%	1%
Tech Staff Development & Management	5%	30%
Policy Development, Monitoring & Enforcement	1%	5%
Evaluating New/Emerging Technologies	0%	5%
Other	46%	10%
Total	100%	100%

Other (please describe):

Orion Academy is consistently researching and evaluating the best use of technology equipment for staff and students. As an emerging school the time has been spent to research those needs.

How will we get there?

Orion has gathered a team of cross functional stakeholders to lead the Continuous Comprehensive Improvement Planning efforts (CCIP). The school's technology plan and professional development is an integral part of this improvement effort. The leadership team in collaboration with NHA develops policy for technology education and integration, which includes review of the technology needs of the school and the development of a plan to address the identified needs.

How will we know we are getting there?

The school will monitor technology needs and policy through the aforementioned CCIP leadership team. Policies will be reviewed annually and published in the technology Plan.

How will we sustain focus and momentum?

The school has integrated policy development with the CCIP process to sustain focus and momentum the CCIP provides professional development initiatives as well as evaluation and revision strategies.

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	No Change
File and Print Sharing	Many	No Change
Internet Traffic	Many	No Change
Video Conferencing (IP)	None	Researching
Video Conferencing (ATM)	None	Researching
Video On-Demand (local building/district server)	Some	Researching
Video Streaming (Internet)	Some	Increase
Voice Communications - Voice over IP	Many	No Change
Voice Communications - Centrex/PBX	None	No Change
Remote Access (Dial-up/VPN) to School Resources	Some	Increase
Wireless	Some	Increase
Email	Many	No Change
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?

Orion has gathered a team of cross functional stakeholders to lead the Continuous Comprehensive Improvement Planning efforts (CCIP). The school's technology plan and professional development is an integral part of this improvement effort. The leadership team in collaboration with NHA develops policy for technology education and integration, which includes review of the technology needs of the school and the development of a plan to address the identified needs.

How will we know we are getting there?

In partnership with NHA the CCIP leadership team will communicate plans to all stakeholders on an annual basis.

How will we sustain focus and momentum?

The school will monitor network needs through its partnership with NHA. NHA ensures capable and reliable services at all times. Any changes are communicated and addressed with the schools leadership team and the LTS.

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

How will we get there?

Orion has gathered a team of cross functional stakeholders to lead the Continuous Comprehensive Improvement Planning efforts (CCIP). The school's technology plan and professional development is an integral part of this improvement effort. The leadership team in collaboration with NHA develops policy for technology education and integration, which includes review of the technology needs of the school and the development of a plan to address the identified needs.

How will we know we are getting there?

In partnership with NHA the school 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 utilizing revision strategies with the CCIP process to sustain focus and momentum. In partnership with NHA the leadership team will evaluate technology capacity and technology needs.

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	3 - Adequate	4 - Advanced
Transportation	2 - Minimal	2 - Minimal
Food Services	4 - Advanced	4 - Advanced

How will we get there?

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

How will we know we are getting there?

By utilizing the CCIP process the school can ensure support for increased student achievement. Evaluation methods and student performance as outlined in the CCIP and completed by school leadership will determine effectiveness.

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 in collaboration with the services of NHA 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	Sometimes	Always
Professional development planning for end users and support personnel	Sometimes	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 NHA the schools' Library technology Specialist (LTS) will lead all efforts associated with reaching the 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 include surveys and student achievement data.

How will we sustain focus and momentum?

The school depend on NHA for consultation in sustaining the TCO goals. In partnership with NHA efforts to select educational software will sustain focus and momentum through the CCIP process which includes evaluation 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	3 - Adequate	4 - Advanced
Security zones	3 - Adequate	4 - Advanced
Wireless network security policies	3 - Adequate	4 - Advanced
Central log mechanism and review policy	3 - Adequate	4 - Advanced
Incident response procedures	3 - Adequate	4 - Advanced
Network security	3 - Adequate	4 - Advanced
Host Security	3 - Adequate	4 - Advanced
Data security / integrity	3 - Adequate	4 - Advanced
Anti-virus software	3 - Adequate	4 - Advanced
Spyware	3 - Adequate	4 - Advanced
Firewall	3 - Adequate	4 - Advanced
Filtering	3 - Adequate	4 - Advanced

How will we get there?

All policies procedures, and monitoring of security is facilitated by NHA 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 NHA. 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	1:22
Support Staff to Teachers	1:15	1:15
Support Staff to Computers	1:1	1:1
Support Staff to Buildings	1:1	1:1

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

How will we get there?

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

How will we know we are getting there?

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

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

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

How will we get there?

TCO is not performed at the school level. It is completed by NHA to evaluate technology purchases, as requested by the school.

How will we know we are getting there?

TCO is not performed at the school level.

How will we sustain focus and momentum?

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	31,700	31,700	31,700	31,700	95,100
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	10,930	10,930	10,930	10,930	32,790
Technology Staffing/Support	4,800	4,800	4,800	4,800	14,400
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	87,455	85,855	85,855	85,855	

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?

Orion will use state funds as well as grant opportunities and partnerships with local businesses to fund technology. Funds will be split between the purchase of hardware, software, staff development opportunities and repair/maintenance/replacement of existing technology.

How will we get there?

Expenses will be funded according to the CCIP plan that will focus on the vital role technology will play in the educational program at Orion Academy.

Individual eligible services projected to be discounted will include: United Streaming, Brainpop, Accelerated Reader and Study Island. These are web based applications. In addition, hardware, software and accessories will included: LCD Carts, Amplification System, Key Writers for keyboarding, external DVD's, TV/VHS/DVD carts, digital cameras and camcorders and any other technology based-web application, hardware, software and accessories that are needed over the next three years.