

# The Ethical Community Charter School

## Three-Year Technology Plan

July 1, 2010 through June 30, 2013

### I. STAKEHOLDERS

Principal / Curriculum Supervisor	Marta Bergamini
Technology Coordinator	Edward Secades Damian Pizzo
Teacher	Laura Alfano Jennifer Caggiano
Special Education Teacher	Elisha Tegeder
Board Member	Howard Radest, Chair
Parent	Heather Johnson
Community Member	Nedim Cholich
Guidance	The Child Study Team and the TECCS teachers provide guidance services.
Business Representative	At this present time, TECCS does not have business representatives.
Library/Media	TECCS began as a small school and is in the process of developing a library / media center.

(Signatures on file)

### II. EXECUTIVE SUMMARY

*Describe the school district's or charter school's vision or mission statement.*

The Ethical Community Charter School is a safe and caring community where ethics, service, and social justice are the principles that inform every aspect of school life; where teachers lead and collaborate with students in a culture of rigorous academics and mutual respect; where analytical thinking and creativity are prized over rote learning; where children become individuals of integrity, insight, autonomy - and socially productive citizens, workers, and leaders.

### III. TECHNOLOGY OVERVIEW

#### A. Technology

1. *Provide an inventory of current technology networking and telecommunications equipment.*

The Ethical Community Charter School has determined that the use of Mac Workstations combined with SmartBoards will satisfy the needs of the teachers and students for a high tech interactive learning experience. The school is currently utilizing 6 Mac workstations and SmartBoards in the classroom and an additional 4 Mac workstations for Administrative Staff.

All information generated by the workstations is centrally located on a Network Attached Storage device. This device can be accessed from all workstations for document sharing and data protection. The device is setup with both public and private folders. In the event of a disaster, the drives are mirrored so data is protected against drive failure.

Currently, we have one multifunctional machine that offers Printing, Copying & Scanning. This machine is located in the school's main office. All workstations are setup to print. Teachers can also scan documents out to the network where they can then retrieve them via a shared drive.

The internet Service Provider is Comcast. Their cable modem is housed in the main office. From there it goes to a Netgear Wireless Router/Firewall. There are several CAT5 drops going to the classrooms. For primary network connectivity we have setup 2 TrendNet access points throughout the school that all workstations can connect to.

As a new school, these needs have been able to satisfy the staff and children's needs. Moving forward we hope to continue leveraging the Apple Technology as our needs grow. As the school adds additional grades, we hope to bring the technology right to the child by purchasing iPads for each class as well as additional workstations.

2. *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*

**Three-Year Technology Plan Inventory Table**

<b>Area of Need</b>	<b>Describe for 2010-11</b>	<b>Describe for 2011-12</b>	<b>Describe for 2012-13</b>
Technology Equipment	<p>4 iMacs            1 Mac Notebook            2 SmartBoards            1 Color Printer            2 Digital Cameras            1 Video Camera            60 TeacherMates            Laptops or Tablet Computers</p> <p><b>Library- Barcode Scanner</b></p>	<p>2 iMacs            2 SmartBoards            1 Printer            1 Digital Camera            5 AlphaSmarts</p>	<p>2 iMacs            2 SmartBoards            1 Digital Camera            Laptops or Tablet Computers</p>
Software used for curricular support and filtering	<p><b>Follet Library System</b></p> <p><b>Anti-Virus Software/Firewall</b></p> <p><b>Online Subscriptions: BrainPop, BrainPop Jr, Enchanted Learning, Power School, IXL Math</b></p> <p><b>Reader Rabbit</b>  <b>UStream</b></p>	<p><b>Typing Programs</b></p> <p><b>Online Subscriptions: BrainPop, BrainPop Jr, Enchanted Learning, Power School</b></p>	<p><b>Online Subscriptions: BrainPop, BrainPop Jr, Enchanted Learning, Power School</b></p>
Technology maintenance policy and plans	<p><b>Continue Maintenance and Support with OpenDNS.</b></p> <p><b>Add new vendors for additional infrastructure support &amp; Web Filtering.</b></p>	<p><b>Continue Maintenance and Support with OpenDNS.</b></p> <p><b>Add new vendors for additional infrastructure support &amp; Web Filtering.</b></p>	<p><b>Continue Maintenance and Support with OpenDNS.</b></p> <p><b>Add new vendors for additional infrastructure support &amp; Web Filtering.</b></p>
Telecommunications Services / Networking Capacity	<p><b>Phone Lines and Virtual PBX services for basic phone services (2 lines)</b>  <b>2 Dedicated fax lines (analog serves as emergency phone during loss of power and DSL line for internet back up)</b>  <b>Filtered Internet (High speed cable with secured wireless access)</b>  <b>Network connections for all computers in each classroom, lab and library media center: Cabling and Switch (24 port).</b></p>	<p><b>Maintain current VoIP phone system</b></p>	<p><b>Maintain current VoIP phone system</b></p>
Technical Support	<p><b>IT Coordinator (10hrs/week)</b></p>	<p><b>IT Coordinator (20hrs/week)</b></p>	<p><b>IT Coordinator (Full-Time)</b></p>

