

TABLE OF CONTENTS

School Background	2
Mission Statement	3
Vision Statement for Technology Program	3
Goals & Objectives	4
Overall Program Goals	4
Community Objectives	4
Academic Objectives & Standards	5
Technology Benchmarks for Faculty/Staff	6
Staff Development Goals	7
Current Assessment	8
Facilities	8
Telecommunications/internet	8
Hardware	9
Software	10
Work Schedule	11
Budget	12
Evaluation	13
Acceptable Use Policy	14
Curriculum Overview	15

Background

The Children's Storefront is an independent, tuition-free school located in East Harlem. The school was founded in 1966 as a small program for neighborhood children. It functioned as a library, after-school center and drop-in site, providing food, a quiet nap-space and reading materials for families in the community.

Now in its fifth decade, The Storefront serves 170 students in preschool through eighth grade, and remains special in the world of independent schools. Teachers, administrators and trustees all share a mission to provide excellence in education, and to empower our students. We continue to be tuition-free. We believe that lack of finances should not deprive a child of an education that will enlighten the mind, provide a sense of the broader world, create curiosity and delight, and open many options for a fine high school and later on, college.

The presence of arts, poetry and music from diverse cultural sources are key elements of our school culture. We value the uniqueness of each child and staff member. At the same time, we adhere to a consistent curriculum with an intense emphasis on literacy, math, and core skills. We have a tradition of outreach and respect for the families in our community. We are authentic, honest and compassionate, and we both make and demand the effort to move our students to higher levels of learning.

The school is committed to providing our students with the opportunity to experience technology and to prepare them for full participation in today's complex society. We are in the tenth year of our technology program, and in a recent mission statement have renewed our commitment to providing a comprehensive education to a diverse group of students in an impoverished urban community.

Mission Statement

The Children's Storefront is an independent, tuition-free school in Harlem committed to providing a comprehensive education to children with varied academic strengths from preschool through eighth grade. Our work is grounded in the conviction that every child deserves the opportunity for an excellent education.

We work in partnership with families and community members to prepare children academically, socially and emotionally for further education, empowering each child to reach his or her potential. Our goals are to prepare children academically, socially, and emotionally for further education. We inspire the imagination, creativity, and love of learning inherent in all children. We promote values of hard work, mutual respect and service to our society in a structured, joyful environment.

We are a caring community of educators, children, families and friends who are focused on each student's daily achievement as a step toward a better future.

Vision for Technology

We must prepare our students to be active learners, skilled in accessing and processing information, able to solve complex problems alone and collaboratively, capable of critical and creative thought, and able to communicate well with others within and outside our local community. We believe that technology plays an essential role in this effort, in allowing us to better address the diversity of learning styles that is a hallmark of our student body, and as a tool used by students in support of core curriculum and other academic pursuits.

We recognize the existence of a digital divide between children in privileged families and those in impoverished communities such as ours. Our students require equal access to information technologies, and comprehensive instruction in their use. We must prepare them to make confident and appropriate use of technological tools; we must teach them how to access and organize information, and to communicate and collaborate with others in innovative ways; we must prepare them to express themselves effectively, and assume leadership roles in high school, in college, and beyond.

We further recognize the value of technology as a tool for teachers and administrators. In an environment that makes extraordinary demands upon its staff in the face of impossible budgetary constraints, technology can ease the stress of everyday operations, maximizing productivity and efficiency, permitting efficient and effective communications within and outside the school, and opening doors of possibility for educators, administrators, and every member of our community.

Goals and Objectives

OVERALL PROGRAM GOALS

The Children's Storefront remains committed to a tuition-free education that has as its hallmarks equal opportunity, academic excellence, critical and creative thinking, and community integration. The overall goals of the technology program have been shaped accordingly:

- To offer access to current information technologies for students, faculty, administrators, and the larger community of the school;
- To provide adequate bandwidth and connectivity for the exploration of new methods of education and new modes of interaction and experience;
- To forge new partnerships with educational institutions in our local community, and new connections with educational communities elsewhere;
- To encourage partnerships with established institutions in the field of technology, bringing new experiences to students and new opportunities to the school;
- To ensure that faculty enter classrooms and students leave the school ready to make the best possible use of new technologies in their work.

