

Educational Technology Plan for Winterfield Venture Academy - 000546

School Years:

2009-10

2010-11

2011-12

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

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Pre-Planning

1.0 Establish Technology Planning Committee

Board Member
 Curriculum Coordinator
 Instructional Integrationist
 Library/Media Specialist
 Parent
 Principal
 Technology Coordinator
 Treasurer
 Other

Approvers:

Michelle Andrew (Technology Coordinator/Director)
 Greg Lambert (Treasurer)
 Debra Auer (Technology Coordinator/Director)
 Tamika Draper (Superintendent)
 Kathy Schmidt (Treasurer)

1.1 Overview of TPT Planning Framework

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

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

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

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

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

"How will we know we're getting there?" addresses the EVALUATION PROCESS that enables the educational organization to MONITOR PROGRESS toward the specified goals.

"How do we sustain the momentum?" Addresses ORGANIZATIONAL SUPPORT, EVALUATION and REVISION processes to achieve the goals

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

1.2 Review Current Technology Plan

To what goals and strategies does your current plan commit to advance the use of technology to enhance teaching and learning?

Are any of these goals no longer relevant?

What goals and strategies were met, and to what degree of success?

The plan was realistic approach to an emerging school. The goals have been revised to align with current goals and student enrollment. Our previous plan resulted in measurable improvements, focused professional developments, and purchases.

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

Were there any unexpected outcomes or new needs that emerged?

Which goals and strategies still need to be addressed? How will the technology committee address them?

The school plan reflects current school goals within the NHA community of schools and alignment with Winterfield Venture assessed technology needs and policy.

1.3 Vision/Mission

A. Vision

Technology should empower students and staff to efficiently and effectively locate information, create and design products, and manage the teaching / learning environment. Technology will be used to communicate between students, staff, parents, and the world community extending beyond the boundaries of the classroom. All students will be computer literate by 8th grade. Students will be prepared to be effective, productive workers, and citizens of the 21st Century by using technology within the curriculum. Administrators, and teachers will effectively use technology to analyze data, and manage communication. Software, and hardware purchases in addition to staff development will be in accordance to technology standards, and the most effective use of technology for instruction according to research.

B. Mission

Working in partnership with parents and community Winterfield Venture Academy will offer a challenging, character based education. By providing a strong curriculum and an atmosphere of high expectations, students can master basic skills and realize full academic potential in preparation for higher education and life-long learning. Technology standards will be intergrated into classroom instruction according to the State Standards, and reasearch supported practices.

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	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

- 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?

Winterfield Venture has gathered a team of cross-functional stakeholders to lead the continuous Comprehensive Improvement Planning efforts (CCIP). The school's Technology Plan and professional development is an integral part of this improvement effort. The leadership team, in collaboration with NHA develops the strategy for content area alignment which includes review of the state standards review of the curriculum and an analysis of gaps. We will continue to explore and utilize professional development technology training through the use of eTech Ohio sponsored training.

How will we know we're getting there?

The school will monitor curriculum alignment through the aforementioned CCIP leadership team and NHA. 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 plan will be reviewed annually by the Technology Planning Committee with revisions being presented to the administrators of the plan.

2.2 How Will You Be Using Technology to Improve Teaching and Learning in English/Language Arts?

The goal of section 2.2 is to identify the major elements of your district's plans to use technology to enhance teaching and learning in English/Language Arts at the elementary, middle and secondary levels over the next three

years.

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

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

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

Current Levels of Technology Integration in English/Language Arts

1.0 Entry - Learn the basics of using new technology.

2.0 Adoption - Use new technology to support traditional instruction.

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

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

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

	Where are we now?	Where do we want to go?
Pre-K	N/A	N/A
K-2	1.0	2.0
3-4	2.0	3.0
5-7	3.0	4.0
8-10	N/A	N/A
11-12	N/A	N/A

How will we get there?

All students will be proficient in this subject. Strategies include the integration of technology into the curriculum. This will be accomplished by providing teachers with professional development in the following areas: 1) Integration of hardware 2) integration of software for differentiate instruction and access alignment gaps. Professional Development will be provided by the Library Technology Specialist and other outside resources. Professional Development can take place at and are not limited to teacher workshops, staff meetings, and teacher workdays.

How will we know we're getting there?

