Educational Technology Plan for North Dayton School of Science and Discovery - 143529

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

eTech Ohio Certified on Dec 17, 2008
Certification Period: July 1, 2009 - Jun 30, 2012

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

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Pre-Planning

1.0 Establish Technology Planning Committee

Business Manager
Curriculum Coordinator
Instructional Integrationist
Library/Media Specialist
Parent
Principal
Superintendent
Teacher
Other

Approvers:
Michelle Andrew (Technology Coordinator/Director)
Greg Lambert (Treasurer)
Michael Ward (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 goals are to provide integration of technology in all curricular content areas and provide professional development and resources for integration purposes. Technology is used to collect, manage and analyze data and instruction in all academic content areas and professional development opportunities. Technology provides teachers with effective integration of technology skills in all curricular areas. All goals are still relevant. As teachers participate in professional development activities, the level of proficiency in technology will enhance teaching and learning.

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

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

All staff will need continued access to the Internet and email on a daily basis to receive vital school and corporation information such as: weekly bulletins, daily attendance, etc. Goals and strategies that still need to be addressed include: academic achievement in all curricular areas in relation to the Ohio "School Year Report Card" - state indicators of performance. The technology committee will make recommendations for implementation of strategies to enhance the use of technology to support academic progress in the classrooms. The technology committee will explore and research new technology and methods of improving the use of technology for instruction. The technology committee will communicate any gaps to the management company in order to collaboratively develop tools that address curricular gaps and ultimately, ensure every child can attain state standards.

1.3 Vision/Mission

A. Vision

North Dayton School of Discovery's vision is to better educate more children by establishing a life-line between technology and education.

B. Mission

North Dayton School of Discovery's mission is to challenge each child to achieve with the support of educational technology.

Curriculum Alignment & Instructional Integration

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

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

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

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

	Where are we now?	Where do we want to go?
English Language Arts	In Progress	2011-12
Fine Arts	In Progress	2011-12
Foreign Language	In Progress	2011-12
Mathematics	In Progress	2011-12
Science	In Progress	2011-12
Social Studies	In Progress	2011-12
Technology (specific course)	In Progress	2011-12
Other Content Areas	In Progress	2011-12

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

How will we get there?

North Dayton School of Discovery has gathered a team of cross-section stakeholders to lead the Continuous Comprehensive Improvement Planning (CCIP) efforts. The school's Technology Plan and professional development is an integral part of this improvement effort.

The leadership team, in collaboration with the school's management company, develops the strategy for content area alignment, which includes review of the state standards, review of the curriculum, and an analysis of gaps (if any). The leadership team will communicate any gaps to the management company in order to collaboratively develop tools that address curricular gaps and, ultimately, 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."

How will we know we're getting there?

The school will monitor curriculum alignment through the aforementioned CCIP leadership team and management company. Annually, the content standards and curriculum will be assessed to ensure alignment.

Also, as mentioned above, 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."

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.

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	1.0	2.0
K-2	1.0	2.0
3-4	1.5	5.0
5-7	2.5	5.0
8-10	3.0	5.0
11-12	N/A	N/A

How will we get there?

Goal: All students will be proficient in English Language Arts(ELA).

ELA teachers for grades 4-8 and self-contained teachers for grades K-3 will use technology to improve teaching and learning in ELA at the elementary level by 2009.

ELA teachers in grades K-2 use websites such as: Starfall, Brainpopjr and Poissonrouge for phonemic awareness instructional strategies, systematic phonics, vocabulary fluency and comprehension.

ELA teachers in grades 3-8 use websites such as Brainpop, United Streaming and Studyisland. These websites cover core curriculum subjects. These websites provide lessons, quizzes, do it yourself experiments, homework help and state standard search tools for teachers and students. In addition, Microsoft XP application software(Word and Powerpoint) and the Internet are used for typing, student presentations, clip art, and research. The Internet, application software, websites and companion printed materials are clear and effective tools to help integrate technology into core curriculum subjects.

