

Educational Technology Plan for Pinnacle Academy - 000543

School Years:

2009-10

2010-11

2011-12

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Pre-Planning

1.0 Establish Technology Planning Committee

Board Member
 Library/Media Specialist
 Parent
 Principal
 Teacher
 Technology Coordinator
 Technology Support
 Treasurer

Approvers:

Michelle Andrew (Technology Coordinator/Director)
 Ginny Schemrich (Superintendent)
 Greg Lambert (Treasurer)
 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 Technology Plan for Pinnacle Academy from the 2004-2005 school year was not specific as it related to state content standards and the activities that supported those standards. While the plan contains idealistic thoughts and strategies, some of the strategies were simply not possible to initiate. The committee agreed that some of the wording is vague and should either be replaced or defined.

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?

It is the feeling of the Technology Committee that the new 2008-2009 Pinnacle Technology Committee is more realistic.

1.3 Vision/Mission

A. Vision

The Pinnacle vision is to provide a reliable infrastructure, and anticipate the demands of tomorrow. We seek to create a supportive culture for integrating technology by providing a wealth of instructional equipment and materials to foster increased achievement. Technology tools and resources will be provided to students in an ongoing effort to satisfy the educational requirements of all students so that they will become productive adults and independent thinkers.

B. Mission

The mission of Pinnacle Academy is teach students what they need to know and be able to do at or above grade level.

Curriculum Alignment & Instructional Integration

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

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

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

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

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

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

How will we get there?

Pinnacle Academy has gathered a team of cross-functional stakeholders to lead the continuous Comprehensive Improvement Planning (CCIP) efforts. The schools' 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."

Technology usage at Pinnacle Academy, in general, has increased over the past year. Internet access is available in all classrooms. Pinnacle Academy has produced school-wide targeted skills that encompass the Ohio content standards by aligning the skills to the curriculum. It is essential that these skills be incorporated cross-curricularly. Pinnacle Academy 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?

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.

The staff of Pinnacle Academy believes strongly in driving instruction as a result of data from student achievement test scores. We will continue to use school-wide target skills related to academic content standards as well as update them according to student state test scores. These target 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 implement this differentiation 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, alignment 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 graphics tools.

4.0 Appropriation - Focus on cooperative, project-based, and interdisciplinary work, incorporating technology as needed.

5.0 Invention - Discover new uses for technology tools. Develop spreadsheet macros for teaching algebra for example, or design projects that combine multiple technologies.

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

How will we get there?

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

The use of technology in the teaching of Reading continues to be an evolving process at Pinnacle Academy. Teachers have access to the Accelerated Reading Program. Accelerated Reader promotes the reading process in that students read books on a level on which they are able to read and then take a quiz to test their knowledge of the book. The book level is determined by the students performance on the NWEA to determine the lexile range. Students are encouraged to read independently in class and at home to reach the goal that has been set for them. By setting goals we are encouraging self- management of skills along with independent reading which will lead to better readers. Age appropriate websites are used in the lower grades to enhance the teaching of reading. Currently Pinnacle Academy uses Graph Club, Time Liner and Encarta to assist collaboration efforts. Using our OAT results data and the information garnered from the NWEA testing process (three times a year), our teachers work to strengthen instruction in the particular strands where our 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.

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 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) When we have made AYP

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 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 off-set the cost of staff development. Title II-D funds will be used to pay for professional development for targeted teachers and other staff. Currently, teachers throughout the school are using or being trained on 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 the new technology.

2.0 **Adoption** - Use new technology to support traditional instruction.

3.0 **Adaptation** - Integrate new technology into traditional classroom practice. Here, they often focus on increased student productivity and engagement by using word processors, spreadsheets, and graphics tools.

4.0 **Appropriation** - Focus on cooperative, project-based, and interdisciplinary work - incorporating the technology as needed and as one of many tools.

5.0 **Invention** - Discover new uses for technology tools, for example, developing spreadsheet macros for teaching algebra or designing projects that combine multiple technologies.

	Where are we now?	Where do we want to go?
Pre-K	N/A	N/A
K-4	1.0	2.0
5-8	1.0	2.0
9-12	N/A	N/A

How will we get there?

