

2014 - 2017
**Technology
Plan**

Chandler Park Academy



Contact: Mrs. Diane Fisher
19236 West 11 Mile Road
Lathrup Village, MI 48076
Tel 248-905-5030
Fax 248-905-5035
fisherd@chandlerparkacademy.net
School Code: 82923
Wayne RESA ISD

<http://www.chandlerparkacademy.net>

July 1, 2014 - June 30, 2017

TABLE OF CONTENTS

Section	Page Number/s
Introduction	3
Mission	3
Vision	4
Goals and Beliefs	4 - 5
District Technology Committee	6
Curriculum Integration	7-12
Student Achievement	13
Technology Delivery	14
Parental Communications & Community Relations	15
Collaboration	16
Professional Development	17
Supporting Resources	18
Infrastructure Needs/Technical Specification, and Design	19-21
Increase Access	22
Budget & Timetable	23
Coordination of Resources	24
Monitoring and Evaluation	25
Acceptable Use Policy	26-28
Addendum	29

INTRODUCTION

Chandler Park Academy is a K-12 charter school located within the city of Harper Woods, Michigan. Due to the school's close proximity to the city, approximately ninety-five percent (95%) of CPA students hail from neighboring Detroit. Ninety percent (91%) of the students are eligible for free/reduced lunch under the National School Lunch Program.

The Chandler Park Academy school district includes an elementary school (K-5th grades), a middle school (6th-8th grades), and a high school (9th -12th grades). Each school is housed in a separate building; however, they are located on the same campus.

Chandler Park Academy serves 2,402 students. The Table below outlines the student enrollment by grade for the 2016-17 school years:

Chandler Park Academy School District	Grade Level	Number of Students
Elementary School	K	168
	1	148
	2	168
	3	163
	4	164
Middle School	5	189
	6	226
	7	220
	8	234
High School	9	236
	10	167
	11	171
	12	148
Total		2,402

OUR MISSION

The mission of Chandler Park Academy delivers academic excellence, character development and leadership for the urban child who would benefit from a culturally and academically enriched K-12 college and career preparatory education

DISTRICT MISSION AND VISION

OUR VISION

We strive to provide the tools students need to become productive, responsible citizens capable of successfully operating in the 21st Century and beyond. This includes:

- Teaching students to gather, organize and analyze information
- Encouraging higher-order thinking, leading students to solve multi-step problems
- Providing access to modern technology and teaching students to effectively use it
- Guiding students to express themselves through written and oral communication and the arts
- Cultivating the ability to work well and collaborate with others
- Engendering an appreciation of the contributions and worth of other cultures and the acceptance of individual differences
- Helping students realize they are part of a society and that they must work within society's rules and structures for the good of all

DISTRICT GOALS AND BELIEFS

The primary goal of Chandler Park Academy is to improve student achievement.

We believe that:

- Every individual deserves a relevant and challenging education that prepares him/her for the future, in both higher education and careers.
- Organized, common planning and instruction assure that both the students and the school succeed.
- Ongoing professional development is crucial to a quality, effective educational program.
- A clean, safe, and supportive environment is a prerequisite for learning.
- The responsibility for academic excellence and accountability is shared by teachers, administrators, students, parents and community.
- An academically rigorous learning environment allows for individual and diverse learning styles.
- All decisions made about teaching and learning should be based on data, and they should meet the needs of the entire learning community.
- All students can achieve high standards, and that the school must find out how each student does this.

GUIDING PRINCIPLES

Chandler Park Academy will prepare students to be technologically literate so that they are able to lead productive lives as citizens of the 21st century. Students will acquire the skills they need to survive in a complex, highly technological, and knowledge-based world. Technology will be used as a tool for teaching and learning to enhance the educational experience of every student. Chandler Park Academy will continue to improve its level and use of technology resources to remain academically competitive with schools in Michigan and the nation.

We, at Chandler Park Academy, believe that in order to provide every student with the highest quality education possible, the school must advance the technological literacy of teachers and students by:

- Establishing ongoing staff development for administrators and teachers in the use of technology—e.g., the integration of technology into the core curriculum, to appeal to the diverse learning styles of students, and to assess the effectiveness of instruction.
- Providing hardware, software, and network services.
- Continuing to invest into new and emerging technology.

The use of computers is a fundamental part of every student's education. Students at Chandler Park Academy will have access to computer applications to acquire information, organize, solve problems, and communicate their work to their teachers, peers, and parents. To accomplish this goal, Chandler Park Academy aims to equip every classroom with a minimum of 5 computers (connected to the Internet) and to provide a fully operational computer lab, which will, too, have Internet access. Also, teachers will receive ongoing training and support to further develop the skills required to effectively integrate technology into their lessons.

Chandler Park Academy will provide its students, staff, parents, and community with the latest innovations and advances in technology in order to support the home-school connection so that learning activities are extended beyond the school day (for reinforcement) and to also provide opportunities for adult learning. Furthermore, it is imperative that our teachers learn how to utilize powerful interactive media to integrate technology into the delivery of academic content to our students.

