

To:

Name: Christine Hoyler
Title: Technology Planning Director
Address: E-Rate Central
Textbook Loan Program
400 Post Ave Suite 410
Westbury, NY 11590-2291

This plan is the property of Grand Concourse Academy Charter School, and is intended for a 3 year renewal from July 1, 2014 through June 30, 2017.

Correspondence should be sent to:
Martin McDowell
Grand Concourse Academy Charter School
116-118 E 169th Street
Bronx, NY 10452
Fax: (718) 590-1065

Secondary contact fax is Melissa Garber, fax 518-205-0139.

Thank you!



Grand Concourse Academy

Educational Technology Plan 2014-17

Developed in Fall 2004, Updated December 2013

BACKGROUND

Grand Concourse Academy opened in September 2004 at 116 E.169th Street, Bronx, NY serving 184 students in Kindergarten through second grade. In September 2009 enrollment increased to 398 students in Kindergarten through fifth grade. The school has reached its goal of more than 380 students in Kindergarten through fifth grade. The school is located in a new three story building on 169th street.

Grand Concourse Academy will have 18 classrooms in 2014. For 2014, Grand Concourse Academy has been approved to have more than 13 classrooms. Each classroom has at least one computer that is connected to the internet. In addition, the school has three laptop carts with 26 to 28 laptops. The library media center has nine computers and a teacher computer connected to the Internet. There is also an LCD projector in conjunction with the mounted Smart Board. Also, the art room has a mobile Smart Board for classroom and recreation room use. Students come to the Library Media Center once a week for academic support, technology literacy, and Internet searches. The laptop carts are used to support the students in creative literacy, math practice and access to curriculum supportive programs. Since the average class size is twenty-six students, during visits class to the library the technology teacher divides the class so that nine students can work on a computer individually, then cycle to the reading and listening centers. Smart boards have been installed in each classroom to support classroom instruction. The technology teacher mentors the staff on technology integration into the core lessons. Students have access to web based programs for curriculum support, technology literacy and keyboarding.

VISION

Our vision is to create a learning community of technologically literate life-long learners able to interact successfully in a technological environment to achieve their personal, educational, and workplace goals. Our students, faculty, and parents will use technology to access, retrieve and use information, and communicate within the school and community. We will enable our students to become world class citizens to communicate in a global society. We believe that through ongoing professional development we will be able to integrate technology into our school environment. Our goal is to create a school community that uses online applications, our school web site, and a parent portal to communicate with each other.

MISSION STATEMENT

Grand Concourse Academy will incorporate technology into every aspect of the educational process. The rigorous academic program and extensive support systems develop mind, body, and character and prepare students to become life-long learners. We believe that our community needs to have access to technology to improve instruction and allow our students to compete in the 21st century.

We will:

- Provide all students and staff with state of the art technology as an integral part of teaching and learning by:
 - Developing a school wide system of sustained technology professional development.
 - Incorporating technology competencies and their appropriate application in all curriculum areas.
 - Developing a system for equitable purchase of computer equipment and other technology devices
- Use technology to enhance communication among the community, families and the schools by:
 - Developing a system that provides electronic communication through the use of district-wide and school-based web pages, e-mail and voice mail.
 - Offer technology workshops for staff and the community to understand the ethically use of the Internet
 - We plan to finance this initiative through Federal, State, and private resources

BELIEFS

Students need to be able to use a wide variety of technological tools to enhance their future success as learners and workers.

- Our school must prepare students for today's workplace and the workplace of the future.
- Our school must prepare students to be lifelong learners who are responsible for their own learning, skilled in accessing and processing information, confident in using technological tools, able to solve complex problems alone or collaboratively, capable of being creative and innovative, and able to communicate locally, nationally, and globally.
- It is imperative for all students to have access to information via technology as a basis for lifelong learning.
- It is essential for all learners, including educators, to process and manage information through the skillful use of technology.

- Skillful use of technology supports the development of process skills such as flexibility, adaptability, HOTS (higher order thinking skills), critical thinking, problem solving and collaboration, which are essential to success in our rapidly changing information age.
- Networked technology systems permit efficient and effective communications within and outside the school and community.
- Technology allows us to better serve the diverse learning styles of our students.
- Technology maximizes productivity and efficiency, and enables schools to better prepare students for future learning.

We have chosen to follow the NETS (National Educational Technology Standards) for both teachers and Students to insure that our community realizes our goal of technology literacy for all.

NATIONAL EDUCATIONAL TECHNOLOGY STANDARDS FOR TEACHERS

1. TECHNOLOGY OPERATIONS AND CONCEPTS.

Teachers demonstrate a sound understanding of technology operations and concepts.