COMMUNITY OBJECTIVES

We believe that children who do not have home access to information technologies are significantly handicapped. Recognizing the value of a community-based network in fostering communication and education of all stakeholders we are committed to meeting the following objectives:

- Every student in the school will have access to a computer with standard productivity software and the internet;
- Parents will have training in proper computer use and internet safety, including system security and child-appropriate content control;
- The school will offer regular skills development workshops for parents;
- The school will develop a comprehensive web portal for students, parents, staff, and other members of the school community.

ACADEMIC OBJECTIVES: TECHNOLOGY STANDARDS FOR STUDENTS

Academic objectives are geared toward helping students to achieve mastery of core academic subjects, and to assume leadership roles in high school and beyond. Standards are loosely based upon the NETS (National Educational Technology Standards), and include the following:

Prior to the completion of Grade 4 students will:

- Be able to discuss the role of technology in our society;
- Exhibit proper respect for and use of standard computer hardware;
- Recognize terms for standard components of hardware ;
- Begin keyboarding skills, touch-typing, and other data input/retrieval methods;
- Make use of technology as a tool for expressive work;
- Work with others to create and present cooperative learning projects;

Prior to the Completion of Grade 8 students will:

- Use advanced word processing skills;
- Create a basic spreadsheet; use simple functions, and create graphs;
- Use multi-media tools to communicate information and ideas;
- Touch-type at 20 words per minute;
- Conduct internet searches, and distinguish and evaluate different media sources;
- Use technology tools to organize work and plan projects;
- Collaborate with others on projects using a range of current tools;
- Demonstrate understanding of ethical issues of technology, including intellectual property rights.

EVALUATION OF TECHNOLOGY STANDARDS FOR STUDENTS

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

Curriculum Goals For Computer Classes

- Add lower-school reading comprehension/listening tools through Reading Room
- Introduce Accelerated Reader program to grades 3-5 through Library
- Accelerate basic MS Office lessons to grades 4-5
- Create integrated unit on report planning/research for grades 5-6
- Add hardware introduction for grade 6 as part of one-to-one computing initiative
- Continue to develop media literacy curriculum for grades 7-8
- Integrate publication projects with curriculum (yearbook, benefit booklet, upper/lower school literary magazine, newspaper, video yearbook, class websites)
- Develop collaborative/writing skills in English/History/LE using blogs/wikis
- Enhance multimedia projects through integration with art/music curriculum

TECHNOLOGY BENCHMARKS FOR FACULTY AND STAFF

All staff members will complete a technology skills survey once a year. The information will be used to create strategies and facilitate planning for staff professional development. In addition to the survey, the technology director observes staff through the course of daily work to make individual needs assessments. Staff are expected to meet the following benchmarks:

- Operate school computers to access and use basic productivity software;
- Use email and other tools to communicate and collaborate with colleagues;
- Access and search the internet for professional resources;
- Create effective, computer-based presentations for students and peers;
- Work with the technology director to design assignments making appropriate use of technology tools available to students.

Formalized Staff Assessment/Development Strategies:

- Annual technology skills survey;
- Classroom observation by division heads/technology staff/committee members;
- Content-specific training programs by division;
- Advanced workshops moving from basic proficiency to integration;
- Exit surveys on completion of training programs;
- One-on-one tutoring for individual staff when necessary;
- Support for independent professional development outside of school;
- Technology leaders in each school division for peer-to-peer mentoring;
- Training and professional development records maintained for staff.
- Create online attendance/reporting solution
- Add regular scheduled periods for staff use of academic software (Rubicon, etc.)

Staff Development Goals

A thriving learning community focuses on improving learning for all of its youth and adult members. In order for staff members to create powerful learning experiences for children, they need to be engaged in the same. The following are targeted areas for implementing technology goals with respect to staff.