Annual evaluation by the CCIP using various methods will be utilized to assess student and staff needs. Evaluation methods will include: 1) Student achievement on norm referenced and state tests conducted three times a year. 2) Student observation/evaluation 3) Teacher conducted observation/evaluation 4) Parent surveys 5) Staff surveys. The Technology Course of Study and State Standards will enable the teachers, technology and curriculum specialists to produce documentation of the current alignment at each grade level. The results of these findings will be used to evaluate, revise, and integrate technology into the curriculum.

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. The Library Technology Specialist will facilitate the technology training specialized for the needs of our english/language department by meeting with these teachers and providing training and assistance. The Curriculum Resource Teacher will work with the LTS to evaluate and revise strategies based on teacher input and curricular needs. Curricular needs are determined by technology needed to support subject indicators, data from testing, and diagnostic information. May choose to incorporate the following ideas to recognize and

showcase successful technology projects/lesson plans which could include parent teacher conferences, building open houses, newsletters, or local media outlets.

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	2.0	3.5
9-12	N/A	N/A

How will we get there?

All students will be proficient in this subject. Strategies include the integration of technology into the curriculum. This will be accomplished by providing teachers with professional development in the following areas: 1) Integration of hardware 2) integration of software for differentiate instruction and access alignment gaps. Professional Development will be provided by the Library Technology Specialist and other outside resources. Professional Development can take place at teacher workshops, staff meetings, and or but not limited to teacher workdays

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. The Technology Course of Study and State Standards will enable the teachers, technology and curriculum specialists to produce documentation of the current alignment at each grade level. The results of these findings will be used to evaluate, revise, and integrate technology into the curriculum.

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. The Library Technology Specialist will facilitate the technology training specialized for the needs of

our Fine Arts department by meeting with these teachers and providing training and assistance. The Curriculum Resource Teacher will work with the LTS to evaluate and revise strategies based on teacher input and curricular needs. Curricular needs are determined by technology needed to support subject indicators, data from testing, and diagnostic information. May choose to incorporate the following ideas to recognize and showcase successful technology projects/lesson plans which could include parent teacher conferences, building open houses, newsletters, or local media outlets.

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	2.0
5-8	1.5	3.0
9-12	N/A	N/A

How will we get there?

All students will be proficient in this subject. Strategies include the integration of technology into the curriculum. This will be accomplished by providing teachers with professional development in the following areas: 1) Integration of hardware 2) integration of software for differentiate instruction and access alignment gaps. Professional Development will be provided by the Library Technology Specialist and other outside resources. Professional Development can take place at and not limited to teacher workshops, staff meetings, and or teacher workdays

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. The Technology Course of Study and State Standards will enable the teachers, technology and curriculum specialists to produce documentation of the current alignment at each grade level. The results of these findings will be used to evaluate, revise, and

integrate technology into the curriculum.

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. The Library Technology Specialist will facilitate the technology training specialized for the needs of foreign language content standards by meeting with these grade level teachers and providing training and assistance. The Curriculum Resource Teacher will work with the LTS to evaluate and revise strategies based on teacher input and curricular needs. Curricular needs are determined by technology needed to support subject indicators, data from testing, and diagnostic information. May choose to incorporate the following ideas to recognize and showcase successful technology projects/lesson plans which could include parent teacher conferences, building open houses, newsletters, or local media outlets.

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	1.5	2.5
3-4	1.5	3.0
5-7	2.0	4.5
8-10	N/A	N/A
11-12	N/A	N/A

How will we get there?

All students will be proficient in this subject. Strategies include the integration of technology into the curriculum. This will be accomplished by providing teachers with professional development in the following areas: 1) Integration of hardware 2) integration of software for differentiate instruction and access alignment gaps. Professional Development will be provided by the Library Technology Specialist and other outside resources. Professional Development can take place at and not limited to teacher workshops, staff meetings, and or teacher workdays

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. The Technology Course of Study and State Standards will enable the teachers, technology and curriculum specialists to produce documentation of the current alignment at each grade level. The results of these findings will be used to evaluate, revise, and integrate technology into the curriculum.

