

Educational Technology Plan for Emerson Academy of Dayton – 000577

School Years:

2009-10

2010-11

2011-12

Status: eTech Review Completed

**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

Library/Media Specialist
Parent
Principal
Teacher
Technology Support

Approvers:

Michelle Andrew (Technology Coordinator/Director)
Greg Lambert (Treasurer)
Ronald Albino (Superintendent)

1.1 Overview of TPT v3 Planning Framework

eTech Ohio's Technology Planning Tool version v 3.0, 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

"Was the plan realistic then?"

The previous Technology Plan was realistic. Emerson Academy has evaluated student achievement and this update will reflect the continuous efforts to progress as a school and as individual staff and students toward technology development skills.

"Is the plan realistic now?"

The CCIP team believes the updated technology plan is realistic and better aligned to meet the needs of the school's stakeholders.

1.3 Vision/Mission

A. Vision

Emerson Academy's vision is to better educate more students through the focused integration of technology.

B. Mission

Emerson Academy's mission is to challenge each child to achieve with the support of educational technology.

Curriculum Alignment & Instructional Integration

2.1 Curriculum Alignment to Ohio Technology Academic Content Standards (ACS)

Discuss the level of effective technology integration into the instructional process of each academic content standard. Include the use of assistive and adaptive technologies serving special needs populations. For ESCs, also discuss how you are assisting your contracted schools with integrating technology into their instructional process.

	Where are we now?	Where do we want to go?
English Language Arts	In Progress	2007-08
Fine Arts	In Progress	2007-08
Foreign Language	In Progress	2007-08
Mathematics	Complete	2005-06
Science	In Progress	2007-08
Social Studies	In Progress	2007-08
Technology (specific course)	In Progress	2007-08
Other Content Areas	In Progress	2007-08

How will we get there?

Emerson Academy has gathered a team of cross-functional stakeholders to lead the Continuous Comprehensive Improvement Planning (CCIP) efforts. The school's technology plan and professional development is an integral part of this improvement plan.

How will we know we're getting there?

The school will monitor curriculum alignment through the aforementioned CCIP leadership team and management company (NHA).

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.

2.2 English Language Arts Academic Content Standards

Instructional Integration

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

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

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

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

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

	Where are we now?	Where do we want to go?
Pre-K	1.0	1.0
K-2	1.0	2.0
3-4	2.0	4.0
5-7	3.5	5.0
8-10	3.5	5.0
11-12	N/A	N/A

How will we get there?

All students will be proficient in ELA. Strategies include the integration of technology into the ELA curriculum. This will be accomplished by providing teachers with professional development in hardware development skills, software integration in appropriate lessons and to encourage differentiated instruction, address curriculum gaps.

How will we know we're getting there?

Annual evaluation methods will be utilized to assess student and staff needs. Evaluation methods include student achievement on norm referenced and state tests, student observation/evaluation, teacher observation/evaluation, parent surveys, staff surveys.

How will we sustain focus and momentum?

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

2.3 Fine Arts Academic Content Standards

Instructional Integration

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

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

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

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

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

	Where are we now?	Where do we want to go?
Pre-K	1.0	1.0
K-4	2.0	4.0
5-8	3.5	5.0
9-12	N/A	N/A

How will we get there?

All students will be proficient in Fine Arts. Strategies include the integration of technology into the Fine Arts curriculum. This will be accomplished by providing teachers with professional development in hardware development skills, software integration in appropriate lessons and to encourage differentiated instruction, address curriculum gaps.

How will we know we're getting there?

Annual evaluation methods will be utilized to assess student and staff needs. Evaluation methods include student achievement on norm referenced and state tests, student observation/evaluation, teacher observation/evaluation, parent surveys, staff surveys.

How will we sustain focus and momentum?

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

2.4 Foreign Language Academic Content Standards

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-4	1.5	3.5
5-8	2.5	4.0
9-12	N/A	N/A

How will we get there?

All students will be proficient in Foreign Language. Strategies include the integration of technology into the Foreign Language curriculum. This will be accomplished by providing teachers with professional development in hardware development skills, software integration in appropriate lessons and to encourage differentiated instruction, address curriculum gaps.

How will we know we're getting there?

Annual evaluation methods will be utilized to assess student and staff needs. Evaluation methods include student achievement on norm referenced and state tests, student observation/evaluation, teacher observation/evaluation, parent surveys, staff surveys.

How will we sustain focus and momentum?

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

2.5 Mathematics Academic Content Standards

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	1.0
3-4	2.0	3.0
5-7	3.0	4.5
8-10	3.5	5.0
11-12	N/A	N/A

How will we get there?

