***Introduction***

Gottalearn Academy is a public high school in Chicago, Illinois with a current enrollment of approximately 650 students. The mission of Gottalearn Academy is to develop life-long learners who value diversity and social awareness and possess the critical-thinking, creative, social, and technological skills to be active, responsible, and productive citizens. To achieve this mission, faculty, staff, and community will focus on implementing rigorous, international-minded curriculum.

Under the previous administration, Gottalearn Academy acquired 5 computer labs through the school budget, grants, and district career and technical education. Each computer lab has 25 to 30 computers and a teacher computer. Three of the computer labs were used exclusively for technology courses such as computer applications, web design, computer science, or graphic arts. Four of the labs have Dell desktop computers running Windows XP with the basic software package including Microsoft Office. Additional software needed for computer science and graphic arts has been installed as needed.

In the last 3 years under the current administration, the school has also acquired 2 Mac labs, eliminated 1 PC lab, and equipped 95% of classrooms with LCD projectors. Only 1 computer lab is used for technology courses with the other open for non-technology course usage. Finally, Gottalearn received a grant for 60 iPads in 2010. All Internet services including Wi-Fi are managed and funded at the district level.

***Technology Needs Assessment***

## **Curriculum Integration**

Curriculum at grades 9, 10, and 12 has recently been transitioned to the Common Core Standards (CCS). Grade 11 is still aligned with the College Readiness Standards (CRS) because of the ACT. Gottalearn has a school wide reading and writing strategy that all students complete multiple times per week. Textual annotation is completed in all English and Social Science classes at least once per week with other courses completing annotation on a bi-weekly basis. The main purpose of textual annotation is for students to “mark- up” the text by identifying main idea, supporting details, and vocabulary. Students also are expected to write comments and reactions in the margins. Post reading activities might include written response or ACT style questioning. The school-wide writing strategy has been implemented this year. Teachers worked over the summer to create rubrics by grade level and subject area to scaffold writing assignments. Each subject is expected to have one written assignment per week. English and Social Science are expected to have this written assignments be based on readings from class. Each core subject is also expected to have one research paper per year.

A significant weakness that Gottalearn Academy faces are the below average test scores on the ACT and PSAE. The school is currently not making Adequate Yearly Progress (AYP) and the percent of students at Gottalearn Academy who meet or exceed state standards on the PSAE exam is significantly low. The school is performing below state average in the areas of reading, math, and science. Common assessments are created by subject area and aligned to CCS or CRS standards. Test scoring machines and data analysis software are used to analyze each item to determine standards and content. The district’s data management system houses all district standardized test scores broken down by standard and strand. Teachers analyze the beginning, middle, and end of year scores to determine curriculum needs. Also, students in the district take computer adaptive tests that allow the teachers to differentiate instruction by printing out worksheet based on the students needs.

Most teachers are using basic technology in their classrooms. About 90% of classrooms have overhead projectors that are used for whole group instruction. Each science lab has a document camera. Also, the school received a grant for 60 iPads to be used in the science department. The iPads are occasionally used in other classes for research. A majority of students are using technology for research, word processing, and presentation. The district implemented Google Apps this year so many students are using Gmail and Google Drive even though training has not been provided. Some teachers are also having students use Web 2.0 tools such as Prezi, Glogster, and Weebly as presentation tools. Students who are in technology courses are learning Adobe Photoshop, Premiere, and Illustrator.

## **Professional Development**

At this point the district provides technology professional development for district software using a train the trainer technique. A few people from each school attend the training and are expected to return and train the staff of the school. Beyond the district applications additional training is the responsibility of the teacher. There is not a process in place to address the professional development needs of teachers and staff. A majority of technology training is minimal and only addresses the basic operations that are needed to complete the task. The activities are not formally assessed to determine effectiveness.

## **Equitable Use of Technology**

Each classroom has one teacher computer. A majority of classrooms have overhead projectors. There also is a teacher workroom that houses desktop computers and printers. All printing is done in this room unless teachers purchase their own printers to be used in their individual classroom.