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. The Library Technology Specialist will facilitate the technology training specialized for the needs of our Mathematics Department by meeting with mathematics teachers and providing training and assistance. The Curriculum Resource Teacher will work with the LTS to evaluate and revise strategies based on teacher input and curricular needs. Curricular needs are determined by technology needed to support subject indicators, data from testing, and diagnostic information. May choose to incorporate the following ideas to recognize and showcase successful technology projects/lesson plans which could include parent teacher conferences, building open houses, newsletters, or local media outlets.

dicators, data from testing, and diagnostic information.

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

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

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

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

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

Current Levels of Technology Integration in Science

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

	Where are we now?	Where do we want to go?
Pre-K	N/A	N/A
K-2	1.0	2.0
3-5	2.0	3.0
6-8	3.0	4.0
9-10	N/A	N/A

11-12

N/A

N/A

How will we get there?

All students will be proficient in this subject. Strategies include the integration of technology into the curriculum. This will be accomplished by providing teachers with professional development in the following areas: 1) Integration of hardware 2) integration of software for differentiate instruction and access alignment gaps. Professional Development will be provided by the Library Technology Specialist and other outside resources. Professional Development can take place at and not limited to teacher workshops, staff meetings, and or teacher workdays.

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. These evaluations will completed and compiled by the CCIP. The Technology Course of Study and State Standards will enable the teachers, technology and curriculum specialists to produce documentation of the current alignment at each grade level. The results of these findings will be used to evaluate, revise, and integrate technology into the curriculum.

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. The Library Technology Specialist will facilitate the technology training specialized for the needs of our science department by meeting with teachers and providing training and assistance. The Curriculum Resource Teacher will work with the LTS to evaluate and revise strategies based on teacher input and curricular needs. Curricular needs are determined by technology needed to support subject indicators, data from testing , and diagnostic information, may choose to incorporate the following ideas to recognize and showcase successful technology projects/lesson plans which could include parent teacher conferences, building open houses, newsletters, or local media outlets.

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	1.5	3.0
6-8	3.0	4.0
9-10	N/A	N/A
11-12	N/A	N/A

How will we get there?

All students will be proficient in this subject. Strategies include the integration of technology into the curriculum. This will be accomplished by providing teachers with professional development in the following areas: 1) Integration of hardware 2) integration of software for differentiate instruction and access alignment gaps. Professional Development will be provided by the Library Technology Specialist and other outside resources. Professional Development can take place at and are not limited to teacher workshops, staff meetings, and teacher workdays.

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. The Technology Course of Study and State Standards will enable the teachers, technology and curriculum specialists to produce documentation of the current alignment at each grade level. The results of these findings will be used to evaluate, revise, and integrate technology into the curriculum.

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. The Library Technology Specialist will facilitate the technology training specialized for the needs of our Social Studies department by meeting with social studies teachers and providing training and assistance. The Curriculum Resource Teacher will work with the LTS to evaluate and revise strategies based on teacher input and curricular needs. Curricular needs are determined by technology needed to support subject indicators, data from testing, and diagnostic information. may choose to incorporate the following ideas to recognize and showcase successful technology projects/lesson plans which could include parent teacher conferences, building open houses, newsletters, or local media outlets.

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	2.5	2.5
6-8	3.5	4.5
9-10	N/A	N/A
11-12	N/A	N/A

How will we get there?

All students will be proficient in this subject. Strategies include the integration of technology into the curriculum.

This will be accomplished by providing teachers with professional development in the following areas: 1) Integration of hardware 2) integration of software for differentiate instruction and access alignment gaps. Professional Development will be provided by the Library Technology Specialist and other outside resources. Professional Development can take place at and are not limited to teacher workshops, staff meetings, and teacher workdays.

How will we know we're getting there?

An Educational Technology Lab will be used to track skill mastery for a large portion of the technology skills. Electronic and paper documentation with student work archived and a summary document produced. 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. The Technology Course of Study and State Standards will enable the teachers, technology and curriculum specialists to produce documentation of the current alignment at each grade level. The results of these findings will be used to evaluate, revise, and integrate technology into the curriculum.

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. Professional Development in technology is provided throughout the year on a continuous basis to all staff members. The Library Technology Specialist works with the building level technology committee members to evaluate and revise strategies based on teacher input and curricular needs. The Curriculum Resource Teacher will work with the LTS to evaluate and revise strategies based on teacher input and curricular needs. Curricular needs are determined by technology needed to support subject indicators, data from testing , and diagnostic information.