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 Mentor, Reading Specialists and Core Consultants will plan and conduct the professional development activities.

Embedded classroom PD, workshops and release days 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 CCIP process to sustain focus and momentum. The CCIP includes professional development initiatives, as well as evaluation and revision strategies.

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	2.0	5.0
K-4	3.0	5.0
5-8	3.5	5.0
9-12	N/A	N/A

How will we get there?

Goal: All students will be proficient in Fine Arts, as appropriate.

The Art and Music Teachers for grades K-8 will use technology to improve teaching and learning in Fine Arts at the elementary level by 2009.

Fine Art Teachers for grades K-8 use Brainpop.This website covers core curriculum subjects. This website provide lessons, quizzes, do it yourself experiments, homework help and state standard search tools for teachers and students. In addition, Microsoft XP application software(Word) and the Internet are used for typing, clip art, and research. The Internet, application software, website and companion printed materials are clear and effective tools to help integrate technology into core curriculum subjects.

NHA, New Teacher Mentor and Library Technology Staff will plan and conduct professional development activities.

Embedded classroom PD, workshops, and release days are the PD methods to be used.

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 computers, Teacher Central,Microsoft XP application software, Internet, United Streaming, Brainpop, LCD projectors and TV/VHS/DVD carts are new and existing resources that will be provided to 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) Informative assessments to gather data on the progress of goals and objectives.

NHA, Administrators, Board Members, Special Education Department, New Teacher Mentor and Fine Art teachers will be responsible for evaluating outcomes.

Goals were not met. Our state rating dropped to Academic Watch. Due to this new status, intensive intervention programs such as: Extended Days and Intercession Enrichment Activities were implemented.

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.

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?

N/A

How will we know we're getting there?

N/A

How will we sustain focus and momentum?

N/A

2.5 How Will You Be Using Technology To Improve Teaching and Learning In Mathematics?

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

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

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

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

Current Levels of Technology Integration in Mathematics

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

	Where are we now?	Where do we want to go?
Pre-K	1.0	3.0
K-2	2.0	5.0
3-4	2.5	5.0
5-7	3.0	5.0
8-10	3.5	5.0
11-12	N/A	N/A

How will we get there?

Goal: All students will be proficient in Math.

Math teachers in grades 4-8 and self-contained teachers for grades K-3 will use technology to improve teaching and learning in Mathematics at the elementary level by 2009.

Math teachers in grades 3-8 use websites such as Brainpop, United Streaming and Studyisland. These websites cover core curriculum subjects. These websites provide lessons, quizzes, do it yourself experiments, homework help and state standard search tools for teachers and students. In addition, Microsoft XP application software(Word) and the Internet are used for typing student projects and research. The Internet, application software, websites and companion printed materials are clear and effective tools to help integrate technology into core curriculum subjects.

Professional Development activities to be provided: Map and OAT data analysis, Saxon and Advanced Math, strategies to improving instruction to students on proper use of calculators and measuring instruments and intergrate math and science instruction data.

NHA, Teachers, Ohio Educational Consultants, National Council of Teachers of Mathematics, ASCP, Library Technology Staff and the New Teacher Mentor will plan and conduct professional development activities.

Embedded classroom PD, workshops and release days are the PD methods and formats to be used.

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 classroom computers, Microsoft XP application software, Internet, Brainpop, Study Island, United Streaming, LCD projectors and TV/VHS/DVD carts are new and existing resources provided to 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 need. 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, 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 status, intensive intervention programs such as: Extended Days and Intercession Enrichment Activities were implemented.

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.

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	1.0	2.0
K-2	1.0	2.0
3-5	2.5	5.0
6-8	3.0	5.0
9-10	N/A	N/A
11-12	N/A	N/A

How will we get there?

Goal: All students will be proficient in Science.

Science Teachers for grades 4-8 and self-contained teachers for grades K-3 will use technology to improve teaching and learning in Science at the elementary level by 2009.