DISTRICT TECHNOLOGY COMMITTEE

Name	Title
Mr. Terrence Curry	COO/CFO, Scholastic Solutions, LLC
Mrs. Diane Fisher	CEO, Scholastic Solutions, LLC
Mrs. Traci McClinton	District Technology Assistant
Mrs. Dorothy Covington	District Office Manager
Mrs. Carrie Whitfield	District Curriculum Director
Ms. Vanessa Jones	District Instructional Technology Specialist
Mrs. Marilyn Gray	District Program Analyst
Mrs. Marian Flaggs	Elementary School Principal
Mr. Kenneth Williams	Middle School Principal
Mr. Brian Ericson	High School Co-Principal
Mrs. Evelyn Shropshire	High School Co-Principal
Ms. Rhea Matthews	High School Technology Teacher
Mr. Thomas Pappas	High School Teacher

The Chandler Park Academy district technology committee is composed of a diverse group of individuals working together towards one common goal. The committee worked collaboratively on this project. The plan supports and is aligned with the Michigan Grade Level Educational Technology Standards & Expectations and the National Technology Standards for Students.

CURRICULUM INTEGRATION

The curriculum framework outline below is aligned to the Michigan Grade Level Educational Technology Standards and Expectations and the National Technology Educational Standards for Students.

Creativity and Innovation
By the end of Grade 2, each student will:
1. use a variety of digital tools (e.g., word processors, drawing tools, simulations, presentation software, graphical organizers) to learn, create, and convey original ideas or illustrate concepts
By the end of Grade 5, each student will:
1. produce a media-rich digital project aligned to state curriculum standards (e.g., fable, folk tale, mystery, tall tale, digital storytelling, and historical fiction)
2. use a variety of technology tools and applications to demonstrate their creativity by creating or modifying works of art, music, movies, or presentations
3. participate in discussions about technologies (past, present, and future) to understand these developments are the result of human creativity
By the end of Grade 8, each student will:
1. apply common software features (e.g., spellchecker, thesaurus, formulas, charts, graphics, sounds) to enhance communication with an audience and to support creativity
2. create an original project (e.g., presentation, web page, newsletter, information brochure) using a variety of media (e.g., animations, graphs, charts, audio, graphics, video) to present content information to an audience
3. illustrate a content-related concept using a model, simulation, or concept-mapping software
By the end of Grade 12, each student will:
1. apply advanced software features (e.g. built-in thesaurus, templates, styles) to redesign the appearance of word processing documents, spreadsheets, and presentations
2. create a web page (e.g., Dreamweaver, iGoogle, Kompozer)
3. use a variety of media and formats to design, develop, publish, and present projects (e.g., newsletters, web sites, presentations, photo galleries)
Communication and Collaboration
By the end of Grade 2, each student will:
1. work together when using digital tools (e.g., word processor, drawing, presentation software) to convey ideas or illustrate simple concepts relating to a specified project
2. use a variety of developmentally appropriate digital tools (e.g., word processors, paint programs) to communicate ideas to classmates, families, and others
By the end of Grade 5, each student will:
1. use digital communication tools (e.g., e-mail, wikis, blogs, IM, chat rooms, videoconferencing, Moodle, Blackboard) and online resources for group learning projects
2. identify how different software applications may be used to share similar information, based on the intended audience (e.g., presentations for classmates, newsletters for parents)
3. use a variety of media and formats to create and edit products (e.g., presentations, newsletters, brochures, web pages) to communicate information and ideas to various audiences

Communication and Collaboration – continued
By the end of Grade 8, each student will:
1. use digital resources (e.g., discussion groups, blogs, podcasts, videoconferences, Moodle, Blackboard) to collaborate with peers, experts, and other audiences
2. use collaborative digital tools to explore common curriculum content with learners from other cultures
3. identify effective uses of technology to support communication with peers, family, or school personnel
By the end of Grade 12, each student will:
1. identify various collaboration technologies and describe their use (e.g., desktop conferencing, listserv, blog, wiki)
2. use available technologies (e.g., desktop conferencing, e-mail, videoconferencing, instant messaging) to communicate with others on a class assignment or project
3. collaborate in content-related projects that integrate a variety of media (e.g., print, audio, video, graphic, simulations, and models)
4. plan and implement a collaborative project using telecommunications tools (e.g., ePals, discussion boards, online groups, groupware, interactive web sites, videoconferencing)
5. describe the potential risks and dangers associated with online communications
6. use technology tools for managing and communicating personal information (e.g., finances, contact information, schedules, purchases, correspondence)
Research and Information Fluency
By the end of Grade 2, each student will
1. interact with internet based resources
2. use digital resources (e.g., dictionaries, encyclopedias, graphs, graphical organizers) to locate and interpret information relating to a specific curricular topic, with assistance from teachers, school library media specialists, parents, or student partners
By the end of Grade 5, each student will:
1. identify search strategies for locating information with support, from teachers and school library media specialists
2. use digital tools to find, organize, analyze, synthesize, and evaluate information
3. understand and discuss that web sites and digital resources may contain inaccurate or biased information
4. understand that using information from a single internet source might result in the reporting of erroneous facts and that multiple sources should always be researched
By the end of Grade 8 each student will:
1. use a variety of digital resources to locate information
2. evaluate information from online resources for accuracy and bias
3. understand that using information from a single internet source might result in the reporting of erroneous facts and that multiple sources should always be researched
4. identify types of web sites based on their domain names (e.g., edu, com, org, gov, net)
5. employ data-collection technologies (e.g., probes, handheld devices, GPS units, geographic mapping systems) to gather, view, and analyze the results for a content-related problem