Productivity:

- Use shared files to collaborate with others;
- Use report card programs, databases, and spreadsheets to manage student data;
- Prepare high quality teaching materials at the desktop;
- Use school network to develop and deliver tools for student learning.

Communication/information:

- Use email to communicate within and outside school;
- Use internet access to connect with educators outside the school;
- Access current academic information to supplement teaching resources;
- Access professional journals and current education research;
- Use school intranet to develop class web pages and share educational links.

Assessment:

- Review portfolios of student work and writing saved on the network;
- Evaluate and record student/class work with spreadsheets and other tools;
- Prepare written assessments of student progress using software or templates.
- Create database to record and analyze student test scores.

Instructional Resources:

- Use streamed and other multimedia materials to motivate students, differentiate instruction and accommodate students with diverse learning styles and needs;
- Integrate available technology resources into student assignments;
- Use presentation and concept-mapping software to develop organize ideas;
- Guide student's use of the internet. Teachers or teacher teams search through numerous sites to find selected sources, which support the school curriculum and are appropriate for students;
- Create shared resources for use by other teachers in the school;
- Use available online curriculum mapping tools to record and evaluate current academic program.

Assessment of Current Program

The technology program at The Children's Storefront School is in its tenth year. Until 1998, technology at the school was unplanned, acquired largely through ad hoc donations, and consisted of several administrative computers, a Verizon Centrex phone system, and a FAX machine. The school hired a technology director in 1998, and began to create a planned technology program. For two years the program subsisted primarily through in-kind donations. It has now moved to a combination of donated equipment and budgeted purchases. Because the school is small, community-based, and tuition-free, it will maintain the current pattern of acquisitions, with increasing emphasis on budgeted purchases through grant income. In the meantime, hardware at the school runs several years behind current business standards, and keeps the school at an acceptable level of technology with respect to comparable institutions of education.

FACILITIES/INFRASTRUCTURE

The school consists of three small buildings, with eight administrative offices, ten full classrooms, and nine additional resource centers, including the computer lab. All rooms are wired for networking with Category 5e ethernet cable, with a dedicated high-bandwidth fiber connecting two buildings, and a 100mpbs directional radio frequency bridge connecting these two with a third building. A switch closet is maintained in each of the three buildings for network connections. Switches and other internal connections are nearing the end of their lifetimes and are due for extensive upgrades, which will be funded in part by the E-rate program.

TELECOMMUNICATIONS/INTERNET

Internet access at The Children's Storefront is available in the computer lab, in every classroom, and in all administrative offices. Access currently consists of a fiber T1 connection with Paetec Communications, Inc. Internet access is firewalled and filtered for content in accordance with CIPA. Both DSL and cable are available in the area, as cost-effective scalable alternatives to the T1 connection, if funding necessitates a change.

Phone service is distributed locally through our network infrastructure, using a 3Com NBX100 VoIP system with external POTS lines. The system allowed considerable budgetary savings as the school transitioned from a Verizon Centrex system, and allowed us to make phone service available in every office, classroom, and resource center at the school. The current system is nearing the end of its lifetime, and has been discontinued by the manufacturer; we have acquired second-hand parts to maintain it during 2007-08, and plan to replace it during the 2008-09 year. Verizon is the service provider for local, long distance, and cellular service.

HARDWARE

Administrative offices are equipped with workstations meeting current business standards, and most are maintained under regular service contracts. Workstations are purchased from Dell Computer, and maintained under contract with Dell. Models include both Dimension and Optiplex systems, as the school transitions from a stand-alone model to a network. Future upgrades will be selected entirely from the Dell Optiplex line, for maximum network compatibility and cost-effectiveness.

The computer lab comprises eighteen workstations and four servers. Three servers were purchased in 2001, the fourth in 2006. The current workstations were purchased with a cash gift from the Medley Family Foundation, but most usually workstations are acquired approximately every three years through in-kind donations from local businesses affiliated with the school through our development office or from other schools through the technology director. The servers run Windows 2000/2003, and the client workstations are standard PC-compatibles (see Appendix A for current specifications). We are considering transitioning to a multi-platform network environment, to allow for increased donations (of Apple/Macintosh computers, for instance) and improve access to software resources.

