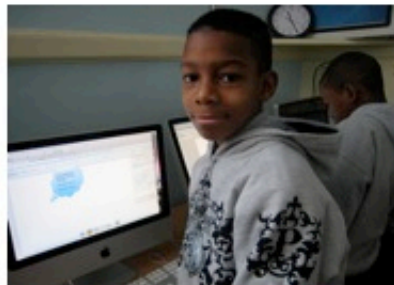


## Technology Plan

2010-2013



**Feel**  
The **PRIDE**

# Three-Year Local School District/ Charter School Technology Plan

July 1, 2010 through June 30, 2013

<b>I. Stakeholders</b>	
7	<i>Provide the title, name and signature of each member of the technology planning committee. It is expected that there will be representation from at least nine of the positions indicated on the stakeholder sample table. Please provide an explanation if there is not a minimum of nine members on the technology planning committee.</i>
<b>II. EXECUTIVE SUMMARY</b>	
8	<i>Describe the school district's or charter school's vision or mission statement.</i>
<b>III. TECHNOLOGY OVERVIEW</b>	
<b>A. Technology</b>	
10	1. <i>Provide an inventory of current technology networking and telecommunications equipment.</i>
16	2. <i>Describe the technology inventory <u>needed to improve</u> student academic achievement through 2013 including, but not limited to:</i> <ul style="list-style-type: none"> <li>▪ <i>Technology equipment</i></li> <li>▪ <i>Networking capacity</i></li> <li>▪ <i>Software used for curricular support and filtering</i></li> <li>▪ <i>Technology maintenance policy and plans</i></li> <li>▪ <i>Telecommunications services</i></li> <li>▪ <i>Technical support</i></li> <li>▪ <i>Facilities infrastructure</i></li> <li>▪ <i>Other services</i></li> </ul>
23	3. <i>Describe how the district integrates assistive technology devices into the network to accommodate student needs.</i>
23	4. <i>How educators have access to educational technology in their instructional areas such as using desktops, mobile laptop and wireless units, PDAs.</i>  <i>(NOTE: For purposes of this document, educators are defined as school staff members who teach children, including librarians and media specialists.)</i>
24	5. <i>How administrators have access to technology in their workplace (such as using desktops, mobile laptop and wireless units, PDAs).</i>
24	6. <i>Describe how the district's web site is <u>accessible to all</u> stakeholders (for example using Federal Accessibility Standards)</i>
25	7. <i>Describe the plan for replacing obsolete computers/technology and include the criteria for obsolescence.</i>
<b>B. Cyber Safety</b>	
25	

	<p>1. List the filtering method(s) used. (<b>NOTE:</b> Be specific as this is a federal mandate.)</p>
26 69	<p>2. Identify the Acceptable Use Policies (AUP) used for students and staff and include a copy of the AUPs with the submission of this technology plan.</p>
26	<p>3. Describe the district's Internet safety policy that addresses the</p> <p style="padding-left: 40px;">a) technology protection measure that protects against access through computers with Internet access to visual depictions by adults or minors that are—</p> <p style="padding-left: 80px;">(I) obscene; or</p> <p style="padding-left: 80px;">(II) child pornography; or</p> <p style="padding-left: 80px;">(III) harmful to minors; and</p> <p style="padding-left: 40px;">b) process for educating minors about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms, and cyberbullying awareness and response, as required by the Protecting Children in the 21st Century Act.</p>
27	<p>4. Indicate the dates when the school district provided the community with public notice and a hearing to address any proposed Internet safety policies adopted by the school district pursuant to CIPA. (Note: This is a requirement by e-rate only for those entities that have not already provided such notice and hearing related to an Internet safety policy and technology protection measure.)</p>
<b>C. Needs Assessment</b>	
28	<p>1 Complete a needs assessment for educational technology in your school district or charter school. Begin by determining current status. Afterwards, determine the educational needs, prioritize the identified needs and plan for necessary changes through goals and objectives.</p>
28	<p>a. Evaluate educators' current practices in integrating technology across the curriculum.</p>
30	<p>b. Provide a summary of educators' proficiency in the use of technology within the district.</p>
31	<p>c. Determine the current educational environment and barriers by describing how:</p>
31	<p style="padding-left: 40px;">i Educators are assured access to technology to facilitate technology integration across the curriculum,</p>
32	<p style="padding-left: 40px;">ii. Often students have access to technology to support the use of 21<sup>st</sup> century skills in their learning environment,</p>
32	<p style="padding-left: 40px;">iii. The needs of educators are evaluated,</p>
32	<p style="padding-left: 40px;">iv. The needs of students are evaluated,</p>
32	<p style="padding-left: 40px;">v. Past professional development addressed the educators' and students' needs for technology integration,</p>




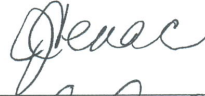


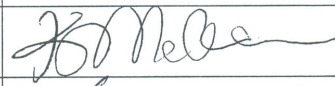
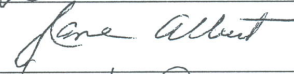
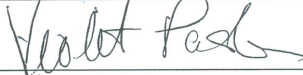


33	vi.	<i>Past professional development for all administrators was provided to further the effective use of technology in the classroom or library media center,</i>
33	vii.	<i>Ongoing, sustained professional development was provided in 2009-2010 for all educators to further the effective use of technology in the classroom and library media center,</i>
33	viii.	<i>Ongoing, sustained professional development was provided in 2009-2010 for administrators to further support the effective use of technology in the classroom or library media center,</i>
33	ix.	<i>Supports were provided for educators other than professional development,</i>
33	x.	<i>Professional development needs and barriers relating to using educational technology as part of instruction have been identified.</i>
34	2.	<i>Based on the answers given above, indicate the needs of the district to improve academic achievement for all students through the integration of technology across all curricular areas.</i>
35	3.	<i>Prioritize the identified needs</i>
<b>IV. THREE-YEAR GOALS AND OBJECTIVES</b>		
<b>A. History</b>		
36		<i>Evaluate each goal from the previous plan, in one or two sentences, detailing each goal's success, or reasons for continuation, or issues preventing its success.</i>
<b>B. Goals and Objectives for 2010-2013</b>		
39		<i>Modify goals and write new goals to meet the needs identified from the assessments. Goals for 2010-2013 should support district need and align with the state plan.</i>
<b>V. THREE-YEAR IMPLEMENTATION AND STRATEGIES TABLES (July 2010 – June 2013)</b>		
47	A.	<i>Describe the implementation strategies/activities that relate to the goals and objectives. Include in the description the timeline, person responsible and documentation (or evidence) that will prove the activity occurred.</i>
47	B.	<i>Develop strategies to ensure that the technology plan addresses the use of technology, including assistive technology, to support 21<sup>st</sup> century learning communities.</i>
51	C.	<i>Provide details of the process for meeting the NCLB requirement that all students be technologically literate by the end of grade eight.</i>
47	D.	<i>Identify specific telecommunications and information technologies and any other specific resources that are useful to reach the stated goal.</i>
<b>VI. FUNDING PLAN (July 2010 – June 2011)</b>		
59	A.	<i>Provide the anticipated costs for 2010-2011 and then indicate the projected funding for 2012-2013 of the technologies to be acquired. Include expenses such as hardware/software, digital curricula including <a href="#">NIMAS</a> compliance, upgrades and other services including print media that will be needed to achieve the goals of this plan. Also incorporate specific provisions for interoperability among components of such technologies to successfully achieve the goals of this plan.</i>
59	B.	<i>Indicate the federal, state, local and other sources of funds used to help ensure that <u>students</u> have access to technology and ensure that <u>educators</u> are prepared to integrate technology effectively into curricula and instruction.</i>

62	C. <i>Attach a copy of the board approval for this technology plan. Be sure it includes the budget for the first year of this plan.</i>
75	D. <i>A board approved budget for each successive year of this plan must be filed with the technology plan for e-rate auditing purposes.</i>
76	<p>E. <i>Provide your technology plan's creation date which, as defined by e-rate, is the point when these five elements are in your plan.</i></p> <p><i>Those elements are:</i></p> <ul style="list-style-type: none"> <li>• <i>Goals and strategies for using telecommunications and information technology;</i></li> <li>• <i>A professional development strategy;</i></li> <li>• <i>An assessment of telecommunications services, hardware, software, and other services needed;</i></li> <li>• <i>Budget resources; and</i></li> <li>• <i>An ongoing evaluation process.</i></li> </ul>
<b>VII. PROFESSIONAL DEVELOPMENT</b>	
63	A. <i>Provide the name and title of the person responsible for coordinating the professional development activities as stated in the district's professional development plan and noted in this plan.</i>
63	B. <i>Describe the planned professional development activities for teachers, administrators, and school library media personnel that include:</i>
63	1. <i>How ongoing, sustained professional development for all administrators will be provided to further the effective use of technology in all learning environments.</i>
63	2. <i>How ongoing, sustained professional development for all educators will be provided that furthers the effective use of technology, models 21<sup>st</sup> century skills and demonstrates global outreach and collaboration in the classroom or library media center.</i>
63	3. <i>The professional development opportunities and resources that exist for technical staff.</i>
63	4. <i>How professional development is provided to all staff on the application of assistive technologies to support all students in their learning.</i>
64	C. <i>Based on educators' proficiency and the identified needs for professional development, describe only the ongoing, sustained high-quality professional development opportunities planned for 2010-2011 as they relate to the infusion of technology into the curricular process. Include a description of in-class support, such as coaching, that is used to ensure effective use of technology to improve learning. Also, include a description of the involvement of all partners associated with professional development for the district.</i>
64	D. <i>Project professional development activities that will continue to support identified needs through 2013, including all partners.</i>
<b>VIII. EVALUATION PLAN</b>	
65	<i>Describe the evaluation process and accountability measures that monitor progress and mid-course corrections that are used to regularly evaluate the extent to which goals, objectives, activities, resources</i>

	<i>and services are effective in</i>
66	1. <i>Integrating technology into curricula and instruction to promote 21<sup>st</sup> century skills and global collaboration and outreach,</i>
67	2. <i>Enabling students to meet challenging state academic standards, and</i>
67	3. <i>Developing life-long learning skills.</i>
	<b>APPENDIX</b>
69	Acceptable Use Policy
75	Board-approved budget for 2010-2011
76	Technology Plan Creation Date

(2010-2013)

## Stakeholder Sample Table

Stakeholder Table		
Title	Name	Signature
Superintendent	Fiona Thomas	
Principal	Fiona Thomas	
Technology Coordinator	Sue Becker	
Curriculum Director/Curriculum Committee Member	Jodi Cenac	
Teacher	Charles Dunn	
Special Education Teacher	Katie Wilcox	
Library Media Specialist	N/A	
Guidance	Keesha McClean	
Board Member	Jane Albert	
Parent	Violet Pasha	
Student	Kyfie Darby	
Community Member	Pamela Gordon	
Business Sector Representative	Michael Quinn	

## II. Executive Summary

### **SCHOOL MISSION STATEMENT**

*Pride Academy Charter School endeavors to ignite success in middle school students of all abilities through a curriculum rooted in the values of peace, respect, integrity, determination, and empathy. By establishing a community dedicated to academic achievement, mastery of fundamental skills, positive leadership, and active service, Pride Academy Charter School strives to embolden its students to harness their own power to shape their futures and the world.*

### **Core Beliefs**

The mission of Pride Academy Charter School promotes student achievement and provides families in our region of residence with a high quality, holistic public school choice by adhering to the following core beliefs:

- Students of all abilities will thrive in a peaceful learning community that values respect, integrity, determination, and empathy for others.
- Within all students lies the power to shape their own future by making positive choices today.
- By serving individual academic needs through a cohesive skill-centered curriculum, untapped student potential will be realized.
- Through critical examination and active response to challenges facing our community, students are best able to comprehend the interconnectedness of life and the power of the individual.
- By deliberately honoring accomplishments while continuously setting new challenges, students gain the courage, confidence, and competencies needed to take academic and leadership risks.
- Adults teach students with their actions. All members of our school community, including administration, faculty, and parents, must live and embody the values which the school seeks to instill in its students.
- A culture which prizes goal-setting, positive choices, and perseverance will equip students with the skills and mindset needed to seize future educational opportunities.
- By questioning, seeking, understanding, and responding, all members of our school community will be active participants in the life-long learning cycle essential for growth.



## **TECHNOLOGY MISSION STATEMENT**

Pride Academy Charter School's technology mission is to inspire and sustain learning and achievement, preparing each student for the challenges of life in the 21<sup>st</sup> century. Technology at PACS will enhance student learning and achievement through the integration of technology into the school's instruction and curriculum as stated in the goals of this plan. Technology will promote the skills, knowledge and performance of all staff and will improve the efficiency of classroom and building management. Technology will be used as a vehicle for teaching, learning and communicating. PACS will leverage the use of technology as an integral part of the curriculum and use it to provide students with the skills they need to acquire, manage and communicate effectively. Additional emphasis will be placed on moving students across the "Digital Divide" so that they may compete as equals with their suburban counterparts.