One computer lab is available during all class periods of the day. The other three are available for at least 50% of the class periods. Teachers can reserve the computer labs by filling out a request form and submitting their lesson plan. Students also have access to a computer lab during lunch periods and after school. As stated before the iPads can be reserved if they are not in use in the science classes. The two Mac labs are exclusively used for arts classes.

## **Administrative Needs**

Each teacher has access to his or her students in the student information system. The Gradebook program is used to enter daily attendance and grades. The student information management system (SIM) has all demographic, enrollment, and contact information. The Student Services Management (SSM) has all IEP and 504 plan information. Finally, Curriculum and Instructional Management (CIM) system has all standardized test scores and online assessments. These four systems are used primarily by teachers to make data- driven decisions regarding the students in their classroom. At the school wide level the administrative team can access Dashboard which houses all composite information regarding attendance, academics, and standardized testing. The system shows graphs and charts that can be drilled down to the individual student level.

***Goals and Objectives***

**Goal 1:** Use technology to increase student learning and promote critical thinking, creativity, and collaboration.

**Standard:** *NETS-A 2 Digital Age Learning Culture*—Educational Administrators create, promote, and sustain a dynamic, digital-age learning culture that provided a rigorous, relevant, and engaging education for all students.

***Objective 1.1:*** All students will use technology to communicate and collaborate with teachers, students, and community members.

***Objective 1.2:*** All students will use technology to locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources of media.

***Objective 1.3:*** All students will demonstrate basic technology skills and concepts.

**Goal 2:** Provide all teachers with the tools and training necessary to implement technology into their classrooms.

**Standard:** *NET-A 3 Excellence in Professional Practice*—Educational Administrators promote an environment of professional learning and innovation that empowers educators to enhance student learning through the infusion of contemporary technologies and digital resources.

***Objective 2.1:*** All faculty and staff will participate in on-going professional development on all district applications.

***Objective 2.2:*** All teachers will be provided training and support on technology tools that promote communication, collaboration, and critical thinking.

***Objective 2.3:*** The technology coordinator and other qualified staff will be available to assist all teachers on an individual basis with technology integration.

**Goal 3:** Provide all students and teachers with equipment and resources to effectively integrate technology.

**Standard:** *NETS-A 4 Systematic Improvement*—Educational Administrators provide digital age leadership and management to continuously improve the organization through the effective use of information and technology resources.

***Objective 3.1:*** All teachers will be provided with a Chromebook by the beginning of Year 1. All students will be provided with a Chromebook by the beginning of Year 3.

***Objective 3.2:*** Suggested digitals tools and resources will be published on the Gottalearn Chromebook online learning space.

***Objective 3.3:*** All teachers will be surveyed quarterly to determine resources needs. Technology administration will then determine course of action.

**Goal 4:** Develop an on-going maintenance and funding plan.

**Standard:** *NETS-A 1 Visionary Leadership*—Educational Administrators inspire and lead development and implementation of a shared vision for comprehensive integration of technology to promote excellence and support transformation throughout the organization.

***Objective 4.1:*** Research will be conducted to determine cost of implementation and on-going budget for 1:1 Chromebook initiative.

***Objective 4.2:*** A maintenance protocol and timeline will be created and shared with all faculty and staff.

***Objective 4.3:*** On-site technical assistance will be available to all teachers and students.

***Hardware/Software Plan and Budget***

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| Category | Item Description | Year One | Year Two | Year Three |
| Staff | Technology Specialist | $65,000 | $66, 950 | $68, 958 |
| Director of IT | $65,000 | $66, 950 | $68, 958 |
| Hardware | Chromebooks | $75,540 | $75,540 |  |
| Wireless Access Points | $28,500 |  |  |
| Document Cameras | $35,400 |  |  |
| SMART Boards | $44,980.00 | $44,980.00 |  |
| Replacement teacher PC | $3,000 | $3,000 | $3,000 |
| Replacement LCD projectors | $2,000 | $2,000 | $2,000 |
| Services | Internet Access | $3,300 | $3,300 | $3,300 |
| Installation | $7,275 |  |  |
| Repair | Projecting 36 hours (3 hours per month) at $75/hour | $2,700 | $2,700 | $2,700 |
| Total Per year |  | $332,695.00 | $265.420.00 | $147.916.00 |