Facilities – infrastructure including central telephone & security systems	<b>Additional Phone Line for Library (wiring, connection)</b>  <b>Updated Security System (front door)- Buzzer, camera, intercom</b>		
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3. *Describe how the district integrates assistive technology devices into the network to accommodate student needs.*

As TECCS grows in numbers, we will have more accommodations for special education services. With the help of our Special Education Supervisor and IT Coordinator, we will determine devices that will be necessary to meet students’ needs. Such assistive technology devices will include AlphaSmarts for students who have difficulty with fine motor skills. If a situation arises where a child comes in with a specific need, such as a hearing or sight disability, we will accommodate that child accordingly.

Our inventory table of purchases will be evaluated as we grow, needs will be assessed, and funding provided. Software will be researched to supplement data.

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

Every teacher has a dedicated workstation in the classroom that has access to the school’s network attached storage and a wireless internet connection. Teachers also have remote access capabilities for connecting to the network attached storage.

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

Each administrator has a dedicated workstation in their office that has access to the school’s network attached storage and a wireless internet connection. Administrators also have remote access capabilities for connecting to the network attached storage.

6. *Describe how the district’s web site is accessible to all stakeholders (for example using Federal Accessibility Standards)*

The TECCS website, <http://www.teccs-jc.org/>, designed by parent, Heather Johnson, is a public site accessible to all through the internet. The website is continuously advertised. The site offers blogging, calendar of events, press releases and newsletters to name a few. We plan to continue adding information and functionality to our website as our school grows. The website will also meet all 504 accommodations.

	7. <i>Describe the plan for replacing obsolete computers/technology and include the criteria for obsolescence.</i>
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As a new charter school, all of our equipment is new and current technology is being used.

<b>B. Cyber Safety</b>	
	1. <i>List the filtering method(s) used.</i>

TECCS currently filters internet traffic by setting up rules on our netgear router. This summer we also plan to implement the services of openDNS which is currently utilized by many schools to safe guard internet traffic. This service will give us the option to block and unblock specific sites.

TECCS has Mac workstations and does not currently utilize any antivirus software as Mac’s are currently not prone to Viruses. We are also using Google mail as our email application.

More importantly, the only people currently using the internet in the school are teachers and administration staff.

	2. <i>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.</i>
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## **General Technology Guidelines and Usage Policies**

The following sections describe current policies and guidelines consistent with “best practices” for technology management and general resources recommended. TECCS requires policies around information use, file sharing, Internet access, and non-work use of resources.

Technology policies should be integrated with other staff policies in terms of style, language and the tone they set in the organization. Communicating the reasons for policies is important to gain staff participation, and to ensure policies are enforced and updated appropriately.