Science teachers in grades K-2 use websites such as: Brainpopjr and United Streaming.

Science teachers in grades 3-8 use websites such as: Brainpop and United Streaming. In addition, teachers in grades 5 and 8 use Studyisland. These websites cover core curriculum subjects. These websites provide lessons, quizzes, do it yourself experiments, homework help and state standard search tools for teachers and students. In addition, Microsoft XP application software(Word and Powerpoint) and the Internet are used for typing, student presentations, clip art, and research. The Internet, application software, websites and companion printed materials are clear and effective tools to help integrate technology into core curriculum subjects.

Professional Development activities to be provided will include: MAP and OAT data analysis, strategies to integrate math and science instruction, and the development of NHA curriculum in science aligned with state standards and benchmarks.

NHA Corporate Science/Social Studies Department, Teachers, Library Technology Staff, New Teacher Mentor, Booneshoft Speakers, NASA representatives, and the Lego/Robotics Team will plan and conduct PD activities.

Embedded classroom PD, workshops and release days are the PD methods and formats to be used.

Technology PD will allow teachers the ability to assess MAP and state tests. Teachers will use technologyto collect, manage and analyze data to better serve student's needs. Technology PD will enable teachers the ability to use tecnology 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 classroom computers, Internet, United Streaming, Brainpop, Study Island, Microsoft XP application software, science calculators and kits, LCD projectors and TV/VHS/DVD carts are new and existing resources used to support technology goals and strategies.

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, New Teacher Mentor, Special Education Department, Library Technology Staff and Teachers will evaluate outcomes.

Goals were not met. Our state rating dropped to Academic Watch. Due to this status, intensive intervention programs such as: Extended Days and Intercession Enrichment Activities were implemented.

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.

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	1.0	2.0
K-2	1.0	3.0
3-5	2.5	5.0
6-8	3.0	5.0
9-10	N/A	N/A

11-12	N/A	N/A

How will we get there?

Goal: All students will be proficient in Social Studies.

Social Studies teachers in grades 4-8 and self-contained teachers in grades K-3 will use technology to improve teaching and learning in Social Studies at the elementary level by 2009.

Social Studies teachers in grades 3-8 use websites such as: Brainpop and United Streaming. In addition, teachers in grades 5 and 8 use Studyisland. These websites cover core curriculum subjects. These websites provide lessons, quizzes, do it yourself experiments, homework help and state standard search tools for teachers and students. In addition, Microsoft XP application software(Word and Powerpoint) and the Internet are used for typing, student presentations, clip art, and research. The Internet, application software, websites and companion printed materials are clear and effective tools to help integrate technology into core curriculum subjects.

Professional Development activities to be provided will include: OAT data analysis, diversity training, strategies to integrate social studies in other curricular areas and the development of NHA curriculum in social studies with state content standards and benchmarks.

NHA and a staff of community based social studies extension programs will plan and conduct professional development activities.

Embedded classroom PD, workshops and release days are PD methods to be used.

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, Microsoft XP application software(Word, PowerPoint, Excel), Internet, United Streaming, Brainpop, LCD projectors and TV/VHS/DVD carts are new and existing resources to support technology goals and objectives.

How will we know we're getting there?

The goals and objectives will be measured or monitored through annual evaluation methods 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, 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: Extended Days and Intercession Enrichment Activities were implemented.

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.

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	1.0	2.0
K-2	1.0	2.0
3-5	2.5	5.0
6-8	3.0	5.0
9-10	N/A	N/A
11-12	N/A	N/A

How will we get there?

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

Library Technology Specialist for grades K-2 use websites such as: Starfall and Poissonrouge for mouse skills and reinforcing core curriculum subjects. Students are taught basic hardware components and how to access the Internet.