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

The use of technology in the teaching of Fine Arts continues to be an evolving process at Pinnacle Academy. The Music Teacher has access to Finale NotePad 2008 for integrating technology and Music. Finale NotePad is a software program that enhances the teaching of Music. The program allows students to create and design harmonies, rhythm, pitch and also encourages the reading of music. This tool can be used in the classroom using the LCD projector and students can access the program in the computer lab. Students will also use current software, paint, for integrating technology and Art. Teachers will also integrate Teacher Central and United Streaming into daily lesson plans via the LCD projector. The use of the software program Encarta will 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.

In order to assure student success related to the learning goal 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 will require reports about musicians and artists to be completed as a computer project.

Rubrics and checklists will be used to measure age appropriate writing skills and content of the project.

Grades and finished projects will reveal the techniques students have learned and demonstrated in their finished project. Teachers will use observation of student engagement during on-line, 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, Pinnacle Academy will evaluate and revise its CCIP and technology strategies as they relate to Fine Arts. As Pinnacle 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 the Fine Arts Content Standards.

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

How will we get there?

Goal: all students will be proficient in Math.

The use of technology in the teaching of Math continues to be an evolving process at Pinnacle Academy. Currently Teachers have access to Accelerated Math which is used in grades 5-8. Accelerated Math is an on line program that generates Math Topics for practice. It allows the student to practice any skill for as long/ or short as they need. By using scan sheets the computer will generate a report that tells the teacher when the student has reached 80% proficiency. At that point the computer will generate a test and when passage is reached the student may move on to the next topic, thus tracking student growth. Other age appropriate websites are also used to enhance the teaching of Math in the classroom and the computer lab. Using our OAT results data and the information garnered from the NWEA testing process (three times a year), our teachers work to strengthen instruction in the particular strands where our 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?

Classroom teachers will use Formative Assessment as well as the NWEA testing system to monitor progress in the targeted areas of Mathematics. School-wide NWEA testing occurs in September, January, and May. NWEA is currently working to align its testing content questions to Ohio standards. In addition, checklists and curriculum tests will be used to monitor progress in the targeted areas of Math.

How will we sustain focus and momentum?

When test data is received and the CCIP and Technology Plans are reviewed each year, Pinnacle Academy will evaluate and revise its technology strategies as they relate to Math. As Pinnacle 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 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 Science instructional process, as well as your target levels for improvement. If your responses fall between whole numbers, such as between 3.0 and 4.0, feel free to use .5 increments such as 3.5.

Current Levels of Technology Integration in Science

1.0 **Entry** - Learn the basics of using the new technology.

2.0 **Adoption** - Use new technology to support traditional instruction.

3.0 **Adaptation** - Integrate new technology into traditional classroom practice. Here, they often focus on increased student productivity and engagement by using word processors, spreadsheets, and graphics tools.

4.0 **Appropriation** - Focus on cooperative, project-based, and interdisciplinary work - incorporating the technology as needed and as one of many tools.

5.0 **Invention** - Discover new uses for technology tools, for example, developing spreadsheet macros for teaching algebra or designing projects that combine multiple technologies.

	Where are we now?	Where do we want to go?
Pre-K	N/A	N/A
K-2	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 Pinnacle Academy. Teachers have access to Teacher Central, United Streaming and Encarta to enhance teaching and will present Science lessons using those software programs along with Power Point, and other web based sites that are subject specific. Through the use of technology students will develop scientific habits to develop the processes of 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 program Encarta to research, study, investigate and explore science topics specific to their grade level in accordance with Ohio State Standards. Pinnacle Academy will continue to use software programs such as Graph Club, Time Liner and Encarta through collaboration with the classroom curriculum. Using our OAT results data and the information garnered from the NWEA testing process (three times a year), our teachers work to strengthen instruction in the particular strands where our 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.

It is the goal of Pinnacle Academy to implement a supportive curriculum that will align to the Ohio standards and benchmarks as well as the current curriculum. The supportive and current curriculum will remain an inquiry and investigative method which supports the mandate as describe in the NCLB law.

How will we know we're 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, Pinnacle Academy will evaluate and revise its Science Curriculum. As Pinnacle 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 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 Social Studies instructional process, as well as your target levels for improvement. If your responses fall between whole numbers, such as between 3.0 and 4.0, feel free to use .5 increments such as 3.5.