***Personnel Position Descriptions***

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| **Title**: Technology Coordinator - Technology Integration Specialist  **Assignment**: 12 Months  **Location**: On site  **Reports to:** Principal  **Qualifications:**   1. Minimum of Bachelor’s Degree with teacher certification 2. Type 10 Technology Specialist Certification 3. Three years actual classroom teaching experience 4. Must have experience coordinating and implementing technology programs   **Performance Responsibilities:**   * Be familiar with a wide range of computers and applications. * Seek to involve all stakeholders in the use of technology. * Organize professional development on the use of software and hardware. * Coordinate and assist in the integration of technology into the school’s curriculum. * Provide continuing support for the integration of technology into the school’s curriculum. * Evaluate and recommend new hardware and software to the Principal. * Assist in training of students on hardware, software, and specialized technology. * Assist in supervising the effective utilization of equipment and supplies for both staff and students. * Assist in revision of Technology Plan. |

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| **Title:** Information Technology Technician  **Assignment:** 12 months annually  **Location:** On site  **Reports to:** Principal  **Qualifications:**   1. 2-5 years of experience in computer maintenance and repair. 2. Must be familiar with work capabilities and limitations of various computers and operating systems. 3. Understand basic blueprint reading and engineering specifications. 4. Ability to make emergency decisions concerned with power and equipment failure. 5. Ability to work with staff, students, and the general public.   **Performance Responsibilities:**   * Maintaining all technical equipment in a condition of operating excellence and safety * Maintaining the network to ensure its smooth and efficient operation * Provide technical assistance on for hardware and software * Establish guidelines for minor in-school repairs and emergency repairs. * Evaluate and recommend new hardware and software to the Principal. * Inspect all technology annually and make recommendations for needed upgrades/repairs. * Work with Technology Coordinator to on acquisition procedures and plans. * Assist in establishing and maintaining current inventory of all hardware, software, and peripherals in the District. * Assist in revision of Technology Plan. |

***Acceptable Use Policy***

**Audience:** All members of the Gottalern Academy community and users of the school network.

**Policy Statement:** Gottalern Academy believes that all students should have access to educationally appropriate technology learning tools when they act in a responsible, trustworthy, courteous, and legal manner. Following this policy will ensure your continued access to the school’s technology as a citizen of the modern world. Internet access is a privilege, not a right, and carries with it responsibilities.

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| Teamwork: | * Cooperate and work together as a productive member of a group in order to solve problems, make decisions, and build a supportive learning environment. * Report threatening or discomforting materials to an instructor. * Understand that you are part of a large learning community; parents, teachers, students, community members, and learners of other cultures. |
| Caring: | * Respect and protect the intellectual property of others. * Take special care of all technology devices to reduce the chances of damage, breakage, or theft. |
| Honesty/Integrity: | * Create your own work, and give credit to the ideas of others. * Only use your own accounts for storage of created materials. * Publish your original work with your teacher’s approval and support. |
| Respect: | * Respect the ideas of others. * Communicate only in ways that are kind and respectful. * Do not engage in cyberbullying of any kind. * Respect the technology belonging to Gottalern Academy as a tool for your learning. |
| Responsibility: | * Respect the privacy of yourself and others. Do not share personal information, including school accounts and passwords. * Be responsible for technology devices that you have been given. * Follow the expectations for caring for your devices. * Use only the school website and links unless an instructor has given you permission. * Do not intentionally allow copied material of any kind to enter or exit Gottalern Academy. * Access only material acceptable by the school’s code of conduct. |

Any unauthorized technology used for the purpose of bypassing security systems, including internet filtering is not permitted. This included the use of ssh, proxy-bypass software, remote desktop sessions, anonymizing websites/software and other technologies.