Research and Information Fluency – continued
By the end of Grade 12, each student will:
1. develop a plan to gather information using various research strategies (e.g., interviews, questionnaires, experiments, online surveys)
2. identify, evaluate, and select appropriate online sources to answer content related questions
3. demonstrate the ability to use library and online databases for accessing information (e. g. MEL, Proquest, Infosource, United Streaming)
4. distinguish between fact, opinion, point of view, and inference
5. evaluate information found in selected online sources on the basis of accuracy and validity
6. evaluate resources for stereotyping, prejudice, and misrepresentation
7. understand that using information from a single internet source might result in the reporting of erroneous facts and that multiple sources must always be researched
8. research examples of inappropriate use of technologies and participate in related classroom activities (e.g., debates, reports, mock trials, presentations)
Critical Thinking, Problem Solving, and Decision Making
By the end of Grade 2, each student will:
1. explain ways that technology can be used to solve problems (e.g., cell phones, traffic lights, GPS units)
2. use digital resources (e.g., dictionaries, encyclopedias, search engines, web sites) to solve developmentally appropriate problems, with assistance from teachers, parents, school media specialists, or student partners
By the end of Grade 5, each student will:
1. use digital resources to access information that can assist them in making informed decisions about everyday matters (e.g., which movie to see, which product to purchase)
2. use information and communication technology tools (e.g., calculators, probes, videos, DVDs, educational software) to collect, organize, and evaluate information to assist with solving problems
3. use digital resources to identify and investigate a state, national, or global issue (e.g., global warming, economy, environment)
By the end of Grade 8, each student will:
1. use databases or spreadsheets to make predictions, develop strategies, and evaluate decisions to assist with solving a problem
2. evaluate available digital resources and select the most appropriate application to accomplish a specific task (e. g., word processor, table, outline, spreadsheet, presentation program)
3. gather data, examine patterns, and apply information for decision making using available digital resources
4. describe strategies for solving routine hardware and software problems
By the end of Grade 12, each student will:
1. use digital resources (e.g., educational software, simulations, models) for problem solving and independent learning
2. analyze the capabilities and limitations of digital resources and evaluate their potential to address personal, social, lifelong learning, and career needs
3. devise a research question or hypothesis using information and communication technology resources, analyze the findings to make a decision based on the findings, and report the results

Digital Citizenship
By the end of Grade 2, each student will:
1. describe appropriate and inappropriate uses of technology (e.g., computers, internet, e-mail, cell phones) and describe consequences of inappropriate uses
2. know the Michigan Cyber Safety Initiative's three rules (Keep Safe, Keep Away, Keep Telling)
3. identify personal information that should not be shared on the Internet (e.g. name, address, phone number)
4. know to inform a trusted adult if they receive or view an online communication which makes them feel uncomfortable, or if someone whom they don't know is trying to communicate with them or asking for personal information
By the end of Grade 5, each student will:
1. discuss scenarios involving acceptable and unacceptable uses of technology (e.g., file-sharing, social networking, text messaging, cyber bullying, plagiarism)
2. recognize issues involving ethical use of information (e.g., copyright adherence, source citation)
3. describe precautions surrounding personal safety that should be taken when online
4. identify the types of personal information that should not be given out on the Internet (name, address, phone number, picture, school name)
By the end of Grade 8, each student will:
1. provide accurate citations when referencing information sources
2. discuss issues related to acceptable and responsible use of technology (e.g., privacy, security, copyright, plagiarism, viruses, file-sharing)
3. discuss the consequences related to unethical use of information and communication technologies
4. discuss possible societal impact of technology in the future and reflect on the importance of technology in the past
5. create media-rich presentations for other students on the appropriate and ethical use of digital tools and resources
6. discuss the long term ramifications (digital footprint) of participating in questionable online activities (e.g., posting photos of risqué poses or underage drinking, making threats to others)
7. describe the potential risks and dangers associated with online communications
By the end of Grade 12, each student will:
1. identify legal and ethical issues related to the use of information and communication technologies (e.g., properly selecting, acquiring, and citing resources)
2. discuss possible long-range effects of unethical uses of technology (e.g., virus spreading, file pirating, hacking) on cultures and society
3. discuss and demonstrate proper netiquette in online communications
4. identify ways that individuals can protect their technology systems from unethical or unscrupulous users
5. create appropriate citations for resources when presenting research findings
6. discuss and adhere to fair use policies and copyright guidelines