Library Technology Specialist for grades 3-8 use websites such as: Brainpop, United Streaming and Studyisland. These websites cover core curriculum subjects as well as technology. These websites provide lessons, quizzes, do it yourself experiments, homework help and state standard search tools for teachers and students. In addition, Microsoft XP application software(Word and Powerpoint) and the Internet are used for typing, student presentations, clip art, and research. The Internet, application software, websites and companion printed materials are clear and effective tools to help integrate technology into core curriculum subjects. In addition, Library Technology Specialist use Key Writers for keyboarding skills. Students are taugt computer hardware components and accessories and how to use their username and passwords to logon the network.

NHA, Library Technology Staff and BER consultants will plan and conduct PD activities.

Embedded classroom PD, workshops and release days are PD methods and formats that will be used.

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 computer lab, scanner, digital camera, LCD projector, TV/VHS/DVD cart, Key Writers for keyboarding, Accelerated Reader, Internet, Destiny, Starfall, United Streaming, Brainpop, Study Island and Microsoft XP application software (Word, Excel, Powerpoint) are new and existing resources needed to support technology goals and strategies.

How will we know we're getting there?

The goals and objectives will be measured or monitored through annual evaluation 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, Library Technology Staff, New Teacher Mentor, Special Education Department and Teachers will evaluate outcomes.

Goals were not met. Our state rating dropped to Academic Watch. Due to this status, intensive intervention programs such as: Extended Days and Intercession Enrichment Activities were implemented.

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.

Technology Policy, Leadership and Administration

3.1 Analyzing District Education Technology Policies

Awareness - Policy is not in place; little or no understanding of importance of policy
Adoption - Traditional policies are in place; lack of consistent use
Exploration - New/updated policies are being researched
Transformation - Policies support high performing learning environments

	Where are we now?	Where do we want to go?
A.Electronic network linking district with other stakeholders for information exchange, collaboration and distance education	Exploration	Transformation
B.District wide program providing data or administrative systems to schools (e.g., fiscal databases, student assessment results)	Transformation	Transformation
C.Technology-related facilities design, equipment and software	Transformation	Transformation
D.Technology acquisition and standards	Transformation	Transformation
E.Research and evaluation of educational technology initiatives	Exploration	Exploration
F.Development and dissemination of educational technology devices, applications and approaches	Exploration	Transformation
G.District funding for educational technology	Exploration	Transformation
H.Equity and access to technology	Transformation	Transformation

How do we get there?

North Dayton School of Discovery has gathered a team of cross-section stakeholders to lead the Continuous Comprehensive Improvement Planning (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 review of the technology needs of the school and the development of a plan to address the identified needs.

How do we know we are getting there?

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

How do we sustain the focus and momentum?

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

3.2 Analyzing District Leadership

Awareness - These administrators do not use technology. An expectation to use technology with students and staff is not expressed nor do the administrators support the staff in the use of technology.
Adoption - Administrators have access to technology but don't use it on a comprehensive basis. Educators in the building are expected to use the technology but not in a powerful way to improve student achievement. Leaders support staff in developing technology skills.
Exploration - Leaders encourage and support educators in the use of technology, but the use may not be pervasive throughout the system. Administrators use technology and see some benefit.
Transformation - Leadership provides strong vision encompassing all aspects of educational technology. Technology is vital to administrators and is utilized in innovative ways on a daily basis. Administrators fully understand how to use the tools effectively in the classroom and to manage education.

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

How do we get there?

The school administrator is an integral part of the CCIP and, therefore, the technology plan. The school administrator, as well as the entire CCIP leadership team, will participate in technology related professional development opportunities in order to model technology leadership.

How do we know we are getting there?

The school will monitor progress through the aforementioned CCIP leadership team.

How do we sustain the focus and momentum?

The school 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	1%	0%
Deployment/Implementation of Technology	20%	20%
Maintenance & Repair	30%	1%
End-user Technical Support & Training	0%	0%
Curriculum Alignment & Instructional Integration	10%	20%
Fiscal Management/Grant Applications	0%	0%
Superintendent Cabinet/Executive/Board Meetings	0%	0%
Tech Staff Development & Management	20%	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?

