

# **Educational Technology Plan for Alliance Academy of Cincinnati - 000139**

**School Years:**

**2009-10**

**2010-11**

**2011-12**

**eTech Ohio Certified on Mar 02, 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  
 Library/Media Specialist  
 Parent  
 Principal  
 Teacher  
 Other

Approvers:

Michelle Andrew (Technology Coordinator/Director)  
 Juanita Preston (Superintendent)  
 Kathy Schmidt (Treasurer)

### 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 plan is realistic and reflects the current state of technology at Alliance Academy.

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 plan allows for growth and lists goals that are constantly reviewed by the LTS and school leaders.

### 1.3 Vision/Mission

#### A. Vision

All students will be computer literate by the 8th grade.

#### B. Mission

Working in partnership with parents and community, Alliance Academy of Cincinnati 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	2010-11
Fine Arts	In Progress	2010-11
Foreign Language	Not Started	
Mathematics	In Progress	2010-11
Science	In Progress	2010-11
Social Studies	In Progress	2010-11
Technology (specific course)	Complete	2006-07
Other Content Areas		

- 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?

Currently we have staff that we developing into regional leaders for our schools in Ohio. Our Professional development Services group in the corporate office are working on alignment with the technology standards and also consistent integration of technology into the daily classroom learning experience.

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

The organization is planning the future school year professional development and technology training for next calendar year. The technology training will always be followed up with surveys regarding the workshop effectiveness and evaluations of the professional development delivered and incorporated into the PD of the Alliance school staff.

We will know we are getting there when we evaluate the school staff development in technology and also student achievement.

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

Currently our professional development initiatives are being written to align with Ohio's state technology requirements for staff and students.

### 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	1.5	2.5
3-4	2.0	4.0
5-7	2.5	4.5
8-10	2.5	4.5
11-12	N/A	N/A

### How will we get there?

Professional Development activities to be provided: MAP and OAT data analysis, Open Court, Accelerated Reader, Corrective Reading and Language Arts and data based instructional planning.

NHA, Teachers, Library Technology Staff, New Teacher Coach, Reading Specialists and Core Consultants will plan and conduct the professional development activities.

Embedded classroom PD and workshops will be used for PD.

Technology PD will allow teachers the ability to assess MAP and state tests. Teachers will use technology to collect, manage and analyze data to better serve student's needs. Technology PD will enable teachers the ability to use technology more often and more effectively when teaching students. Teachers will use technology to relay information, new ideas and concepts in a more coherent way. Technology serves as a teaching tool in the classroom. As a result, technology PD will prepare teachers to assist students when they are using technology for projects, papers and research.

Sign-in sheets and certificates of participation will be used for PD documentation.

Teacher and student computers, Teacher Central, Internet, Starfall, United Streaming, Accelerated Reader, Study Island, Brainpop, Microsoft XP application software (Word, Powerpoint, Excel) and LCD projectors and TV/VHS/DVD carts are new and existing resources that will enable and support these teaching practices.

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

The goals and objectives will be measured and monitored through annual evaluation methods. These methods will be utilized to assess student and staff needs. Evaluation methods include:

- 1) Student achievement on norm referenced and state tests.
- 2) Student observation/evaluation
- 3) Teacher observation/evaluation
- 4) Parent surveys
- 5) Staff surveys

6) Weekly formative and summative assessments to gather data on the progress towards goals and objectives.

NHA, Administrators, Board Members, Reading Specialists, Special Education Department, New Teacher Mentor, Library Technology Staff and Teachers will evaluate outcomes.

Goals were not met. Our state rating dropped to Academic Watch. Due to this new status, intensive intervention programs such as: Corrective Reading, Extended Days, and Intersession Enrichment Activities were implemented. Corrective Reading was implemented for students to learn decoding and comprehension.

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

The school has integrated the technology planning process with the CIPP process to sustain focus and momentum. The CCIP includes professional development initiatives, as well as a requirement in the use of basic technology tools will assist in closing the staff technology gap. Staff will be encouraged to write proposals for grant funding to underwrite or off-set the cost of staff development. Grant funds are used to pay for professional development for staff. Teachers throughout the school are using a curriculum which is aligned to state standards and technology tools which assess and record short term goals and areas for student improvement.

