

Apex Academy

Technology Plan

July 1, 2009—June 30, 2012

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Pre-Planning

1.0 Establish Technology Planning Committee

Apex Academy (“Apex” or “the School”) has established a technology planning committee of individuals from the school and from National Heritage Academies (NHA), the charter school management company that oversees Apex.

- Business Analyst
- Curriculum Coordinator
- Principal
- Technology Coordinator
- Intervention Services Coordinator

The plan is approved by the members of this team:

- Michelle Andrew
- Kathy Schmidt
- Tamika Draper
- Sarah Wagy
- Greg Lambert

1.1 Overview of TPT Planning Framework

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

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

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

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

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

“How will we know we’re getting there?” addresses the EVALUATION PROCESS that enables the educational organization to MONITOR PROGRESS toward the specified goals

“How do we sustain the momentum?” addresses ORGANIZATIONAL SUPPORT, EVALUATION, and REVISION processes to achieve the goals

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

1.2 Review Current Technology Plan

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

Apex's previous plans included goals that incorporated high standard, technology-based tools and usage within their teaching curriculum. These goals engaged students in more project based learning skills and activities consistently using technology. The school continued to widen staff knowledge on the importance of technology and the educational insights and gains for students through professional development and inservices.

Apex is part of the larger charter school management company. This opens doors for expanding learning opportunities for both students and staff. These goals remain in effect and will continue to be reviewed due to the rapid changes in technology.

- *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?*

Technology continued to increase at a rapid rate. The infrastructure at Apex is designed to allow for expansion to meet the changing demands of technology. The School's goals are to remain up-to-date with the proper hardware and software. The planning committee will assess any concerns and contact the Technology Support personnel at NHA. This staff is available to the school through phone contact, email, and website support links.

1.3 Vision/Mission

Vision – Our vision is to improve teaching and learning through the use of technology.

Goals – Broadly speaking, in order to fulfill Apex's mission and vision, the school will integrate technology into educational practice in order to accelerate student achievement. Therefore, Apex has established the following technology plan goals:

Goal #1—The school will integrate technology into teaching and learning to ensure all students are proficient in English Language Arts (ELA) and Mathematics by 2013-2014.

Goal #2 – All Students will be technologically literate by 8th grade.

Curriculum Alignment And 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 Education a Service Centers (ESC's), please identify how you are assisting your contracted schools in aligning their curriculum to technology standards.

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

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

	Where are we Now?	Where do we want to go?
English Language Arts	In Progress	2008-2009
Fine Arts	Not Started	2011-2012
Foreign Language	Not Started	2009-2010
Mathematics	In Progress	2008-2009
Science	In Progress	2008-2009
Social Studies	In Progress	2008-2009
Technology (specific course)	In Progress	2008-2009
Other Content Areas	N/A	N/A

2.) In the textboxes below, please provide brief but comprehensive descriptions of how you are writing Ohio's Technology Standards into all 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?

Apex Academy has gathered a team of cross-functional stakeholders to lead the Comprehensive Continuous Improvement Plan (CCIP) efforts. The School's Technology Plan and corresponding professional development are integral parts of this improvement effort. The leadership team, in collaboration with NHA, develops the strategy for content area alignment. This includes review of the state standards, review of the curriculum, and an analysis of the gaps (if applicable). The leadership

team will communicate any gaps to NHA in order to collaboratively develop tools that address curricular gaps and ensure every child can attain state content standards.

Additionally, the school recognizes that state standards for each content area are always changing. Therefore, the CCIP process of alignment is continuous and always “in progress.”

Technology usage at Apex has increased over the last year and Internet access is available in all classrooms. Apex has produced school-wide targeted skills that encompass the Ohio content standards by aligning the skills to the curriculum. Apex is currently addressing the need to continue to expand technology objectives in order to grow the use of research, inquiry, and keyboarding skills within the curriculum of the subject areas. Currently, K-8 students have additional training in the skill areas mentioned above in their library curriculum.

How will we know we’re getting there?

