

TECHNOLOGY PLAN
For July, 2004 – June, 2007
TEAM Academy Charter School

- C. Federal, state, and local funding sources to support student access to technology
- ✓ E-rate (TEAM Academy qualifies for **90% discounts** based on the proportion of our students who are eligible for free and reduced lunch)
 - For the upcoming years, TEAM has applied for E-rate discounts for local and long distance phone service, DSL connection, as well as for wiring and network setup costs noted above
 - ✓ School led development / fundraising activities, such as with corporations and foundations
- D. Federal, state, local, and other funding sources to help ensure teachers are prepared to integrate technology effectively into curricula and instruction
- ✓ School led development / fundraising activities, such as with corporations and foundations

VI. PROFESSIONAL DEVELOPMENT

- A. How teachers have access to educational technology in their instructional areas
- ✓ All teachers have access to educational technology in their instructional area. For instance, all teachers have a laptop and desktop with Internet connection, and are encouraged to purchase subject area software.
- B – D. Professional development to support teachers and administrators in developing and integrating technology into curriculum, instruction, classroom activities, and the library media center, to improve student academic achievement, as measured by the NJCCCS:
- ✓ Providing a month of well-structured, full-day staff development before the school year begins
 - Featured education experts, consultants and charter school leaders to train teachers in relevant research and best practices
 - ✓ Deploying staff members to observe other teachers at high performing urban schools for at least two full days
 - ✓ Sending teachers to multiple-day KIPP Staff Development Conferences around the country
 - Featured school leaders and teachers from around the nation, sharing best practices, experiences, and developing improvement plans for themselves and each other
 - ✓ Full staff involvement in curriculum development over the summer
 - ✓ Teacher self-assessments, improvement plans and observation by the Lead Person and Principal
 - ✓ Periodic conferences with other high performing school leaders and teachers

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- ✓ Collaboration with education consultants to design grade-level benchmarks and objectives

- E. Summary of teacher and library media personnel proficiency in the use of technology
 - ✓ All of our teachers are at least at the intermediate skill level for technology use – using applications to support communication and other purposes
 - ✓ Nearly half of our teachers infuse technology into their curriculum
 - ✓ Technology is integrated into specific instructional units/projects, notably the 6th grade technology curriculum taught by one teacher that is designed to enable students to master essential computer functions

- F. Professional development needs and barriers regarding using technology as part of instruction

Needs:

 - ✓ By increasing the frequency and depth of our analysis of student assessment data, we can further enable the applications of innovative technology to drive instructional practice
 - ✓ We need to provide for more individualized observation of teachers by the Head of School to evaluate their use of technology and provide recommendations for improvement

Barriers:

 - ✓ With our lengthened school day, our teachers and Head of School are left with a smaller amount of time available for meetings outside of the classroom

- G. Ongoing, sustained, high-quality professional development opportunities planned for 2004-07
 - ✓ Items B-D above encapsulate many of our professional development plans, both past and ongoing, taking into account the needs and barriers identified in item F.
 - ✓ In addition, since our staff's time is limited, administrators periodically host outside technology experts, vendors, and trainers, to teach TEAM staff about software applications and other technologies

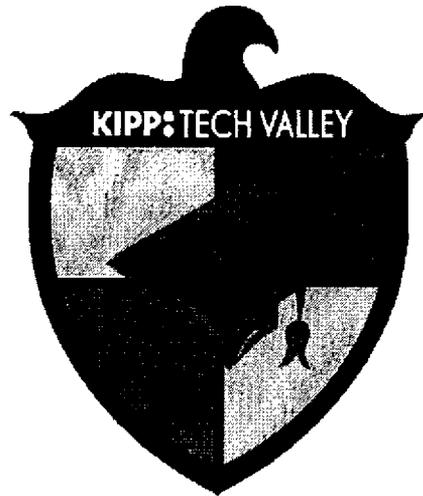
VII. EVALUATION PLAN

Please see the attached Self-Evaluation and Accountability Plan (SEAP)