TECCS adopts a relatively good-faith policy of computer use. We don’t have the resources or the desire to monitor daily network activity, document use, email, web access, or many of the other things that will help you in your work. The need for a policy arises in part from the need to provide you with a consistent, stable, secure working environment. In order to do that, we need to establish general rules of conduct with regards to computer, software, and network use so as to more efficiently use the limited resources available.

- Unauthorized use of passwords of other employees’ to gain access to others’ sensitive or personal data is prohibited.
- Hardware and software allocations and access rights are determined by School Administrative staff based on the responsibilities to be performed by that person or at that workstation. Rights and allocations may be changed at any time.
- Hardware and software that are donated to TECCS become the sole property of TECCS and may be allocated according to TECCS needs (e.g., given to another user, sold, stripped for parts, etc).

- All information created or stored on TECCS equipment or using a TECCS accounts is the property of TECCS. This information may be accessed at any time by School Administrators.
- The TECCS is not responsible for hardware or software brought from home, including damage, theft, viruses, data loss, and equipment failure.
- Unauthorized installation and/or download of software (all installations must have prior manager approval) is prohibited.
- If your personal software causes your computer to be unusable, it will remove it from the computer and you will no longer be allowed to use it.

## **EMAIL & INTERNET USAGE**

Although TECCS does not recommend hard and fast lines (“No personal email!”), it is helpful to draft an Internet usage policy to establish expectations and offer examples that clearly cross the line (“Staff shall not use TECCS property or Internet access to run a separate business”).

### **Personal Use**

TECCS staff is encouraged to send personal e-mail and conduct similar activities on their own time whenever possible. However, the occasional personal use of e-mail and other shared information systems during working hours is permitted within reasonable limits.

Personal messages will be treated the same as other messages in the system, which may or may not be archived from time to time and therefore subject to retrieval even after the user is thought to have deleted them.

Users are reminded that with each Internet site visit and e-mail transmittal the TECCS name is represented. Usage and messages must be accurate, appropriate, and should not subject TECCS to potential liability.

TECCS staff must keep secure passwords for their email, known only to themselves at any time. However, the TECCS Administrators retain the ability to delete a staff member’s password for any reason, including resetting the password if forgotten, or to check an account’s mail if necessary (i.e., an attachment is disrupting the mail server while a staff member is on vacation, so it needs to be deleted from the mail server).

Additionally, TECCS equipment may not be used to access or obtain or download any material that may be seen as insulting, disruptive, or offensive by other persons, or harmful to morale, including any message or graphic that can be construed to be harassment or disparagement of others based on their sex, race, sexual orientation, age, national origin, religion, ethnicity, physical or mental disability, political affiliation, color, marital status, gender identity or any other characteristic protected by federal or state law or local ordinance. Examples of offensive behavior include, but are not limited to:

- Personal attacks
- Offensive or obscene messages

- Gossip, including personal messages about the sender or others
- Anything that may be construed as harassment or offensive to others.

	<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>
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**Internet Usage Policy:** The purpose of access to or use of the Internet through The Ethical Community Charter School connections or equipment is solely educational and must be done in an appropriate and legal manner.

All persons are prohibited from using such connections or equipment outside of educational purposes and are specifically prohibited from:

- Sending or receiving personal messages
- Using the Internet for commercial purposes, advertising or similar objectives
- Utilizing copyrighted materials without permission
- Lobbying for political purposes or soliciting votes
- Accessing pornographic or obscene materials
- Sending or receiving messages that are racist, sexist, inflammatory, hateful or obscene
- Vandalizing data, software or equipment
- Sending or receiving another person's messages without authorization
- The Ethical Community Charter School reserves the right to revoke the Internet access or use of any person who uses the connections or equipment in an inappropriate, abusive or illegal manner, or in violation of the school's policy on access to and use of the Internet or of Local, State, or Federal Law.

Violators of this policy may be subject to disciplinary and/or legal action.