Apex will monitor curriculum alignment through the aforementioned CCIP leadership team and NHA. Annually, the content standards and curriculum will be assessed to ensure alignment. NHA uses evaluations, surveys, and progress reporting techniques to review student and staff progress in the area of technology. The school recognizes that technology and the state standards are constantly changing, therefore, making the process of alignment continuous and “in progress.”

How will we sustain focus and momentum?

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

The staff at Apex believes strongly in driving instruction as a result of student achievement test scores. The school will continue to use school-wide targeted skills related to academic content standards and will update them according to student test scores. These skills are presented and discussed during teacher in-service meetings throughout the year. Classroom teachers who attend differentiation seminars will provide whole group reporting during teacher in-service meetings. Regular classroom teachers will differentiate within their classrooms based upon student NWEA test scores. Continued professional development will be provided to aid teachers with aligning goals and strategies to standards within the curriculum. Teachers will be provided strategies for implementing differentiation, aligning of Math, Science, and Writing curriculum to state standards and benchmarks, and mentoring new teachers.

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 graphic 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 We Are Now?	Where Do We Want To Go?
Pre-K	N/A	N/A
K-2	1.0	3.0
3-4	2.0	3.5
5-7	2.0	4.0
8-10	2.0	4.0
11-12	N/A	N/A

How will we get there?

Apex will integrate technology into teaching and learning to ensure all students are proficient in English Language Arts (ELA) and Mathematics by 2013-2014.

The use of technology in ELA continues to be an evolving process at Apex Academy. Teachers have access to the Accelerated Reader Program. Accelerated Reader promotes the reading process as students read books at their reading level and then take a quiz to gauge their comprehension of the book. A student's reading level is determined by performance on the NWEA that determines lexile ranges. Students are encouraged to read independently in class and at home to reach the reading goal that has been set for them. By setting goals, the school is encouraging self-management of skills along with independent reading, which in turn leads to better readers. Age appropriate websites are used in the lower grades to enhance the teaching of reading. Currently, Apex utilizes several different software programs to assist in collaboration efforts. Using the student's OAT results, data and the information garnered from the NWEA testing process, the staff works to strengthen instruction in the particular areas where the students have demonstrated weakness. This use of multi-sourced data in addition to formative assessment allows for a proper triangulation of the needs of each grade, each class, and hopefully, each student. The tracking of these data points allows for adjustment to the current needs while relying on the OAT data to guide the overarching planning for each school year.

This technological instruction will be made possible by utilizing the current eCurriculum and Teacher Central resources which National Heritage Academies currently provides to each school and aligning these resources to the Ohio Academic Standards for ELA. Professional development will be provided by the Library Technology Specialist to teachers in order to equip them to use the current software optimally, provide differentiation programs, and to monitor student achievement.

How will we know we're getting there?

Annual evaluation methods will be utilized to assess student and staff needs. Evaluation methods may include but are not limited to:

- Student achievement on norm referenced and state tests
- Student observation/evaluation
- Teacher observation/evaluation
- Parent surveys
- Staff surveys
- AYP designations

How will we sustain focus and momentum?

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

Continued participation in the technology based professional development 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 offset the cost of staff development. Currently, teachers throughout the school are utilizing the electronic grade entry application which records short-term assessments aligned to state standards.

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 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 graphic 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 We Are 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?

The use of technology in Fine Arts continues to be an evolving process at Apex Academy. The music teacher has access to current and relevant music software. The programs allow students to create and design harmonies, rhythm, and pitch while also encouraging the reading of music. These tools can be used in the classrooms and in the computer lab. Students also have access to current software for the visual and creative arts, paint, and other technology for Art.

Teachers will also integrate Teacher Central, an online curriculum resource provided by NHA, and United Streaming into daily lesson plans via the LCD projector. The use of software programs assist students with research projects related to the Fine Arts area of Music and Art. Integration of other appropriate software to differentiate instruction and address curriculum alignment gaps will be employed.

This technological instruction will be made possible by utilizing the current eCurriculum and Teacher Central resources which National Heritage Academies currently provides to each school and aligning these resources to the Ohio Academic Standards for Fine Arts. In order to ensure student success related to the learning goals stated above, teachers will become familiar with the software, keyboarding and Power Point techniques through in-house training by the Library Technology Specialist.