### **III. TECHNOLOGY PLAN OVERVIEW**

The goal of the 2010-2013 technology plan for Pride Academy Charter School is to continue to build upon the successful foundation that has been laid for all members of the school community, in addition to ensuring that our school meets the mandates of No Child Left Behind.

The most vital part of this process is maintaining and building upon the reliable infrastructure for the school that our community members have come to depend upon. Additionally, it is incumbent upon us to ensure that our teachers are able to integrate into the curriculum the technology with which they are provided, and our students become increasingly technologically adept throughout their years with us until they are technologically proficient by the end of eighth grade.

In order to accomplish this goal we will need to focus on the following issues:

- 1) Improving the wireless network throughout the school building to support simultaneous access by a majority of the school community while continuing to support multiple instances of streaming video delivered to classrooms. Integral to this plan will be providing support necessary so that the school community is able to use the computers in the school as reliably as they use the textbooks.
- 2) The addition of a second server in order to secure administrative records while continuing to provide server access to students and teachers.
- 3) The addition of school e-mail and an e-mail archiving system.
- 4) Continuing to seek out applications, including Web 2.0 applications, that will serve all of our students while meeting the New Jersey Core Curriculum Content Standards.
- 5) Implementing a replacement program in order to ensure that we will have the financing to replace obsolete equipment.
- 6) Providing all members of our teaching staff with laptops to assist them with planning technology-infused lessons, and modeling proper and ethical computer use.
- 7) Continuing to provide the necessary professional development so that members of the school community can remain current with the state of the art and effectively use the myriad tools provided to the school community.
- 8) Developing our existing infrastructure while planning to wire our new facility for all necessary technology during the 2012-2013 school year, for a move during the following school year.
- 9) Adapting the NJTAPIN rubric for each grade level, PACs will develop a set of grade-level summative assessments to measure the students' mastery of core NJCCCS technology skills to help us move students to technological proficiency by the end of grade 8.

This plan describes in detail the technology and steps necessary in order to achieve these goals including integrating smartboard technology, video and digital photography, web 2.0 software, NJAsk test review software, mobile labs, assistive and adaptive technologies including Don Johnson's Solo, and finally, the professional development necessary to ensure that teachers have the necessary training in order to support technological literacy and NCLB's stated goals.

## Technology Overview

### **III A.** *Provide an inventory of current technology networking and telecommunications equipment.*

Pride Academy serves 240 students in fifth through eighth grade. These grades comprise approximately 14 classrooms. All classrooms and offices are connected to the school's Local Area Network (LAN) for file sharing and Internet access through a broadband connection. There is a computer lab with 20 computers where all students have classes one trimester a year. There are additional desktop computers located in the language arts and math classrooms, as well as the self-contained classroom. Additionally, there are two mobile labs with 25 netbooks for use with individual and group work.

The following table describes the school's current technology equipment and networking inventory.

<b>Three-Year Technology Plan Inventory Table</b> <b>(including Current Status)</b>				
<b>Area of Need</b>	<b>Current Status</b>	<b>Describe for 2010-11</b> <b>(projected expansion</b> <b>of 5 offices in 2<sup>nd</sup></b> <b>building )</b>	<b>Describe for</b> <b>2011-2012</b> <b>(Set up new</b> <b>building for</b> <b>occupancy</b> <b>September 2012)</b>	<b>Describe for 2012-13</b>  <b>(Move to new</b> <b>building)</b>
<b>Technology Equipment</b>				
Servers	1 Dell Poweredge T105	Purchase and install 1 Mac XServe, quad core Server for students/teachers	Assess/maintain	Assess/maintain
Network Switches	1 network switch with poe; 2 network switches in computer classroom	Purchase and install additional switch in new office space	• Purchase and install 2 additional switches in 2 <sup>nd</sup> computer classroom;	Assess/maintain
Wireless Access Points	5 Linksys WAP200s	Upgrade to 3Com <ul style="list-style-type: none"> <li>• Install 3Com wireless switch</li> <li>• Purchase 3com software for wireless switch</li> <li>• Purchase and install additional WAP in new office space</li> </ul>	<ul style="list-style-type: none"> <li>▪ Purchase and install additional WAPS in new building</li> <li>▪ Purchase and install additional 3Com wireless switch</li> </ul>	Assess/maintain
Equipment racks	1 in computer lab; one wall-mounted in server closet	Assess/maintain	▪ Purchase and install 2 racks for network equipment	Assess/maintain

Area of Need	Current Status	Describe for 2010-11	Describe for 2011-2012	Describe for 2012-13
Desktops	<ul style="list-style-type: none"> <li>• 20 iMacs in computer lab</li> <li>• 4 Dell _____ in administrative offices;</li> <li>• 6 thin client workstations on an HP _____</li> <li>• 6 iMacs in Language Arts and Math Classrooms</li> </ul>	<ul style="list-style-type: none"> <li>• 40 MacBook Pros in 2 mobile labs</li> <li>• Add 2<sup>nd</sup> iMac in 6 language arts and math classrooms</li> </ul>	<ul style="list-style-type: none"> <li>• Assess iMacs in computer lab for possible replacement</li> </ul>	<ul style="list-style-type: none"> <li>• 20 desktops for 2<sup>nd</sup> computer lab</li> </ul>
Laptops	<ul style="list-style-type: none"> <li>• 18 Macbooks for teachers</li> <li>• 25 Acer Pro netbooks in mobile labs</li> </ul>	<ul style="list-style-type: none"> <li>• Purchase ___ new Macbooks for teachers and support staff</li> <li>• Purchase 40 Macbooks for a mobile lab</li> </ul>	<ul style="list-style-type: none"> <li>• Replace 18 Macbooks for teachers</li> <li>• Assess netbook mobile lab for possible replacement</li> </ul>	<ul style="list-style-type: none"> <li>• Purchase additional laptop carts for mobile classroom computing</li> </ul>
LCD Projectors	<ul style="list-style-type: none"> <li>• 6 Epson 410W</li> <li>• 8 Epson Powerlite 78</li> <li>• 3 Epson Powerlite _____</li> </ul>	Assess/maintain	<ul style="list-style-type: none"> <li>• Assess condition of existing projectors and replace, as needed</li> <li>• Install theatre screen in community space of new building</li> </ul>	<ul style="list-style-type: none"> <li>• Purchase and install projectors for 4 additional classrooms and theatre projector for community space</li> </ul>
Sound system (for assemblies)	<ul style="list-style-type: none"> <li>▪ Portable microphone and speaker</li> </ul>	Assess/maintain	Purchase and install sound system for community space in new building	

Area of Need	Current Status	Describe for 2010-11	Describe for 2011-2012	Describe for 2012-13
Printers	<ul style="list-style-type: none"> <li>▪ HP 4015 LaserJet</li> <li>▪ HP 4005 color laser jet</li> <li>▪ 20 HP _____ inkjets</li> <li>▪ 5 brother _____ laserjet</li> </ul>	Assess/maintain	<ul style="list-style-type: none"> <li>• Assess condition of existing projectors and replace, as needed</li> </ul>	<ul style="list-style-type: none"> <li>• One laser printer/floor of new building</li> </ul> <p>Existing printers go into computer classrooms.</p>
Copy Machines	<ul style="list-style-type: none"> <li>• Ricoh Aficio MP 5000B</li> <li>• Ricoh Aficio MP8001</li> </ul>			
Smartboards	14 Polyvision Eno Boards	Assess/maintain	<ul style="list-style-type: none"> <li>• Purchase 4 additional boards for 4 additional classrooms in new building</li> </ul>	
Scanners	<ul style="list-style-type: none"> <li>▪ 2 built into copy machines</li> </ul>	<ul style="list-style-type: none"> <li>• Purchase two for art and general use</li> </ul>	Assess/maintain	Assess/maintain
Televisions	<ul style="list-style-type: none"> <li>▪ 1 Color television</li> <li>▪ 14 wall mounted televisions from Channel 1</li> </ul>	Assess/maintain	Assess/maintain	<ul style="list-style-type: none"> <li>• Channel 1 moves existing televisions and satellite system; adds 4 sets for new classrooms</li> </ul>
DVD/VCR players	1 DVD Player 1 VCR (DVD players in each teacher laptop)	<ul style="list-style-type: none"> <li>• Assess and purchase additional units, if necessary</li> </ul>	<ul style="list-style-type: none"> <li>• Assess and purchase additional units, if necessary</li> </ul>	<ul style="list-style-type: none"> <li>• Assess and purchase additional units, if necessary</li> </ul>
Headphones	<ul style="list-style-type: none"> <li>▪ 0</li> </ul>	<ul style="list-style-type: none"> <li>▪ Purchase 1 heavy duty headset for each classroom desktop for a total of 32 (plus 5 back up pairs)</li> </ul>	<ul style="list-style-type: none"> <li>• Assess and purchase additional units, if necessary</li> </ul>	<ul style="list-style-type: none"> <li>• Assess and purchase additional units, if necessary</li> </ul>
Digital Cameras	3 Sony DSC-W290 1 Canon S2IS	<ul style="list-style-type: none"> <li>• Purchase 1 digital camera for each classroom teacher.</li> </ul>	Replace 4	Replace 4

Area of Need	Current Status	Describe for 2010-11	Describe for 2011-2012	Describe for 2012-13
Camcorders	<ul style="list-style-type: none"> <li>▪ 2 Canon ZR 960</li> <li>▪ 1 Canon FS 200</li> </ul>	•Purchase 3 additional camcorders	Purchase 2	Purchase 2
Response Keypads and remote controls for whiteboards	<ul style="list-style-type: none"> <li>▪ None</li> </ul>	• One set per classroom (14 total)		Purchase 4 for additional classrooms.

III A2. Describe the technology inventory needed to improve student academic achievement through 2013, including but not limited to:

- Technology equipment
- Networking capacity
- Software used for curricular support and filtering
- Technology maintenance policy and plans
- Telecommunications services
- Technical support
- Facilities infrastructure
- Other services

Software used for curricular support and filtering				
Filtering	OpenDNS	Investigate alternatives with flexibility to block selectively	Assess/maintain	Assess/maintain
Anti-Virus	AVG	Assess and replace if necessary	Assess and replace if necessary	Assess and replace if necessary
MS Office	• None	Purchase and install 1 license for each computer in the building (100)	• Purchase additional licenses, as needed	• Buy any necessary additional licenses and install
Mind mapping/Graphic Organizers	• Kidspiration • Inspiration	• License for all teacher laptops	• Assess use for student computers	



Software used for curricular support and filtering				
PowerSchool	Implement for student body	Implement for parents	Maintain	Upgrade license for additional 80 students
Achieve 3000	none	Purchase 240 licenses	maintain	upgrade license for additional 80 students
Don Johnson's SOLO	5 licenses	<ul style="list-style-type: none"> <li>• Move 5 licenses to self-contained classroom</li> <li>• Purchase and install 5 more licenses on mini lab</li> </ul>	<ul style="list-style-type: none"> <li>• Assess and purchase more licenses as necessary</li> </ul>	
Neufeld Math	5 licenses	Assess/maintain	Assess/maintain	Assess/maintain
Curricular - Science	<ul style="list-style-type: none"> <li>▪ None</li> </ul>	<ul style="list-style-type: none"> <li>▪ Research, identify and order (where not free) online and CD-ROM / DVD digital curricular resources</li> </ul>		
Curricular - Social Studies	<ul style="list-style-type: none"> <li>▪ None</li> </ul>	<ul style="list-style-type: none"> <li>▪ Research, identify and order (where not free) online and CD-ROM / DVD digital curricular resources</li> </ul>	Assess/maintain	Assess/maintain

Software used for curricular support and filtering				
Curricular - Latin	▪ None	▪ Research, identify and order (where not free) online and CD-ROM / DVD digital curricular resources	Assess/maintain	Assess/maintain
Curricular - Visual Arts	▪ None	▪ Research, identify and order (where not free) online and CD-ROM / DVD digital curricular resources	Assess/maintain	Assess/maintain
Curricular - Health	▪ None	▪ Research, identify and order (where not free) online and CD-ROM / DVD digital curricular resources	Assess/maintain	Assess/maintain
Curricular - Special Education	▪ None	▪ Research, identify and order (where not free) additional online and CD-ROM / DVD digital curricular resources	Assess/maintain	Assess/maintain
	▪	▪ Recording for the Blind audio recording for novels and textbooks ▪ RFB proprietary CD Player	Assess licenses and upgrade if necessary	Assess/maintain

Software used for curricular support and filtering				
	▪	▪ Villand Functional Skills Assessment	Assess/maintain	Assess/maintain
	▪	▪ Kurzweil 3000 scanner/reader	Assess/maintain	Assess/maintain
	▪	▪ Easy IEP	Assess/maintain	Assess/maintain
Web 2.0				
Brain Pop	▪ none	▪ \$595 - media lab license (open access from 7-5:30; planning access after hours)	• Assess/maintain	• assess; add additional licenses, if necessary
PBWorks (Wiki)	▪ none	▪ \$799 - school-wide license; unlimited wikis; 40gb of storage	• Assess/maintain	• Assess/maintain