**Student Rules & Responsibilities for On-line Safety:**

- ✓ ***I will always*** ask my teacher for permission before I give out personal information such as my address/telephone number, my parents' work address/telephone numbers, or the name and location of my school.
- ✓ ***I will only*** send messages over the Internet that are free of racist, sexist, inflammatory, hateful, obscene, advertising or commercial content. I will refrain from sending messages for partisan political lobbying purposes.
- ✓ ***I will tell*** my teacher right away if I come across any information that is racist, sexist, inflammatory, hateful, obscene, or anything else that makes me uncomfortable.

- ✓ *I will always* check first with my teacher and/or parents before sending a person my picture or anything else.
- ✓ *I will always* seek permission to use copyrighted material.
- ✓ *I will talk* with my teacher so that we can set up rules for going on-line. We will decide upon the time of day that I can be on-line, the length of time I can be on-line and appropriate areas for me to visit. I will not access other areas without permission.
- ✓ *I will* be polite and use proper language while on-line.
- ✓ *I will always* respect and take care of software, equipment, and data.

**Guidelines for Parents:** The electronic resources available to children today offer exciting opportunities for educational growth. When used properly, learning tools such as the Internet can help children become more informed students and prepare them for successful lives. However, as with all tools, parents must regulate their use and establish safety rules about on-line systems. The following suggestions are offered to assist parents with this responsibility. Families should discuss to:

- Never give out identifying information, such as: home address, school name, or telephone number in a public message such as a chat or bulletin boards and be sure that you are dealing with someone that both you and your child know and trust before giving it out via E-mail.
- Get to know the services your child uses. Find out what types of information they offer.
- Never allow a child to arrange a face-to-face meeting with someone they meet on-line without permission.
- Never respond to messages or bulletin board items that are suggestive, obscene, belligerent, threatening, or make you feel uncomfortable. Encourage your children to tell you if they encounter such messages. If you or your child receives a message that is harassing, of a sexual nature or threatening, forward a copy of the message to your service provider for assistance.
- Should you become aware of the transmission, use, or viewing of child pornography on-line, immediately report this to the National Center for Missing and Exploited Children by calling 1-800-843-5678. You should also notify your on-line service.
- Remember that people on-line may not be who they seem.
- Remember that everything you read on-line may not be true.
- Set reasonable rules and guidelines for computer use by your children. (See "Student Rules & Responsibilities for On-line Safety.") Discuss these rules and post them near your computer as a reminder. Remember to monitor your child's compliance with these rules, especially when it comes to the amount of time spent on the computer. A child's excessive use of on-line services or bulletin boards, especially late at night, may be a clue that there is a potential problem. Remember that personal computers and on-line services should not be used as electronic baby-sitters.
- Be sure to make on-line services a family activity. Consider keeping the computer in a family room rather than your child's bedroom. Get to know "on-line friends" just as you get to know all your child's other friends.

Adapted from: *A Safety Net for the Internet*, The New York Public Library, 1996.

### **Parental/Guardian Consent Form for Dissemination Personal Student Information on the Internet**

We are sending you this parental consent form to both inform you and to request permission for your child's photo/image and personally identifiable information to be published on the district and/or school's web site.

As you are aware, there are potential dangers associated with the posting of personally identifiable information on a web site since global access to the Internet does not allow us to control who may access such information. These dangers have always existed; however, we as schools do want to celebrate your child and his/her work. The law requires that we ask for your permission to use information about your child.

Pursuant to law, we will not release any personally identifiable information without prior written consent from you as parent or guardian. Personally identifiable information includes student names, photo or image, residential addresses, e-mail address, phone numbers and locations and times of class trips.

If you, as the parent or guardian, wish to rescind this agreement, you may do so at any time in writing by sending a letter to the principal of your child's school and such rescission will take effect upon receipt by the school.

Adapted from "Guidelines for Parents" and "My Rules for On-line Safety" from *Child Safety on the Information Highway*: by Lawrence J. Magid. National Center for Missing and Exploited Children (NCMEC). Copyright © 1994 NCMEC.

	<p>4. <i>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.)</i></p>
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In September (exact date TBD), TECCS hosts Back-to-School Night. During this time, curriculum is discussed and the technology safety policy will be reviewed and signed by parents. This document will also be included in the family handbook.