The process and accountability measures used to regularly evaluate the extent to which goals, objectives, activities, resources and services are effective in integrating technology into curricula and instruction, students meeting challenging state academic standards, and developing life-long learning skills are:

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- ✓ Our teachers plan student activity, including use of technology, with meticulous attention to how it will support their scholarly growth. Teachers regularly make reference to state academic standards in planning and evaluating lesson planning and student performance.
- ✓ Some of our methods for self evaluation that have already been listed include:
 - Full staff involvement in curriculum development over the summer
 - Teacher self-assessments, improvement plans and observation by the Lead Person and Principal
 - Periodic conferences with other high performing school leaders and teachers
 - Collaboration with education consultants to design grade-level benchmarks and objectives
- ✓ In addition, at the end of every year, the School Leader performs a comprehensive Evaluation, with the input of Grade-level faculty chairpersons and submitted to the Board of Trustees, addressing:
 - student outcomes and assessment
 - staff success
 - organizational effectiveness



Technology Plan

2004-2006

Pa 68

KIPP TECH VALLEY Charter School

For the period July 1, 2005 through June 30, 2008

County: Albany

School district/Charter School: KIPP TECH VALLEY

Grade levels:

Academic Year (AY) 2005-06: grades 5

AY 06-07: grades 5-6

AY 07-8: grades 5-7

Is the District/Charter School compliant with the Children's Internet Protection Act (CIPA) ? (y/n) Yes

Page		NCLB	E-RATE
	I. EXECUTIVE SUMMARY <i>Include a vision or mission statement</i>		
	II. TECHNOLOGY INVENTORY		
	Sample Table Help		
	<p>B. Describe the District/Charter School's technology inventory needed to improve student academic achievement through 2007 including, but not limited to:</p> <ul style="list-style-type: none"> i. Technology equipment and networking capacity ii. Software used for curricular support and filtering iii. Technology maintenance policy and plans iv. Telecommunications services v. Technical support vi. Facilities infrastructure vii. Other services 		
	C. Include a plan for replacing obsolete computers/technology; include your District's/Charter School's criteria for		

	obsolescence. Help		
	<p>III. THREE-YEAR GOALS AND OBJECTIVES</p> <p><i>Describe the specific goals and objectives for using technology to improve student academic achievement aligned with New York Curriculum Content Standards, include goals and objectives for integrating technology (including software and other electronically delivered learning materials) into curricula and instruction. Also include a timeline for such integration. Help</i></p>		
	<p>IV. THREE-YEAR IMPLEMENTATION STRATEGIES/ACTIVITY TABLES (July 2004 – June 2007)</p> <p style="text-align: center;"><u>Sample Table</u></p> <p><i>Describe the implementation strategies and activities that relate to the District/Charter school's goals and objectives. Include strategies and activities that address the following:</i></p> <p>A. <i>how all students will acquire information technology literacy skills; Help</i></p>		
	B. <i>how all students regardless of gender, race, national origin, special need and religious affiliation have equitable access to educational technology;</i>		
	C. <i>how are resources/services/activities coordinated and shared with projects that are funded from federal, state and local sources;</i>		
	D. <i>how are innovative strategies supported and developed for use in the instructional classroom (such as using distance learning for those areas that would not otherwise have access to such courses and curricula due to geographical isolation or insufficient resources); Help</i>		
	E. <i>how effective use of technology will promote parental involvement and increase communication with parents, including a description of how</i>		