<b>Technology maintenance policy and plans</b>				
Technology Support Consultant	<ul style="list-style-type: none"> <li>Technology maintained manually on as-needed basis by Technology Support Consultant</li> </ul>	<ul style="list-style-type: none"> <li>Technology maintained manually on as-needed basis by Technology Support Consultant</li> </ul>	<ul style="list-style-type: none"> <li>Installation of school-wide network in new school building</li> <li>Maintenance contract</li> </ul>	Assess/maintain
<b>Telecommunications Services</b>				
Internet Access	School-wide broadband	School-wide broadband	<ul style="list-style-type: none"> <li>Upgrade to include a backup T1 line</li> </ul>	Assess level of service and adjust, if necessary
Web Site Hosting	Web site hosted by Site 5	Add school-based e-mail	Assess/maintain	Assess/maintain

Facilities - infrastructure including central telephone & security systems				
Telephone	Toshiba CHSUE112A2 Business Communication System including extensions in all offices and classrooms	Expand to include offices in new building; Move business office phones and main office phones to new offices.	<ul style="list-style-type: none"> <li>• Assess phone system and services and decide whether or not to stay with Entel; install phone system in new building.</li> </ul>	<ul style="list-style-type: none"> <li>• Upgrade /maintain, as necessary</li> </ul>
Security Systems	Alarm system  IP-based video camera	maintain	<ul style="list-style-type: none"> <li>• Investigate security systems including cameras, remote door latches, and alarms</li> <li>• Purchase and install school-wide system in new building</li> </ul>	<ul style="list-style-type: none"> <li>• Upgrade/maintain, as necessary</li> </ul>

Facilities - infrastructure including central telephone & security systems				
Intercom/Bell System	School-wide bell system  Intercom system on phones	Purchase and install school-wide PA system	<ul style="list-style-type: none"> <li>• For new building, investigate systems that permit for school-wide announcements, classroom pages, and bells</li> </ul>	<ul style="list-style-type: none"> <li>• Upgrade/maintain, as necessary</li> </ul>

*III A3 Describe how the district integrates assistive technology devices into the network to accommodate student needs.*

Pride Academy offers inclusion classrooms as well as a self-contained placement with technology available to all teachers to help students achieve classroom objectives. The self-contained classroom incorporates thin client technology providing 1:1 computing for the participating students.

All teachers have interactive whiteboards and RMEasiteach software which permit high levels of interactivity especially in math and language arts teaching. The ability for students to physically interact with information is especially helpful to kinetic learners. All teachers are able to use our mobile labs, which include a mini lab for students who are pulled out for more attention.

Using Jing, a Web 2.0 application, we are able to record mini videos to help students understand instructions for computer and online activities, which is especially helpful for students who struggle with reading directions and are audio/visual learners. We also take advantage of the text-to-speech capabilities that are built into both Mac and Windows operating systems enabling students at all levels to take advantage of the Internet.

*III A4. How educators have access to educational technology in their instructional areas such as using desktops, mobile laptop and wireless units, PDAs.*

The staff members of Pride Academy are generally quite adept and enthusiastic users of technology. This enthusiasm is fueled by a combination of the teacher laptop program providing MacBooks to all classroom teachers; the projectors and interactive whiteboards in every classroom; and the school-wide wireless network making internet access and activities easily accessible. This combination guarantees that teachers have the resources necessary to integrate technology without the worry of scheduling and availability.

Additionally, the school has mobile labs that can be reserved online in advance in order to guarantee availability and assist teachers with planning.

Most frequent activities include using Microsoft Office or Open Office to write documents and make presentations; using Study Island to prepare for NJAsk; and in the computer lab; programming using Scratch and producing video. Teachers are increasingly taking advantage of wikis, mostly in order to communicate with students and to provide students with missing or forgotten materials. In some classes, a wiki is used to provide links for online activities, or for students to work collaboratively on projects.

The availability of computers both in the classroom and in mobile labs has resulted in teachers exploring new and exciting ways of integrating technology and delivering lessons. Classroom projects have ranged from the simple, interactive game-type review to using the internet to explore educational websites, view videos or take electronic field

trips or web quest projects that require students to seek out information and apply what they have learned in a project.

Teachers also incorporate video or multi-media presentations to enhance lessons, using their laptop DVD players combined with the classroom computer projectors.

Teachers who are most comfortable with technology are constantly seeking out new, quality sources of educational material and sharing it with co-workers. Such finds include web sites like pbworks.com that provides free wikis to educators, educationalrap.com which provides inexpensive, curriculum-specific raps, and Classroom 2.0 which runs free, weekly, international, online seminars in all areas of educational technology to help teachers learn and try new technologies for their classes.

While the variety and universality of technology use by teachers is encouraging, the sheer quantity of technology in the building has been a bit overwhelming to some. Increasingly, as quality material is available inexpensively or free online, our faculty is tempted by remarkable new tools, while they have limited time to become comfortable with them. Clearly, one of the goals for the next three years is to make sure that they have the training they need to grow with available technology.

*III A5. How administrators have access to technology in their workplace (such as using desktops, mobile laptop and wireless units, PDAs).*

All members of the administrative team have either a laptop or desktop computer, depending on their personal requirements, all of which are running Windows XP. All of these computers are able to access the school fileserver so that they are able to share state reports and administrative software. There is a laser printer in each office for convenience and confidentiality.

Additionally, there is a laptop that runs the software for the lunch program, and laptops for our Business Manager and Business Administrator so that they can work from home.

All members of the administrative team can use either wireless or wired network connections, depending on their personal preferences.

*III A6. Describe how the district's web site is [accessible to all](#) stakeholders (for example using Federal Accessibility Standards)*

One of the goals for this technology plan is to upgrade our website to include more content and to be in compliance with all Federal Accessibility Standards in order to maximize accessibility of the site's content through screen readers for written content, and captioning for any video.



*III A7. Describe the plan for replacing obsolete computers/technology and include the criteria for obsolescence*

Based upon experience with the continuing changes and improvements in desktop computing capabilities, it is recommended that a four to five year replacement cycle will create an adequate platform to support standard education applications. However, each computer will need to be assessed on a regular basis to ensure that it continues to support classroom and administrative work.

At a minimum, the student computers should be able to:

- Run at least two applications concurrently (e.g., an internet browser, and an Office Suite program, or a multimedia program like Adobe Photoshop).
- The ability to install and run current, off-the-shelf, general-purpose educational applications.
- The ability to install and run current PACS-specific administrative applications.

The Administrative computers should be able to:

- Run at least four applications concurrently (e.g., an internet browser, an Office Suite program, an e-mail client, and the school information system).
- The ability to install and run current, off-the-shelf, general-purpose business applications.
- The ability to install and run current PACS-specific administrative applications

Computers that do not meet these standards will be deemed to be obsolete and require replacement. PACS plans to purchase new equipment annually to replace obsolete computers, starting in our third year, 2011. Currently, desktop computers are becoming obsolete at approximately 5 years of age, while laptops suffer greater wear and tear and might require replacement at 3 - 4 years of age.

***III B. Cyber Safety***

***III B1. List the filtering method(s) used.***

Internet filtering is currently accomplished through a firewall built into the network routers, working in conjunction with OpenDNS designed to block inappropriate material. Settings are monitored and adjusted on an ongoing basis by the lead technology teacher.

***III B2. Identify the Acceptable Use Policies (AUP) used for students and staff and include a copy of the AUPs with the submission of this technology plan.***

At the beginning of each school year, the school distributes its Acceptable Use Policies to all students and staff members.

Please see Appendix 1 for Pride Academy's Acceptable Use Policy.

***III B3. Describe the district's Internet safety policy that addresses the:***

*a) technology protection measure that protects against access through computers with Internet access to visual depictions by adults or minors that are—*

*(I) obscene; or*

*(II) child pornography; or*

*(III) harmful to minors; and*

*b) process for educating minors about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms, and cyberbullying awareness and response, as required by the Protecting Children in the 21st Century Act.*

Pride Academy's Internet safety policy is two pronged: We have a filtering system that permits us to set and adjust filtration parameters in order to protect our students from inappropriate material. As a middle school, categories that we block in their entirety include pornography, nudity, adult themes, photo, video and file sharing sites, social networking, forums and chat rooms, and web proxies.

Additionally, integrated into the computer curriculum are lessons about internet safety covering topics like private identity information, chat and e-mail safety, using street smarts in internet "neighborhoods," the ease of finding or piecing together information one didn't intend to share; cyber- and electronic bullying, including using all new technology in unexpected ways. We have even offered a workshop to parents to assist them in understanding both the technologies that students use, and the unexpected ways their children might use those technologies.

Finally, our discipline program includes all electronic and online activities that occur inside and outside of school. Students and parents sign our AUP at the beginning of each year. Students who make poor choices that include electronic bullying are faced with consequences that range from meetings with parents, to Saturday detentions including their parents, to suspension. Students are educated about these consequences at the beginning of each school year, and in computer class during the year.

**III. B4** *Indicate the dates when the school district provided the community with public notice and a hearing to address any proposed Internet safety policies adopted by the school district pursuant to CIPA. (Note: This is a requirement by e-rate only for those entities that have not already provided such notice and hearing related to an Internet safety policy and technology protection measure.)*

**Resource:**

**Information from Universal Service Code:**

[http://www.law.cornell.edu/uscode/html/uscode47/usc\\_sec\\_47\\_00000254----000-.html](http://www.law.cornell.edu/uscode/html/uscode47/usc_sec_47_00000254----000-.html)

The school district provided the community with a hearing to address proposed Internet safety policies adopted by the district pursuant to CIPA on April 13, 2010. The community was informed of this meeting in the school newsletter and on the school website.

**III. B5** *Indicate how the district notifies the public of proposed Internet safety policies adopted by the school district pursuant to CIPA.*

Notices of Internet safety policies are included in the registration packet at the beginning of each school year; included in the monthly school newsletter, when appropriate; and posted on the school website.

**III C** *Complete a needs assessment for educational technology in your school district or charter school. Begin by determining current status. Afterwards, determine the educational needs, prioritize the identified needs and plan for necessary changes through goals and objectives.*

**III C1a** *Evaluate educators' current practices in integrating technology across the curriculum.*

The staff members of PACS are generally quite adept and enthusiastic users of technology. This enthusiasm, together with the availability of classroom projectors and interactive whiteboards in every classroom, and computers both in the computer lab and in mobile labs results in teachers exploring new and exciting ways of integrating technology.

Classroom projects have ranged from the simple, interactive game-type reviews which take advantage of the teachers' laptops, projectors and whiteboards, to regular e-mail communication with students in Africa. Among the projects conducted are:

- The production of a school news program incorporating research, writing and video production.
- Travel projects that require students to plan and research a vacation, then use a spreadsheet for budgeting.
- A web quest requiring students to investigate the nutritional value of food from different fast food restaurants, to graph the comparative nutritional value and write a newspaper article about it for a series on healthy eating.
- Researching cell phone rate plans, planning a new company rate plan and graphing out the results.
- Making MySpace pages for figures from the Civil War using the school wiki.
- Producing book trailers (movie trailers for books) using iMovie.
- Using side-by-side revision feature in Study Island in order to help students improve their writing.
- Using E-Pals during homeroom in order to communicate with peers around the world, share responses, research cultures and map out locations of people with whom they are communicating.
- Researching violence in the media and using PowerPoint to make presentation materials.
- Using PowerPoint to develop math portfolios for students to explain to their parents what they learned when the parents come in for report card night.
- Using news clips to tie learning in all subject areas to current events.
- Using BrainPop to augment curricular material.