How will we know we're getting there?

Fine Arts teachers measure student progress through a series of reports about musicians and artists that are completed as a computer project. Rubrics and checklists are used to measure age appropriate writing skills and the content of the project. Grades and finished projects will reveal the techniques students have learned and demonstrated in their finished project. Teachers will observe student engagement during online, web-based lessons.

How will we sustain focus and momentum?

When test data is received and the CCIP and Technology Plans are reviewed each year, Apex Academy will evaluate and revise its CCIP and technology strategies as they relate to the Fine Arts. As Apex seeks to enlarge its technology base, it will request assistance from National Heritage Academies, grantors, and foundations to support their efforts through equipment, software, and professional development.

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 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 graphic 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 We Are 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?

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

How will we know we are 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 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 graphic 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 We Are Now?	Where Do We Want To Go?
Pre-K	N/A	N/A
K-2	1.5	2.5
3-4	1.5	3.0
5-7	1.5	4.0

8-10	2.0	4.5
11-12	N/A	N/A

How will we get there?

Apex will integrate technology into teaching and learning to ensure all students are proficient in English Language Arts (ELA) and Mathematics by 2013-2014.

The use of technology in the teaching of Mathematics continues to be an evolving process at Apex Academy. Teachers have access to Accelerated Math which is used in grades 5-8. Accelerated Math is an online program that generates math topics for practice. It allows the students to practice any skill until proficiency has been attained (80% or more correct), as demonstrated by the scan sheets and reporting available through Accelerated Reader. A test will be generated by the computer and if the student is able to successfully pass the test, the student will move on to the next topic (and student growth will be tracked). Other age appropriate websites are also used to enhance the teaching of Mathematics in the classroom and the computer lab. By using the students OAT results and the information garnered from the NWEA testing process, the staff works to adjust and strengthen instruction in the particular strands where the students have demonstrated weakness. The use of multi-sourced data in addition to formative assessment allows for a proper triangulation of the needs of each grade, each class, and each student. The tracking of these data points allows for adjustment to the current needs while relying on the OAT data to guide the overarching planning for the school year. This technological instruction will be made possible by utilizing the current eCurriculum and Teacher Central resources which National Heritage Academies currently provides to each school and aligning these resources to the Ohio Academic Standards for Mathematics.

How will we know we're getting there?

Classroom teachers use formative assessments as well as the NWEA testing system to monitor progress in the target area of Mathematics. School-wide NWEA testing occurs in September, January, and May. In addition, checklists and curriculum tests will be used to monitor progress in the targeted areas of Mathematics.

How will we sustain focus and momentum?

When test data is received and the CCIP and Technology Plan are reviewed each year, Apex will evaluate and revise its technology strategies as they relate to Mathematics. As Apex seeks to enlarge its technology base, it will request assistance from National Heritage Academies, grantors, and foundations to support their efforts through equipment, software, and professional development that will support the success of student learning as it relates to the Ohio content standards.

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 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 Science

- 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 graphic 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 We Are Now?	Where Do We Want To Go?
Pre-K	N/A	N/A
K-2	2.0	3.0
3-5	2.0	3.0
6-8	2.0	3.0
9-10	N/A	N/A
11-12	N/A	N/A

How will we get there?

The use of technology in the teaching of Science continues to be an evolving process at Apex Academy. Teachers have access to Teacher Central, Power Point, software programs, and websites that are subject specific. Through the use of technology, students will develop scientific habits to develop scientific inquiry, to ask valid questions, and to gather and analyze information. Students will recognize that science and technology are interconnected and that using technology involves assessment of benefits, risks, and costs. Students will use the software programs to research, study, investigate, and explore

science topics specific to their grade level in accordance with the Ohio State Standards. Apex will continue to use OAT results data and the information garnered from the NWEA testing process to assist the teachers in strengthening their instruction in the particular strands where students have demonstrated weaknesses in the past. The use of multi-sourced data in addition to formative assessment allows for a proper triangulation of the needs of each grade, each class, and each student. The tracking of these data points allows for adjustment to the current needs while relying on the OAT data to guide the overarching planning for each school year.