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)	Transformation	Transformation
C. Technology-related facilities design, equipment and software	Transformation	Transformation
D. Technology acquisition and standards	Exploration	Transformation
E. Research and evaluation of educational technology initiatives	Transformation	Transformation
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	Exploration	Transformation

How do we get there?

Winterfield Venture has gathered 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 NHA 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. An Acceptable Use Policy was developed and in place through NHA guidelines.

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. The school will be kept aware of any policy changes through professional development.

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. The Library Technology Specialist and technology coordinator are responsible to bring research and assessments for hardware and curricular needs to the CCIP leadership team.

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?

Technology is forever changing so it is important the administration is current with technology. Therefore, professional development and assessment of skills and knowledge of administrators must be ongoing. 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	10%	10%
Acquisitions/Procurement	1%	1%
Deployment/Implementation of Technology	2%	2%
Maintenance & Repair	1%	1%
End-user Technical Support & Training	25%	15%
Curriculum Alignment & Instructional Integration	15%	25%
Fiscal Management/Grant Applications	1%	1%
Superintendent Cabinet/Executive/Board Meetings	1%	1%
Tech Staff Development & Management	25%	38%
Policy Development, Monitoring & Enforcement	1%	1%
Evaluating New/Emerging Technologies	5%	5%
Other	13%	0%
Total	100%	100%

Other (please describe):

Duties such as end-user training was created due to Winterfield Venture as an emerging school, a revision of tasks and a review of curriculum components facilitated the desired change. Additional time is needed for staff training, curriculum alignment, and emerging technologies. A structured Professional Development Strategy is needed if we want to continue to be progressive.

How will we get there?

Winterfield Venture has gathered a team of cross functional stakeholders to lead the Continuous Comprehensive Improvement efforts (CCIP). The school's Technology Plan and professional development plan is an integral part of this improvement effort. The leadership team, in collaboration with NHA develops the policy for technology

education and integration, which includes support for the school's LTS. 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 school will monitor the development of the LTS through the aforementioned CCIP process. The CCIP is evaluated and updated at least annually.

How will we sustain focus and momentum?

The school has integrated development of the LTS with the CCIP process to sustain focus and momentum. The CCIP includes professional development initiatives, as well as evaluation and revisions 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	Researching
File and Print Sharing	Many	Researching
Internet Traffic	Many	Increase
Video Conferencing (IP)	None	Researching
Video Conferencing (ATM)	None	Researching
Video On-Demand (local building/district server)	Some	Researching
Video Streaming (Internet)	Some	Increase
Voice Communications - Voice over IP	Many	No Change
Voice Communications - Centrex/PBX	None	No Change
Remote Access (Dial-up/VPN) to School Resources	Some	Increase
Wireless	Some	Researching
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?

Winterfield Venture has gathered a team of cross-functional stakeholders to lead the Continuous Comprehensive Improvement Planning efforts (CCIP). The school's technology plan and professional development plan is an integral part of this improvement effort. The leadership team in collaboration with NHA discuss and develop implementation plans for any new services (including hardware and software) offered by the school. Technology initiatives for Winterfield Venture Academy will address the needs of the students, correspond with the State Standards and support the curricular aims of NHA. Technology skills will continue to be incorporated within the existing curriculum. 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. Our current network has been having lockups and sometimes downtime. NHA will continue to monitor our network and make upgrades and improvements as funds become available.

How will we know we are getting there?

Actual usage time, and bandwidth demands will be monitored.

Staff surveys will be designed and available for the services to assess and evaluate the network and equipment.

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

Staff requests for assistance, and for purchases will show the level of usage of our technology and will also indicate further growth of the district network and equipment. Staff usage will increase as NHA increases web publication by teachers for classroom use.

How will we sustain focus and momentum?

Winterfield Venture Academy will monitor network needs through its partnership with the management company. A "help desk" is offered throughout the school day to answer questions, and concerns regarding technology issues. Staff surveys, along with correlation of the usage with achievement of the technology indicators will confirm that the technology use by staff and students is necessary and productive. 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)	7:1	5:1
Peripherals (e.g. scanner, digital camera)	Some	Some
Emerging Technologies	Middle adopter	Early adopter
Assistive and adaptive hardware (e.g. Intellikeys, Alpha Smart) and specialized software	Some	Some

How will we get there?