Technology Operations and Concepts
By the end of Grade 2, each student will:
1. discuss advantages and disadvantages of using technology
2. be able to use basic menu commands to perform common operations (e.g., open, close, save, print)
3. recognize, name, and label the major hardware components in a computer system (e.g., computer, monitor, keyboard, mouse, printer)
4. discuss the basic care for computer hardware and various media types (e.g., CDs, DVDs, videotapes)
5. use developmentally appropriate and accurate terminology when talking about technology
6. understand that technology is a tool to help him/her complete a task, and is a source of information, learning, and entertainment
7. demonstrate the ability to navigate in virtual environments (e.g., electronic books, games, simulation software, web sites)
By the end of Grade 5, each student will:
1. use basic input and output devices (e.g., printers, scanners, digital cameras, video recorders, projectors)
2. describe ways technology has changed life at school and at home
3. understand and discuss how assistive technologies can benefit all individuals
4. demonstrate proper care in the use of computer hardware, software, peripherals, and storage media
5. know how to exchange files with other students using technology (e.g., network file sharing, flash drives)
By the end of Grade 8, each student will:
1. identify file formats for a variety of applications (e.g., doc, xls, pdf, txt, jpg, mp3)
2. use a variety of technology tools (e.g., dictionary, thesaurus, grammar-checker, calculator) to maximize the accuracy of technology-produced materials
3. perform queries on existing databases
4. know how to create and use various functions available in a database (e.g., filtering, sorting, charts)
5. identify a variety of information storage devices (e.g., CDs, DVDs, flash drives, SD cards) and provide rationales for using a certain device for a specific purpose
6. use accurate technology terminology
7. use technology to identify and explore various occupations or careers, especially those related to science, technology, engineering, and mathematics
8. discuss possible uses of technology to support personal pursuits and lifelong learning
9. understand and discuss how assistive technologies can benefit all individuals
10. discuss security issues related to e-commerce
By the end of Grade 12, each student will:
1. complete at least one online credit, or non-credit course or online learning experience
2. use an online tutorial and discuss the benefits and disadvantages of this method of learning
3. explore career opportunities, especially those related to science, technology, engineering, and mathematics and identify their related technology skill requirements
4. describe uses of various existing or emerging technology resources (e.g., podcasting, webcasting, videoconferencing, online file sharing, global positioning software)
5. identify an example of an assistive technology and describe its purpose and use
6. participate in a virtual environment as a strategy to build 21st century learning skills
7. assess and solve hardware and software problems by using online help or other user documentation

Technology Operations and Concepts (Grade 12 - continued)
--

8. explain the differences between freeware, shareware, open source, and commercial software
--

9. participate in experiences associated with technology-related careers
--

10. identify common graphic, audio, and video file formats (e.g., jpeg, gif, bmp, mpeg, wav, wmv, mp3, flv, avi, pdf)

11. understand and discuss how assistive technologies can benefit all individuals

12. demonstrate how to import/export text, graphics, or audio files

13. proofread and edit a document using an application's spelling and grammar checking functions
--

Technology will be used to improve student achievement across the curriculum. Formative assessments will be employed throughout the school year—each teacher will be trained to assess each student's performance using technology in order to modify instruction to meet individual needs (for both high-ability and low-ability students).

The school-wide technology goals and strategies for the effective use of technology across the curriculum will be communicated to teachers throughout the year. The Technology Committee will work in tandem with the School Improvement Planning Team to ensure that the technology goals are upheld and that the strategies for technology employment are successfully implemented each year.

STUDENT ACHIEVEMENT

Chandler Park Academy District will employ the following strategies:

- Implement Mi Climb into the curriculum to be used as a supplemental resource. **(Ongoing)**
- Implement the Links to Learning website to be used across the curriculum. **(Ongoing)**
- Setup a student and parent homework resource page on the school's website. **(Ongoing)**
- Integrate technology into weekly teacher lesson plans. **(Ongoing)**
- Incorporate "Essential Test Prep" software into the curriculum. **(Ongoing)**
- Equip each classroom with a CPS Handheld Digital Performance System, which enables rapid student response to questions and teacher "on-the-spot" analysis of assessment of student performance **(Ongoing)**
- Install "Grade Quick", a Web-based Gradebook **(Ongoing)**
- Equip each special education and grade 3-5 classrooms with handheld computers **(Ongoing)**
- Equip each classroom with a Visual Presenter EV-2000AF **(Ongoing)**
- Equip each middle grade mathematics classroom with a set of graphic calculators **(Ongoing)**
- Equip K-3 and special education classrooms with multisensory devices, e.g., LeapFrog Personal Learning Tools for reading and writing skill development **(Ongoing)**
- Provide each student with a laptop to support curriculum and instruction, (e.g., electronic textbook) **(Ongoing)**
- Continue implementation of a student information system (Administrator's Plus) to manage student demographics, scheduling, grades, attendance, health records, and student conduct infractions. **(Ongoing)**
- Implement an assessment management system which measures student performance and provides formative and summative feedback at the classroom, building, and district level, based on the Michigan Framework Benchmarks and Grade Level Content Expectations. **(Ongoing)**
- Implement an instructional management system that aligns the Michigan Framework Benchmarks and Grade Level Content Expectations with instruction to ensure effective delivery, e.g., LeapTrack Assessment and Instructional System. **(Ongoing)**
- Implement a learning management system that provides access to multimedia resources and core curriculum software packages, e.g., LeapTrack Assessment and Instructional System. **(Ongoing)**

TECHNOLOGY DELIVERY

Strategies for the delivery of specialized or rigorous courses and curricula through the use of technology, including distance-learning technologies

Chandler Park Academy District will:

- Create technology electives that are demanding and challenging to appeal to a high level of creativity and critical thinking. **(Ongoing)**
- Implement a program that would connect our students with students from other schools in other regions via the Internet. This forum could be used to work collaboratively on projects, share experiences and cultures, and to demonstrate practical ways to utilize technology. **(Ongoing)**
- Register school with online learning programs
- Equip each classroom with a CPS Handheld Digital Performance System, (Student Response System) which enables rapid student response to questions and teacher “on-the-spot” assessment of student performance **(Ongoing)**
- Use “Grade Quick” as a Web-based Grade book **(Ongoing)**
- Identify resources to support learning needs for students with special needs
- Equip each classroom with projection equipment **(Ongoing)**
- Equip each middle and high school math grades with classroom graphic calculators **(Ongoing)**
- Update Microsoft licensing
- Purchase and use beginning software programs for early grades
- Register the school with an online interactive educational website.
- Equip each classroom with WI- FI to facilitate access to the internet
- Equip each classroom with computers and mobile computer carts
- Equip each classroom with a Handheld Digital Performance System (enables rapid student response to questions and teacher “on-the-spot” assessment of student performance **(Ongoing)**
- Equip each classroom with a Visual Presenter **(Ongoing)**
- Equip each K-3 classroom with multisensory technology to enhance core curriculum skill development
- Utilize a district website with student, parent, community, and staff access. **(Ongoing)**
- **(Ongoing)**
- Provide internal e-mail for staff. **(Ongoing)**

PARENTAL COMMUNICATIONS & COMMUNITY RELATIONS

Strategies to promote parental involvement and to increase communication with parents including a description of how parents will be informed of the technology to be used with students.

Chandler Park Academy District will:

- Provide a parent/community technology class annually. **(Ongoing)**
- Conduct adult workshops on educational software, latest innovations, and Internet security. **(Ongoing)**
- Include technology workshop dates for parents in the monthly school calendar mailed to parents. **(Ongoing)**
- Establish district wide web site that includes a parent link for communication. **(Ongoing)**
- Communicate at Parent Teacher Conference and Parent Workshops
- Add a technology update segment to the Parent Teacher Student Association (PTSA) agenda which will detail how technology is being utilized in the classroom. **(Ongoing)**

COLLABORATION

Strategies for developing the program, where applicable, in collaboration with adult literacy service providers.

Chandler Park Academy District will implement the following strategies:

- Provide access to the school's computer lab and technology resources for adult education classes. **(Ongoing)**
- Offer an adult technology course through the district. **(Ongoing)**

PROFESSIONAL DEVELOPMENT

Strategies for providing ongoing, sustained professional development for teachers, principal, administrators and school library media personnel to ensure that staff knows how to use updated technologies to improve education or library services.

Chandler Park Academy District will implement the following strategies:

- Provide all staff with the opportunities to gain the technological competencies (as outlined in state and national technology standards) to support the learning needs of students.
- Train the instructional staff in the use of multimedia devices and best practices for integration of technology into our academic program to improve student achievement.
- Provide two school wide technology workshops each school year (so that new teachers are trained to use technology effectively and returning teachers stay abreast of technology trends and best practices). **(Ongoing)**
- Provide administrators, teachers and students with online learning opportunities. **(Ongoing)**
- Train teachers to use data to individualize instruction—e.g., interpret data to understand student progress and challenges so that they are able to customize instruction for each student’s learning needs **(Ongoing)**
- Provide ongoing technical training to selected staff as needed. **(Ongoing)**
- Train the school librarian to instruct students, parents, and staff in research. **(Ongoing)**
- Establish professional development sessions to enhance integration of technology into the curriculum via training in the utilization of core curriculum software, word processing, databases, presentational programs, graphic calculators, handheld computers, and student digital personal response systems, Smart Boards, and personal learning tools. **(Ongoing)**
- Provide opportunities for administrators and teachers to access best-practices for staff development and technology improvements **(Ongoing)**
- Align

SUPPORTING RESOURCES

Strategies and supporting resources such as services, software, other electronically delivered learning materials and print resources that will be acquired to ensure successful and effective uses of technology.

Chandler Park Academy will employ the following strategies to ensure effective uses of technology:

- Implement Links to Learning. **(Ongoing)**
- Install Mi Climb
- Purchase and use the Dell 2600 projector (Media Center – Elementary, Computer Lab, Rooms 104, 102, and 106 High School Art room). **(Ongoing)**
- Reconfiguration of the computer lab. **(Ongoing)**
- Provide technology training opportunities for instructional staff, support staff, and office staff throughout the school year (Wayne RESA, Outlook, email, MACUL, Destiny Library Manager). **(Ongoing)**
- Maintain a contract with technical support specialist to service the district and provide individual training as requested by staff. **(Ongoing)**
- Employ computer teacher as technology coordinator. **(Ongoing)**
- Align integration of technology into curriculum with Michigan Standards for Technology **(Ongoing)**
- Install classroom computers and printers **(Ongoing)**
- Purchase and use beginning software programs for early grades—Computers Don't Byte. Internet for Kids, and Best Web Sites for Kids—**(Ongoing)**

INFRASTRUCTURE NEEDS/TECHNICAL SPECIFICATION, AND DESIGN

Strategies to identify the need for telecommunication services, hardware, software, and other services to improve education or library services, and strategies to determine interoperability among the components of technologies to be acquired.