This technological instruction will be made possible by utilizing the current eCurriculum and Teacher Central resources which National Heritage Academies currently provides to each school and aligning these resources to the Ohio Academic Standards for Science. The supportive and current curriculum will remain an inquiry and investigative method which supports the mandate as described in NCLB.

How will we know we are getting there?

Teachers will use classroom observations, checklists, rubrics, Science journals, summaries, stories, oral assessments, and unit tests to monitor student progress. In addition, pre- and post-tests will be administered to gather accurate feedback with regard to the progress of student learning.

How will we sustain focus and momentum?

When test data is received, the CCIP and Technology Plans are reviewed each year. Apex Academy will evaluate its Science curriculum and, if necessary, revise the curriculum. As Apex seeks to enlarge its technology base, it will request assistance from National Heritage Academies, grantors, and foundations to support their efforts through equipment, software, and professional development that will enhance student Science learning.

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 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 Science

- 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 graphic 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 We Are Now?	Where Do We Want To Go?
Pre-K	N/A	N/A
K-2	1.0	2.0
3-5	1.0	2.0
6-8	2.0	2.5
9-10	N/A	N/A
11-12	N/A	N/A

How will we get there?

The use of technology in the teaching of Social Studies continues to be an evolving process at Apex Academy. Teachers have access to the Internet and numerous software programs. Students will research and investigate grade specific indicators in using the software programs and the Internet. This technological instruction will be made possible by utilizing the current eCurriculum and Teacher Central resources which National Heritage Academies currently provides to each school and aligning these resources to the Ohio Academic Standards for Social Studies. The Library Technology Specialist will ensure that all teachers have a working knowledge of the software programs to ensure success with investigating these grade level topics.

Using the schools OAT results data, teachers work to strengthen the vertical alignment of instruction in the particular Social Studies areas where the students have demonstrated weakness in the past. This use of multi-sourced data in addition to formative assessment allows for a proper triangulation of the needs of each grade, each class, and hopefully, each student. The tracking of these data points allows for adjustment to the current needs while relying on the OAT data to guide the overarching planning for each school year.

How will we know we're getting there?

Teachers will use classroom observations, checklists, rubrics, Social Studies journals, summaries, stories, oral assessments, unit tests, web projects, group projects, and computer assisted projects to monitor student progress. In addition, pre- and post-tests will be administered to gather accurate feedback with regard to the progress of student learning.

How will we sustain focus and momentum?

The CCIP and Technology Plan will be reviewed each year as a means of evaluating the Social Studies curriculum. As Apex Academy seeks to enlarge its technology base, it will request assistance from National Heritage Academies, grantors, and foundations to support their efforts through equipment, software, and professional development that will 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 the "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 graphic 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 spreadsheets macros for teaching algebra or designing projects that combine multiple technologies.

	Where We Are Now?	Where Do We Want To Go?
Pre-K	N/A	N/A
K-2	1.0	2.0
3-5	1.0	2.0
6-8	1.0	2.0
9-10	N/A	N/A
11-12	N/A	N/A

How will we get there?

Goal: All students will be technologically literate by 8th grade.

The use of technology in the teaching of Technology itself continues to be an evolving process at Apex Academy. The strategy of Apex is to acquire the technology equipment and software needed to enhance student learning and ensure student success in Technology so that students are able to compete within a competitive world of technology. This will be accomplished by providing teachers with professional development on the following topics: integration of eCurriculum and Teacher Central, integration of Accelerated Reader and Accelerated Math, integration of hardware (e.g. LCD projectors, computers, etc.), and integration of appropriate software to differentiate instruction and address curriculum alignment gaps. Professional development will be provided by the Library Technology Specialist to ensure that all teachers have access to and working knowledge of the programs on the network. Students will practice responsible use of technology systems, information, and software. Students will understand basic operations and concepts to enhance learning, increase productivity, and promote creativity; use a variety of formats to communicate information and ideas effectively. Students will continue to use technology as a research, problem-solving and decision-making tool within specific content areas aligned with the Ohio State Standards.