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. The Library Technology Specialist and the Curriculum Specialist along with the management company will monitor the infusion of technology across the curriculum. Technology will continue to be upgraded and maintained to support the needs of the school.

How will we know we are getting there?

In partnership with NHA the school will monitor technology needs and policies. Policies will be reviewed annually and published in the Technology Plan. The process for evaluation will be done by the technology committee and NHA. Needs are brought to the committee or LTS by teachers, and staff. The requests are then reviewed and presented to the Technology committee. Request for equipment and software are then submitted to NHA for approval.

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 annually. All staff development evaluations, staff surveys, state mandated, and NHA test results will be considered when addressing the changes needed to improve the overall technology plan. Any changes will be submitted to NHA, CCIP, and the school leadership for approval.

4.3 Stakeholder Access to Educational Information & Applications

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

Tool

	Where are we now?	Where do we want to go?
Student Information Services	4 - Advanced	4 - Advanced
Instructional Applications	4 - Advanced	4 - Advanced
Data Analysis & Reporting	3 - Adequate	4 - Advanced
Grade Book	4 - Advanced	4 - Advanced
Library Automation	4 - Advanced	4 - Advanced
Facilities Management	4 - Advanced	4 - Advanced
Voice Telephony	4 - Advanced	4 - Advanced
Human Resources & Financial Management	3 - Adequate	4 - Advanced
Network Account Management	3 - Adequate	3 - Adequate
Transportation	2 - Minimal	3 - Adequate
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 professional development and support needs are addressed. NHA continually updates / enhances the current system in place. Staff is trained through email notices, staff development, and inservices on remote access to our server.

How will we know we are getting there?

The school will measure system implementation effectiveness through partnership with NHA and through the aforementioned CCIP leadership team and process. Staff development surveys will be designed and made available for each offering to assess and evaluate the effectiveness and access to these systems. Winterfield and NHA realizes the importance that these systems be configured so that the data can be accessed and to guide and support student achievement, standards-based instruction, and educational decision-making.

How will we sustain the focus and momentum?

The school has integrated alignment and integration of systems with the CCIP process to sustain focus and momentum. The CCIP process, in collaboration with the services of NHA includes support for monitoring the need for enhanced tools and services. The plan will be reviewed annually by the Technology committee, and Library Technology Specialist. All staff development evaluations, staff surveys, NHA and ODE test results will be considered when addressing the changes needed to improve the overall technology plan. Any changes will be submitted to NHA, Technology Committee, and the school leadership for approval.

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	Always	Always
Evaluation of demo copies	Always	Always
Implementation pilots	Always	Always
Replacement cycle (upgrade, retire, new)	Always	Always
System requirements / technical and operational support	Always	Always

How will we get there?

In collaboration with NHA the school's Library Technology Specialist (LTS) who is a part of the CCIP team will lead all efforts associated with reaching desired goals for software implementation. 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 identified in the needs. 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 curriculum specialist, library technology specialist, technology committee. Evaluation tools will include but are not limited to surveys and student achievement data. For online resources such as research databases and streaming media, use will be monitored by our library technology specialist. Winterfield Venture Academy is actively moving in the direction of increased research, productivity, and currently pursuing at the building level the possibility of web publishing.

How will we sustain focus and momentum?

The school depends on NHA for consultation in sustaining TCO goals. However, in partnership with NHA efforts to select educational software will sustain focus and momentum through the CCIP process, which includes evaluation strategies. Winterfield Venture Academy's technology plan will be continually reviewed by the technology committee, and 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	4 - Advanced	4 - Advanced
Security zones	4 - Advanced	4 - Advanced
Wireless network security policies	3 - Adequate	3 - Adequate
Central log mechanism and review policy	4 - Advanced	4 - Advanced
Incident response procedures	3 - Adequate	4 - Advanced
Network security	4 - Advanced	4 - Advanced
Host Security	4 - Advanced	4 - Advanced
Data security / integrity	4 - Advanced	4 - Advanced
Anti-virus software	4 - Advanced	4 - Advanced
Spyware	4 - Advanced	4 - Advanced
Firewall	4 - Advanced	4 - Advanced
Filtering	3 - Adequate	4 - Advanced

How will we get there?