	<i>parents will be informed of the technology being applied in their child's education so that the parents are able to reinforce at home the instruction their child receives at school, and Help</i>		
	<i>F. how programs will be developed, where applicable, in collaboration with Adult Literacy service providers. Help</i>		
	V. FUNDING PLAN (July 2004 – June 2007) <i>Describe a spending plan that includes:</i>		
	<i>A. the supporting resources that include services, other electronically delivered learning materials and print resources that will be acquired to ensure successful and effective uses of technology; Help</i>		
	<i>B. the projected costs of technologies to be acquired and expenses such as hardware/software, digital curricula, upgrades and other services that will be needed to achieve the goals of this plan, including specific provisions for interoperability among components of such technologies; Help</i>		
	<i>C. the federal, state, local and other sources of funds used to help ensure that students have access to technology, and</i>		
	<i>D. the federal, state, local and other sources of funds used to help ensure that teachers are prepared to integrate technology effectively into curricula and instruction. Sample Table</i>		
	VI. PROFESSIONAL DEVELOPMENT <i>Describe the professional development activities for teachers, administrators, and school library media personnel that include:</i>		
	<i>A. how teachers have access to educational technology in their instructional areas (such as using desktops, mobile laptop and wireless units,</i>		

	<i>PDAs);</i>		
	<i>B. the process to identify and modify the core curriculum content area to support the infusion of technology;</i>		
	<i>C. how relevant research is used to integrate technology into curricula and instruction, to improve student academic achievement, as measured by New York Content Standards; <u>Help</u></i>		
	<i>D. how ongoing, sustained professional development for all administrators is provided to further the effective use of technology in the classroom or library media center. <u>Help</u></i>		
	<i>E. Provide a summary of teacher and library media personnel proficiency in the use of technology within the District/Charter School.</i>		
	<i>F. What professional development needs and barriers have been identified in the District/Charter School as it relates to using technology as part of instruction?</i>		
	<i>G. Based on teacher and library media personnel proficiency and the needs in the District/Charter School for professional development, list and describe ongoing, sustained, high-quality professional development opportunities planned for 2004-2007; include the involvement of all partners associated with professional development in the District/Charter School.</i>		
	VII. EVALUATION PLAN <u>Sample Table</u> <i>Describe the process and accountability measures that are used to regularly evaluate the extent to which goals, objectives, activities, resources and services are effective</i>		

Pa 72

	<i>in integrating technology into curricula and instruction, students meeting challenging state academic standards, and developing life-long learning skills. Help</i>		
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County: Albany_ **District/Charter School:** KIPP TECH VALLEY Charter School

Print Superintendent's/Lead Person's name: Dan Ceaser, Director

Phone number: 518-269-5115 **E-mail:** dceaser@kipp.org

Please indicate below the person to contact for questions regarding this technology plan:

Pa 73

Print name & Title: Dan Ceaser, Director

Phone number: 518 269 5115 ext: _____ E-mail: dceaser@kipp.org _____

Review Approvals by the County Coordinating Councils for Distance Learning and Technology:

Print Name & Title:

Signature: _____ Date: _____

Print Name & Title:

Signature: _____ Date: _____

Print Name & Title:

Signature: _____ Date: _____

I. EXECUTIVE SUMMARY

KIPP TECH VALLEY Technology Vision Statement

KIPP TECH VALLEY believes that the effective use of technology is integral to the instructional, administrative, and communication functions of the school. The availability of technology and a strategic plan that ensures the enhancement of learning through technology will stimulate our academic environment where KIPP TECH VALLEY students will evolve from technologically alienated youths to technologically savvy academic stars.

Through technology, KIPP TECH VALLEY can positively impact student and adult learning, make better educational and management decisions, and improve communication with teachers, parents, students, alumni, and the larger school community. For these reasons, education through technology is a priority.

We believe that all KIPP TECH VALLEY students, regardless of prior knowledge or socio-economic standing, must have the technological knowledge and skills to compete for admission at the nation's top high schools and college. We made a strategic decision to equip our floor of the building we occupy with wireless internet access, so that all of our students and staff can access the network and online services they need to coordinate activities and enrich the academic experience. Additionally, we provide cellular phones to all faculty, so that students can reach them at any time for help with their homework – a popular and effective program. In brief, here are some other components of our hardware inventory:

- ✓ Our entire school will be on a shared server, which is accessible to students
- ✓ We will have wireless connectivity school-wide, available to students through a mobile laptop cart
- ✓ We have an average of 2 desktops per classroom
- ✓ Overall ratio of students to computers is 3:1

As we expand the size of school population and facilities in each of the three coming academic years, we will continue to enlarge the wireless network and the availability of laptop computers for use in our network. With the help of our technology program, the KIPP TECH VALLEY will continue to overcome obstacles and help our students climb the mountain to college.