How will we know we're getting there?

Teachers will evaluate age-appropriate authentic projects to determine if students are progressing toward the goal. Teachers will evaluate the projects to determine if parameters for the project were met.

Annual evaluation methods will be utilized to assess student and staff needs. Evaluation methods include:

- 1.) Student achievement on norm referenced state tests.
- 2.) Student observation/evaluation

- 3.) Teacher observation/evaluation
- 4.) Parent surveys
- 5.) Staff surveys
- 6.) AYP Designation

How will we sustain focus and momentum?

The Technology Plan in conjunction with the CCIP will be reviewed each year as a means of evaluating the value and growth of the Technology curriculum. As Apex seeks to enlarge its technology base, it will request assistance from National Heritage Academies, grantors, and foundations to support their efforts through equipment, software, and professional development that will enhance student success related to the advancement of technology learning.

Technology Policy, Leadership and Administration

3.1 Analyzing District Education Technology Policies.

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

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

Exploration – New/updated policies are being researched

Transformation – Policies support high performing learning environments

	Where are we now?	Where do we want to go?
A. Electronic network linking district with other stakeholders for information exchange, collaboration and distance education.	Transformation	Transformation
B. District wide program providing data or administrative systems to schools (e.g., fiscal databases, student assessment results)	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	Awareness	Exploration
F. Development and dissemination of educational technology devices, applications and approaches	Awareness	Exploration
G. District funding for educational technology	Awareness	Exploration
H. Equity and access to technology	Exploration	Transformation

How do we get there?

National Heritage Academies has made a recent investment of computer hardware primarily for testing purposes. This will allow for older computers to be used as “for classroom use”. The school’s Library Technology Specialist will ensure that all teachers are trained on the use of the computers within the classroom and within the lab.

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.

As students become more familiar with keyboard, research, and inquiry methods on the computer, their displayed work in the hallways and in student portfolios will indicate their progress. Teachers will receive in-service instruction on how to utilize computers during the ELA block that includes Reading, Language Arts, and workshop.

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 includes professional development initiatives, as well as evaluation and revision strategies.

Professional development will be provided to the Library Technology Specialist and Assistant, teachers within targeted grade levels, and regular classroom teachers. Professional development will be provided by National Heritage Academies and within the faculty at teacher in-service meetings. Apex will continue to request support of additional technology hardware and services from NHA, eTech, the community, parents, grantor, and foundations.

3.2 Analyzing District Leadership

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

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

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

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

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

H. Professional practice	Exploration	Transformation
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How do we get there?

Apex Academy’s Library Technology Specialist receives in-depth training on new and innovative technology strategies from National Heritage Academies. When they return to the school, they train administrators and staff in the new technology strategies that can be used to effectively enhance their positions.

How do we know we’re getting there?

The school will monitor progress annually through the CCIP leadership team. The school measures success by the manner in which Administrators present information and teacher material during faculty meetings and in-service meetings. Data is analyzed and communicated while exhibiting standards of excellence in using technology.

How do we sustain the focus and momentum?

Apex Academy has integrated technology leadership within the CCIP process to sustain focus and momentum. The CCIP includes professional development initiatives, as well as evaluation and revision strategies.

3.3 Technology Leader/Coordinator Time Commitments

	Where are we now?	Where do we want to go?
Strategic/Project/Action Planning	5%	5%
Acquisitions/Procurement	0%	0%
Deployment/Implementation of Technology	20%	20%
Maintenance & Repair	1%	1%
End-user Technical Support & Training	0%	0%
Curriculum Alignment & Instructional Integration	20%	20%
Fiscal Management/Grant Applications	0%	0%
Superintendent Cabinet/Executive/Board Meetings	0%	0%
Tech Staff Development & Management	40%	40%
Policy Development, Monitoring & Enforcement	3%	0%
Evaluating New/Emerging Technologies	10%	13%
Other	1%	1%
Total	100%	100%

Other (please describe):

Management of reports, staff surveys, student evaluations.