Due to the fact that we are a new charter and had limited funds and technological devices, this policy was not provided to the community prior to this technology plan because the students did not have internet or computer access.

<b>C. Needs Assessment</b>	
	<p>1. <i>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</i></p>

*through goals and objectives.*

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

Each classroom at TECCS received a SmartBoard in February 2010. The educators are incorporating these technological devices in daily lessons. Additional SmartBoard training will be provided during August Summer Institute.

Each classroom is also equipped with an iMac for research, communication, and supplemental information.

Staff Summative Evaluations will include a section on technology where the staff member and administrator will discuss the integration of technology in classroom lessons. If the educators believe that another device is necessary in order to improve their instructional activities, they will inform the principal and technology coordinator.

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

Each educator at TECCS is proficient in the use of Word Processor, Internet use, and SmartBoard programs.

TECCS also has an educator who has more in depth knowledge of computer programming and systems who assists the staff when the IT Coordinator is not at TECCS.

c. *Determine the current educational environment and barriers by describing how:*

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

Each classroom at TECCS is equipped with a SmartBoard and an iMac for research, communication, daily lessons, and information.

Currently, our barrier stems from the fact that the students do not have direct access to the technology themselves in the classroom, as well as in some family's homes.

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

Due to our recent opening, small enrollment and budget, the students do not currently have direct access to technology on an individual basis. However, we are expecting to purchase iPads, TeacherMates and library software to support the 21<sup>st</sup> Century Curriculum.

iii. *The needs of educators are evaluated,*

The Technology Committee, formed by parents in April 2009, continuously monitors the needs of the educators in order to provide state-of-the-art equipment.

TECCS has the support of an IT Coordinator who is on the premises 10hr/week in order to evaluate any technological needs of the educators.

iv. *The needs of students are evaluated,*

Through common planning periods and Professional Learning Communities (PLC), the staff continuously evaluates the technological needs of the students. Through this, TECCS has determined that personal laptops, iPads, or TeacherMates will be necessary in order to integrate technology fully into the curriculum.

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

By charter, TECCS hosts professional development through a Summer Institute. During August 2009, workshops were held to educate the staff on the use of the Apple products and internal communication systems to address educator and student needs.

A SmartBoard training workshop was also attended by select staff members who in part shared their knowledge with their fellow educators.

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

The administrators were present at the August 2009 workshops as well. The principal also attended an all-day Apple Workshop at Rutgers University.

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,*

Educators attend workshops throughout the school year to enhance their knowledge about technological devices and programs.

TECCS communicates with a local library media center specialist regarding needs for the 2010-2011 library media center.

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,*

Administrators are consistently provided with the opportunity to attend workshops increasing knowledge of technology enhancements for schools. TECCS participates in the Hudson County Charter Schools Round Table Technology meetings where trends and software are discussed.

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

TECCS has a Technology Committee consisting of parents, a part-time on staff IT Coordinator and a full-time teacher who provide continuous support and knowledge to meet the technological needs of the staff and students.

Along with members of other Hudson County, NJ Charters, TECCS is in the process of creating a NJ Charter Schools Technology Association. Two staff members are part of the overall committee.

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

The Three-Year Technology Plan provides us with the goals of what TECCS needs to bring our classroom instruction into the 21st Century.

Professional Development workshops will be provided and ongoing to support this Three-Year Technology Plan.

During the Summer Institute, the staff will participate in SmartBoard and Follet Library Systems training.

The barrier is the funding for the school due to its small size and decreased amount allocated from the state; however, grants, such as the Start-up Grant Year Two, supplement the state and local funding.

	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>
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TECCS currently needs additional hardware to improve academic achievement for all students, such as personal laptops or iPads. Each laptop or iPad will be equipped with wireless internet access. Therefore, the students will be able to research science and social studies topics being taught in the classroom. The iPads will be used for reading stories and creating stories as well. For the Kindergarten students, TeacherMates will be purchased in order to concentrate on mathematics and language arts. Each TeacherMate is programmed to differentiate the learning based upon the child's level. These forms of technology will be used by the educators for ongoing means of assessment, recording data, and electronic portfolios.