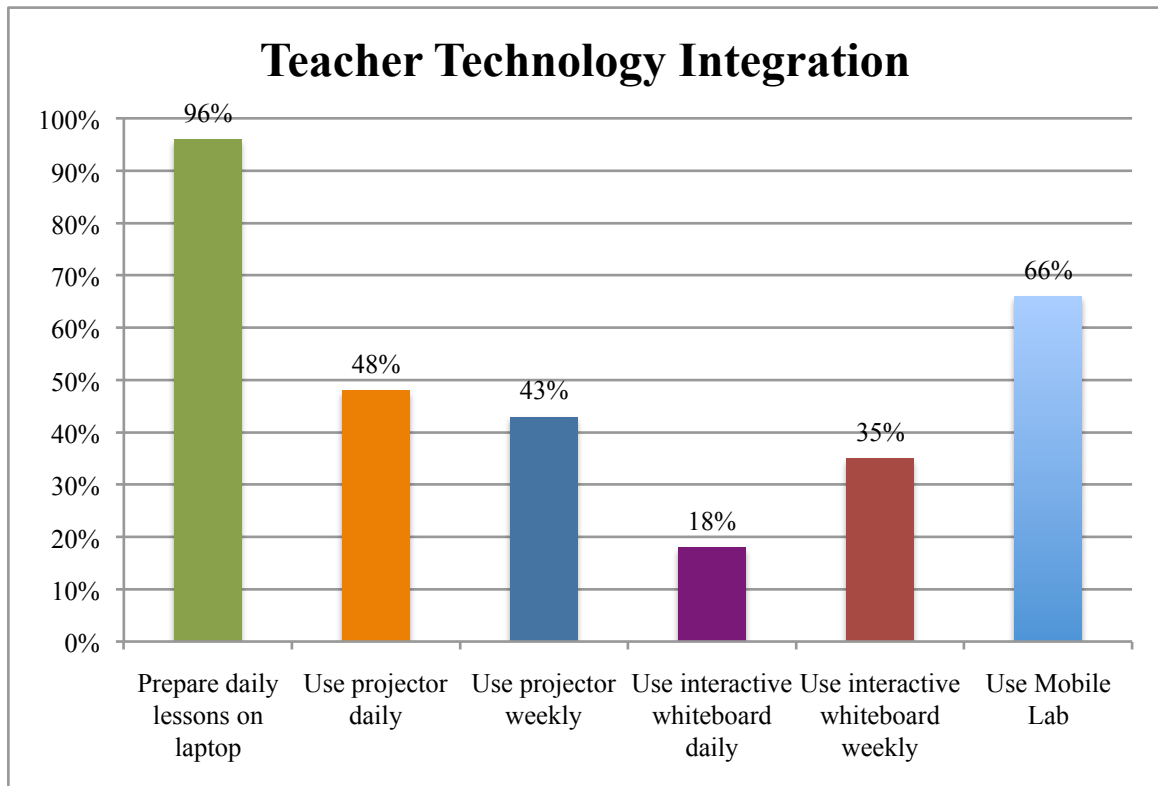
Additionally, the school has invested in licenses for Study Island, a program that helps students improve their scores on NJAsk tests. This program is being used by math and language arts teachers, as well as the after school program.

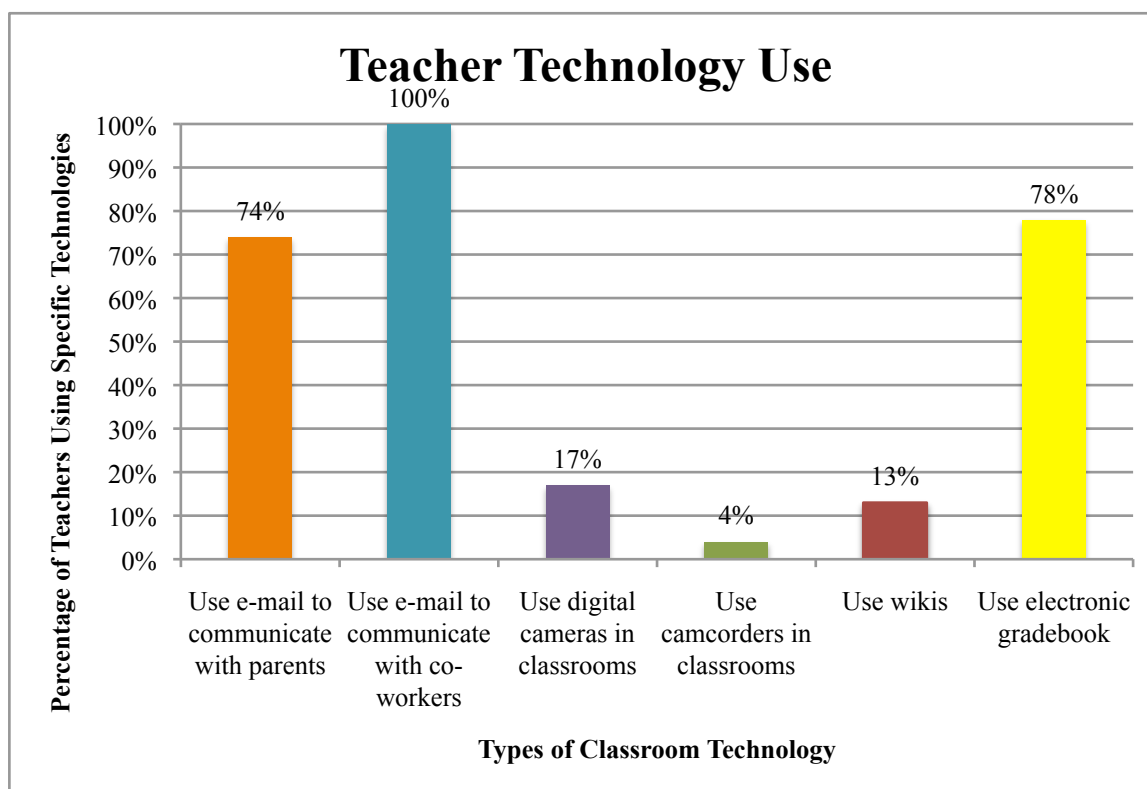
The most frequent uses of technology include one- or two-class period projects that involve research on the internet, and making PowerPoint presentations.

Teachers also incorporate video or multi-media presentations to enhance lessons, using the DVD players on their laptops coupled with their classroom projectors.

While the variety and universality of technology use by teachers is encouraging, teachers comment about the reliability of the wireless network and problems with the styluses for the interactive whiteboards, both of which make technology use less dependable than we would like.

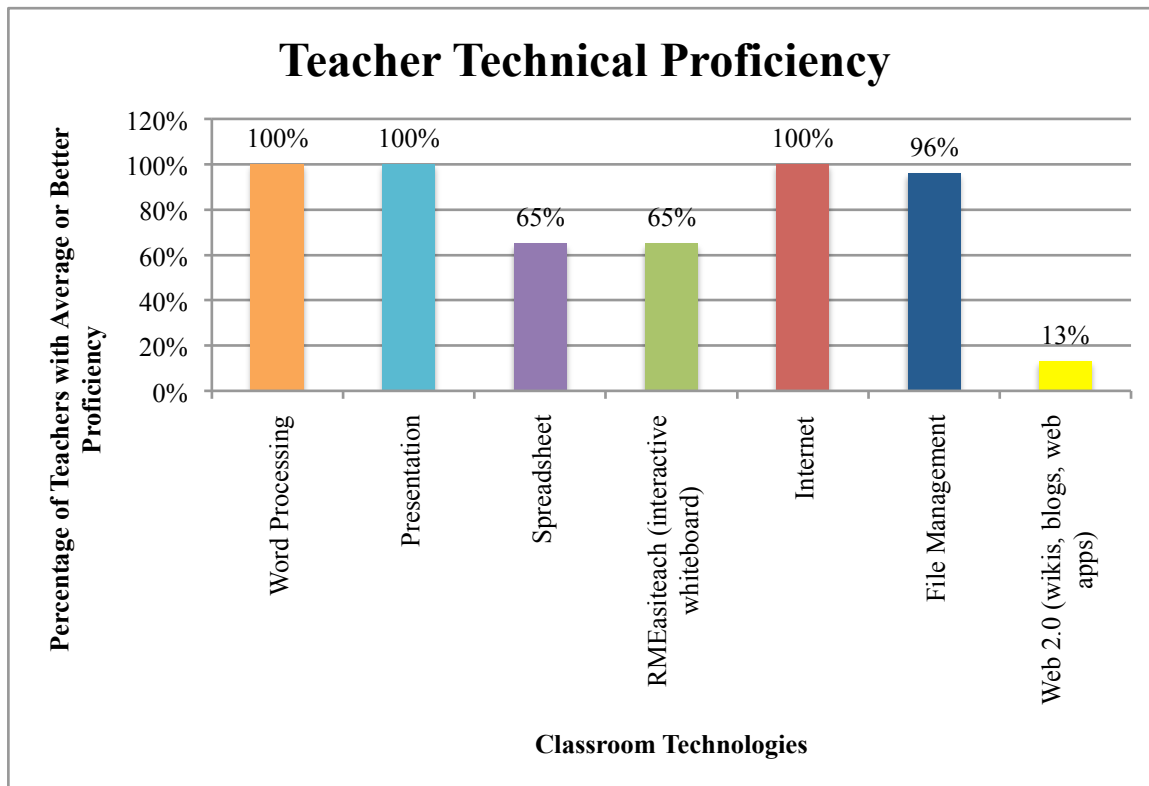
In the spring of 2009, the teaching staff responded to the annual survey to help assess current practices, barriers and proficiency. The following charts illustrate some of the survey's findings.





*III. C 1 b Provide a summary of educators' proficiency in the use of technology within the district.*

As mentioned previously, PACS teachers are largely adept and comfortable with technology. Interactive whiteboards were introduced at the beginning of the school year, and can be used with any computer application on the market. Over the course of the year, more than 60% of our teachers have adopted the software that came with the interactive whiteboards and use it frequently enough to feel comfortable with it. In order to help teachers become comfortable with all of the technology made available to them, it is important that we focus time and energy in the coming years on training, and even classroom support in order to help all of our teachers integrate technology whenever it will benefit the students.



*III C 1c Determine the current educational environment and barriers by describing how:*

*i Educators are assured access to technology to facilitate technology integration across the curriculum,*

All classroom teachers have a Macbook laptop, in addition to a projector and interactive whiteboard in each classroom. There is a school-wide network with outlets in each classroom and office, and a wireless network that is available throughout the school. The school has a subscription to Study Island in order to help students improve their NJAsk scores, and the entire staff has put significant effort into exploring quality electronic resources worthy of long-term school investment, many of which we will integrate in the next three years.

When surveyed, teachers were uniformly grateful for all of the technology made available to them, but had a short list of complaints. All of the teachers remarked about difficulties with the wireless network caused by routers which intermittently drop signal, causing users to lose their network connection, as well as issues with the battery life and Bluetooth connectivity of the styluses for the interactive whiteboards that can cause

some frustration during classes. And most of the staff commented that they would like more training so that they could master the plethora of technology available.

- ii. *Often students have access to technology to support the use of 21<sup>st</sup> century skills in their learning environment,*

Students have computer classes one trimester a year in order to help them master skills they will need for class projects. The fifth graders focus on using Microsoft Office, Scratch programming and basic iMovie production. The older students focus on becoming MS Office power users, while mastering Web 2.0 applications like wikis, and multimedia programs like iMovie. Over the course of the next three years, this program will become more focused with the youngest students mastering the basics, while the older students use those skills to produce podcasts and video news.

- iii. *The needs of educators are evaluated,*

The use of technology is an integral part of classroom observations and annual reviews. Additionally, the Lead Technology Teacher meets with teachers throughout the year and gains a clear understanding of where teachers are vis a vis the use of technology. An online survey tool (Kwiksurvey) is used to perform an annual survey to assess where teachers are and the issues that are uppermost in their minds. The school community is also comfortable enough that teachers freely give feedback and make requests on a more informal basis, so needs can be met when they arise.

- iv. *The needs of students are evaluated*

The needs of students are evaluated by the degree to which technology is being integrated into the educational program, as documented by lesson plans that are reviewed biweekly, and based on proficiency demonstrated by students through in-class assessments.

- v. *Past professional development addressed the educators' and students' needs for technology integration,*

We are currently in our second year of operation, and in that time, we have had professional development to help teachers master PowerSchool which is used here to track students and is used in classrooms as a gradebook; to



master the interactive whiteboards and the software that came with them; and to master the set up and use of Study Island. Based on teachers' reported ability to use these tools, the training was successful.

- vi. Past professional development for all administrators was provided to further the effective use of technology in the classroom or library media center,*

At the beginning of each year, in-depth workshops are held to introduce new technology. In our first year, we had multi-day workshops on PowerSchool. When administrative staff members required more, we had additional workshops in our second year. Because we have only been open for a year and a half, this is the only technology that is used by both administrators and classroom teachers.

- vii Ongoing, sustained professional development was provided in 2009-2010 for all educators to further the effective use of technology in the classroom and library media center,*

This past year, we received training with the interactive whiteboards, and with Study Island, which is currently in use. Some members of our staff received additional training with PowerSchool. Teachers often meet informally to share knowledge and help each other, as needed.

- viii Ongoing, sustained professional development was provided in 2009-2010 for administrators to further support the effective use of technology in the classroom or library media center,*

Some members of our administrative staff received additional training with PowerSchool so that we could use it more effectively.

- ix Supports were provided for educators other than professional development,*

The lead technology teacher is available by phone and e-mail when needed for consultation. Teachers take advantage of opportunities to meet with the lead technology when they have a specific question or challenge that needs to be addressed.

- x Professional development needs and barriers relating to using educational technology as part of instruction have been identified.*

The needs and barriers relating to technology integration will be identified in extensive discussions and meetings with the staff and surveys of the staff during the course of the year. Moreover, because it is expected the Lead Technology Teacher will have the opportunity to be in classrooms with

teachers, additional information will be gleaned through classroom observation, as well as informal teacher and student feedback.