## 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	1.5	3.5
5-8	2.0	4.5
9-12	N/A	N/A

#### How will we get there?

Students will be proficient in the fine arts. Strategies include the integration of technology into the Fine Arts curriculum. Students will use NHA networked software to supplement their study or art and music.

Differentiated instruction is currently enhanced through the use of integrated technology and also the ability to use technology workshops in the individual classrooms.

Professional development for the staff is directed by the LTS and supplemented by the aid of the LTA.

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

Fine Arts curriculum require the students to complete a variety of assignments, such as reports, PPT presentations, which are measured to age appropriate achievement. Measurements such as project checklists and rubrics are used by the teacher to assess the students development in the content areas.

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

Software resources and a variety of technology equipment; provide students with tools to increase their personal productivity and achievement. Lessons which integrate music and art curriculum content will be assigned for student use. The lessons require the student to use a variety of technology skills to enhance the subject content as well as the development of individual student technology skills.

## 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?

Staff development is a critical element in the successful implementation and integration of technology in the school environment. Alliance has scheduled time committed to technology instruction weekly,

K-3 grade 30 minutes

4 - 8th grade 60 minutes

All students will be proficient in Foreign Language as appropriate. Strategies include the integration of technology into the foreign Language curriculum provided by teacher training in technology equipment and integration.

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

NHA encourages Alliance Academy to integrate the language curriculum with interactive language lesson technology. Networked software and additional technology resources will be available for future integration into the language lessons to facilitate audible and student centered workshops and whole group language learning. Student achievement on standards tests and teacher rubrics will be used. Teacher observation and evaluation, parent surveys and staff surveys will all be used to determine progress of technology integration into the foreign language curriculum.

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

Annual reviews of test data and CIPP and Technology Plans will be used to evaluate and revise technology goals and strategies.

## 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	2.0	3.5
3-4	2.0	4.0
5-7	2.5	5.0
8-10	2.5	5.0
11-12	N/A	N/A

**How will we get there?**

All students will be proficient in math. Math goals for Alliance will be based on Standardized test scores and individual student development. Professional development for teachers will include assisting with the implementation of technology strategies for student success in targeted areas of achievement. Current use and future use of existing and new software for student skill development will be evaluated on a consistent basis by staff and school leaders.

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

Classroom teachers will assess students based on standardized tests, classroom achievement and age appropriate required assignments. Measurements such as test, rubrics and checklists are all used to determine the students success and monitor progress in the math curriculum.

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

Annual reviews of test data, CIPP and technology plans provide ALliance Academy with the information necessary to evaluate and revise strategies for technology integration into the math curriculum and alignment with Ohio state standards for student achievement.

## 2.6 How Will You Be Using Technology to Improve Teaching and Learning in Science?

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

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

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

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

**Current Levels of Technology Integration in Science**

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

	Where are we now?	Where do we want to go?
Pre-K	N/A	N/A
K-2	1.0	2.0
3-5	2.0	3.5
6-8	2.5	5.0
9-10	N/A	N/A
11-12	N/A	N/A

**How will we get there?**

Students will be able to demonstrate and understanding of the concepts of the NHA science curriculum and its content with grade appropriate Studies. Alliance will use the science curriculum prepared and aligned with state standards and integrated with technology resources at all levels of science study. Alliance Academy along with NHA will provide various means for teachers to experience appropriate professional development opportunities for science teachers and LTS staff members.

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

Teachers will use classroom observations, checklists, rubrics, educational science resources, students demonstrations (oral, written or technology presentations) and testing tools to gather accurate data regarding

student proficiency in science.

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

Student achievement will be evaluated and measured by teachers and school leaders by teacher observation, testing methods, rubrics and checklists to promote and encourage individual student achievement. Technology integration to enhance the learning process and progress will be consistently implemented and evaluated to align with curriculum and state standards.

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

#### How will we get there?

Students will use technology resources to supplement the curriculum to develop the learning of human experience in significant events, knowledge of geography information, cultural diversity, economic concepts, responsibilities of citizenship and the democratic system at grade appropriate levels and to align with Ohio curriculum and technology standards.

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

Teachers will use checklists, classroom observations, rubrics, student written, oral and technology created classwork, unit tests, projects to monitor student progress.