Current Levels of Technology Integration in Social Studies

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

	Where are we now?	Where do we want to go?
Pre-K	N/A	N/A
K-2	1.0	2.0
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 Pinnacle Academy. Teachers have access to the World Wide Web, Graph Club, Time Liner and Encarta. Students will research and investigate the grade specific indicators using the named software programs and the world -wide web. 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 our OAT results data our teachers work to strengthen the vertical alignment of instruction in the particular Social Studies areas where our 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 Plans will be reviewed each year as a means of evaluating the Social Studies Curriculum. As Pinnacle 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 these "pure technology" courses would include, but are not limited to: career technology, library media, keyboarding, multi-media or digital video production, web page authoring, network administration, etc.

As you are considering how you will teach the technology academic content standards, consider reviewing your Comprehensive Continuous Improvement Plan (CCIP) goals and strategies.

Activity

Using the Apple Classroom of Tomorrow (ACOT) Scale and the grid below, indicate your school's current level of effective technology integration specifically concerning technology courses, as well as your target levels for improvement. If your responses fall between whole numbers, such as between 3.0 and 4.0, feel free to use .5 increments such as 3.5.

Instructional Integration

1.0 **Entry** - Learn the basics of using the new technology.

2.0 **Adoption** - Use new technology to support traditional instruction.

3.0 **Adaptation** - Integrate new technology into traditional classroom practice. Here, they often focus on increased student productivity and engagement by using word processors, spreadsheets, and graphics tools.

4.0 **Appropriation** - Focus on cooperative, project-based, and interdisciplinary work - incorporating the technology as needed and as one of many tools.

5.0 **Invention** - Discover new uses for technology tools, for example, developing spreadsheet macros for teaching algebra or designing projects that combine multiple technologies.

	Where are we now?	Where do we want to go?
Pre-K	N/A	N/A
K-2	1.0	2.0
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 computer literate by 8th grade.

The use of technology in the teaching of Technology Itself continues to be an evolving process at Pinnacle Academy. The strategy of Pinnacle Academy is to acquire the technology equipment and software needed to enhance student learning and ensure student success in Technology so 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: 1) Integration of eCurriculum and Teacher Central, 2) Integration of Accelerated Reader and Accelerated Math, 3) Integration of hardware (e.g. LCD projector and computer), and 4) 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 and working knowledge of the programs on the network that include: Graph Club, Time liner, Encarta, Power Point, Microsoft Word and Type to Learn. Professional Development will be provided by National Heritage Academies, grants, funding, community, and the school Library Technology Specialist to

ensure teachers preparation and knowledge of program operations. 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 and state tests.
- 2) Student observation/evaluation
- 3) Teacher observation/evaluation
- 4) Parent surveys
- 5) Staff surveys
- 6) When we met AYP

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 Pinnacle 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 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	Transformation
F. Development and dissemination of educational technology devices, applications and approaches	Awareness	Transformation
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 a "for classroom use". The school Library Technology Specialist will ensure that all teachers are trained on the use of the computers within the classroom and the computers 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 implement computer use during Reading, Language Arts, and Workshop periods of the day.

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. Pinnacle Academy will continue to request support of additional technology hardware and services from 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

How do we get there?

Pinnacle Academy's Library Technology Specialist receives in-depth training of 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 are getting there?

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

We will measure our success by the manner in which Administrators present information and teacher material during faculty meetings, in-service meetings, analyze data, communicate, and exhibit standards of excellence using technology.

How do we sustain the focus and momentum?

Pinnacle 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?

Pinnacle Academy has collected a team of cross-functional 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 provided by the library technology specialist and documented through the CCIP process.

How will we know we are getting there?

The school will monitor the Professional Development as presented by the Library Technology Specialist through the aforementioned CCIP process. The role of the Library Technology specialist's to solve or 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?