Current status of the hardware and software utilized in the district:

The district utilizes a ten gigabit fiber backbone to interconnect the three school buildings. Each school building is equipped with a district level fiber optic enabled Cisco Catalyst switch. There are a total of six strands of multimode ten gigabit capable fiber connecting from the Middle School to the Elementary School and from the High School connecting to the Elementary School. The Elementary School building is a central hub of the district wide fiber optic network and is directly connected to a dedicated 500Mbps fiber optic Internet service provided by Clear Rate Communications. The district also utilizes a hosted Microsoft Exchange 2010 groupware and email server for teacher and administrator communication and collaboration purposes. Each district employee is currently provided with an account on the MS Exchange system. The local school physical network infrastructure is as following:

Elementary School Building

The school utilizes a layer three enabled Ethernet network that extends to every classroom. Each classroom has a total of 6 network locations. The Computer and resource rooms have a total of 30 network connections. All network lines terminate in either MDF or IDF telecom closet/racks. The MDF closet is located in the Media Center and the IDF closets located in the copy room, maintenance room, and music room closet. The network closets are interconnected with six strand multimode ten gigabit fiber optic uplinks. All copper network lines are terminated to 48 port category 5E network patch panels. There are a total of 11 48-port 10/100/100 Ethernet switches (Cisco Catalyst 3570E) the local area network is connected to the Internet via a 500Mbps district shared fiber line provided by Clear Rate communications. The main fileserver is Dell PowerEdge 2950 unit configured with 3 250GB SCSI RAID5 drives and single quad core processor. The main fileserver provides Active Directory, DHCP, DNS, Application (Administrator Plus), Printer and file Sharing and File archiving server roles. Server is backed up nightly to a USB removable data drive. The school also utilizes a Dell SonicWall TZ215 firewall device with gateway security suite including real time antivirus scanning, intrusion prevention and content filtering in services. The school is equipped with a building wide IEEE 802.11A/B/G/N wireless network consisting of HP ProCurve wireless access points and a HP ProCurve wireless security controller.

Also, the school utilizes a Dell PowerEdge 1950 server as loaded with Asterisk based VOIP server software as a local phone PBX system. Each office location is equipped with a Polycom SoundPoint 301 VOIP phones. The PBX system utilizes a dedicated PRI circuit for telephone network connections.

Also each classroom is equipped with teacher desktop computers; all stations are Dell Optiplex desktop units configured with Windows 7 Pro and MS Office 2010 software. In addition, the school utilizes wireless mobile laptop carts loaded with Dell Latitude laptop computers with Windows 7 Pro and Office 2010 software. Also, the school has two conventional desktop computer labs of 24 units

loaded with Windows 7 Pro software and Office 2010 software.

Middle School Building

The school utilizes an Ethernet network that extends to every classroom. Each classroom has a total of 6 network locations. The Computer and resource rooms have a total of 30 network connections. All network lines terminate in either MDF or IDF telecom closet/racks. The MDF closet is located in the main hallway electrical closet and the IDF closets located in the maintenance room and teacher room closet. The network closets are interconnected with six strand multimode gigabit fiber optic uplinks. All copper network lines are terminated on the 48 port category 6 network patch panels. There are a total of 8 48-port 10/100 Ethernet switches (various manufacturers) the local area network is connected to the Internet via a 500Mbps district shared fiber line provided by Clear Rate communications. The main fileserver is Dell PowerEdge R720 unit configured with 3 500GB SCSI RAID5 drives and dual quad core processor. The server is configured with a VMware ESXI operating system and is currently hosting three VM Guest Servers providing Active Directory, DHCP, DNS, Application (Administrator Plus), Printer and file Sharing and File archiving server roles. Server is backed up nightly to a USB removable data drive. The school also utilizes a Dell SonicWall TZ215 firewall device with gateway security suite including real time antivirus scanning, intrusion prevention and content filtering in services. The school building is equipped with a building wide IEEE 802.11B/G wireless network configured with wireless access points (various manufacturers).

Also, the school utilizes a Dell PowerEdge 1950 server as loaded with Asterisk based VOIP server software as a local phone PBX system. Each office location is equipped with a Polycom SoundPoint 301 VOIP phones.

Each classroom is equipped with teacher desktop computers; All stations are Dell Optiplex desktop units configured with Windows 7 Pro and MS Office 2010 software. In addition, the school utilizes wireless mobile laptop carts loaded with Dell Latitude laptop computers with Windows 7 Pro and Office 2010 software. Also, the school has two conventional desktop computer labs of 24 units loaded with Windows 7 Pro software and Office 2010 software.

High School Building

The school utilizes an Ethernet network that extends to every classroom. Each classroom has a total of 6 network locations. The Computer Labs and resource rooms have a total of 30 network connections. All network lines terminate in either MDF or IDF telecom closet/racks. The MDF closet is located in the main hallway and the IDF closets located in the main office closet, Computer lab room 112, and counseling office closet, office closet in the east part of the building and computer room closet. The network closets are interconnected with six strand multimode ten gigabit fiber optic uplinks. All copper network lines are terminated on the 48 port category 6 network patch panels. There are a total of 13 48-port 10/100/1000 Ethernet switches (Cisco Catalyst 3750E) the local area network is connected to the Internet via a 500Mbps district shared fiber line provided by Clear Rate communications. The main fileserver is Dell PowerEdge R510 unit configured with 3 500GB SCSI RAID5 drives and dual quad core processor and is currently providing Active Directory, DHCP, DNS, Application (Administrator Plus), Printer and file Sharing and File archiving server roles. Server is backed up nightly to a USB removable data drive. The school also utilizes a Dell SonicWall NSA 240 firewall device with gateway security suite including real time antivirus scanning, intrusion

prevention and content filtering in services. The school building is equipped with a building wide IEEE 802.11A/B/G/N wireless network that consists of HP ProCurve wireless access points and a HP ProCurve wireless security controller.