All students will be proficient in Math. Strategies include the integration of technology into the Math curriculum. This will be accomplished by providing teachers with professional development in hardware development skills, software integration in appropriate lessons and to encourage differentiated instruction, address curriculum gaps.

How will we know we're getting there?

Annual evaluation methods will be utilized to assess student and staff needs. Evaluation methods include student achievement on norm referenced and state tests, student observation/evaluation, teacher observation/evaluation, parent surveys, staff surveys.

How will we sustain focus and momentum?

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

2.6 Science Academic Content Standards

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	1.5	1.5
3-5	2.5	4.0
6-8	3.5	5.0
9-10	N/A	N/A
11-12	N/A	N/A

How will we get there?

All students will be proficient in Science. Strategies include the integration of technology into the Science curriculum. This will be accomplished by providing teachers with professional development in hardware development skills, software integration in appropriate lessons and to encourage differentiated instruction, address curriculum gaps.

How will we know we're getting there?

Annual evaluation methods will be utilized to assess student and staff needs. Evaluation methods include student achievement on norm referenced and state tests, student observation/evaluation, teacher observation/evaluation, parent surveys, staff surveys.

How will we sustain focus and momentum?

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

2.7 Social Studies Academic Content Standards

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	1.0
3-5	2.0	4.0
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 Social Studies. Strategies include the integration of technology into the Social Studies curriculum. This will be accomplished by providing teachers with professional development in hardware development skills, software integration in appropriate lessons and to encourage differentiated instruction, address curriculum gaps.

How will we know we're getting there?

Annual evaluation methods will be utilized to assess student and staff needs. Evaluation methods include student achievement on norm referenced and state tests, student observation/evaluation, teacher observation/evaluation, parent surveys, staff surveys.

How will we sustain focus and momentum?

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

2.8 Technology Academic Content Standards

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	1.5
3-5	2.5	4.0

6-8	3.5	5.0
9-10	N/A	N/A
11-12	N/A	N/A

How will we get there?

All students will be proficient in technology as appropriate by grade level standards. Strategies include the integration of technology into the curriculum. This will be accomplished by providing teachers with professional development in hardware development skills, software integration in appropriate lessons and to encourage differentiated instruction, address curriculum gaps.

How will we know we're getting there?

Annual evaluation methods will be utilized to assess student and staff needs. Evaluation methods include student achievement on norm referenced and state tests, student observation/evaluation, teacher observation/evaluation, parent surveys, staff surveys.

How will we sustain focus and momentum?

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

Technology Policy, Leadership and Administration

3.1 Analyzing District Education Technology Policies

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

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

Exploration - New/updated policies are being researched

Transformation - Policies support high performing learning environments

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

How do we get there?

Emerson Academy has gathered a team of cross-functional stakeholders to lead the Continuous Comprehensive Improvement Planning (CCIP) efforts. The school 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 completes an annual review of the school's technology needs and the development of a plan that will address the immediate needs.

How do we know we are getting there?

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

How do we sustain the focus and momentum?

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

3.2 Analyzing District Leadership

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

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

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

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

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

How do we get there?

Emerson Academy has gathered a team of cross-functional stakeholders to lead the Continuous Comprehensive Improvement Planning (CCIP) efforts. The school 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 completes an annual review of the school's technology needs and the development of a plan that will address the immediate needs.

How do we know we are getting there?

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

How do we sustain the focus and momentum?

The school has integrated policy development with the CCIP process to sustain focus and momentum. The CCIP includes professional development initiatives 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	10%	10%
Maintenance & Repair	2%	2%
End-user Technical Support & Training	40%	50%
Curriculum Alignment & Instructional Integration	15%	15%
Fiscal Management/Grant Applications	1%	1%
Superintendent Cabinet/Executive/Board Meetings	1%	1%
Tech Staff Development & Management	5%	5%

Policy Development, Monitoring & Enforcement	2%	2%
Evaluating New/Emerging Technologies	3%	3%
Other	10%	0%
Total	100%	100%

How will we get there?

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 organizational goals are to increase instructional integration. The helpdesk function is under the direction of NHA and is under constant review and revision. This saves the time of the LTS for instructional integration.

How will we know we are getting there?

The school leadership in partnership with NHA and with the coordination of the LTS will designate time allocated to the LTS job description and profile.

How will we sustain focus and momentum?

The school has integrated the development of the LTS into the CCIP process to sustain focus and momentum. The CCIP includes professional development initiatives in partnership with NHA ongoing throughout the year.

Technology Infrastructure, Management and Support

4.1 Networking, Internet & Telecommunications

"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 places.

Many - This technology is pervasive throughout the district and/or building.