The school has integrated Professional Development. 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 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)	None	Researching
Video Conferencing (ATM)	None	Researching
Video On-Demand (local building/district server)	None	No Change
Video Streaming (Internet)	Many	Researching
Voice Communications - Voice over IP	Many	No Change
Voice Communications - Centrex/PBX	None	No Change
Remote Access (Dial-up/VPN) to School Resources	Many	Increase
Wireless	Many	Increase
Email	Many	No Change
Enterprise/Shared Applications (e.g., online grade book)	Many	No Change

ACTIVITY 2:

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

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

How will we get there?

Pinnacle Academy has gathered a team of cross-functional stakeholders to lead the Continuous comprehensive Improvement Planning (CCIP) efforts. Technology initiatives for Pinnacle Academy 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 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. Professional development will focus on integrating technology by using models of instruction that support academic standards. Student-centered projects will be encouraged that include the use of technology for decision making, productivity, and information literacy.

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. 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?

Pinnacle Academy will monitor network needs through its partnership with the management company. The school's management company ensures reliable and capable services at all times through the use of the "help desk." 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)	28:2	28:2
Peripherals (e.g. scanner, digital camera)	Pervasive	Pervasive
Emerging Technologies	Middle adopter	Early adopter
Assistive and adaptive hardware (e.g. Intellikeys, Alpha Smart) and specialized software	Some	Pervasive

How will we get there?

It is the school's policy that all strategies for the integration of technology be developed through the CCIP Process and documented in the school's Technology's 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. The school's management company thoroughly tests and pilots all emerging technologies before the "roll out" to the school's. The need for new technology will be determined through the use of band usage and the request from teachers.

How will we know we are getting there?

In partnership with the management company, the school will monitor the technology needs of the teachers and students. The management company and Pinnacle Academy will review annually the technology capacity and technology needs. All staff development evaluations, staff surveys, state mandated state 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?

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	3 - Adequate	4 - Advanced
Network Account Management	3 - Adequate	4 - Advanced
Transportation	1- None	1- None
Food Services	3 - Adequate	4 - Advanced

How will we get there?

The school will 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?

Software purchases will be made if it is developmentally appropriate and meets the needs of instructional and curriculum 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. Staff development will be required which will include training and assessment.

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. For online resources such as research databases and streaming media, use will be monitored by our library technology specialist. Pinnacle 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 the management company for consultation in sustaining total cost of ownership goals. Pinnacle 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

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

	Where are we now?	Where do we want to go?
AUP (Acceptable Use Policy)	Yes	Yes
User Account management and network authentication policies	3 - Adequate	4 - Advanced
Security zones	4 - Advanced	4 - Advanced
Wireless network security policies	2 - Minimal	4 - Advanced
Central log mechanism and review policy	3 - Adequate	4 - Advanced
Incident response procedures	3 - Adequate	4 - Advanced
Network security	4 - Advanced	4 - Advanced
Host Security	4 - Advanced	4 - Advanced
Data security / integrity	4 - Advanced	4 - Advanced
Anti-virus software	3 - Adequate	4 - Advanced
Spyware	4 - Advanced	4 - Advanced
Firewall	4 - Advanced	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	1:1	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 the school's management company. Pinnacle Academy's needs are assessed and 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	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?

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	10,800	10,800	10,800	10,800	32,400
Hardware	22,600	22,600	22,600	22,600	67,800
Student Data Administrative Systems	9,500	7,900	7,900	7,900	23,700
Software	12,500	12,500	12,500	12,500	37,500
Security	7,727	7,727	7,727	7,727	23,181
Technology Staffing/Support	11,300	11,300	11,300	11,300	33,900
Professional Development	4,025	4,025	4,025	4,025	12,075
Consumables	3,200	3,200	3,200	3,200	9,600
Additional					0
Total	81,652	80,052	80,052	80,052	

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?

Pinnacle 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 arrived at by using the 2008-2009 expenditures. Additional costs are projected and based on the needs of the building. Pinnacle Academy will use state funds to fund technology i.e hardware, software, staff development opportunities and repair/maintenance/replacement of existing technology. 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 that will focus on the vital role technology will play in the educational program at Pinnacle Academy. We intend to apply to E-Rate for the following products and services: hardware, educational software, educational software/materials, staff development, networking, telecommunications, and continued internet access.

Appendix A - Additional Documents

Description	Name	Date Submitted
District Software Selection Committee Guide	SoftwareSelection.pdf	June 23, 2006