

Educational Technology Plan for Bennett Venture Academy - 000843

School Years:

2009-10

2010-11

2011-12

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Pre-Planning

1.0 Establish Technology Planning Committee

Board Member
Library/Media Specialist
Parent
Principal
Teacher

Approvers:

Greg Lambert (Treasurer)
Judith Carnival (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?

Bennett Venture is a four year old in partnership with National Heritage Academies. With the school leadership team the Library Technology Specialist will implement the technology planning area of the CCIP. Student achievement will be consistently evaluated in alignment with Ohio state technology standards as outlined in the CCIP.

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 team believes the new Technology Plan is realistic and better aligned to meet the needs of the school's stakeholders.

1.3 Vision/Mission

A. Vision

All students will be computer literate by Eighth Grade.

B. Mission

Working in partnership with parents and community, Bennett Venture Academy of Toledo 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.

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 | Not Started | 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 | Not Started | 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?

Bennett Venture has gathered a team of cross-functional stakeholders to lead the Continuous Comprehensive Improvement Planning (CCIP) efforts. The technology Plan and professional development is an integral part of this progressive plan. The leadership team in collaboration with NHA develops strategy for content area alignment, which includes an annual review of state standards, the curriculum and analysis based on student achievement. Bennett Venture recognizes that the state standards for each content area can change therefore the CCIP process of alignment is continuous and always "in progress".

How will we know we're getting there?

The school will monitor the curriculum alignment through the CCIP leadership team and process described in the plan.

How will we sustain focus and momentum?

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

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

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

The primary objective is that you provide a brief description of two or three broad-based practices being utilized by

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

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

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

Current Levels of Technology Integration in English/Language Arts

1.0 Entry - Learn the basics of using new technology.

2.0 Adoption - Use new technology to support traditional instruction.

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

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

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

| | Where are we now? | Where do we want to go? |
|-------|-------------------|-------------------------|
| Pre-K | N/A | N/A |
| K-2 | 1.0 | 1.5 |
| 3-4 | 1.5 | 3.0 |
| 5-7 | 2.0 | 4.0 |
| 8-10 | 2.5 | 5.0 |
| 11-12 | N/A | N/A |

How will we get there?

While National Heritage Academies provides a recommended curriculum scope and sequence for technology use and skill development, Bennett Venture is focused on implementing these resources to ensure that all students develop the requisite computer skills to be technologically literate by the time they leave the Eighth Grade. With access to a wide variety of technology, Bennett Venture has the resources necessary to effectively deliver the curriculum. In addition, the school allocates time for technology use as detailed in the table below.

Time committed to Technology Instruction (Weekly)

Kindergarten - goal to reach 30 minutes

First Grade - goal to reach 30 minutes

Second Grade - goal to reach 30 minutes

Third Grade - 30 minutes

Fourth Grade - 30 minutes

Fifth Grade - 30 minutes

Sixth Grade - 30 minutes

Additional technology use is expected outside of technology-specific instruction. Students are asked to use technology to further their academic development through its use in content-specific projects such as curriculum-based presentations, classroom simulations and research/review of Web-based content.

How will we know we're getting there?

Goals and Strategies:

Goal #1 - Standards Based Learning Strategies

Strategy - Complete a minimum of 15 lessons/projects that teach technology skills.

Goal #2 - 21st Century Skills

Strategy - a) Administer self-assessment survey for the development of individual staff development plans.

B) Complete a minimum of 15 lessons/projects that teach technology skills.

Goal #3 Educational Systems Improvements

a) Understand how to use NHA Curriculum Center.

B) Administer self-assessment survey for the development of individual staff development plans.

C) Provide Professional Development in educational technology.

Goal #4 - Develop annual technology development plans with the assistance of building-level Technology Facilitators.

Strategy - Administer self-assessment survey for the development of individual staff development plans.

Goal #5 - Students will be taught technology-specific skills within by the classroom teachers and these skills will be reinforced/practiced in the context of the regular academic curriculum.

Strategy - Complete a minimum of 15 lessons/projects that teach technology skills.

Goal #6 - Teachers will be able to utilize online tools to manage and use curriculum resources for delivery of instruction to students.

Strategy - Understand how to use NHA Curriculum Center

How will we sustain focus and momentum?

Bennett Venture will provide onsite training opportunities through the Library Technology Specialist.