Teachers:

- Demonstrate introductory knowledge, skills, and understanding of concepts related to technology (as described in the ISTE National Education Technology Standards for Students)
- Demonstrate continual growth in technology knowledge and skills to stay abreast of current and emerging technologies.

2. PLANNING AND DESIGNING LEARNING ENVIRONMENTS AND EXPERIENCES.

Teachers plan and design effective learning environments and experiences supported by technology.

Teachers:

- Design developmentally appropriate learning opportunities that apply technology-enhanced instructional strategies to support the diverse needs of learners.
- Apply current research on teaching and learning with technology when planning learning environments and experiences.
- Identify and locate technology resources and evaluate them for accuracy and suitability.
- Plan for the management of technology resources within the context of learning activities.
- Plan strategies to manage student learning in a technology-enhanced environment.

3. TEACHING, LEARNING, AND THE CURRICULUM.

Teachers implement curriculum plans that include methods and strategies for applying technology to maximize student learning.

Teachers:

- Facilitate technology-enhanced experiences that address content standards and student technology standards.

- Use technology to support learner-centered strategies that address the diverse needs of students.
- Apply technology to develop students' higher order skills and creativity.
- Manage student learning activities in a technology-enhanced environment.

4. ASSESSMENT AND EVALUATION.

Teachers apply technology to facilitate a variety of effective assessment and evaluation strategies.

Teachers:

- Apply technology in assessing student learning of subject matter using a variety of assessment techniques.
- Use technology resources to collect and analyze data, interpret results, and communicate findings to improve instructional practice and maximize student learning.
- Apply multiple methods of evaluation to determine students' appropriate use of technology resources for learning, communication, and productivity.

5. PRODUCTIVITY AND PROFESSIONAL PRACTICE.

Teachers use technology to enhance their productivity and professional practice.

Teachers:

- Use technology resources to engage in ongoing professional development and lifelong learning.
- Continually evaluate and reflect on professional practice to make informed decisions regarding the use of technology in support of student learning.
- Apply technology to increase productivity.
- Use technology to communicate and collaborate with peers, parents, and the larger community in order to nurture student learning.

6. SOCIAL, ETHICAL, LEGAL, AND HUMAN ISSUES.

Teachers understand the social, ethical, legal, and human issues surrounding the use of technology in PK-12 schools and apply those principles in practice.

Teachers:

- Model and teach legal and ethical practice related to technology use.
- Apply technology resources to enable and empower learners with diverse backgrounds, characteristics, and abilities.
- Identify and use technology resources that affirm diversity
- Promote safe and healthy use of technology resources.
- Facilitate equitable access to technology resources for all students.

TECHNOLOGY FOUNDATION STANDARDS FOR STUDENTS

1. Basic operations and concepts

- Students demonstrate a sound understanding of the nature and operation of technology systems.
- Students are proficient in the use of technology.

2. Social, ethical, and human issues
 - Students understand the ethical, cultural, and societal issues related to technology.
 - Students practice responsible use of technology systems, information, and software.
 - Students develop positive attitudes toward technology uses that support lifelong learning, collaboration, personal pursuits, and productivity.
3. Technology productivity tools
 - Students use technology tools to enhance learning, increase productivity, and promote creativity.
 - Students use productivity tools to collaborate in constructing technology-enhanced models, prepare publications, and produce other creative works.
4. Technology communications tools
 - Students use telecommunications to collaborate, publish, and interact with peers, experts, and other audiences.
 - Students use a variety of media and formats to communicate information and ideas effectively to multiple audiences.
5. Technology research tools
 - Students use technology to locate, evaluate, and collect information from a variety of sources.
 - Students use technology tools to process data and report results.
 - Students evaluate and select new information resources and technological innovations based on the appropriateness for specific tasks.
6. Technology problem-solving and decision-making tools
 - Students use technology resources for solving problems and making informed decisions.
 - Students employ technology in the development of strategies for solving problems in the real world.

GRADE LEVEL TECHNOLOGY GOALS

We recognize that our students need to be technologically literate to compete in the world. Successful acquisition of technology skills is not only a vehicle to entering the world of work but supports lifelong learning and processing skills. Students will explore the computer's role as an information tool in today's society, and its potential as a creative tool. They will consider both positive and negative aspects of technology in the world around them, and weigh the relative value of technology and other tools for critical and creative work. In the process, they will acquire and demonstrate the following:

Prior to the completion of Grade 3 students will:

- Identify the role of technology in our society.