Pre and post tests and evaluations will be administered to gather accurate data for individual student achievement.

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

An annual review of the CCIP and the technology Plans will be the means of evaluating Alliance Academy goals and strategies. NHA, its grantor and foundations will support efforts to provide equipment, resources and professional development that enhance Social Studies learning.

**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	3.0
3-5	1.5	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?**

All students will be computer literate by 8th grade. Technology integrated lessons are available in our Curriculum Center and resources are consistently presented to the LTS for staff development for teacher and classroom use. The technology lessons are created to use the academic curriculum and develop student technology skills. Teachers and schools leaders encourage and support the appropriate use for technology.

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

Teachers and school leaders will evaluate individual student progress by teacher observation, project based assessments, knowledge based assessment or performance based assessments. Annual evaluation methods are used, such as the teacher development survey taken by staff to determine areas of professional development necessary. Annual evaluations of student progress are implemented and resources such as parent surveys and teacher measurements provide the data needed to examine goals and strategies.

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

An annual review of the CCIP and the technology plan will be used to evaluate individual student and staff progress in technology development. NHA, grantors and foundations will consistently support the growth of the technology program and technology integrated lessons for continued student achievement.

## 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	Adoption	Transformation
B. District wide program providing data or administrative systems to schools (e.g., fiscal databases, student assessment results)	Exploration	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	Adoption	Exploration
H. Equity and access to technology	Exploration	Transformation

#### How do we get there?

NHA is continually making equipment upgrades to existing school technology. It has developed a process to replace equipment and continually provide the most access for technology for student use. Alliance Academy will have classroom technology workshops available for additional student use to enhance the learning process and help to develop student technology literacy.

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

The CCIP and technology plans include planning, review and professional development schedules and goals for continued and current technology support. In using the technology curriculum and student performance data Alliance will be aware of student and staff development in technology and evaluate annual progress.

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

Alliance Academy has developed an integrated policy to include professional development goals and student achievement aligned with Ohio state standards. NHA, grantors and foundations will support technology development opportunities for staff and students and constantly provide resources for student development and community connection to technology.

### 3.2 Analyzing District Leadership

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

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

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

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

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

**How do we get there?**

Alliance academy will continue to develop innovative technology strategies. Staff will be encouraged to attend and access resources to help them develop technology skills and information to help implement technology resources at the classroom level. The LTS will be the school role model and have support by the administration and NHA to develop effective strategies for technology integration into classroom use.

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

Teachers and school leaders will monitor individual student progress through the CCIP and school technology team evaluation of data and technology goals. Staff, student and parent surveys will provide additional feedback to determine effective use of technology and technology development skills.

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

Alliance Academy and NHA will provide ongoing professional development to meet the goals of the Technology Plan and CCIP with building resources, PD opportunities and also additional PD initiatives.

**3.3 Technology Leader/Coordinator Time Commitments**

	Where are we now?	Where do we want to go?
Strategic/Project/Action Planning	5%	10%
Acquisitions/Procurement	2%	2%
Deployment/Implementation of Technology	2%	5%
Maintenance & Repair	10%	1%
End-user Technical Support & Training	5%	20%
Curriculum Alignment & Instructional Integration	5%	40%
Fiscal Management/Grant Applications	0%	0%
Superintendent Cabinet/Executive/Board Meetings	1%	1%
Tech Staff Development & Management	10%	10%
Policy Development, Monitoring & Enforcement	2%	2%
Evaluating New/Emerging Technologies	2%	9%
Other	56%	0%
<b>Total</b>	<b>100%</b>	<b>100%</b>

**Other (please describe):**

Alliance's CCIP and Technology Plan and professional development plan will receive consistent support from school leadership and NHA. It is a vital part of the student achievement goals and staff professional development initiatives.

**How will we get there?**

The school leadership team and stakeholders integral to the development of the CCIP will support the professional development opportunities presented by NHA and resources offered to staff and the building LTS. The policy developed and the evaluation process as outlined in the CCIP will be followed by school leadership

and NHA throughout the school year.

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

School leadership and the Library Technology Specialist meet consistently throughout the school year to evaluate the technology goals prepared in the CCIP and student and staff development.

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

The school has integrated professional development of the building LTS who is responsible for the professional development schedule and progress of teachers at Alliance Academy. Working with and reporting consistently to the school leadership team.