	3. <i>Prioritize the identified needs</i>
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TECCS' number one priority is to acquire the necessary hardware to infuse technology into the everyday curriculum. This includes purchasing iPads, TeacherMates, and software which will facilitate individual learning for all students.

Another priority involves supporting staff needs by acquiring additional iMacs and SmartBoards for teacher use.

Our ultimate goal at TECCS is to provide our students with a complete library and media center to facilitate further academic achievement.

<b>IV. THREE-YEAR GOALS AND OBJECTIVES</b>
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<b>A. History</b>
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<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>
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N/A due to the fact that TECCS opened its doors September 2009.

<b>B. Goals and Objectives for 2010-2013</b>
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<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>
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**Goal 1: All students will be prepared to excel in the community, work place and in our global society using 21st century skills.**

1.1. All students will develop skills for gathering information and communicating with others.

**GOAL 2: All educators, including administrators, will attain the 21st century skills and knowledge necessary to effectively integrate educational technology in order to enable students to achieve the goals of the core curriculum content standards and experience success in a global society.**

2.1. All educators will use technology for cross-curricular activities, including language arts, mathematics, science and social students.

**GOAL 3: Educational technology will be accessible by students, teachers and administrators and utilized for instructional and administrative purposes in all learning environments, including classrooms, library media centers, and other educational settings such as community centers and libraries.**

3.1. All students will be able to use various computer applications, such as Microsoft Word, iPhoto, and the World Wide Web.

**GOAL 4: New Jersey school districts will establish and maintain the technology infrastructure necessary for all students, administrators and staff to safely access digital information on demand and to communicate virtually.**

4.1. All students will recognize the importance of cyber safety.

**V. THREE-YEAR IMPLEMENTATION AND STRATEGIES TABLES (July 2010 – June 2013)**

A. *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.*

<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.	The school will purchase individual laptops/iPads and support software for student use, in order for students to illustrate and communicate original ideas and produce media-rich digital stories and portfolios.	2010-2011 School Year	Administration	The school will keep records of all orders and receipts.
2.	Professional Development (PD) will be provided for all staff and administration to keep up-to-date with the latest of educational technology. During PD, the following topics will be covered: Email practices, SmartBoard training, File/share, Remote Access, Curriculum for Math, Science, Social Studies and Language Arts. As the remaining content areas are revised, PD will be provided.	Ongoing	Administration and TECCS Staff	Classroom observations will be used as a means of assessing the infusion of technology into instructional practices.
3.	The staff will integrate technology programs and the use of the internet into lessons in order to gather data and help students analyze problems. Teachers will be offered professional developed as stated in Goal 2.	Ongoing	TECCS Staff	Guidelines for Proper Usage and the Appropriate Usage Policy will be used.
4.	TECCS will maintain an ongoing technology infrastructure.	Ongoing	Administration, TECCS Staff, and Technology Committee	Technology Committee will have ongoing evaluations of technical support for both infrastructure and personal.

B. *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.*

By Charter, TECCS develops Individual Learning Goal Plans (ILGP) for each student. This process identifies students' individual needs, which allows teachers to develop strategies to enhance student learning. Each ILGP will include a section regarding the technological needs of each individual in order to guarantee student learning.

The professional development goals for the district are to implement strategies to measure student learning, identify and support below grade level students, improve the teacher mentoring program and infuse the arts into science, technology, engineering and math. These goals will be measured through student achievement assessment tools.