Any costs, charges, liabilities or damage by misuse of the computers are the individual student’s responsibility. Any consequences of service interruption or privacy violation, will lead to disciplinary action. Such action can include suspension and/or expulsion from Gottalearn Academy.

***Professional Development Plan***

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| **Educator Proficiency/Identified Need** | **Planned Professional Development** | **Support** |
| Use of Google Apps for Education | Mini-lessons conducted by the Technology Specialist during scheduled professional development days on the Google Apps for Education Suite, including Gmail, Drive, Google+ and Chrome OS. Emphasis is placed on how to integrate these tools into the curriculum to improve student learning outcomes. | School website will be regularly updated with new links and ideas for using Google Apps.  Technology specialist will be available for continued assistance throughout the school year. |
| Use of Web 2.0 Tools | Mini-lessons conducted by the Technology Specialist during scheduled professional development days on established and emerging Web 2.0 tools. Sessions will include an introduction to the tool and ideas for how to integrate the tool into the curriculum to improve student learning outcomes. | School website will be regularly updated with new links and ideas for using new and established Web 2.0 tools..  Technology Specialist will be available for continued assistance throughout the school year. |
| Use of SMART board software | Training sessions will be offered after school throughout the year. | Technology Specialist and trained teachers will be available to provide individual assistance. |
| Teaching digital citizenship | Mini-lessons conducted by the Technology Specialist during scheduled professional development days on teaching students positive digital citizenship so that they may use technology and the internet appropriately. | School website will be regularly updated with new links and ideas for promoting positive digital citizenship.  Technology Specialist will be available for continued assistance throughout the school year, including teaching lessons to students. |

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| **Projected Professional Development** |
| Professional development will continue to provide teachers with instruction on how to implement the newest Web 2.0 tools into their classrooms.  Teachers will be trained upon the acquisition of any new hardware. |

***Evaluation plan***

The evaluation plan consists of 4 components; student learning, teacher learning, equipment, and budget. Students will be surveyed before receiving a Chromebook to get baseline data on student’s current technology usage. The survey will request information about types of hardware, software, and websites that students use. The survey will also include student’s experience with Gmail, Google Drive, and other software applications that may have been taught in other classes. Students will also take a mid year and end of year survey to gauge the usage of the Chromebook in and out of school in addition to their opinions on if the usage of the Chromebooks have enriched their learning.

To determine the effects on student learning, lessons plans and unit maps will be analyzed to see how technology has been used during and linked to the curriculum standards. Ideally, the lesson plans and unit maps will be compared to the similar lesson plans and units from previous years. A rubric will be used to track implementation, allowing lessons plans and unit maps from multiple subject areas to be compared. Teachers will also be requested to reflect on each lesson plan where technology was used. These reflections can be used to determine best practices or areas of need.

Teachers will complete a survey similar to the beginning student survey requesting information about hardware, software, and websites teacher’s use. The survey will also include questions about what teachers would like to learn. This information will be used to create beginning professional development session. At the beginning year 1 of implementation, teachers will be required to attend all professional development sessions. Surveys will be given at the end of each session to determine effectiveness and areas of improvement. After the first semester teachers will be able to display their mastery and opt out of the sessions. The goal is to only have professional development topics that address the majority of staff. Other issues will be handled on an individual basis, which is more appropriate for inexperienced teachers. These individual session will be documented through sign-in sheets and meeting minutes. The technology coordinator will also reflect on how effective the individual sessions are going and document any technology issues that may need to be shared with all teachers.

To gauge teacher learning, teachers will complete a reflection each quarter to determine technology tools they are using or would like to use in their classrooms. This information will be used to determine budgets and on-going training. Teachers who are knowledgeable about certain tools will be able to train others.

Focus groups will also be conducted at the end of year to determine opinions on implementation of the Chromebook program. This information will be used to adjust the technology plan for the next year.

Finally, reliability of the equipment will be evaluated to determine if our technology integration is cost effective. All maintenance and repairs will be logged and analyzed every few months to identify trends and project future costs. These trends will be considered when revising the technology plan and yearly budget.

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