II. TECHNOLOGY INVENTORY

A. Planned expansion in technology inventory to improve student academic achievement through 2007.

i. Technology equipment and networking capacity

The following table (Table 1) depicts the number of computers we will need to procure each year to maintain, at least, a student to computer ratio of 5:1, and the networking capacity necessary to support them. Our initial laptop inventory will consist primarily of Dell Latitude laptops, which come equipped with wireless internet cards and Pentium 4 processors. These computers are more than sufficient for the technological needs of our program (including student use of the internet and basic e-Encyclopedia research on CD-ROM, etc., as well as faculty use of other applications like PowerPoint), as well as affordable through Dell's education programs, and will thus be the likely model for further computer purchases.

The table also lists the expansion of our server. By the third out year, we will likely have surpassed the ability of that server to handle all the student and staff traffic. Judging by the satisfactory performance and considerable expense of our current server (an HP Proliant ML 350 G3 Server w/ the following specs: 1GB RAM 3 72GB SCSI HD Drives RAID 5 3Yr 9x5 4hr), we will likely expand on that system instead of entirely replacing it.

Table 1.

Equipment	Number	Year of implementation
Laptop computers	40	2005-06
Laptop computers	40	2006-07
Laptop computers	40	2007-08
Mobile laptop cart	1	2005-05
Mobile laptop cart	1	2006-07
Mobile laptop cart	1	2007-08
Development of KIPP TECH VALLEY Network Server	2	2005-06

ii. Software used for curricular support and filtering

We have noted with interest the innovations that other schools are beginning to make by using sophisticated software to support curriculum implementation, including tracking student performance at a variety of levels.

We are planning a substantial analysis of our curriculum this summer with the assistance of a specialized curriculum developer. We anticipate the integration of web-based student and teacher information systems.

iii. Technology maintenance policy and plans

KIPP TECH VALLEY is in the process of developing policies for the life cycle and replacement schedule of technology. Our agreement with Future Generation, for example, will cover our network wiring, switches, wireless access points, servers and tape backup. Our maintenance agreement will be a critical safety net to ensure uninterrupted access to technology services for the KIPP TECH VALLEY community. We are committed to ensuring the continued quality of our technology services.

iv. Telecommunications services

Telecommunications play a critical role in the KIPP TECH VALLEY's academic mission. As is discussed in Section I, every KIPP TECH VALLEY teacher has a cell phone which their students can call at any time with questions. Such a simple provision powerfully amplifies the school-family connection. Not only can our students continue learning beyond our doors, but our parents are more informed, updated and involved about their child's performance.

It is imperative for our school culture that we maintain our uninterrupted remote access to each other. Therefore, every new teacher added in each of the coming three years (five in 2004-05, and about five in each of the next two years) will have a cell phone for regular student and parent access.

Additionally, as a member of the KIPP network of schools, a nationally recognized program that trains excellent educators to start and lead effective schools, we communicate regularly with teachers and schools around the country regarding best practices and other business. For this reason, long distance phone service is not a luxury, but a necessary tool for our academic development.

v. Technical support

Please see subsection iii above. We have one administrator and an independent consultant dedicated to providing technical support and training to other KIPP TECH VALLEY teachers.

vi. Facilities infrastructure

As mentioned above, we will be steadily expanding our student population and occupancy space in our facility in each of the next three years. Each phase of expansion will involve another round of infrastructure improvements. The

following is a detailed but in-exhaustive list of specific infrastructure-related equipment that will need to be purchased, installed and configured throughout our facility expansion:

- ✓ Category 5e network lines from IDF patch panels to classrooms. Each room shall receive two lines terminating into a double jack
- ✓ Jacks and conduit for network lines
- ✓ Cat 6 lines to be ran from the IDF to the MDF closet
- ✓ Linskys PC22224 24 Port Managed 10/100 Switch with 2 Expansion Ports
- ✓ Category 5e Patch Cable from patch panel to switch
- ✓ Category 6 Patch Cable for uplink of gigabit ports on each switch to the patch panel
- ✓ Linskys EFPC2GE 1000 BaseT Gigabit Ethernet Module for expansion port on switch
- ✓ Category 5E Patch Cable for server to switch
- ✓ LD Wall Mount/Swing Out Cabinets provide 19" rack mounting in a distribution enclosure
- ✓ Orinoco AP-2000 Wireless Access Point with B/G Radio, Power Cord, Active Ethernet Ready (each floor receiving 5 access points)
- ✓ Category 5e network lines from IDF patch panel to access points
- ✓ Category 5e Patch Cable from jacks to access points
- ✓ Orinoco Active Ethernet 12 Port Switch, one to be placed in each of the IDF closets

vii. Other services

We have will continue developing a library at KIPP TECH VALLEY. To date we have several thousand volumes. Soon we will need to procure a computerized book management system. This system can also be used to manage informational booklets we are already gathering about competitive high schools, colleges and universities, as part of a high school placement program (and a similar one for college) developing over the next two years.

At this stage we are comparing different programs. One popular program, BookCAT, is inexpensive, easy to use, and interfaces simply with the MS Access program. Our students could learn to operate BookCAT as part of their technology curriculum, perhaps, or just as part of regular library patronage. We will continue to compare options this coming summer and hope to select a program this year.

C. Plan for replacing obsolete technology, including our criteria for obsolescence

We are currently developing criteria for determining technology obsolescence and a schedule for replacing them accordingly. For the purposes for which we employ our computers, we currently assume that the fleet has a 3-5 year

life span. Accordingly, we should be able to complete the three year period covered by this plan without having to replace any computers.

III. THREE-YEAR GOALS & OBJECTIVES

KIPP TECH VALLEY will integrate technology into curricula and instruction to improve student academic achievement. Our Goals and Objectives were primarily based on the research and priority items identified by the *National Educational Technology Goals by 2004*. They also align with New York State Learning Standards, NCLB's Enhancing Education through Technology Goals, and the New York Department of Education Technology Plan Goals and Objectives.

Technology Goals & Objectives

1. *KIPP TECH VALLEY students will be introduced to technology and develop mastery of basic functions.* The attainment of information literacy skills is crucial to functioning in this society. Students will develop familiarity with and master hardware and software being utilized daily in more privileged communities and that will help them as they strive to make academic gains. (NCLB Goal 2A; NY State Technology Standard 5)
Objective: Technology-integrated curricular activities will be utilized to improve student achievement.
2. *Improve instruction and the total educational experience.* KIPP TECH VALLEY teachers will use technology to help students achieve high academic standards. Teachers will design and implement technology-enhanced curricular activities. Teachers will be encouraged to pursue professional development at the local, state, or national levels to maintain current technology awareness. (NCLB Goal 2B)
Objective: 100% of the teachers and administrators will be trained in technology application based on individual needs.
3. *Effectively manage educational data.* Various informational techniques will be used to gather, store, retrieve and analyze school data. This is particularly essential for tracking federal and state-funded programs. In particular, KIPP TECH VALLEY will utilize web-based student information systems, and will utilize financial software throughout the operation of the school. (NCLB Goal 2B)
Objective: Administrators will be trained in technology applications, in particular student information systems, used for student data and project management.

4. *Improve communication among teachers, students, families and the community.* KIPP TECH VALLEY will maintain a variety of forms of contact among its community members, including a website, mobile phones carried by teachers 24 hours per day, email, voicemail and other technologies. Parents will be updated on technology offerings and updates through the use of the aforementioned tools.
Objective: Teachers and staff will utilize technology to ensure effective and prompt communication among all KIPP TECH VALLEY stakeholders.