How will we get there?

Apex Academy has collected a team of cross-functional stakeholders to lead the CCIP efforts. The School's Technology Plan and Professional Development Plan is an integral part of this improvement effort. The leadership team, in collaboration with the School's management company, develops the policy for technology education and integration, which includes support for the Library Technology Specialist. Professional development needed to attain the target time allocations will be provided by the Library Technology Specialist and documented through the CCIP process.

How will we know we're getting there?

The school will monitor professional development as presented by the Library Technology Specialist through the aforementioned CCIP process. The role of the Library Technology Specialist is to seize opportunities through the application of technology to support student learning. Understanding the current time commitments and setting target time allocations can help establish strategies to schedule educational technology learning and professional development for staff. The CCIP is evaluated and updated at least annually.

How will we sustain focus and momentum?

In partnership with NHA, efforts to select educational software will sustain focus and momentum through the CCIP process. The CCIP includes professional development initiatives, as well as evaluation and revision strategies.

Technology Infrastructure, Management and Support

4.1 Network, Internet, & Telecommunications

This section is designated 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	Increase
Video Conferencing (IP)	None	Researching
Video Conferencing (ATM)	None	Researching
Video On-Demand (local building/district)	None	No Change
Video Streaming	Many	Researching
Voice communications – VOIP	Many	No Change
Voice Communications – Centrex/PBX	None	No Change
Remote Access to School Resources	Many	Increase
Wireless	Many	Increase
Email	Many	No Change
Enterprise/Shared Applications	Many	No Change

Activity 2

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

	What is the Current Impact?
LAN Bandwidth	No Changes
WAN Bandwidth	Increase
Internet Bandwidth	Increase
Telephone Circuits	No Changes

How will we get there?

Apex Academy has gathered a team of cross-functional stakeholders to lead the CCIP efforts. Technology initiatives for Apex will address the needs of the students, correspond with the State Standards, and support the curricular aims of NHA. The School's Technology Plan and Professional Development Plan are integral parts of this improvement effort. The leadership team, in collaboration with NHA, discuss and develop implementation plans for any new services (including hardware and/or software) offered by the school. Professional development will focus on integrating technology by using models of instruction that support academic standards. Student-centered projects that include the use of technology for decision making, productivity, and information literacy will be encouraged.

How will we know we're getting there?

In partnership with the school's management company, the CCIP leadership team will communicate plans to all stakeholders on an annual basis. Staff surveys will be designed and available for the services to assess and evaluate the network and equipment.

How will we sustain focus and momentum?

Apex Academy will monitor network needs through its partnership with the management company. NHA ensures reliable and capable network services at all times through the use of the Technology Help Desk.

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)	28:2	28:2
Peripherals (e.g. Scanner, digital camera)	Pervasive	Pervasive
Emerging Technologies	Middle Adopter	Early Adopter
Assistive and Adaptive hardware and specialized software	Some	Pervasive

How will we get there?

It is the policy of Apex that all strategies for the integration of technology be developed through the CCIP process and documented in the Technology Plan. Any identification, piloting, and evaluation of emerging technologies will be conducted in partnership with NHA and documented and communicated to stakeholders. NHA thoroughly tests and pilots all emerging technologies before the roll-out to the schools. The need for new technology will be determined through the analysis of band width usage and requests from teachers.

How will we know we're getting there?

In partnership with NHA, the school will monitor the technology needs of the teachers and students. NHA and Apex Academy will review annually the technology capacity and technology needs. All staff development evaluations, staff surveys, state mandated test results, and NHA test results will be considered when addressing the changes needed to improve the overall technology plan.

How will we sustain focus and momentum?

Apex has integrated technology planning, including revision strategies, within the CCIP process to sustain focus and momentum. In partnership with NHA, the CCIP will evaluate technology capacity and technology needs.

4.3 Stakeholder Access to Educational Information & Applications

None – Our organization does not have this type of electronic system. We maintain paper records.

Minimal – Our organization utilizes some electronic documents to manage these systems and processes such as spreadsheets or word processor.