*C. Provide details of the process for meeting the NCLB requirement that all students be technologically literate by the end of grade eight.*

TECCS' Individual Learning Goal Plans (ILGP) ensure through assessments that students will be technologically literate by the end of grade eight and be able to live and work in an environment where technology permeates every aspect of their lives. Student assessments at TECCS are ongoing following this schedule:

- Kindergarten will be assessed twice yearly through the use of TeacherMates. These technological devices will be programmed to the child's level and their results will be kept in a digital portfolio on the teacher's workstation.
- First Grade will be assessed twice yearly through computer based projects.
- Second Grade through Fourth Grade will also be assessed through computer based projects requiring higher level technological skills, such as internet research and word processing.

*D. Identify specific telecommunications and information technologies and any other specific resources that are useful to reach the stated goal.*

Internet access for every computer in the school, along with proper software would help TECCS reach the main goal to equip each individual student with the knowledge of living in the global society of the 21st Century. The school is equipped with a broadcast software program (CallFire) to alert families on general awareness or safety concerns. The alerts are given in both English and Spanish.

## **VI. FUNDING PLAN (July 2010 – June 2011)**

A. 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 [NIMAS](#) 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.

B. Indicate the federal, state, local and other sources of funds used to help ensure that students have access to technology and ensure that educators are prepared to integrate technology effectively into curricula and instruction.

<b>Three-Year Technology Plan Anticipated Funding Table (2010-2011)</b>			
<b>ITEM</b>	<b>FEDERAL FUNDING</b>	<b>STATE / LOCAL FUNDING</b>	<b>MISC. (e.g. Donations, Grants)</b>
Digital curricula			
Print media needed to achieve goals		\$2000	
Technology Equipment		\$3000	\$32,063
Network		\$6720	\$200
Capacity			
Filtering			
Software			\$7500
Maintenance			\$2060
Upgrades			
Policy and Plans			
Other services		\$8800 (STATE)	\$1000

Grant Sources 2010-2011: Simon Foundation, Start-Up Grant Year 2

Funding for subsequent years to be determined contingent on state and private grant applications that are pending.

<b>Three-Year Technology Plan Anticipated Funding Table (2011-2012)</b>			
<b>ITEM</b>	<b>FEDERAL FUNDING</b>	<b>STATE / LOCAL FUNDING</b>	<b>MISC. (e.g. Donations, Grants)</b>
Digital curricula			
Print media needed to achieve goals		\$2000	
Technology Equipment		\$3000	\$32,000
Network		\$6700	\$200
Capacity			
Filtering			
Software			\$7500
Maintenance			\$2000
Upgrades			
Policy and Plans			
Other services		\$8800 (STATE	\$6000

Grant Sources 2011-2012: Start-Up Grant Year 3, Wells Fargo

<b>Three-Year Technology Plan Anticipated Funding Table (2012-2013)</b>			
<b>ITEM</b>	<b>FEDERAL FUNDING</b>	<b>STATE / LOCAL FUNDING</b>	<b>MISC. (e.g. Donations, Grants)</b>
Digital curricula			
Print media needed to achieve goals		\$2000	
Technology Equipment		\$3000	\$32,000
Network		\$6700	\$200
Capacity			
Filtering			
Software			\$7500
Maintenance			\$2000
Upgrades			
Policy and Plans			
Other services		\$8800 (STATE	\$6000

Grant Sources 2012-2013: Grant sources unknown at this time.

	<i>C. 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>
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The Board of Trustees of TECCS will approve this plan on the June 19<sup>th</sup> Board Meeting. The approved plan will be posted on the TECCS website at [www.teccsjc.org](http://www.teccsjc.org). The Board Resolution will be as follows:

**The Ethical Community Charter School-Jersey City  
Technology Plan 2010-2013 Board Approval**

June 19, 2010

*We, the Board of Trustees of The Ethical Community Charter School in Jersey City, have reviewed and approved the 2010-2013 Technology Plan on this date, the nineteenth of June 2010.*

*Signature on File*

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Howard Radest, Board of Trustees Chair

*Signature on File*

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Ann E. Wallace, Ph.D., Vice Chair

*Signature on File*

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Steven Banker, Esq.