- Exhibit proper respect and use of computer hardware.
- Identify Hardware and Software terms.
- Use a basic word processing program.
- Begin keyboarding skills.
- Use a digital camera
- Introduce ethical and safety issues of Internet use
- Use a search engine to access information on the Internet.
- Work with others to create and present cooperative learning projects.

Prior to the Completion of Grade 5 students will:

- Use word processing skills, including inserting graphics and charts, using the spell checker and thesaurus.
- Use PowerPoint to produce a multi-media presentation.
- Use e-mail to communicate with others.
- Conduct Internet searches.
- Continue keyboarding skills.
- Demonstrate basic Spreadsheet skills in pre-defined spreadsheets.
- Use an electronic dictionary, almanac, and reference material to produce a research project.
- Understand and demonstrate ethical and safe Internet use.
- Publish collaborative work and project on school Intranet.
- Operate a digital camera and scanner to input pictures into projects.
- Respect original work by seeking permission and avoiding plagiarism.
- Understand and demonstrate ethical and safe Internet use.
- Collaborate with peers, experts, and others using telecommunications and collaborate tools to investigate curriculum-related problems, issues, and information, and to develop solutions or products for audiences inside and outside the classroom.

ASSESSMENT OF TECHNOLOGY STANDARDS FOR STUDENTS

- Students will produce online portfolios of work demonstrating specific benchmarks.
- Keyboarding skills will be measured by a skills test.
- Teacher observations and reports on student's use of technology in the classroom.

TECHNOLOGY BENCHMARKS FOR TEACHERS AND STAFF

- Operate school computers to access and use the basic software available (access/open applications, create/save/retrieve documents)
- Send and receive email
- Access and search the Internet for personal/professional resources
- Demonstrate knowledge/modeling of ethical and equity issues related to technology (i.e. observing copyright, privacy, person safety, etc.)

- Create effective, computer-based presentations
- Create multimedia documents to support instruction
- Apply current instructional principles, research and appropriate assessment practices to the use of information technologies
- Evaluate educational software and web sites
- Use computer-based technology to access information and for personal/professional productivity
- Create hypertext documents to support instruction
- Develop and use Smart Boards to increase student engagement and learning
- Integrate technology tools into student learning activities focusing on literacy and mathematics

TECHNOLOGY COMMITTEE

We have assembled a group of four school members and stakeholders to act as an advisory team to monitor the implementation of this plan as well as act as an advisory council for future technology improvements.

Duties and Responsibilities:

1. Oversee the implementation of the School Technology Plan.
2. Catch potential problems early in the program so they can be corrected before more serious problems occur.
3. Analyze and recommend assessment measures to monitor staff development progress for staff and students.
4. Act as an advisory board for purchase of new software, outside staff development, and equipment.
5. Act as a liaison between staff and the administration.
6. Set policy and procedures for the use of the tech center, policy regarding use of facilities, and new proposed programs.
7. Develop and update our Acceptable Use Policy
8. Establish a computer replacement cycle every five years

OUR STAFF NEEDS ASSESSMENT

- All staff members will complete a Technology Self-Assessment.
- This information is used to create professional development strategies.

FORMALIZED STAFF DEVELOPMENT AND ASSESSMENT

- Offer content-specific training programs that emphasize a level of technology proficiency.
- Continue staff development programs to move from proficiency to the integration level.

- Establish a train the trainer model to mentor staff in transitioning knowledge and skills from the technology lab to the classroom.
- Design and conduct training in use of technology for new teachers.
- Assess all staff development courses upon completion using participant surveys.
- Measure the number and percent of teachers requesting and receiving training by types of training.
- Observe teachers in the classroom for transfer of knowledge from staff development to practice.
- Collect and analyze lesson plans produced at professional development using rubrics.

TECHNOLOGY INTEGRATION

- Teacher will use technology to plan lessons, research topics, and share information
- Teachers will use technology with students to conduct research, produce multimedia presentations, use email to communicate with other classrooms
- The district will employ a technology coordinator who will oversee the network and mentor teacher's technology staff development

TECHNICAL SUPPORT

- The school will contract with an outside agency for server and e-rate infrastructure support.
- Desktop support will be handled by outside contractor

TECHNOLOGY RENEWAL

- Improvements to take place include:
 - Voice Over IP phone system equipped with the required ineligible handsets
 - New network switch, as well as, new routers, WAPs, and firewall protection
- Grand Concourse is making a substantial investment in its technology infrastructure. This investment will include the school's non-discounted share of e-Rate, plus non-eligible equipment such as laptops, pc's, tablets, printers, and much more to better utilize the new network.