North Dayton School of Discovery has gathered a team of cross-section stakeholders to lead the Continuous Comprehensive Improvement Planning (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 school's Library Technology Specialist. Professional development needed to attain the target time allocations will be developed and documented through the CCIP process.

How will we know we are getting there?

The administration will monitor the professional growth of the Library Technology Specialist relevant to the CCIP. The CCIP is evaluated and updated at least annually.

How will we sustain focus and momentum?

The Library Technology Specialist will be an integral part of the staff in supporting the CCIP process and implementing the goals and objectives. The CCIP includes professional development initiatives, as well as evaluation and revision strategies.

Technology Infrastructure, Management and Support

4.1 Networking, Internet & Telecommunications

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

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

ACTIVITY 1:

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

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

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

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

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

ACTIVITY 2:

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

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

How will we get there?

North Dayton School of Discovery has gathered a team of cross-section stakeholders to lead the Continuous Comprehensive Improvement Planning (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, discuss and develop implementation plans for any new services (including hardware and/or software) offered by the school.

How will we know we are getting there?

In partnership with the school's management company, the CCIP leadership team will communicate plans to all stakeholders on an annual basis.

How will we sustain focus and momentum?

The school will monitor network needs through its partnership with the management company. The school's management company ensures reliable and capable services at all times. Any changes are communicated and addressed with the school's 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	Middle adopter	Middle adopter
Assistive and adaptive hardware (e.g. Intellikeys, Alpha Smart) and specialized software	Some	Some

How will we get there?

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

How will we know we are getting there?

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

How will we sustain focus and momentum?

The school has integrated technology planning, including revision strategies, with the CCIP process to sustain focus and momentum. In partnership with the management company, the CCIP will evaluate technology capacity and technology needs.

4.3 Stakeholder Access to Educational Information & Applications

1. **None:** Our organization does not have this type of electronic system. We maintain paper records.
2. **Minimal:** Our organization utilizes some electronic documents to manage these systems and processes such as spreadsheets or word processor.
3. **Adequate:** Our organization uses database software to manage these systems and documents.
4. **Advanced:** Our organization shares this type of information using industry-adopted data standards and practices (e.g. SIF, XML-Web Services or EDI).

Tool

	Where are we now?	Where do we want to go?
Student Information Services	4 - Advanced	4 - Advanced
Instructional Applications	4 - Advanced	4 - Advanced
Data Analysis & Reporting	4 - Advanced	4 - Advanced
Grade Book	4 - Advanced	4 - Advanced
Library Automation	4 - Advanced	4 - Advanced
Facilities Management	4 - Advanced	4 - Advanced
Voice Telephony	4 - Advanced	4 - Advanced
Human Resources & Financial Management	4 - Advanced	4 - Advanced
Network Account Management	4 - Advanced	4 - Advanced
Transportation	2 - Minimal	3 - Adequate
Food Services	4 - Advanced	4 - Advanced

How will we get there?

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

How will we know we are 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 the management company, includes support for monitoring the need for enhanced tools and services.

4.4 Educational Software

Never - When selecting educational software, this process never occurs.
Rarely - When selecting educational software, occasionally this process is followed.
Sometimes - When selecting educational software, we typically follow and/or incorporate this process.
Always - When selecting educational software, this process is always followed and/or incorporated.
Selection Processes

	Where are we now?	Where do we want to go?
Requirements gathering, feature/fit analysis to goal	Always	Always
Professional development planning for end users and support personnel	Always	Always
Criteria for evaluation developed - including alignment to ACS and curriculum	Sometimes	Always
Evaluation of demo copies	Always	Always
Implementation pilots	Always	Always
Replacement cycle (upgrade, retire, new)	Always	Always
System requirements / technical and operational support	Always	Always

How will we get there?

In collaboration with the management company, the school's Library Technology Specialist (who is an integral part of the CCIP team) will lead all efforts associated with reaching desired goals for software implementation.

How will we know we are getting there?

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

How will we sustain focus and momentum?