Alignment of goals with NEW YORK STATE TECHNOLOGY EDUCATION STANDARDS:

The goals identified above are aligned with the NEW YORK STATE TECHNOLOGY EDUCATION STANDARDS. For example, our Grade 6 Technology Curriculum enables students to fulfill NY Standard 5: All Students Will Use Information, Technology, and Other Tools at the same time as they meet KIPP TECH VALLEY Technology Goal #1 and develop skills necessary to reach Goal #4. The Grade 5 Technology Curriculum is detailed below in **Figure 1**.

**Figure 1. Example of alignment of Technology Goals with NEW YORK STATE
TECHNOLOGY EDUCATION STANDARDS**

Grade 6 Technology Curriculum

Unit 1: Using the Laptop Lab

- ✓ Care for a laptop properly, including keeping it charged and keeping food/drinks away from the computer at all times
- ✓ Successfully start a laptop and log-on to the TEAM Academy network as a student user
- ✓ Properly log-off and shut-down the laptop after use
- ✓ Identify and explain the purpose of Servers
- ✓ Create a personal folder in the proper location of the Student Server
- ✓ Correctly name and save student-created documents in various locations
- ✓ Explain the effects of viruses on computer networks
- ✓ Explain how anti-virus software protects computers from virus damage
- ✓ Correctly update the virus definitions on a laptop

Unit 2: Typing Formats – Using Microsoft Word

- ✓ Explain “professional” standards for presentation of typed documents
- ✓ Correctly indent and double-space paragraphs in writing assignments
- ✓ Correctly bold and center titles of writing assignments
- ✓ Change font type and font size
- ✓ Use the spelling and grammar functions to correct errors

Unit 3: Using World-Book CD-ROM

- ✓ Use the atlas to search for and locate places of interest
- ✓ Use the atlas to calculate the distance between any two places on the globe
- ✓ Search for specific topics
- ✓ Use the article outlines to more quickly locate needed information

Unit 4: Conducting Internet Research

- ✓ Search for websites on specific topics
- ✓ Skim the search result for relevant websites
- ✓ Analyze websites to determine credibility of source
- ✓ Properly cite information found on the internet

Ongoing Work

Students will be able to:

- ✓ Use the World Book CD-ROM to locate information that supplements current topics of study in science, social studies, and language arts
- ✓ Use the Internet to research information that supplements current topics of study in science, social studies, and language arts
- ✓ Use Microsoft Word to type essays for science, social studies, and language art

Timeline for integrating technology into curricula and instruction:

September 2005:

- ✓ Our entire school will be on a shared server, which is accessible to students
- ✓ We have will adopt a curriculum that includes information literacy and educational technology standards aligned with New York State Learning Standards
- ✓ We will have wireless connectivity school-wide, available to students through a mobile laptop cart
- ✓ All teachers will carry cellular phones, which students may call at any time for assistance with schoolwork
- ✓ We will have an average of 2 desktops per classroom
- ✓ We will have an overall ratio of students to computers that is 5:1
- ✓ Current technology hardware will be paid for by Title X funds and an NCLB grant

September 2006:

- ✓ Components of facility expansion onto a second floor:
 - Implement high speed internet into new classrooms
 - Install another mobile laptop cart
 - Install 2 desktop computers in each new classroom

Academic Year 2004-05:

- ✓ Provide technology classes
 - Basic technology tools and functions will be introduced and mastered
 - Community-based organizations, institutions of higher education, retirees, and other volunteers will be recruited to provide technical assistance and tutoring
- ✓ Achieve or surpass a ratio of students to computers of 5:1
- ✓ Facilitate professional development for KIPP TECH VALLEY teachers in mastering and modeling of technology. Activities include:
 - Connecting with educators online
 - Obtaining and sharing successful lessons and practices
 - Successfully utilizing the student information system
 - Utilizing teaching productivity and curriculum tools
 - Improving teacher communication with families and colleagues
- ✓ Continue 5th Grade Technology Curriculum

Academic Year 2005-06:

- ✓ Maintain a ratio of students to computers of 5:1
- ✓ Continue 6th Grade Technology Curriculum
- ✓ Design an integrated technology curriculum for 7th grade