*III C 2 Based on the answers given above, indicate the needs of the district to improve academic achievement for all students through the integration of technology across all curricular areas.*

a. Curriculum

- Continue to integrate technology into curriculum in all content areas, taking full advantage of technology that is available to both teachers and students.
- Assure alignment of technology curriculum with State Educational Technology Standards, including development of assessments.
- Identify and obtain digital curriculum materials to support curriculum in all content areas, and which support diverse learners

b. Staff Development

- Work with teachers to integrate technology into their curriculum through ongoing planning, modeling, coaching and support
- Continue to develop staff development program / curriculum to take faculty to next level of technology integration, i.e. increasing use of authentic and project based learning projects that develop higher level thinking skills, and integrating peer coaching in order to assist teachers achieve their goals.
- Identify institutional partners, such as universities, to lend expertise and resources to staff development program.
- Empower teachers to use technology confidently, developing a community of technology experts in order to exponentially increase the integration of technology throughout the school.

c. Access to Technology for students and teachers

- Improve wireless network reliability so that teachers know while planning lessons that they will have access to any network tools.
- Maintain access to existing equipment over the coming years, replacing broken or obsolete tools in a timely fashion
- Increase number of production-based tools such as camcorders in order to facilitate higher level integration activities
- Ensure IS support vendor is helping improve quality of support and the reliability of network and computers

- Expand and continue the teacher laptop program in order to provide teachers with both the tools that they need to readily integrate technology, and the familiarity with those tools to make integration second nature.
- Purchase network software to restore operating system settings on computers and laptops attached to the network.

### 3. *Prioritize the identified needs*

The staff development and curriculum integration programs that are in place must be maintained, while new emphasis must be placed on making sure that all technology in the school is reliable and usable on demand in order to remove any roadblocks from otherwise enthusiastic technology integration. Additionally, plans must be put into place to ensure the sustainability of the existing infrastructure.

1. Reliability of the school wireless network. This will permit teachers to plan lessons knowing that they will have access to both the school network and the internet, whenever it is needed, and as often as possible.
2. Working closely with teachers to help them master the myriad technology available for their use, and, at the same time, making sure that the equipment they have is reliable.
3. Providing laptops for all teaching staff
4. Identify and obtain digital curriculum materials for all ability levels.
5. Maintaining equipment; replacing obsolete and broken equipment; having a reliable IS support vendor.
6. Identify institutional partners

## IV. THREE-YEAR GOALS AND OBJECTIVES

### A. History

*Evaluate each goal from the previous plan, in one or two sentences, detailing each goal's success, or reasons for continuation, or issues preventing its success.*

**GOAL 1 –Access:** to provide students, teachers and administrators with access to reliable educational technology in all learning environments.

1.1 – Building and installing a school-wide network: In our first year, we were able to install and build a school-wide network to serve all members of the school community. The wired portion of the network is reliable. The wireless portion of the network suffers from high traffic and overlapping wireless routers, which cause intermittent outages, one of the major complaints staff have with the technology in the building, and an issue that will be addressed in this technology plan.

1.2 – Install a school-wide phone and security system: We have installed a school-wide phone system, with extensions in every classroom that also serves as our intercom system. We have installed fire and burglar alarm systems and are in the process of installing a camera monitoring system.

1.3 - Install a computer lab: We have a computer lab with 20 iMacs that is used for regularly scheduled computer classes, clubs, and the after-school program, in addition to being used by core-curricular teachers.

1.4 – Provide teachers with interactive whiteboards, projectors and multimedia equipment: There is an Eno interactive whiteboard and Epson projector in every classroom.

1.5 – Provide teachers with laptops: All classroom teachers have a MacBook laptop which they use for class planning, projects and classroom activities. 100% of the staff relies on e-mail to communicate with co-workers and 74% of our teachers use e-mail to communicate with parents.

1.6 – Access to tech support: The Lead Technology Teacher is available when she isn't teaching classes to assist teachers with technical problems, challenges or integration support. Additionally we have a network consultant who will address issues on an as-needed basis.

1.7 – Establish relationships with partners: Our efforts in this area are just beginning. All of our students have an E-Pals e-mail account, which they can use to communicate with the school community and on international collaborative projects.

1.8 - Support students without computer access: The computer lab is available to all students before school, after school and during lunch so that students who do not have access to the requisite technology can take advantage of it at school, when not in class.

1.9 – Follow our AUP: Pride Academy distributes its AUP with all enrollment materials at the beginning of each school year, and enforces the AUP to make sure that all school resources are used in a safe, respectful and ethical manner.

**Goal 2:** To attain the educational technology and information literacy skills that will assist students in achieving success.

2.1 – Educational technology will be infused in PACS curriculum: All of our teachers integrate technology on some level in their classes in a very natural way.

2.2 – PACS will incorporate NJCCCS 8.1: Our curriculum is based on the New Jersey Core Curriculum Content Standards.

2.3 – All students will demonstrate proficiency with technology: In the year and half we have been open, our students have made enormous strides in their ability to use technology for activities beyond gaming.

2.4 and 2.5 – Equitable access to software for students with diverse needs: All of our students have access to school computers and subscriptions. Our self-contained classroom has a dedicated, thin-client system providing 5 computers to students in that classroom. We will put emphasis on acquiring additional software for our students with disabilities in order to help them achieve their learning goals.

2.6 – Equitable access to the Internet: Our network is school-wide and includes school-wide wireless access. Teachers take advantage of a range of activities including international pen pals and electronic field trips. One focus of this technology plan will be to expand the infiltration of these activities.

2.7 – Students will use technology tools in higher order thinking skills: All of our students have access to school technology and actively use it across the curriculum.

2.8 – Students will behave ethically when using electronic resources: This is an ongoing challenge, but one that is addressed in computer class and receives the active attention of all teachers using computers in their classes.

**Goal 3:** PACS will use technology to communicate community-wide.

3.1 – PACS will have a web site to disseminate information to the school community: The school web site has detailed information about the school for existing and potential students and their families.

3.2 – PACS will have school e-mail: All staff members have e-mail, but we do not have a school e-mail system. That will be one of the goals for this technology plan.

3.3 – PACS will encourage e-mail communication with parents: Teachers take advantage of this when possible. Many of our families do not have reliable or consistent access to the internet.

3.4 – PACS will encourage the use of interactive technologies and videoconferencing in projects: We are using e-pals for online collaboration projects on a limited basis. We will be looking to expand projects of this sort during the next three years.

**Goal 4:** Educators will attain skills and knowledge necessary to effectively use and integrate educational technology

4.1 – PACS staff will participate in professional development and achieve intermediate proficiency with technology: We have had professional development involving interactive whiteboards, and PowerSchool. Teachers share information and expertise. More professional development is necessary and will be a focus of our next technology plan.

4.2 – PACS teachers will build technology tools into their curriculum: Our teachers are technically proficient and enthusiastic about creative integration of technology.

4.3 – PACS teachers will work with Lead Technology Teacher to develop projects: The Lead Technology Teacher is used as a resource, but is not available when teaching classes. This will be a focus of improvement for this technology plan.

4.4 – Supervision and evaluation will include effective use of educational technology: PACS supervision and evaluation practices emphasize the effective use of educational technology for student achievement.

4.5 – PACS teachers will have access to e-mail: 100% of our teachers have e-mail access, but do not have school accounts. This will be addressed in our next technology plan.

4.6 – PACS faculty and staff will act ethically online: All members of the PACS team receive and sign a copy of the school AUP. The school filters also apply to all members of the community.

## ***B. Goals and Objectives for 2010-2013***

### ***4. Prioritize the identified needs***

The staff development and curriculum integration programs that are in place must be maintained, while new emphasis must be placed on making sure that all technology in the school is reliable and usable on demand in order to remove any roadblocks from otherwise enthusiastic technology integration. Additionally, plans must be put into place to ensure the sustainability of the existing infrastructure.

#### **GOAL 1 –Access**

Students, teachers and administrators will have access to reliable educational technology in all learning environments.

#### **Objectives:**

- 1.1 All students and educators will have regular and equitable access to technology equipment when needed in all learning environments. This includes access to technologies with universal design features or other design modifications that assure access for students with educational disabilities.
- 1.2 All Pride Academy teaching staff will be provided with a laptop computer in order to assist them with the planning of technology-infused lessons, and to give them ability to readily model safe and excellent use of computer tools.
- 1.3 The wireless network will be upgraded to eliminate cross talk and traffic limitations while simultaneously ensuring that it is accessible in every classroom and office in the school building.
- 1.4 The PACS network will be upgraded to include a school e-mail server and reliable archiving system for maintaining e-mail records.
- 1.5 All educators will have easy access to technical support via the technology coordinator or technology consultant/network support technician.
- 1.6 PACS will establish a replacement plan for existing computers and associated technology in order to ensure sustained and future access.
- 1.7 PACS will continue to serve the school community with its high-quality, highly informative, user-friendly Web site.
- 1.8 The PACS web site will be made accessible to those with vision and hearing impairments.
- 1.9 PACS will establish relationships with appropriate partners, including, but not limited to, other public agencies and entities, education institutions, community-

based organizations and private corporations to increase opportunities for sustained technology access and broad, collaborative learning environments.

- 1.10 PACS will identify and support the needs of students who do not have access to technology in their homes to enable them to continue their learning through technology when school is not in session.
- 1.11 PACS will follow its Acceptable Use Policy and other means to ensure that all students, teachers and administrators are able to use technology systems, online resources and software in a safe, ethical and secure manner.

**Indicators:**

- A variety of software and computer tools available for students at all learning levels.
- Laptops for all teaching staff permit technology-infused lessons and modeling of proper computer use.
- A consistently functional wireless network from every space in the school.
- School-based e-mail accounts for every member of the school staff and an archive backup of all e-mail.
- Technical support for both infrastructure and staff.
- Budget expanded to include replacement plan for obsolete equipment.
- Upgrading school website to make it accessible to blind and hearing impaired users.
- Administrative software.
- A safe Internet environment for students to work in.
- Acceptable Use Policies (AUP) for all users.
- Lists of resources for students and parents through Web-based information, including community centers, homework hotlines, teacher e-mail, and teacher-developed Web sites.
- Education of administrators, teachers, media specialists and students in the ethical use of computers
- Continued before and / or after-school access through classes, labs and student programs that support and expand classroom instruction.
- Adequate budget to support technology infrastructure and activities.
- Maintenance plan to keep current infrastructure fully operational.
- Filing of e-rate applications and pursuit of other potential funding.

**GOAL 2 - Curriculum**

Pride Academy will meet the NCLB goal of requiring all students to be technologically literate. All Pride Academy students will attain, by the end of 8<sup>th</sup> grade, the educational technology and information literacy skills that will assist them in achieving the Core Curriculum Content Standards and to succeed in the workplace of the 21<sup>st</sup> century.



**Objectives:**

- 2.1 Educational technology will be infused into the Pride Academy curriculum and instructional activities.
- 2.2 Pride Academy will adopt curricula that include the Computer and Information Literacy Standards outlined in New Jersey's Core Curriculum Content Standards (NJCCCS) 8.1.
- 2.3 All students will work towards technological proficiency, beginning in grade 5 and will be technologically literate by the end of grade 8, demonstrating proficiency in using educational technology and information literacy skills to enhance learning, increase productivity and promote creativity.
- 2.4 All students will have equitable and easy access to effective and engaging software, including CD ROMs, DVDs and online resources for content delivery as an integral part of the school curriculum. Content materials will meet universal design standards to assure access for students with disabilities.
- 2.5 Educational software will be sought which supports students with diverse needs and learning styles, enhancing the academic improvement for students with special learning needs.
- 2.6 All students will have equitable and easy access to the Internet and other distance learning technology to obtain information and resources from remote locations to collaborate, publish and interact with peers, experts and other audiences.
- 2.7 All students will use technology tools and applications for solving problems, making informed decisions, and participating in authentic project-based learning.
- 2.8 PACS teachers will develop use of videoconferencing, e-mail and other interactive technologies by students for school-based activities including research, communication with experts/ mentors, cross cultural exchanges and collaborative projects with students in other geographic locations.
- 2.9 Teleconferencing systems will be purchased in order to encourage collaborative projects
- 2.10 All students will act responsibly and ethically when obtaining and using onsite and online information resources.

**Indicators:**

- Pride Academy will achieve state-recommended student-to-multimedia computer ratio of 5:1 or less to provide access where and when it is needed for students and staff.
- Pride Academy will continue to provide broadband access to the Internet for distance learning, communication and research-based activities.
- Pride Academy will provide access to high quality educational software that accelerates academic achievement for Pride Academy's diverse student body, including those with special needs.
- Lesson Plans and other curriculum documents will reflect the infusion of appropriate technology literacy activities into all content areas, and assure the inclusion of all Educational Technology standards into the curriculum by the end of 8<sup>th</sup> grade.
- PACS will use a data-driven instructional model to monitor student achievement and progress towards benchmarks, revising and improving assessment tools annually.
- PACS will adopt the NJTAP in rubric and associated resources with the goal of all students achieving technological literacy by the end of 8<sup>th</sup> grade.
- Purchase of teleconferencing system to enable classroom interaction in distance learning.
- Each Pride Academy student and parent/guardian will sign a PACS Acceptable Use Policy for Internet Access.
- PACS will use a data-driven instructional model to monitor student achievement and progress towards benchmarks, revising and improving assessment tools annually.
- PACS will adopt the NJTAP IN rubric and associated resources with the goal of all students achieving technological literacy by end of 8<sup>th</sup> grade.