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

4.5 Security

1. **None:** Organization does not have any of these policies or securities in place.
2. **Minimal:** The basic functions are present, but not all layers are addressed.
3. **Adequate:** The basic functions are present and all layers are addressed and integrated.
4. **Advanced:** The basic functions are present, all layers are addressed and integrated, and proactive monitoring with security response and forensic log analysis procedures are in place.

	Where are we now?	Where do we want to go?
AUP (Acceptable Use Policy)	Yes	Yes
User Account management and network authentication policies	3 - Adequate	3 - Adequate
Security zones	3 - Adequate	3 - Adequate
Wireless network security policies	3 - Adequate	3 - Adequate
Central log mechanism and review policy	3 - Adequate	3 - Adequate
Incident response procedures	3 - Adequate	4 - Advanced
Network security	3 - Adequate	4 - Advanced
Host Security	3 - Adequate	4 - Advanced
Data security / integrity	3 - Adequate	4 - Advanced
Anti-virus software	3 - Adequate	4 - Advanced
Spyware	3 - Adequate	4 - Advanced
Firewall	3 - Adequate	4 - Advanced
Filtering	3 - Adequate	4 - Advanced

How will we get there?

All policies, procedures, and monitoring of security is facilitated by the school's management company to ensure consistent and effective systems are in place.

How will we know we are getting there?

The school's management company is regularly reviewing and consulting with school personnel to determine security needs and evaluating the effectiveness of current security.

How will we sustain the focus and momentum?

Focus and momentum will be sustained through the documented partnership between the school and its management company. Security policies are communicated annually to all stakeholders through the school's community handbook.

4.6 Technology Support and Management

Support Ratios (1:n)

	Where are we now? (1:n)	Where do we want to go? (1:n)
Support Staff to Students	1:25	1:23
Support Staff to Teachers	1:15	1:15
Support Staff to Computers	1:32	1:15
Support Staff to Buildings	1:1	1:1

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

How will we get there?

All technology support and management is provided by the school's management company. School needs are communicated on an annual basis to the management company.

How will we know we are getting there?

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

How will we sustain focus and momentum?

The school's management company has demonstrated systematic commitment to ongoing evaluation of all service support offerings. Efforts to sustain focus and momentum can be demonstrated by the annual survey and analysis of results.

4.7 Total Cost of Ownership

None - This factor is not accounted for in the cost analysis.
Some - This factor has cursory consideration but is not a primary decision driver.
More - There is deliberate consideration for this factor, but it may not always be a primary decision driver.
Extensive - This factor is always considered in cost analysis and is a primary decision driver.

Process

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

How will we get there?

TCO is not performed at the school level. Rather, it is completed by the school's management company to evaluate technology purchases, as requested by the school.

How will we know we are getting there?

TCO is not performed at the school level.

How will we sustain focus and momentum?

TCO is not performed at the school level. Rather, it is completed by the school's management company to evaluate technology purchases, as requested by the school.

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	10,419	10,732	11,054	11,386	**33,172**
Hardware	28,600	29,458	30,342	31,252	**91,052**
Student Data Administrative Systems	16,000	16,480	16,974	17,483	**50,937**
Software	11,700	12,051	12,412	12,784	**37,247**
Security	9,645	9,934	10,232	10,539	**30,705**
Technology Staffing/Support	37,600	38,728	39,890	41,087	**119,705**
Professional Development	4,025	4,146	4,270	4,398	**12,814**
Consumables	3,250	3,348	3,448	3,551	**10,347**
Additional	0	0	0	0	**0**
Total	**121,239**	**124,877**	**128,622**	**132,480**	

Additional Items

North Dayton is committed to make the technology plan a "living plan" to accommodate any necessary additions. NHA is committed to use the resources of time, money and personnel to support any additions necessary for educational technology at ND.

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?

North Dayton School of Discovery 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?

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 North Dayton School of Discovery.

Individual eligible services projected to be discounted will include: United Streaming, Brainpop, Accelerated Reader and Studyisland. 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.