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

#### ACTIVITY 2:

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

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

**How will we get there?**

Alliance's Technology Plan and professional development plan is an important part of this effort. The school leadership and the LTS, in collaboration with NHA consistently provide and encourage professional learning opportunities for additional equipment and software implemented during the school year.

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

The school leadership team, the CCIP members will communicate progress and plans for educational technology at Alliance Academy on an annual basis.

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

The school will monitor network needs through its partnership with NHA. NHA is committed to ensuring reliable and capable service at all times. Any changes are communicated and addressed to the school leadership.

## 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	Early 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 policy of Alliance Academy for all strategies for the integration of technology be developed through the CCIP process and documented in the school's Technology Plan. All evaluation, surveys and communication will take place in partnership with NHA and communicated consistently to all stakeholders through the CCIP Process.

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

Educational technology policies, strategies and evaluations will be reviewed on an annual basis and recorded.

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

Alliance Academy in partnership with NHA has integrated technology planning, including revision strategies with the CCIP process to sustain focus and momentum. Review of the educational technology goals, needs and progress will be consistent throughout the school year.

## 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	3 - Adequate	4 - Advanced
Data Analysis & Reporting	3 - Adequate	4 - Advanced
Grade Book	3 - Adequate	4 - Advanced
Library Automation	4 - Advanced	4 - Advanced
Facilities Management	3 - Adequate	4 - Advanced
Voice Telephony	4 - Advanced	4 - Advanced
Human Resources & Financial Management	3 - Adequate	4 - Advanced
Network Account Management	3 - Adequate	4 - Advanced
Transportation	1- None	1- None
Food Services	3 - Adequate	4 - Advanced

**How will we get there?**

The school will address any implementation or expansion of the systems within the CCIP process.

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

Alliance Academy in partnership with NHA will measure system implementation effectiveness by student achievement, teacher observation and staff surveys.

**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 partnership with NHA supports the monitoring the need for enhanced tools and services and NHA is committed to those goals.

## 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 partnership with NHA the school's LTS who is also a part of the CCIP and responsible for the implementation of the technology plan along with school leadership; will initiate and evaluate 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 will include surveys and student achievement data.

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

NHA provides the partnership which supports the TCO goals. NHA serves the community of schools by research and development of the most effective use of software at NHA schools.

## 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	4 - Advanced	4 - Advanced
Wireless network security policies	3 - Adequate	4 - Advanced
Central log mechanism and review policy	4 - Advanced	4 - Advanced
Incident response procedures	3 - Adequate	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	3 - Adequate

### 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 and Alliance Academy are regularly in review with school staff and leadership to determine security needs and evaluating the effectiveness of current security.

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

Security policies are communicated annually to all stakeholders through the student handbook and Acceptable Use Policy signed by students.

## 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	less
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. Alliance's requests are recorded, needs are assessed and communicated on an annual basis between the partnership of Alliance Academy and 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**

	<b>Where are we now?</b>	<b>Where do we want to go?</b>
Vendor Relationships	Some	Some
Procurement Plan	More	More
Specifications/Requirements/Fits Analysis	Extensive	Extensive
Integration of donated time, materials or services	None	None
Deployment/Installation plan	Some	More
Initial Training and Professional Development	None	Some
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	More
Disposal costs	None	None

**How will we get there?**

TCO is performed at the school management company level, TCO is supplied through NHA also considering school requests.

**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, TCO is supplied through NHA also considering school requests.

## 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	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
<b>Total</b>	<b>82,470</b>	<b>80,870</b>	<b>80,870</b>	<b>80,870</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?*

Alliance is committed to make the technology plan a non-stagnant plan. NHA is committed to use the resources of time, money and personnel to support any additions necessary for educational technology.

Alliance 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. The above is a listing of current funding realizing there is a constant need to seek further grant and partnership opportunities. The Access to Technology budget includes the possible "pilot" of additional computer hardware as outlined in the CIPP.

#### How will we get there?

Professional Development, Network Telecommunication Services and Technology Staffing Support are the areas Alliance will use for e-rate critical discounts.

Alliance will support our instructional staff by providing a very high level of professional development that will strengthen the core academic program. 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 Alliance.

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 include: 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.