Academic Year 2006-07:

- ✓ Maintain a ratio of students to computers of 5:1
- ✓ Technology will be seamlessly integrated into daily instructional activities
- ✓ Entire school facility will include sufficient wiring and circuits for full application of technology
- ✓ Technology will be operated safely and in a budget-conscious manner
- ✓ Further integrate technology into the 7th and 8th grade curriculums

IV. THREE-YEAR IMPLEMENTATION STRATEGIES/ACTIVITY TABLES

A. How all students will acquire information technology literacy skills

- ✓ As is discussed above in section III, all KIPP TECH VALLEY 6th graders participate in a Technology Curriculum that enables them to become familiar, and develop mastery, with many computer operations, including internet research and constructing documents
- ✓ Students have opportunities to use computers after school and during Saturday enrichment courses
- ✓ Students will be provided access to appropriate instructional technology programs, possibly including CD-ROM based enrichment programs included with academic textbooks

B. How all students regardless of gender, race, national origin, special need and religious affiliation have equitable access to educational technology

As a charter school, the KIPP TECH VALLEY maintains a strict policy of non discrimination. More importantly, as a community institution, the KIPP TECH VALLEY mission is to enable the children of Albany, the vast majority of those we serve being economically disadvantaged, to climb the mountain to college and achieve what few others think they can. We will also have full and part-time staff members who deliver individualized support to students with special needs, diagnose and target assistance to students with learning disabilities, as well as ensure LEP students progress to a point of proficiency in English from where they can access technology equally.

C. How are resources/services/activities coordinated and shared with projects that are funded from federal, state and local sources

Several staff members and organizational structures exist to coordinate activity:

- ✓ The Development Director and Chief Operating Officer: works closely with the school leader, school business administrator and other key staff regarding finances and capital; oversees all grant activities and procurement of equipment; serves as Secretary of the Board of Trustees

- ✓ The School Director holds regular staff meetings with faculty members to review success and areas of improvement in all school functions, including technology

D. How are innovative strategies supported and developed for use in the classroom

Numerous examples of how we go about developing innovative methods are included below in the section VI: Professional Development. One good example of our innovative approach is a form of distance learning: equipping teachers with cell phones. Since students have a list of each other's, as well as their teacher's, phone numbers, they are essentially enrolled in a 24-hour per day learning community.

E. How effective use of technology will promote parental involvement and increase communication; how parents will be informed of the technology being applied in their child's education so that the parents are able to reinforce at home the instruction their child receives at school

Parents are involved with the KIPP TECH VALLEY in the following ways:

- ✓ Meeting with KIPP TECH VALLEY staff for one to two hours in their home before the school year begins, to learn about the expectations of the school and how to best ensure the academic and social success of their child
- ✓ Periodic meetings and conversations with teachers, the Dean of Students, and the Director
- ✓ The option to call teachers on their cell phones
- ✓ Participation in KIPP TECH VALLEY field trips as chaperones
- ✓ Reviewing and signing students' weekly progress reports / "paychecks," which include both academic and behavioral evaluations
- ✓ KIPP TECH VALLEY's open door policy, which resulted in over 150 non-parent visitors stopping by last school year

Our cell phone program alone permits an unprecedented frequency and quality of contact between parents and the school. In addition, we are working to incorporate the weekly progress report / paycheck process with our student information system which will result in even more effective tracking of data and more detailed communication with parents. Parents are informed about the use of these applications of technology as they *participants* in them; with such constant updates about their child's performance, parents can adapt to reinforce the entire educational experience.

F. How programs will be developed, where applicable, in collaboration with Adult Literacy service providers

At this time, the KIPP TECH VALLEY is not involved with any Adult Literacy programs. Our focus is on accelerating our students past grade level by the time they are finished with 8th grade, so that they can gain access to elite high schools and step toward a literate and accomplished adult life of their own.