Meanwhile, NHA is committed to developing an enhanced staff curriculum that can support self-paced learning, online delivery, small-group training, or whole instruction. NHA believes that effective staff development must be able to be delivered just-in-time so the learning can be reinforced by authentic, contextual practice. The school leader, teachers and the LTS will work together to identify the most effective means for the delivering staff development. NHA will support the LTS by training (train the trainer) opportunities, resources (physical and electronic) and curriculum guidelines.

Evaluation of technology integration efforts at Bennett Venture are performed informally. The LTS is primarily responsible for the implementation of the instructional and staff development portions of the technology plan. The LTS and the school leader meet (at a minimum of) monthly to assess the state of the technology efforts at the school. On an annual basis, goals devised through the technology planning process are reviewed in the development of each school's annual action plan. This process, however, does not provide the desired focus or intentionally around evaluation.

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 | 2.5 |
| 5-8 | 2.0 | 4.0 |
| 9-12 | N/A | N/A |

How will we get there?

All students will be proficient in Fine Arts as appropriate by grade. Strategies include the integration of technology into the Fine Arts curriculum. This will be accomplished by providing teachers with professional development on networked software, new technology equipment and as needed through evaluation of the Teacher Development Survey.

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, student observation/evaluation ongoing throughout the year, teacher observation/evaluation, parent surveys, staff surveys.

How will we sustain focus and momentum?

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

2.4 How Will You Be Using Technology to Improve Teaching and Learning in Foreign Language?

The goal of section 2.4 is to identify the major elements of your district's plans to use technology to enhance teaching and learning in Foreign Language at the elementary, middle and secondary levels over the next three years.

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

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

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

Current Levels of Technology Integration in Foreign Language

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

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

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

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

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

| | Where are we now? | Where do we want to go? |
|-------|-------------------|-------------------------|
| Pre-K | N/A | N/A |
| K-4 | N/A | N/A |
| 5-8 | 1.0 | 3.0 |

| | | |
|------|-----|-----|
| 9-12 | N/A | N/A |
|------|-----|-----|

How will we get there?

All students will be proficient in Foreign Language as appropriate. Strategies include the integration of technology into the Foreign Language curriculum. This will be accomplished by providing teachers with professional development in integration of technology into the curriculum, skill development of hardware and instruction on networked software.

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, student observation and evaluation, teacher observation and evaluation, parent surveys, staff surveys.

How will we sustain focus and momentum?

Bennett Venture has integrated the technology planning process with the CCIP process to sustain focus and momentum.

NHA is also reviewing additional software programs, for the NHA network, that would assist in the foreign language program and ELL.

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

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

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

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

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

Current Levels of Technology Integration in Mathematics

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

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

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

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

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

| | Where are we now? | Where do we want to go? |
|-------|-------------------|-------------------------|
| Pre-K | N/A | N/A |
| K-2 | 1.0 | 3.0 |
| 3-4 | 2.5 | 4.0 |
| 5-7 | 3.0 | 5.0 |
| 8-10 | 3.0 | 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 curriculum. This will be accomplished by providing teachers with professional development in skill progress with hardware, integration of appropriate software to differentiate instruction and address curriculum alignment 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, student observation and evaluation, teacher observation and evaluation, parent surveys and staff surveys.

How will we sustain focus and momentum?

The school CCIP process is written to sustain focus and momentum in all areas. NHA is also reviewing educational technology, software programs and website subscription recommendations, that would assist students in workshop time for reinforcement of instruction in math skills and concepts.

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 | 4.0 |
| 6-8 | 2.0 | 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 science. Strategies include the integration of technology to enhance the learning process. Science curriculum lesson available on NHA curriculum Center reference technology usage for a variety of lesson plans. Teachers will be offered professional development in hardware skill development, integration of appropriate software to differentiate instruction and address curriculum alignment.

How will we know we're getting there?

Annual evaluation methods will be used to assess student and staff needs as described in the CCIP.

How will we sustain focus and momentum?

The school has integrated methods to sustain focus and momentum through the CCIP process.

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 | 4.0 |
| 6-8 | 2.5 | 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 Social Studies and the integration of technology is planned to enhance the student's learning. Professional development will be offered to assist teachers in hardware technology skill development, integration of appropriate software to differentiate instruction and address curriculum alignment gaps.