Also, the school utilizes a Dell PowerEdge 1950 server as loaded with Asterisk based VOIP server software as a local phone PBX system. Each office location is equipped with a Polycom SoundPoint 301 VOIP phones.

Each classroom is equipped with teacher desktop computers; all stations are Dell Optiplex desktop units configured with Windows 7 Pro and MS Office 2010 software. In addition, the school utilizes wireless mobile laptop carts loaded with Dell Latitude laptop computers with Windows 7 Pro and Office 2010 software. Also, the school has two conventional desktop computer labs of 24 units loaded with Windows 7 Pro software and Office 2010 software.

Chandler Park Academy District will implement the following strategies:

- A Technology Committee will meet at least once per year to assess the technology infrastructure in the building and to determine if equipment needs to be replaced or upgraded. The committee will review each inventoried piece of equipment, determine its usefulness, and provide written recommendations to the Board of Directors based on the assessment. **(Ongoing)**
- The Technology Committee will work with the CEO of Scholastic Solutions, LLC. and the district's technical support consultant to research the latest technological trends and innovations. **(Ongoing)**
- Staff surveys will be conducted annually to aid in determining the effectiveness of the school's technology equipment and software programs. **(Ongoing)**

INCREASE ACCESS

Strategies to increase access to technology for all students and all teachers

Chandler Park Academy District will:

- Keep the Media Centers across the district open to 5:00 p.m. daily, Monday- Thursday for our students, staff, parents, and community- **(Ongoing)**
- Equip each classroom with three connected computers. **(Ongoing)**
- Implement a school website with access and links for our parents, students, and staff. **(Ongoing)**
- Require that instructional staff integrate technology into weekly lessons. **(Ongoing)**
- Add challenging technology electives to the curriculum. **(Ongoing)**
- Install VoIP, which includes PBX system and Portable Data/Communication equipment, software and support. **(2014-15)**
- Install fiber Cat3 voice backbone. **(2014-15)**
- Install network switches, a firewall, a network server, and e-mail server and licenses, and wireless access points, as budget allows. **(2014-15)**

BUDGET AND TIMETABLE

Timeline and budget covering the acquisition, implementation, interoperability provisions, maintenance and professional development related to the use of technology to improve student academic achievement.

Description	Projected Budget 2014-15	Projected Budget 2015-16	Projected Budget 2016-17
Salaries and Benefits			
Technology Staff	\$130,970	\$144,067	\$158,474
Hardware and Networking Costs			
Ethernet Infrastructure	\$71,385	\$47,628	\$42,274
Computer and Server Upgrade	\$12,404	\$20,769	\$12,404
Audio/visual Equipment	\$10,000	\$15,000	\$10,000
Network Wiring and Maintenance	\$14,910	\$8,150	\$11,673
Maintenance and Service Cost			
Parts inventory, networking supplies, contracted services	\$10,000	\$10,000	\$10,000
License Agreements			
Support and maintenance agreements	\$3,500	\$5,000	\$6,500
Software and Curriculum Support			
Curricular software	\$11,000	\$15,000	\$17,000
Professional Development			
Staff training	\$3,000	\$3,000	\$3,000
Technical Support			
Technology staff training	\$1,500	\$1,500	\$1,500
Totals	\$268,669	\$270,114	\$272,825

COORDINATION OF RESOURCES

Strategies that will be employed to coordinate available state and local resources to implement activities and acquisitions prescribed in the technology plan.

Chandler Park Academy District will implement the following strategies to coordinate resources:

- Secure general budget allocations through Scholastic Solutions, LLC.
(Ongoing)
- Program supplemental grant funds into appropriate line items to support technology needs. **(Ongoing)**
- Apply for E-Rate funding. **(Ongoing)**
- Research and apply for technology grant funds offered on the federal, state, and local sources. **(Ongoing)**

V. MONITORING AND EVALUATION

Strategies that the district will use to evaluate the extent to which activities are effective in integrating technology into curricula and instruction, increasing the ability of teachers to teach, and enabling students to reach challenging State academic standards.

L. EVALUATION

Chandler Park Academy District will implement the following strategies to ensure that technology is effectively integrated into curricula and instruction:

- Technology will be integrated into weekly teacher lesson plans, **(Ongoing)**
- The Technology Committee will assess the use of technology in the district quarterly to provide an opportunity for continuous improvement. **(Ongoing)**
- Staff, student, parent, and community surveys will be conducted and presented for review and planning. **(Ongoing)**
- Two school wide pedagogical technology workshops will be provided every school year to train teachers in methods for integrating technology into their lessons. **(Ongoing)**
- The administration and technology coordinator will meet monthly to discuss the status of the technology infrastructure, hardware, and software and make upgrades accordingly to ensure the functionality of technology. **(Ongoing)**
- The district's technical support entity will provide ongoing technical training to all staff as needed. **(Ongoing)**
- Hardware and software will be acquired to facilitate the use of technology and to deliver instruction. **(Ongoing)**

M. ACCEPTABLE USE POLICY

Strategies are in place to monitor the district's Acceptable Use Policy for staff and student use of technologies.