*Signature on File*

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Edward Goodall

*Signature on File*

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Fred D. Miller

*Signature on File*

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Elizabeth Phillips Lorenzo

*Signature on File*

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Nicole Stratemeier

	<p><i>D. A board approved budget for each successive year of this plan must be filed with the technology plan for e-rate auditing purposes.</i></p>
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E-Rate funding is not considered at this time since our free/reduced percentage of students is projected to be below 50%.

	<p><i>E. 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>
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N/A at this time.

<b>VII. PROFESSIONAL DEVELOPMENT</b>	
	<p><i>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.</i></p>

Professional Development Committee:  
Marta Bergamini, Principal  
Blair Ducore, Chair  
Mariana Rivera, Teacher  
Mary Gohar, Lead Teacher  
Julia Tomasko, Assistant Teacher  
Elisha Tegeder, Special Education

	<p><i>B. Describe the planned professional development activities for teachers, administrators, and school library media personnel.</i></p>
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TECCS offers professional development for all staff in three main ways:

- Ongoing release time from classrooms to attend workshops.
- Once a year in-service day.
- August Summer Institute.

These opportunities will always include technology-based training as per chart on the following page.

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.*

<b>Educators' Proficiency/ Identified Need</b>	<b>Ongoing, sustained, high-quality professional development planned for 2010-2011</b>	<b>Support</b>
Integrating technology into the mathematics and language arts curriculum.	TeacherMates (handheld computer devices) will be equipped with the specific curriculum software and differentiated for each student.	Each child will be given their own assessment and report on their progress on the TeacherMate. The teachers will have documentation and data on their computers regarding this information.
Integrating technology into the science and social studies curriculum.	The Summer Institute will provide technology support for the use of SmartBoards and programs, such as BrainPop.	Ongoing in-class support from the technology coordinator, as well as evaluations about products being used.
Managing health records for the school.	The nurse's computer will be equipped with SNAP Health Center, a school health management software program from Professional Software for Nurses, Inc.	Webinars and Blogs are given in order to learn the software and answer any questions that may arise (technical support).

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

The Summer Institute is offered to teachers, teacher assistants, and the school nurse to develop collegiality, learn concepts, and determine common practices. The Summer Institute provided a framework for the opening of a new school and resulted in forming a community among the staff. The teachers were provided with necessary tools to be able to assess students' learning, meet all the needs of the students, and deliver instruction in a research based manner.

The Summer Institute scheduled for August 2010 will include a full day dedicated to the use of technology in the classroom and for information regarding our technological needs. The workshop will include additional SmartBoard training and how to incorporate the science curriculum through of use of technology. Time will also be dedicated to a better understanding of the school's shared network and website usage.

Workshops will be conducted by specialists in the technology field. In-service days will be lead by Technology Committee members and the IT Coordinator.

**VIII. EVALUATION PLAN**

	<p><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 and services are effective in</i></p> <ol style="list-style-type: none"> <li>1. <i>Integrating technology into curricula and instruction to promote 21<sup>st</sup> century skills and global collaboration and outreach,</i></li> <li>2. <i>Enabling students to meet challenging state academic standards, and</i></li> <li>3. <i>Developing life-long learning skills.</i></li> </ol>
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<b>Three-Year Technology Plan Evaluation Narrative</b>	
<b>Describe the process to regularly evaluate this plan as <u>effectively</u>. . .</b>	
<i>a. integrating technology</i>	<p>Observations will be done by the principal to make sure that educators are properly integrating and infusing technology into everyday curricular activities.</p> <p>Evaluations will also be given to educators to ensure that the proper technology is being provided in the classrooms necessary for student growth and achievement.</p> <p>The Educators Professional Growth Plans (PGP), which are completed at the beginning of each school year, will include a section specifically for a technology goal.</p>
<i>b. enabling students to meet challenging state academic standards</i>	<p>Student assessments and state testing will provide the staff with information regarding subjects and standards where students have strengths and weaknesses.</p>
<i>c. developing life-long learning skills</i>	<p>Through technology based projects, portfolios and activities, the staff will encourage the use of skills that are necessary for life-long learners.</p>