**GOAL 3 – Staff Development**

Educators will attain the skills and knowledge necessary to effectively use educational technology to assist students to achieve the New Jersey Core Curriculum Content Standards.

One of the most important elements in the achievement of the goals of the school's technology plan is the ongoing training and support of teachers in the strategic use of the school's technology. Teachers are the most important component in the educational environment, and their comfort level with technology is crucial to the effective integration of technology into the learning process. This fluency is most effectively accomplished through ongoing, sustained, high quality professional development focused on the infusion of educational technology into the school's curriculum. Therefore, professional development, starting with the school's educational leadership, will be a major focus during this three-year plan.

**Objectives:**

- 3.1 All staff (teachers and administrators) will participate in high-quality professional development activities and attain, at a minimum, intermediate proficiency levels in utilizing the school's educational technology to enhance student achievement.
- 3.2 All educators will use technology tools and applications that provide opportunities for authentic, student-centered, project-based learning.
- 3.3 All staff will work closely with the lead technology teacher to develop and integrate authentic project-based technology projects into their classroom curriculum.
- 3.4 All supervision and evaluation practices will address the effective use of educational technology for student achievement of the Core Curriculum Content Standards.
- 3.5 All educators will have access to, and actively use e-mail and other interactive tools to communicate with parents, students and other educators.
- 3.6 All educators will act responsibly and ethically when obtaining and using onsite and online information resources.

**Indicators:**

- Technology workshops planned to address the current technology available to teachers in the school.
- The availability of regularly scheduled technology workshops, planned for the convenience of teacher attendance.
- The dissemination of information about current professional development activities outside the school in order to encourage ongoing, effective and relevant staff development.
- On-going performance-based assessment of teachers' computer literacy skills.
- On-going performance-based assessment of administrators' computer literacy.
- Professional Improvement Plans for teachers and administrators including development of skills necessary to infuse technology into daily practice.
- All staff attending technology in-services.
- Administrators, faculty and staff model appropriate use of technology.
- Lesson plans evidencing infusion of technology into daily curricular activities.
- Certificates for professional development hours related to educational technology.
- Lead technology teacher supporting skill development and infusion of technology into curricular processes.
- Technology integration activities will be included in teacher observation protocols.
- Continued classroom-based access to technology for all teaching staff.

- Surveys of teacher needs supporting the development of need-specific professional development.
- Teacher evaluation checklists supporting technology skill development.
- Budgetary items expended for staff development.
- Staff development opportunities and support for all teachers to learn, use, and infuse 21<sup>st</sup> century skills into their daily practice.

## **GOAL 4 – Move**

We will be moving to a larger building for the school year beginning September 2012. In order for this move to go smoothly, we will need to address the technology infrastructure of the new building during the 2011-2012 school year. The new building will need to be wired for networking, phones, security and fire alarms, A/V and public address systems. With all systems planned and wiring in place, the actual move should result in a “plug and play” environment where the school is ready to go with technical glitches resolved prior to the arrival of the moving trucks.

### **Objectives:**

- 4.1 All teachers and staff will have access to building-wide wireless network in order to continue delivering technology-infused lessons.
- 4.2 All teachers and staff will have access to a telephone in their classroom or office to assist in developing and maintaining contact with parents
- 4.3 The new Pride Academy building will be secured by appropriate alarm systems, including security cameras in order to monitor activity in hallways and public spaces.
- 4.4 School-wide announcements and class bells will be audible throughout the building and in each classroom and office.
- 4.5 There will be two multimedia computer labs to help facilitate the integration of multimedia projects that include higher order thinking skills, such as video and podcast production, in line with the revision of the NJCCCS 8.1.
- 4.6 Classrooms and offices will have air conditioning in order improve student focus at the beginning and end of the school year.
- 4.7 The school community will be able to take advantage of public meeting space, complete with an A/V system, making meetings and presentations for larger groups possible, and school-wide assemblies, including the daily morning assembly opportunities to model and showcase multimedia presentations.
- 4.8 Students and teachers will be able to use performance space for class plays and school-wide presentations.

4.9 Teachers and students will have access to classroom teleconferencing equipment that will permit presentations, interaction and collaboration between our students and distant professionals and students.

**Indicators:**

- Bids are taken and vendors are ready early in 2011-2012 school year
- Network and phone wiring is in place by the end of the 2011 school year
- All network and phone jacks are tested and work prior to the move
- Alarm systems and security cameras are wired, installed and tested by the end of the 2011 school year.
- Public address and bell system is wired, installed and tested by the end of the 2011 school year
- Two computer labs are wired for electricity
- All classrooms are wired for air conditioning
- Public meeting space is wired for A/V and equipment is installed and tested by August 2012
- Lighting system is purchased and installed for performance space
- Additional phones and security cameras are ordered to augment what is being moved from existing building
- 20 multimedia computers are purchased and installed in second computer lab
- Mobile teleconferencing system is purchased and installed on each floor of the new building
- Air conditioning units are purchased and installed in all classrooms and offices
- Existing equipment is moved from old building after end of school, June 2012

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## Three-Year Implementation Activity Table

**July 2010 – June 2013**

Strategies and activities that relate to the school district's or charter school's goals and objectives may be completed on the sample implementation table. If the goals and objectives were numbered in the above section, the corresponding numbers may be used in the table below. The use of this table is optional and is provided as a convenience.

<b>Three-Year Technology Implementation Activity Table</b>				
<b>District Goal and Objective</b>	<b>Strategy/Activity</b>	<b>Timeline</b>	<b>Person Responsible</b>	<b>Documentation</b>
1.1 Equitable access	<ul style="list-style-type: none"> <li>• Educational technology inventory will be expanded and maintained as described in this plan to assure regular and equitable access to tech equipment throughout the school</li> <li>• Purchase and install student server</li> <li>• Purchase and install Apple Remote desktop</li> </ul>	Ongoing  <ul style="list-style-type: none"> <li>• Summer 2010</li> <li>• Summer 2010</li> </ul>	<ul style="list-style-type: none"> <li>• Lead Technology Teacher</li> <li>• Special Education teachers</li> <li>• Principal</li> <li>• Business Manager</li> </ul>	<ul style="list-style-type: none"> <li>• Updated technology inventory</li> <li>• Invoices</li> </ul>
1.2 Laptops for all teachers	Obtain and distribute additional laptops for new teachers and in-class support teachers	ongoing	<ul style="list-style-type: none"> <li>• Lead Technology Teacher</li> <li>• Business Manager</li> </ul>	

<b>District Goal and Objective</b>	<b>Strategy/Activity</b>	<b>Timeline</b>	<b>Person Responsible</b>	<b>Documentation</b>
1.3 Upgrade wireless network	<ul style="list-style-type: none"> <li>• Purchase and install software for 3com wireless switches</li> <li>• Wire and install new system</li> </ul>	Spring '10	<ul style="list-style-type: none"> <li>• Lead Technology Teacher</li> <li>• Technology consultant</li> <li>• Business Manager</li> </ul>	Schematics
1.4 School e-mail server	<ul style="list-style-type: none"> <li>• Investigate options and select</li> <li>• Purchase and install/set up</li> </ul>	Summer '10	<ul style="list-style-type: none"> <li>• Lead Technology Teacher</li> <li>• Technology consultant</li> <li>• Business Manager</li> <li>• Principal</li> </ul>	Invoices or Contract
1.5 Easy access to tech support for teachers	<ul style="list-style-type: none"> <li>• Improve communication between teachers and lead technology teacher/technology consultant</li> <li>• Train students to assist</li> <li>• Train full-time substitute to assist</li> </ul>	Ongoing	<ul style="list-style-type: none"> <li>• Lead Technology Teacher</li> <li>• Principal</li> <li>• Technology Assistant</li> </ul>	Observation



<b>District Goal and Objective</b>	<b>Strategy/Activity</b>	<b>Timeline</b>	<b>Person Responsible</b>	<b>Documentation</b>
1.6 Replacement plan for obsolete equipment	<ul style="list-style-type: none"> <li>• Use replacement standards to determine future budget</li> </ul>	Ongoing	<ul style="list-style-type: none"> <li>• Lead Technology Teacher</li> <li>• Principal</li> <li>• Business Manager</li> </ul>	Replacement budget
1.7 Informative school web site	<ul style="list-style-type: none"> <li>• Continue to maintain school web site</li> <li>• Reassign responsibility for maintenance</li> </ul>	Ongoing	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Lead technology teacher</li> </ul>	Maintained web site
1.8 Web site made accessible	<ul style="list-style-type: none"> <li>• Investigate how to make site accessible and keep it that way</li> <li>• Find a volunteer to maintain accessibility</li> </ul>	Ongoing	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Lead technology teacher</li> </ul>	Accessible web site
1.9 Establish partners	<ul style="list-style-type: none"> <li>▪ Identify and contact potential partners based on school needs and goals</li> <li>▪ Develop joint projects</li> <li>▪ Identify and reach out to potential funders</li> <li>▪ Write proposals</li> <li>▪ Establish, maintain, monitor and report on partnership projects</li> </ul>	Ongoing	<ul style="list-style-type: none"> <li>• Principal</li> <li>• All teachers</li> </ul>	Project implementation records
1.10 Provide access for students without access	<ul style="list-style-type: none"> <li>▪ Create schedule and staffing to allow computer access before, during and after school for students in need at the school or at other community institution</li> </ul>	Ongoing	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Lead technology teacher</li> </ul>	Schedule for computer access

<b>District Goal and Objective</b>	<b>Strategy/Activity</b>	<b>Timeline</b>	<b>Person Responsible</b>	<b>Documentation</b>
1.11 Follow AUP	<ul style="list-style-type: none"> <li>• Distribute AUPs to staff, students and families annually</li> <li>• Include AUP in professional development for staff</li> <li>• Continue to teach safe and ethical computer use in computer class, and when relevant in other classes</li> <li>• Include articles about cybersafety in the school newsletter</li> </ul>	Ongoing	<ul style="list-style-type: none"> <li>• Lead technology teacher</li> <li>• Principal</li> <li>• All teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Signed and returned AUPs</li> <li>• Professional development materials and sign-in sheet</li> <li>• newsletter articles</li> </ul>
2.1 Technology infused curriculum and instructional activities	<ul style="list-style-type: none"> <li>• Review curriculum and determine best practice</li> <li>• Use curriculum newsletter to share technology ideas</li> </ul>	Ongoing	<ul style="list-style-type: none"> <li>•Curriculum consultant</li> <li>• Lead technology teacher</li> </ul>	<ul style="list-style-type: none"> <li>• curriculum newsletters</li> <li>• results of annual teacher surveys</li> </ul>
2.2 Include NJCCCS 8.1	<ul style="list-style-type: none"> <li>▪ Review curriculum/units/lessons to assure they include grade-appropriate activities that address all Info Literacy standards outlined in NJCCCS 8.1</li> <li>• Revise curriculum to fill any gaps</li> </ul>	Ongoing	<ul style="list-style-type: none"> <li>•Curriculum consultant</li> <li>• Lead technology teacher</li> </ul>	<ul style="list-style-type: none"> <li>• curriculum maps</li> <li>• unit plans</li> <li>• lesson plans</li> </ul>

<b>District Goal and Objective</b>	<b>Strategy/Activity</b>	<b>Timeline</b>	<b>Person Responsible</b>	<b>Documentation</b>
2.3 Students demonstrate technological literacy by the end of grade 8 per NCLB.	<ul style="list-style-type: none"> <li>▪ Develop and administer curriculum embedded assessments with rubrics to measure student proficiency</li> <li>▪ Adapt the NJTAPIN rubric for each grade level</li> <li>▪ Develop or adapt a set of grade-level summative assessments to measure the students' mastery of core NJCCCS technology skills.</li> </ul>	Ongoing	<ul style="list-style-type: none"> <li>• Curriculum consultant</li> <li>• Lead technology teacher</li> <li>• Principal</li> </ul>	<ul style="list-style-type: none"> <li>• NJTAP in rubric and resources</li> <li>• assessments for 5<sup>th</sup> through 8<sup>th</sup> grades\</li> </ul>
2.4 Access to software for content delivery	<ul style="list-style-type: none"> <li>▪ Research / identify / obtain appropriate software to meet needs for all disciplines and grade levels</li> <li>▪ Install Software</li> </ul>	Ongoing	<ul style="list-style-type: none"> <li>• Lead technology teacher</li> <li>• Special Ed teachers</li> <li>• Core teachers</li> <li>• Principal</li> </ul>	Inventory of software
2.5 Access to software for all learners	<ul style="list-style-type: none"> <li>▪ Research / identify / obtain appropriate software to meet needs for all disciplines and grade levels</li> <li>Install Software</li> </ul>	Ongoing	<ul style="list-style-type: none"> <li>• Lead technology teacher</li> <li>• Special Ed teachers</li> <li>• Core teachers</li> <li>• Principal</li> </ul>	Inventory of software