How will we know we're getting there?

Annual evaluation methods will be used to assess student and staff needs as described in the CCIP.

How will we sustain focus and momentum?

The school has integrated methods to sustain focus and momentum through the CCIP process.

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 | 4.0 |
| 6-8 | 3.0 | 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 and the integration of technology is planned to enhance the student's learning. Professional development will be offered to assist teachers in hardware technology skill development, integration of appropriate software to differentiate instruction and address curriculum alignment 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 assessments, student observation and evaluation (through rubrics and checklists), teacher observation and evaluation, parent surveys, staff surveys.

How will we sustain focus and momentum?

The school has integrated methods to sustain focus and momentum through the CCIP process.

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) | Exploration | Transformation |
| C. Technology-related facilities design, equipment and software | Exploration | Transformation |
| D. Technology acquisition and standards | Exploration | Transformation |
| E. Research and evaluation of educational technology initiatives | Exploration | Transformation |
| F. Development and dissemination of educational technology devices, applications and approaches | Adoption | Transformation |
| G. District funding for educational technology | Transformation | Transformation |
| H. Equity and access to technology | Exploration | Transformation |

How do we get there?

Bennett Venture Academy has gathered a team of cross-functional stakeholders to lead the Continuous Comprehensive Improvement Planning efforts (CCIP). Bennett Venture's Technology Plan and professional development plan is an integral part of this improvement effort. The leadership team in collaboration with the school's management company, develops the policy for technology education and integration which includes the review of the technology needs of the school and the development of a plan to address the identified needs.

How do we know we are getting there?

Student achievement and teacher professional development emphasis.

How do we sustain the focus and momentum?

NHA is completing a revised calendar of professional learning opportunities for staff at Bennett Venture. The hiring of certified staff educated as a Library Media Specialist and the Library Technology Assistant will create better opportunities for student learning and staff development.

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 | Adoption | 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 | Adoption | Transformation |
| H. Professional practice | Exploration | Transformation |

How do we get there?

The school leadership and LTS partner together to evaluate and assess the technology progress and needs consistently. The CCIP leadership team will participate in the technology related professional development opportunities in order to model technology leadership.

How do we know we are getting there?

The school will monitor progress through the described technology plan in the CCIP and partner with NHA and the CCIP leadership team.

How do we sustain the focus and momentum?

Bennett Venture 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% | 5% |
| Acquisitions/Procurement | 0% | 0% |
| Deployment/Implementation of Technology | 10% | 10% |
| Maintenance & Repair | 20% | 1% |
| End-user Technical Support & Training | 5% | 5% |
| Curriculum Alignment & Instructional Integration | 30% | 30% |
| Fiscal Management/Grant Applications | 1% | 1% |
| Superintendent Cabinet/Executive/Board Meetings | 1% | 1% |
| Tech Staff Development & Management | 10% | 25% |
| Policy Development, Monitoring & Enforcement | 6% | 5% |
| Evaluating New/Emerging Technologies | 6% | 16% |
| Other | 1% | 1% |
| Total | 100% | 100% |

Other (please describe):

Bennett Venture is an emerging school within the National Heritage Academies organization. The other would pertain to the research and assessment necessary to make sure Bennett Venture is aligned with NHA's vision and state technology standards in a consistent manner.

How will we get there?

Bennett Venture will monitor the development of the Library Technology Specialist through the aforementioned CCIP process. The Library Technology Specialist will attend one National or State Technology conference each year. The CCIP is evaluated and updated on an annual basis.

How will we know we are getting there?

The LTS will direct staff to complete the survey that describes teacher development in the area of technology. Professional development opportunities will be implemented in individual, small or large group sessions to help staff members progress in technology skills.

How will we sustain focus and momentum?

The school CCIP has integrated the position of the LTS to be an integral part of the process. The CCIP and the school's partnership with NHA include the support and offerings of professional development ongoing throughout the year.

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 | Some | Increase |
| 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) | None | 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?

Bennett Venture has gathered a team of cross functional stakeholders to lead the Continuous Comprehensive Improvement Plan efforts. The school's Technology Plan and professional development plan is an integral part of this improvement effort. The leadership team in partnership 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 the school's management company the CCIP leadership team will communicate plans to all stakeholders on an annual basis.

How will we sustain focus and momentum?