Adequate – Our organization uses database software to manage these systems and documents.

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	Advanced	Advanced
Instructional Applications	Advanced	Advanced
Data Analysis & Reporting	Advanced	Advanced
Grade Book	Advanced	Advanced
Library Automation	Advanced	Advanced
Facilities Management	Advanced	Advanced
Voice Telephony	Advanced	Advanced
Human Resources & Financial Management	Adequate	Advanced
Network Account Management	Adequate	Advanced
Transportation	None	None
Food Services	Adequate	Advanced

How will we get there?

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

How will we know we're getting there?

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

How will we sustain the focus and momentum?

The school has integrated alignment and integration of systems with the CCIP process to sustain focus and momentum. The CCIP process, in collaboration with the services of 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 Process

	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?

Software purchases will be purchased if it is developmentally appropriate and meets the needs of instructional and curricular requirements. Factors to consider in specifying requirements for software include compatibility with available hardware and cost. Research will be used to determine if a program is developmentally appropriate, user friendly, level of interaction desired, access to technical support and direct correlation with the instructional objectives, and curriculum requirements that have been identified. Professional development for staff will be required and will include training and assessment.

How will we know we're getting there?

Evaluation and measurement of goal attainment will be documented and developed through the CCIP process. Evaluation tools will include surveys and student achievement data. For online resources such as research databases and streaming media, use will be monitored by our Library Technology Specialist. Apex Academy is actively moving in the direction of increased research, productivity, and currently pursuing at the building level the possibility of web publishing.

How will we sustain focus and momentum?

The School depends on NHA for consultation in sustaining total cost of ownership goals. Apex Academy's Technology Plan will be continually reviewed by the technology committee and the Library Technology Specialist. Improvement and integration of technology standards into the curriculum, as well as improved standardized test results will be considered in changes needed in the purchase of software.

4.5 Security

None – Organization does not have any of these policies or securities in place.

Minimal – The basic functions are present, but not all layers are addressed.

Adequate – The basic functions are present and all layers are addressed and integrated.

Advanced – The basic functions are present, all layers are addressed and integrated, and proactive monitoring with security responses and forensic log analysis procedures are in place.

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

How will we get there?

All policies, procedures and monitoring of security are facilitated by NHA to ensure consistent and effective systems are in place.

How will we know we're getting there?

NHA regularly reviews and consults with school personnel to determine security needs and evaluate the effectiveness of current security.

How will we sustain 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

	Where are we now?	Where do we want to go?
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. Apex Academy's needs are assessed and communicated on an annual basis to the management company.

How will we know we're 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.

	Where are we now?	Where do we want to go?
Vendor relationships	Some	Some
Procurement plan	Some	More
Specifications/requirements/fits analysis	Extensive	Extensive
Integration of donated time, materials, or services	Some	More
Deployment/installation plan	Some	More
Initial training and professional development	Some	Extensive
Evaluation of current external support costs versus new purchase	None	Some
Loss of institutional knowledge for replaced systems	Some	Some
Phase out/replacement cycle	Some	More
Disposal costs	Some	Some

How will we get there?

Total cost of ownership is not performed at the school level. Rather, it is compiled by NHA to evaluate technology purchases, as requested by the school.

How will we know we're getting there?

Total cost of ownership is not performed at the school level.

How will we sustain focus and momentum?

Total cost of ownership 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	2009-2010	2010-2011	2011-2012	Total
Network/Telecommunications Services					
Hardware					
Student Data Administrative Systems					
Software					
Security					
Technology Staffing/Support					
Professional Development					
Consumables					
Additional					
Total					

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

Apex Academy 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 three year budget was primarily compiled by using the 2008-2009 expenditures. Additional costs are projected and based on the needs of the building. The access to technology budget includes the possible pilot of additional computer hardware as outlined in the CCIP.

How will we get there?

The expenses will be funded according to the technology plan and will focus on the vital role technology will play in the educational program at Apex Academy. The School intends to apply to E-Rate for the following products and services: hardware, educational software/materials, staff development, networking, telecommunications, and continued Internet access.