Security and protection of Data and Information, is always a concern. All staff and students are assigned usernames, and passwords. The staff changes their passwords changed every 90 days when prompted at login by NHA. All policies procedures and monitoring of security is facilitated by NHA to ensure consistent and effective systems are in place. Our network is behind firewalls, filters, and other security systems provided and upgraded through our corporate offices.

How will we know we are getting there?

Indicators to determine and measure the goals will have be a combination of the many logging and tracking programs that track access and usage of our internal systems. The network will need to be continually monitored for rouge programs and unauthorzied software. NHA is regularly reviewing and consulting with school personnel to determine security needs and evaluating the effectiveness of current security.

How will we sustain the focus and momentum?

Focus and momentum will be sustained through the documented partnership between the school and NHA. Security policies are communicated annually to all stakeholders through the school's community handbook. The network is regularly scanned for rouge programs and scanned for viruses with unauthorized programs being removed. NHA monitors and maintains our connection to the outside world. The current security policies will be reviewed and updated annually by our Technology committe, Library Technology Specialist, School and Corporate Leaders.

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	1
Service Level Agreement (SLA)	Yes	Yes
Full-time technology coordinator/director	Yes	Yes

How will we get there?

Our network and infrastructure is managed through NHA at our corporate offices. There is a centralized help desk system that all staff can access through telephone, or internet. Our building is serviced as needed through NHA services. The average turn around time for repairs is normally less then 24 hours. The school has employed one full time Library Technology Specialist for all professional development and training. All

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

How will we know we are getting there?

Satisfaction in technology support is determined by reports generated by the help desk at NHA corporate. Concerns and comments are addressed at the technology meetings. Evaluation and measurement tools to monitor end-user satisfaction include annual surveys that are administered by NHA.

How will we sustain focus and momentum?

NHA has demonstrated systematic commitment to ongoing evaluation of all service support offerings. Staff Development evaluations, staff surveys, and NHA test results will be considered in changes needed to improve the overall technology plan. Efforts to sustain focus and momentum can be demonstrated by the analysis of results. A final revised plan will be presented to the School Leadership, Technology Superintendent, for final approval.

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	Some
Deployment/Installation plan	Some	Some
Initial Training and Professional Development	Some	More
Evaluation of current external support costs versus new purchase	None	None
Loss of institutional knowledge for replaced systems	Some	Some
Phase Out/Replacement cycle	More	More
Disposal costs	Some	Some

How will we get there?

Cost is always an area of concern and constantly needs to be developed. The School Leaders along with the Technology Specialist, staff, and technology committed determine the purchases that are needed to maintain and enhance the technology at Winterfield Venture Academy. NHA oversees the cost and continues to evaluate technology purchases as requested by the school. NHA does have a plan for replacement of thin clients, and unusable broken equipment.

How will we know we are getting there?

NHA along with the Technology Committee, Library Technology Specialist, and school leaders determine the estimated cost of maintaining and enhancing our school technology. The Library Technology Specialist, and helpdesk is currently Winterfield and NHA's method of determining the needs of our school.

How will we sustain focus and momentum?

The Technology Plan will be reviewed annually by the Technology Committee, Library Technology Specialist, and School Leaders. All strategies and data, staff development evaluations, staff surveys, will be considered in changes needed to improve the overall technology plan. The revised technology plan will then be presented to School Leaders, Technology Superintendent, and NHA for approval.

It is completed by NHA 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	27,100	27,100	27,100	27,100	81,300
Student Data Administrative Systems	9,500	7,900	7,900	7,900	23,700
Software	12,500	12,500	12,500	12,500	37,500
Security	9,323	9,323	9,323	9,323	27,969
Technology Staffing/Support	54,000	54,000	54,000	54,000	162,000
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	0	0	0	0
Total	130,448	128,848	128,848	128,848	

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?

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. The three year budget is primarily the same from one year to the next. Winterfield Venture will use state funds as well as grant opportunities, and partnerships with local businesses to fund technology. Funds will be split between the purchase of hardware, software, staff development opportunities and repair/maintenance/replacement of existing technology.

How will we get there?

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 Winterfield Venture Academy. We intend to apply to E-Rate for the following products, and services: hardware, 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