Bennett Venture 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 team.

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) | 1:20 | 1:18 |
| 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 Bennett Ventures policy that all strategies for the integration of technology be developed through the CCIP process and documented in the school's technology plan calendar. Any piloting, identification and evaluation of emerging technologies will be conducted in partnership with NHA.

How will we know we are getting there?

In partnership with NHA Bennett Venture will monitor technology needs and policy through the aforementioned CCIP leadership team and process.

How will we sustain focus and momentum?

Bennett Venture has integrated technology planning, including revision strategies with the CCIP process to sustain focus and momentum.

4.3 Stakeholder Access to Educational Information & Applications

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

Tool

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

How will we get there?

Bennett Venture will discuss implementation or enhancement of systems through the CCIP process.

How will we know we are getting there?

The school will measure system implementation effectiveness through its partnership with NHA and through the implementation of the CCIP evaluation process.

How will we sustain the focus and momentum?

The CCIP has been developed with focus and momentum processes described above.

4.4 Educational Software

Never - When selecting educational software, this process never occurs.

Rarely - When selecting educational software, occasionally this process is followed.

Sometimes - When selecting educational software, we typically follow and/or incorporate this process.

Always - When selecting educational software, this process is always followed and/or incorporated.

Selection Processes

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

How will we get there?

In collaboration with NHA, school leadership team and with the school LTS leading all efforts to associate desired goals for software implementation and professional development.

How will we know we are getting there?

Evaluation and measurement of goal accomplishment is documented and developed through the CCIP process.

How will we sustain focus and momentum?

The school depends on NHA for consultation in sustaining TCO goals.

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 | 2 - Minimal | 4 - Advanced |
| Network security | 4 - Advanced | 4 - Advanced |
| Host Security | 4 - Advanced | 4 - Advanced |
| Data security / integrity | 3 - Adequate | 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 the school's management company 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 implementation of the CCIP by the school leadership team.

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 | 1:444 | 1:500 |
| Support Staff to Teachers | 1:20 | 1:20 |
| Support Staff to Computers | 1:110 | 1:110 |
| Support Staff to Buildings | 1:.75 | 1:.5 |

| | 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 | No | No |

How will we get there?

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?

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 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 | More |
| Evaluation of current external support costs versus new purchase | None | None |
| Loss of institutional knowledge for replaced systems | Some | Some |
| Phase Out/Replacement cycle | More | More |
| Disposal costs | Some | Some |

How will we get there?

TCO is not performed at the school level. NHA completes TCO and evaluates 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?

NHA has demonstrated a commitment to TCO and evaluating needs on an annual basis.

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 | 14,220.5 | 12,710 | 12,710 | 12,710 | 38,130 |
| Hardware | 31,000 | 21,872 | 21,872 | 21,872 | 65,616 |
| Student Data Administrative Systems | 7,550 | 7,550 | 7,550 | 7,550 | 22,650 |
| Software | 5,000 | 5,000 | 5,000 | 5,000 | 15,000 |
| Security | 847.77 | 1,976 | 1,976 | 1,976 | 5,928 |
| Technology Staffing/Support | 2,237.5 | 3,510 | 3,510 | 3,510 | 10,530 |
| Professional Development | 3,500 | 3,500 | 3,500 | 3,500 | 10,500 |
| Consumables | 3,000 | 3,000 | 3,000 | 3,000 | 9,000 |
| Additional | | | | | 0 |
| Total | 67,355.77 | 59,118 | 59,118 | 59,118 | |

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 technology team looked at the technology history as well as projected funding numbers to establish a budget. The technology department reviews the existing tech model annually and updates it as the need for instruction and availability of technology changes. During the yearly refresh cycle in the summer, computers that are (1) 4 years old and non-thin clients and 2) 6 years old and thin clients are replaced with new systems based on the changes in the model.

How will we get there?

Bennett Venture will use State funding and other state aid (approximately 86%) as well as Federal grants (14%) to fund the technology program. Bennett Venture Academy has no local funding. The items listed above in the Network/telecommunications section are figures which reflect the federal e-rate discount received by Bennett Venture Academy.

Appendix A - Additional Documents

| Description | Name | Date Submitted |
|---|-----------------------|----------------|
| <u>Software Selection Committee Guide</u> | SoftwareSelection.pdf | May 30, 2006 |