<b>District Goal and Objective</b>	<b>Strategy/Activity</b>	<b>Timeline</b>	<b>Person Responsible</b>	<b>Documentation</b>
2.6 Student access to Internet and distance learning	<ul style="list-style-type: none"> <li>• Upgrade wireless network</li> </ul>	Spring 2010	<ul style="list-style-type: none"> <li>• Technology Consultant</li> <li>• Business Manager</li> <li>• Lead Technology Teacher</li> </ul>	<ul style="list-style-type: none"> <li>• Invoice</li> <li>• Schematics</li> </ul>
2.7 Students use technology tools for problem solving and PBL	Review curriculum to ensure that tech integration activities and assessments include those that enable students to use tools to solve problems and participate in project-based learning.	Ongoing	<ul style="list-style-type: none"> <li>• Curriculum Consultant</li> <li>• Principal</li> <li>• Lead Technology Teacher</li> </ul>	<ul style="list-style-type: none"> <li>• Lesson plans</li> <li>• Student projects</li> <li>• Observation</li> </ul>
2.8 Teachers will use interactive technologies	Review curriculum to ensure that interactive and collaborative activities are integrated.	Ongoing	Curriculum Consultant	<ul style="list-style-type: none"> <li>• Lesson plans</li> <li>• Unit plans</li> </ul>
2.9 Purchase teleconferencing equipment	<ul style="list-style-type: none"> <li>• Investigate options</li> <li>• Find funding partners</li> <li>• Write grants</li> </ul>	2010-2011	<ul style="list-style-type: none"> <li>• Lead technology teacher</li> <li>• Business Manager</li> </ul>	Invoices

<b>District Goal and Objective</b>	<b>Strategy/Activity</b>	<b>Timeline</b>	<b>Person Responsible</b>	<b>Documentation</b>
2.10 Ethical use of information resources	<ul style="list-style-type: none"> <li>▪ Review curriculum to ensure all computer ethics and safety standards are included</li> <li>• Discuss and distribute Acceptable Use Policies</li> </ul>	<ul style="list-style-type: none"> <li>•Ongoing</li> <li>•Beginning of each school year</li> </ul>	<ul style="list-style-type: none"> <li>•Curriculum consultant</li> <li>• Lead technology teacher</li> </ul>	<ul style="list-style-type: none"> <li>• Lesson plans</li> <li>•AUP</li> </ul>
3.1 Teachers participate in professional development and attain intermediate proficiency	<ul style="list-style-type: none"> <li>▪ All faculty consult with Lead technology teacher and curriculum consultant to set annual professional development goals to further technology integration</li> <li>▪ Devise professional development plan for all staff including ongoing, on-site support</li> <li>▪ Evaluate assessment results; determine proficiency</li> </ul>	Ongoing	<ul style="list-style-type: none"> <li>• Lead technology teacher</li> <li>•Curriculum consultant</li> <li>• All teachers</li> </ul>	<ul style="list-style-type: none"> <li>▪ Indiv. Prof. Development plans including tech integration activities</li> <li>▪ Observations</li> <li>▪ Assessment Tools</li> <li>• Assessment Results</li> </ul>
3.2 Teachers use technology tools	Review curriculum and lesson plans to ensure that technology infused curriculum includes project-based learning activities that are authentic, and student-centered	Ongoing	•Curriculum consultant	<ul style="list-style-type: none"> <li>▪ Lesson Plans</li> <li>▪ Student projects</li> </ul>
3.3 Teachers work with lead technology teacher to develop projects	<ul style="list-style-type: none"> <li>• Lead technology teacher and curriculum consultant available for consultations regarding integrating specific project based technology projects into unit plans and lesson plans.</li> </ul>	Ongoing	<ul style="list-style-type: none"> <li>• Lead technology teacher</li> <li>•Curriculum consultant</li> </ul>	<ul style="list-style-type: none"> <li>• Lesson plans</li> <li>• Unit plans</li> </ul>

<b>District Goal and Objective</b>	<b>Strategy/Activity</b>	<b>Timeline</b>	<b>Person Responsible</b>	<b>Documentation</b>
3.4 Supervision and evaluation includes effective technology use	<ul style="list-style-type: none"> <li>• Observation and evaluation protocols continue to address issues of effective technology integration</li> </ul>	Ongoing	<ul style="list-style-type: none"> <li>• Principal</li> </ul>	Teacher observation and evaluation protocols
3.5 Educators will use e-mail to communicate	<ul style="list-style-type: none"> <li>• Ensure all staff have working school e-mail addresses</li> <li>• E-mail continues as main mode of communication for teachers, staff, administrators and parents, when possible.</li> <li>• E-mail archive established and maintained</li> </ul>	<ul style="list-style-type: none"> <li>• Summer 2010</li> </ul>	<ul style="list-style-type: none"> <li>• Lead technology teacher</li> <li>• Technology consultant</li> <li>• Principal</li> </ul>	E-mail logs
3.6 Educators will act ethically onsite and online	<ul style="list-style-type: none"> <li>▪ Discuss and distribute staff AUP</li> <li>• Include standards in this area into teacher observation and evaluation protocols</li> </ul>	<ul style="list-style-type: none"> <li>• August 2010, and annually</li> <li>• Ongoing</li> </ul>	<ul style="list-style-type: none"> <li>• Lead technology teacher</li> <li>• Principal</li> </ul>	•Signed AUPs
4.1 Network in new building	<ul style="list-style-type: none"> <li>• Get quotes from vendors</li> <li>• Select vendor for work to be completed by March 1, 2012</li> </ul>	<ul style="list-style-type: none"> <li>• Fall 2011 or earlier</li> </ul>	<ul style="list-style-type: none"> <li>• Lead technology teacher</li> <li>• Business manager</li> <li>• Principal</li> <li>• Assistant principal</li> </ul>	Invoice

<b>District Goal and Objective</b>	<b>Strategy/Activity</b>	<b>Timeline</b>	<b>Person Responsible</b>	<b>Documentation</b>
4.2 Telephones in new building	<ul style="list-style-type: none"> <li>• Assess Entel's service and decide if we want to use them again</li> <li>• Get quotes for expanded service in new building from competing vendors</li> <li>• Select vendor for work to be completed by March 1, 2012</li> </ul>	Fall 2011 or earlier	<ul style="list-style-type: none"> <li>• Lead technology teacher</li> <li>• Business manager</li> <li>• Principal</li> <li>• Assistant principal</li> </ul>	Invoice
4.3 Alarm systems in new building	<ul style="list-style-type: none"> <li>• Get quotes from vendors</li> <li>• Select vendor for work to be completed by March 1, 2012</li> </ul>	Fall 2011 or earlier	<ul style="list-style-type: none"> <li>• Lead technology teacher</li> <li>• Business manager</li> <li>• Principal</li> <li>• Assistant principal</li> </ul>	Invoice
4.4 Bell and PA system in new building	<ul style="list-style-type: none"> <li>• Get quotes from vendors</li> <li>• Select vendor for work to be completed by July 1, 2012</li> </ul>	Fall 2011 or earlier	<ul style="list-style-type: none"> <li>• Lead technology teacher</li> <li>• Business mgr.</li> <li>• Principal</li> <li>• Asst. principal</li> </ul>	Invoice

<b>District Goal and Objective</b>	<b>Strategy/Activity</b>	<b>Timeline</b>	<b>Person Responsible</b>	<b>Documentation</b>
4.5 Two computer labs in new building	<ul style="list-style-type: none"> <li>• Get quotes from electricians to install sufficient power and outlets for computer lab equipment</li> <li>• Select vendor for work to be completed by July 1, 2012</li> </ul>	Fall 2011 or earlier	<ul style="list-style-type: none"> <li>• Lead technology teacher</li> <li>• Business manager</li> <li>• Principal</li> <li>• Assistant principal</li> </ul>	Invoice
4.6 Air Conditioning new building	<ul style="list-style-type: none"> <li>• Get quotes from vendors to install 220 lines in each classroom</li> <li>• Select vendor for work to be completed by March 1, 2012</li> </ul>	Fall 2011 or earlier	<ul style="list-style-type: none"> <li>• Lead technology teacher</li> <li>• Business manager</li> <li>• Principal</li> <li>• Assistant principal</li> </ul>	Invoice
4.7 A/V system in public meeting space	<ul style="list-style-type: none"> <li>• Get quotes from vendors to install audio/video system and network projection</li> <li>• Select vendor for work to be completed by July 1, 2012</li> </ul>	Fall 2011 or earlier	<ul style="list-style-type: none"> <li>• Lead technology teacher</li> <li>• Business mgr.</li> <li>• Principal</li> <li>• Asst. principal</li> </ul>	Invoice



District Goal and Objective	Strategy/Activity	Timeline	Person Responsible	Documentation
4.8 Lighting in performance space	<ul style="list-style-type: none"> <li>• Get quotes from vendors to wire and install stage lighting</li> <li>• Select vendor for work to be completed by July 1, 2012</li> </ul>	Fall 2011 or earlier	<ul style="list-style-type: none"> <li>• Lead technology teacher</li> <li>• Business manager</li> <li>• Principal</li> <li>• Assistant principal</li> </ul>	Invoice
4.9 Teleconferencing equipment	<ul style="list-style-type: none"> <li>• Investigate options</li> <li>• Get quotes for mobile teleconferencing systems that would permit entire classes to participate in teleconferences (scanning cameras with remote control + large flat screen monitor)</li> <li>• Schedule professional development</li> </ul>	Fall 2011 or earlier	<ul style="list-style-type: none"> <li>• Lead technology teacher</li> <li>• Business manager</li> <li>• Principal</li> <li>• Assistant principal</li> </ul>	Invoice

District Goal and Objective	Strategy/Activity	Timeline	Person Responsible	Documentation
4.10 interactive whiteboard and projector installation	<ul style="list-style-type: none"> <li>• Purchase additional interactive whiteboards and projectors for added classes</li> <li>• Get quotes from vendors for ceiling mounts and short-throw mounts and installation of interactive whiteboards</li> <li>• Select vendor for work to be completed by March 1, 2012</li> </ul>	Fall 2011 or earlier	<ul style="list-style-type: none"> <li>• Lead technology teacher</li> <li>• Business manager</li> <li>• Principal</li> <li>• Assistant principal</li> </ul>	Invoice

<b>Three-Year Technology Plan Anticipated Funding Table Year One (2010-2011)</b>					
<b>Item</b>	<b>Amount needed</b>	<b>Federal Funding</b>	<b>State Funding</b>	<b>Local Funding</b>	<b>Misc. (donations and grants)</b>
Network	13,000				
Technology Equipment	10,000				
Internet/e- mail/phones	10,000				
Filtering	---				
Capacity	1,500				
Digital Curricula	2,500				
Print Media	---				
Software & Upgrades	15,000				
Maintenance	10,000				
Subscriptions and one-time fees	18,000				
Policy and Plans					
Other Services					

<b>Three-Year Technology Plan Anticipated Funding Table Year Two (2011-2012)</b>					
<b>Item</b>	<b>Amount needed</b>	<b>Federal Funding</b>	<b>State Funding</b>	<b>Local Funding</b>	<b>Misc. (donations and grants)</b>
Network & phones	13,000				
Technology Equipment	10,000				
Capacity	1,500				
Filtering					
Digital Curricula	2,500				
Print Media					
Software	15,000				
Maintenance	10,000				
Upgrades					
Policy and Plans					

<b>Three-Year Technology Plan Anticipated Funding Table Year Three (2012-2013)</b>					
<b>Item</b>	<b>Amount needed</b>	<b>Federal Funding</b>	<b>State Funding</b>	<b>Local Funding</b>	<b>Misc. (donations and grants)</b>
Network	50,000				
Technology Equipment	75,000				
Internet/e- mail/phones	12,000				
Filtering	6,000				
Capacity	1,500				
Digital Curricula	2,500				
Print Media	---				
Software & Upgrades	15,000				
Maintenance	25,000				
Subscriptions and one-time fees	22,000				
Policy and Plans					
Other Services	25,000				

**Pride Academy Charter School  
Resolution**

Date: 13-Apr-10

Resolution 13

**BE IT RESOLVED** that the Board of Trustees for Pride Academy Charter School  
approve the adoption and submission of 2010-2013 Technology Plan

Motioned Mr. Albert

Seconded Mr. Moore

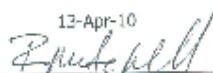
**RECORD OF BOARD VOTE**  
X Indicates Vote      ABS- Abstain      NP-Not Present

Board Member	Yes	No	NP	ABS	Board Member	Yes	No	NP	ABS
Richards				✓	Moore	✓			
Mitchell	✓				Albert	✓			
					Tiggs				✓

\_\_\_\_\_  
Board President

  
Board Secretary

I hereby certify that the foregoing is the true copy of the resolution duly adopted by the Board of Trustees on:

Date 13-Apr-10  
  
Board Vice President  
(in absence of Board President)

\_\_\_\_\_  
Board Treasurer  
(in absence of Board Secretary)

## ***VII PROFESSIONAL DEVELOPMENT***

*A. Provide the name and title of the person responsible for coordinating the professional development activities as stated in the district's professional development plan and noted in this plan.*

Fiona Thomas, Principal

*B. Describe the planned professional development activities for teachers, administrators, and school library media personnel that include:*

*1. How ongoing, sustained professional development for all administrators will be provided to further the effective use of technology in all learning environments.*

All administrators will develop technology literacy goals as part of their annual professional improvement plans (PIPs). Administrators will work on an ongoing basis with the lead technology teacher to master the technology skills outlined in their plans.