Chandler Park Academy District will implement the following strategies to ensure acceptable use of technology school wide:

- The Technology Committee will review the Acceptable Use Policy at the beginning of each school year. **(Ongoing)**
- The charter's authorizer and the Management Company's C.O.O. of technology will review the Acceptable Use policy annually. **(Ongoing)**
- Parent, student, and staff will have input through a school forum. **(Ongoing)**

**Chandler Park Academy District
ACCEPTABLE USE POLICY**

Name (Please Print)

Date

Rights

Each user has the conditional right of make use of hardware and software provided by the Chandler Park Academy as an integral component of the curriculum and for personal professional growth.

Users have the conditional right to access the Internet for personal professional growth, information gathering and communication as long as they do so in a manner consistent with the responsibilities listed below.

Responsibilities

A user exercising his/her conditional rights to use any hardware or software as an education resource shall also accept the responsibility for the preservation and care of that hardware and software.

An individual using the Internet as an educational resource shall accept the responsibility for the lawful and appropriate use of all material received under his/her account.

Users will be held accountable for any attempts at or knowingly allowing and/or running a computer virus on Chandler Park Academy equipment.

Use of the network to access pornographic materials, inappropriate test files or files dangerous to the integrity of the network is prohibited.

Users will not attempt to gain access to, modify or use someone else's account.

Use of the network for commercial or for-profit purposes, or for fund-raising without Chandler Park Academy approval is not allowed.

Copyright laws will be strictly adhered to when using all computer, scanner laserdisc and video equipment in the building.

All violations of copyright laws (e.g., copying programs without written permission from the copyright holder who is the author or producer of the program) will be addressed under local, state or federal laws or ordinances.

Use of the network to harass other users or to plagiarize material is strictly prohibited and will be addressed under local, state or federal laws or ordinances.

It is the user's responsibility to maintain the integrity of electronic mail systems. Users must respect the privacy of others, and are responsible for reporting all violations of privacy. A

user is responsible for reporting to an administrator, e-mail received by him/her, which contains pornography, inappropriate information such as unethical or illegal solicitation, or text files that are potentially dangerous to the hardware or software of the network. Sending e-mail, which contains any of the types of information listed above is prohibited.

Staffs are responsible for verifying that students using the Internet under their supervision have a student contract on file.

Chandler Park Academy Rights

It is to be understood that there is not expectation of privacy on the Chandler Park Academy network and computers, and that Chandler Park Academy has the right to review any material stored in files to which users have access, to edit or remove any material which Chandler Park Academy in its sole discretion, believes is unlawful, obscene, abusive or objectionable, and to take appropriate legal action.

Chandler Park Academy makes no warranties of any kind, whether expressed or implied, for service it is providing. Chandler Park Academy will not be responsible for loss of data, service interruption, or for the accuracy or quality of information obtained through Internet service.

In compliance with the Children's Internet Protection Act ("CIPA"), Chandler Park Academy has implemented filtering and/or blocking software to restrict access to Internet sites containing child pornography, obscene depictions, or other materials harmful to minors under 18 years of age. The software will work by scanning for objectionable words or concepts, as determined by Chandler Park Academy. [Note: CIPA does not enumerate any actual words or concepts that should be filtered or blocked. Thus, CIPA necessarily requires that

Chandler Park Academy may determine which words or concepts are objectionable.] However, no software is foolproof, and there is still a risk an Internet user may be exposed to a site containing such materials. An Account user who incidentally connects to such a site must immediately disconnect from the site and notify a teacher or supervisor. If an Account user sees another user is accessing inappropriate sites, he or she should notify a teacher or supervisor immediately.

Employees/Students understand and agree to all of the above rights and responsibilities and further agree to indemnify and hold harmless Chandler Park Academy, Its board members, officers, and employees, and all organizations affiliated with Chandler Park Academy's Internet connection, for any and all claims of any nature arising from the Student's use of Chandler Park Academy's computer software, hardware, and/or Internet connection.

Employee/Student Signature Date

Parent/Guardian Signature Date
(for dependent student)

Addendum to 2014-17 Educational Technology Plan

The items listed below will be accomplished during the 2014-15 School Year:

Internal Connections

- Installation configuration and management of Wireless Access Point Controller for the elementary and middle schools
- Installation configuration and management of 802.11N Wireless Access Points for the areas currently not served by existing wireless networks for all school buildings
- Installation of Cat6 structured network cabling for eligible equipment for all school buildings
- Replacement of all 10/100 network switch equipment with 100/1000 network switch equipment for the elementary and middle schools
- Installation of upgraded 10GB fiber optic network backbone between the existing MDF and IDF closets for all school buildings
- Installation configuration and management of building wide video over IP distribution system including the encoding server and broadcast server equipment for all school buildings
- Replacement of the existing domain controller server for the elementary school
- Installation and configuration of the server virtualization software for all school buildings
- Upgrade/or replace the existing firewall device with the next generation firewall equipment for the elementary and middle schools
- Installation of a network based network backup and recovery solution for the eligible server equipment and software for all school buildings
- Installation, configuration, and management of the premise based email anti-spam device and the required software update subscriptions for the middle school

Basic Maintenance

- Basic maintenance/support for all network equipment for each building in the district. This includes, but is not limited to, servers, firewall, routers, structured wiring, and wireless access points.
- Basic maintenance/support for the phone system for each building.