"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	Researching
Video Conferencing (IP)	None	Researching
Video Conferencing (ATM)	None	Researching
Video On-Demand (local building/district server)	Some	Increase
Video Streaming (Internet)	Some	Increase
Voice Communications - Voice over IP	Many	No Change
Voice Communications - Centrex/PBX	Many	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

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

How will we get there?

Emerson Academy 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 offered by the school.

How will we know we are getting there?

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

How will we sustain focus and momentum?

The school will monitor network needs through its partnership with NHA. NHA ensures capable and reliable 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 district.

Late Adopter - Waiting until the technology is quite established in the field and fully tested.

Middle Adopter - Waiting until the first wave has been introduced into the school setting.

Early Adopter - One of the first settings to pilot and test the technology.

	Where are we now?	Where do we want to go?
Teacher to Computer Ratio (1:n)	1:1	1:1
Student to Computer Ratio (1:n)	19:1	15:1
Peripherals (e.g. scanner, digital camera)	Some	Some
Emerging Technologies	Early adopter	Early adopter
Assistive and adaptive hardware (e.g. Intellikeys, Alpha Smart) and specialized Software	Some	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 NHA, documented and communicated to stakeholders through the CCIP process.

How will we know we are getting there?

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

How will we sustain focus and momentum?

The school has integrated technology planning, including revision strategies, with the CCIP process to sustain focus and momentum. In partnership with NHA 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	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. 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 NHA 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 NHA which 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	Always	Always

support		
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How will we get there?

In collaboration with NHA the school's Library Technology Specialist (LTS) will lead all efforts associated with reaching desired goals for software implementation.

How will we know we are getting there?

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

How will we sustain focus and momentum?

The school depends on NHA for consultation in sustaining TCO goals. In partnership with NHA efforts to select educational software will sustain focus and momentum through the CCIP process, which includes evaluation strategies.

4.5 Security

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

	Where are we now?	Where do we want to go?
AUP (Acceptable Use Policy)	Yes	Yes
User Account management and network authentication policies	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	3 - Adequate
Host Security	4 – Advanced	4 - Advanced
Data security / integrity	4 – Advanced	4 - Advanced
Anti-virus software	4 – Advanced	4 - Advanced
Spyware	4 – Advanced	4 - Advanced
Firewall	4 – Advanced	4 - Advanced
Filtering	4 – Advanced	4 – Advanced

How will we get there?

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

How will we know we are getting there?

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.

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?

All technology support and management is provided by NHA. School needs are communicated in an ongoing manner by school leadership and the LTS.

How will we know we are getting there?

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

How will we sustain focus and momentum?

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

4.7 Total Cost of Ownership

None - This factor is not accounted for in the cost analysis.

Some - This factor has cursory consideration but is not a primary decision driver.

More - There is deliberate consideration for this factor, but it may not always be a primary decision driver.

Extensive - This factor is always considered in cost analysis and is a primary decision driver.

Process

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

How will we get there?

TCO is not performed at the school level. It is completed by NHA 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.

Budget and Planning

5.0 Budget

Budgeting is an essential component of any planning process. In Phases 1-4 of your tech plan, you have identified technology strategies that will help you 1) align with academic content standards, 2) administer your technology plan, and 3) implement your technology plan. Review Phases 1-4 and determine the costs associated with these technology strategies. In trying to effectively budget these technology costs, the planning team will need to eliminate redundancies and overlaps in the identification of technology components and phase in expenditures over the plan life-cycle.

	Where are we now?	Where do we want to go?			
	Current Fiscal Year	2009-2010	2010-2011	2011-2012	Total
Network/Telecommunications	11,340.54	11,340.54	11,340.54	11,340.54	34,021.62
Access to Technology	36,458.75	36,458.75	36,458.75	36,458.75	109,376.25
Shareholder Access to Educational Informational Applications	11,032.50	11,032.50	11,032.50	11,032.50	33,097.50
Educational Software	3,000.00	3,000.00	3,000.00	3,000.00	9,000.00
Security	1,336.09	1,336.09	1,336.09	1,336.09	4,008.27
Technology Staffing/Support	2,237.50	2,237.50	2,237.50	2,237.50	6,712.50
Professional Development	3,500.00	3,700.00	3,700.00	3,700.00	11,100.00
Consumables	3,000.00	3,000.00	3,000.00	3,000.00	9,000.00
Additional	0.00	0.00	0.00	0.00	0.00
Total	71,905.38	72,105.38	72,105.38	72,105.38	216,316.14

Budget process details

Emerson Academy will use state funds as well as grant opportunities and partnerships with NHA, local businesses to fund technology. Funds will be split between 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 CCIP plan that will focus on the vital role technology will play in the educational program at Emerson Academy.