*2. How ongoing, sustained professional development for all educators will be provided that furthers the effective use of technology, models 21st century skills and demonstrates global outreach and collaboration in the classroom or library media center.*

All staff members will develop technology literacy goals as part of their annual professional development plans. Staff will work on an ongoing basis with the lead technology teacher to master the technology skills outlined in their plans. This will be accomplished by an ongoing process of planning, modeling, coaching, observation and reflection.

*3. The professional development opportunities and resources that exist for technical staff.*

The school's technical staff will avail themselves of professional development opportunities and resources through involvement in organizations such as the New Jersey Association for Educational Technology (NJAET), and New Jersey Educational Computing Consortia (NJECC). Attendance at meetings, conferences and workshops will be encouraged, as will participation on listservs and other interaction with peers.

*4. How professional development is provided to all staff on the application of assistive technologies to support all students in their learning.*

Guided by the goal of universal access and a differentiated educational program designed to address the needs of all students, including those with special needs, research into

assistive technologies will be conducted as part of the acquisition process for all educational hardware and software, and guide professional development in this area. The Special Education Teachers, Principal and Curriculum Consultant, along with the Lead Technology Teacher, will guide this effort, seeking information from organizations and vendors with expertise in this area. All teaching staff will receive professional development on the use of assistive technologies, including information on the existence and use of accessibility features embedded in standard software and hardware that is already available. Such professional development will take place both in group sessions, and one-on-one, with teachers receiving individualized support on how to incorporate assistive technologies into their specific curriculum and lesson plans.

*C. Based on educators' proficiency and the identified needs for professional development, describe only the ongoing, sustained high-quality professional development opportunities planned for 2010-2011 as they relate to the infusion of technology into the curricular process. Include a description of in-class support, such as coaching, that is used to ensure effective use of technology to improve learning. Also, include a description of the involvement of all partners associated with professional development for the district.*

Pride Academy, as a professional learning community, is dedicated to developing the peer coaching skills of all of its staff members, and to take advantage of the expertise of each member of our staff to provide professional feedback and support to all other members of our staff. To that end, over the course of the coming year, all of our teachers and support staff will be required to both provide peer coaching to colleagues, and to receive peer coaching from colleagues.

In addition to this, we will have professional development concerning the use of the interactive whiteboards, and regular meetings between subject teachers and the lead technology teachers in order to address specific issues individual teachers have and address

*D. Project professional development activities that will continue to support identified needs through 2013, including all partners.*

Our goal for the coming school year will be to help teachers become comfortable with the tools they already have access to, and especially to reach out for assistance when there is a problem.

With such a strong staff that is largely proficient with the tools with which they have been provided, the inclusion of technology in our professional learning community will permit those who are expert to share their expertise with their colleagues. This can take the form of mini-workshops during our Friday afternoon meetings and monthly professional development sessions, as well as having teachers peer coach colleagues specifically in reference to technology integration.

Annually, we will need to offer technology workshops prior to the beginning of the school year both to new teachers and to existing teachers who would like to participate. These workshops will cover existing systems and tools, including PowerSchool,



RMEasiteach and the interactive whiteboards, the use of projectors and laptops, accessing the server, and incorporating multimedia into class activities.

Much emphasis will need to be placed on changes that will occur when we relocate to our new facility in September 2012, as all of our existing systems which were phased in, will change to some degree. Prior to the start of the 2012 school year, we will need to do extensive workshops covering all of the technology and changes, and then follow that up with individual meetings to ensure that teachers have a firm grasp on the skills needed to comfortably integrate technology into their curriculum.

## **VIII. EVALUATION PLAN**

*Describe the process and accountability measures that are used to regularly evaluate the extent to which goals, objectives, activities, resources and services are effective in*

- 1. integrating technology into curricula and instruction,*
- 2. enabling students to meet challenging state academic standards, and*
- 3. developing life-long learning skills.*

The effectiveness of this technology plan will be assessed on an ongoing basis in a variety of ways. The school's faculty and leadership will monitor the progress of the plan through the process described in the table below.

## Three-Year Technology Plan Evaluation Narrative

**Describe the process to regularly evaluate this plan as effectively. . .**

### *a. integrating technology*

The integration of technology across the curriculum will be documented in unit guides, lesson plans, student produced technology products, and through teacher observations.

The effectiveness of technology integration will be assessed by the school's Principal as part of ongoing teacher observations.

The school's educational leaders will discuss the implementation of the technology plan on a regular basis as part of their recurring meetings, and at quarterly curriculum review meetings, making any adjustments deemed necessary.

This information will be included in periodic reports to the school's Board of Trustees, along with reporting on the progress of technology spending including equipment purchases and installation, and professional development services provided, as part of the monthly financial reports.

<p><i>b. enabling students to meet challenging state academic standards</i></p>	<p>Formative classroom-based assessments of student academic achievement of state standards will be analyzed on an ongoing basis by teachers and educational leadership staff. This data will be overlaid with technology integration information to try to ascertain if implementation of the plan is having an effect on student achievement in the various content areas.</p>
<p><i>c. developing life-long learning skills</i></p>	<p>As stated by the New Jersey Department of Education, "'Educational Technology' is the effective implementation of technology across all curriculum areas in a learner centered environment to support students and teachers in the learning process. It enables students to develop the knowledge and skills necessary to be productive, informed citizens, and self-directed lifelong learners. It requires teachers to develop teaching strategies that lead to academic success for each student. It supports higher-order thinking skills such as information-gathering, evaluating, problem solving and decision making, and allows collaboration and the development of communication skills."</p> <p>Curriculum embedded assessment tools have been and will continue to be developed as part of all technology infused curricula to determine student progress toward meeting state technology standards. Analysis of the results of these assessments by teachers and educational leaders within the school will help measure the success of this technology plan. As all the school's stakeholders together evaluate the effectiveness of this plan, as described in the sections above, they will reflect upon this vision of the ultimate goal we are trying to achieve, i.e.: using technology to reinvent education for the student of the 21<sup>st</sup> century.</p>

# APPENDIX

# **Pride Academy Charter School**

## *2010-2011 Computer and Internet Use Policy For Staff and Students*

### **General Computer and Network Use**

Pride Academy believes that the use of technology and computer-assisted communications is vital to our students' success. It is the responsibility of our educators to foster an understanding of appropriate technology and to teach those technological skills necessary to promote academic excellence. The proper use of technology and technological skills will be integrated into our instructional programs when learning is enhanced by its use.

Pride Academy encourages the use of computer-assisted communications such as the Internet when it supports our curriculum and advances the learning process. The Internet provides connections to other computer systems located all over the world. Pride Academy does not control the content of the information available on these systems. Some of the information available may be controversial and/or inappropriate for Pride Academy students.

Preserving access to computers and the Internet is a community effort that requires each student, parent, and teacher to act responsibly and guard against abuses. Therefore, both the community as a whole and each user have an obligation to abide by the following standards of acceptable and ethical use:

#### **All Users Shall**

- Use the school computers and Internet access for classes and assignments as indicated by a teacher.
- Use only the network accounts which you are authorized to use and use them only for their intended purpose.

- Be responsible for protecting our computer systems by not sharing your password with anyone, inside or outside the Pride Academy community.
- Respect the privacy and personal rights of others.
- Follow the instructions of your teacher or the lead computer teacher regarding access and use of online information.
- Report any misuse, malfunctioning equipment or missing parts to your teacher or the lead computer teacher.
- Abide by applicable laws and school policies and respect the copyrights and intellectual property rights of others including the legal use of copyrighted software.

### **Users Shall Not:**

- Do not use material from a web site without permission of the owner of that site. That is a violation of copyright law.
- Do not include material copied from a web site in an assignment handed in to a teacher without proper citations. That is plagiarism.
- Do not load or download software on the school network or on individual school computers without the express permission of Pride's lead computer teacher.
- Do not change the system configuration on a school computer.
- Do not use the school network to access files that might, in any way, harm the school network.
- Do not obtain or use anyone else's password.
- Do not pretend to be someone you are not, such as a celebrity or another Pride Academy community member.
- Do not use the school network to maliciously develop programs that harass other users or infiltrate a computer or computing system and/or damage the software components of a computer or computing system.
- Do not use the school network for personal financial gain.
- Do not use the school network to run your own business.
- Do not use the school network for any illegal purpose.
- Do not use the school network to send hate mail, or for the purpose of harassment, discrimination or other antisocial behaviors.
- Do not use the school network to access pornography of any kind.
- Do not use curse words or language which may be offensive or threatening to another user.
- Do not intentionally search for materials on the Internet or school network that are inappropriate for your age, grade level or academic objective.
- Never give personal information including your name, address or phone number to anyone on the Internet without permission of a teacher.

**Teachers are responsible for monitoring student use when the student is under their supervision.**

Pride Academy Charter School expects all users to exercise ethical and legal behavior when using the school's network and resources. Consequences for violations may range from temporary loss of Internet access and /or other computer use to expulsion. Disciplinary actions may be determined consistent with existing policies and regulations concerning staff or student conduct. Where applicable, law enforcement agencies may be involved.

All Pride Academy students and parents are required to sign an agreement to adhere to school policies and procedures before a student is allowed to access the Internet.

### **Internet Safety Policy**

The primary goals of the Pride Academy Internet policy include the following: 1) to promote and ensure the welfare and the safety of our students when using the Internet; 2) to provide Internet access so all staff and students can become effective and safe Internet users; 3) to extend their awareness and knowledge of the Internet; and 4) to become motivated, responsible, independent users of the Internet.

Use of the Internet facilities at Pride Academy is primarily for educational purposes. This includes personal use and use for professional development of staff.

All students must sign the Acceptable Use Policy AND have the signed permission of a parent/caregiver before using the Internet at school. These documents must be kept on file by the school.

All student access to the Internet must be supervised by either a teacher or another staff member. This also applies to any special use before or after school hours.

Students and staff will be provided with e-mail accounts. All student e-mail messages sent and received on the school's computer network may be monitored and are subject to review. All e-mail messages will be archived for review at a later date, if necessary.

**Names and photographs of students will only be used with parental permission, as granted on the Publicity Release Form.** No other personal information shall be posted. Students' work, including their first name and grade level, may be posted on sites hosted by the school's local network. Student work, without full name, may be posted on Web 2.0 web sites (wiki, blogs, digital storytelling, and video). Photographs/images of students will not be identified by individual names.

Only authorized webmasters may post on sites hosted by Pride Academy Charter School.

All student workstations must have filtered access to the Internet. The level of filtering is determined by Pride Academy. Since no filtering system is 100% foolproof, if inappropriate sites are inadvertently accessed, then the student must notify his/her teacher immediately. In turn, the teacher must contact the Principal so that the offending website can be submitted to the Technology Department for blocking.



Pride Academy Charter School  
*2010-11 Computer and Internet Use Policy*  
*for Students*

I have reviewed the Computer and Internet Use Policy and will adhere to these guidelines:

Student's Name (Please print): \_\_\_\_\_

Student's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

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Parent/Guardian Authorization

I have reviewed the Pride Academy Charter School Computer and Internet Use Policy with my child (Name) \_\_\_\_\_ and agree to support it and enforce it with my child.

Parent/Guardian's Name (Please Print): \_\_\_\_\_

Parent/Guardian Signature: \_\_\_\_\_

Date: \_\_\_\_\_

# Pride Academy Charter School

## *2010-11 Computer and Internet Use Policy for Staff and Teachers*

I have reviewed the Computer and Internet Use Policy and will adhere to these guidelines:

Name (Please print):\_\_\_\_\_

Signature:\_\_\_\_\_

Date:\_\_\_\_\_

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**Pride Academy Charter School  
Resolution**

Date: 8-Jun-10

Resolution 21

**BE IT RESOLVED** that the Board of Trustees for Pride Academy Charter School  
approves and authorizes the technology plan with the budget for the first year of the plan.

Motioned Ms. Stephens

Seconded Mr. Mosier

**RECORD OF BOARD VOTE**

X indicates Vote

ABS- Abstain

NP-Not Present

Board Member	Yes	No	NP	ABS	Board Member	Yes	No	NP	ABS
Stephens	✓				Moore	✓			
Mitchell	✓				Albert	✓			
					Tiggs				✓



Board President



Board Secretary

I hereby certify that the foregoing is the true copy of the resolution duly adopted by the Board of Trustees on:

Date 08-Jun-10

\_\_\_\_\_  
Board Vice President  
(in absence of Board President)

\_\_\_\_\_  
Board Treasurer  
(in absence of Board Secretary)

This technology plan was created on April 13, 2010