V. FUNDING PLAN

The following is an outline of the financial implications for the goals and equipment described so far:

- A. Supporting resources, electronically delivered learning materials, and print resources that will be acquired to ensure successful and effective uses of technology

DESCRIPTION	QTY	COST	TOTAL
Maintenance svcs. for network infrastructure	3 years	\$9,400 per year	\$28,200

- B. Projected costs of technologies that will be acquired and expenses such as hardware/software, digital curricula, upgrades and other services that will be needed to achieve the goals of this plan

DESCRIPTION	QTY	COST	TOTAL
Dell Latitude D600	120 (40/yr x 3yrs)	\$1,826 each	\$219,182
Mobile laptop cart	3	\$1,895	\$5,685
Server expansion	1	\$10,321.35	\$10,321.35
Additional cell phone service	8 current phones + 7 (2004-05)	\$50/month each x 12 months	\$9,000
Adt'l cell svc	15 phones + 5 (2005-06)	\$50/month each x 12 months	\$12,000
Adt'l cell svc	20 phones + 5 (2006-07)	\$50/month each x 12 months	\$15,000
Long dist. ph. svc.	1 account	\$300/mo. x 12 mo. X 3 yrs.	\$10,800
Equipment and installation for wireless network and other wiring	For 2 floors	\$25,087.40	\$50,174.8
Book tracking prog. and equipment	1	Approx. \$50 (software) + \$150 (hardware)	\$200

- C. Federal, state, and local funding sources to support student access to technology

- ✓ E-rate (KIPP TECH VALLEY qualifies for 90% discounts based on the proportion of our students who are eligible for free and reduced lunch)

- For the upcoming years, KIPP TECH VALLEY has applied for E-rate discounts for local and long distance phone service, DSL connection, as well as for wiring and network setup costs noted above
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 - ✓ Collaboration with education consultants to design grade-level benchmarks and objectives
- E. Summary of teacher and library media personnel proficiency in the use of technology

- ✓ All of our teachers are at least at the intermediate skill level for technology use – using applications to support communication and other purposes
- ✓ Nearly half of our teachers infuse technology into their curriculum
- ✓ Technology is integrated into specific instructional units/projects, notably the 6th grade technology curriculum taught by one teacher that is designed to enable students to master essential computer functions

F. Professional development needs and barriers regarding using technology as part of instruction

Needs:

- ✓ By increasing the frequency and depth of our analysis of student assessment data, we can further enable the applications of innovative technology to drive instructional practice
- ✓ We need to provide for more individualized observation of teachers by the Head of School to evaluate their use of technology and provide recommendations for improvement

Barriers:

- ✓ With our lengthened school day, our teachers and Head of School are left with a smaller amount of time available for meetings outside of the classroom

G. Ongoing, sustained, high-quality professional development opportunities planned for 2004-07

- ✓ Items B-D above encapsulate many of our professional development plans, both past and ongoing, taking into account the needs and barriers identified in item F.
- ✓ In addition, since our staff's time is limited, administrators periodically host outside technology experts, vendors, and trainers, to teach TEAM staff about software applications and other technologies

VII. EVALUATION PLAN

The process and accountability measures used to regularly evaluate the extent to which goals, objectives, activities, resources and services are effective in integrating technology into curricula and instruction, students meeting challenging state academic standards, and developing life-long learning skills are:

- ✓ Our teachers plan student activity, including use of technology, with meticulous attention to how it will support their scholarly growth. Teachers regularly make reference to state academic standards in planning and evaluating lesson planning and student performance.
- ✓ Some of our methods for self evaluation that have already been listed include:

- Full staff involvement in curriculum development over the summer
 - Teacher self-assessments, improvement plans and observation by the Lead Person and Principal
 - Periodic conferences with other high performing school leaders and teachers
 - Collaboration with education consultants to design grade-level benchmarks and objectives
- ✓ In addition, at the end of every year, the School Leader performs a comprehensive Evaluation, with the input of Grade-level faculty chairpersons and submitted to the Board of Trustees, addressing:
- student outcomes and assessment
 - staff success
 - organizational effectiveness