Classrooms and resource centers contain one to three workstations per room. Initial classroom computers were obtained through individual donations or decommissioned administrative computers. Current and future classroom computers are generally supplied by the computer lab during lab upgrades. All school workstations are maintained by the school technology director, and recycled for parts when no longer functional. Donated equipment from individuals and classroom computers that no longer meet school specifications are refurbished and distributed to student families and other members of the school community who have demonstrated need.

Laser printers (b/w & color) are accessible through the network from all computers. Some classrooms are additionally equipped with inkjet printers, and each administrative office has a dedicated laser printer. Other technologies at the school are currently limited, but include a scanner, projection facilities, a DVD/VHS player and camera, and an inexpensive digital camera. The school is planning a pilot program to extend availability of projectors and add whiteboards and laptops to several classrooms, and a thumb drive program to facilitate homework involving digital tools and assignments.

SOFTWARE

The Children's Storefront is committed to legal use of all hardware and software, as specified in our acceptable use policy. All administrative software (including operating system, security, productivity and specialized software) is purchased and renewed under standard business or academic licensing agreements, with the exception of Microsoft Windows 98 and Microsoft Windows 2000 for our workstations, which are donated and licensed by Microsoft under their Fresh Start for Donated Computers program.

Administrative software in use at the school includes the following:

Adobe Photoshop	Microsoft Excel
Adobe Pagemaker	Microsoft Outlook
Adobe Acrobat Reader	Microsoft Photo Editor
Blackbaud Raiser's Edge	Microsoft Powerpoint
Crystal Reports	Microsoft Publisher
Quicken	Microsoft Word
Quickbooks Premiere	Sagebrush Athena Library

Academic software in use at the school includes the following:

Adobe Photoshop	Microsoft Powerpoint
Corel WordPerfect	Microsoft Word
Google Sketch-Up/Google Earth	Print Shop
Inspiration	Reader Rabbit
Kid Pix Deluxe	Slam Dunk Typing
Print Shop Presswriter	Stagecast Creator
Math Blaster	The Amazon Trail/The Oregon Trail
Math Essentials	Thinkin' Things
Microsoft Excel	Type to Learn
Microsoft Internet Explorer	Where in the World/USA is
Microsoft Photo Editor	Carmen Sandiego?

Work Schedule

2007-2008

- Transition email to local FirstClass server;
- Transition student information/assessment database to FileMaker Pro
- Review server use for efficiency; consider virtualization/consolidation;
- Upgrade drives on servers to allow additional space for system partitions;
- Perform full network security assessment (server configuration, user policies, antivirus/spyware software, firewall/network intrusion detection, lab/closet access, and school surveillance);
- Establish policies for directory structure, file access, data security, & backup;
- Create offsite backup system;
- Establish thumb-drive program for staff and upper-school students;
- Classroom computer upgrades
- Begin pioneer laptop program for students and faculty;
- Projector/Smartboard installations in selected classrooms;
- Administrative computer upgrades;
- Formalize training for admin/dev staff (Blackbaud, Adobe, Excel, etc.);
- Begin upgrade of closet switches (most date from 2000);
- Begin upgrade of obsolete servers (most date from 2000).
- Home internet access for faculty (separate from e-rate funded school connection).

2008-09

- Designate space and create server closet for servers/phone system
- MDF/Servers to secure, ventilated enclosure
- Replace VoIP phone system
- Upgrade switch closet components
- Evaluate web hosting services and integrate intranet with external website
- Add projector to common room
- Administrative computer upgrades
- Continue upgrade of closet switches (most date from 2000);
- Continue upgrade of obsolete servers (most date from 2000).
- Extend home internet access to students (separate from e-rate funded school connection).
- Continue projector/smartboard & laptop programs.
- Replace student seating
- Create training program in technology for parents.

2009-2010

- Add second teacher workspace to computer lab
- Implement backup system for building-to-building connectivity (VPN/wireless)
- Integrate computer lab and library programs into single media center
- Administrative computer upgrades
- Complete upgrade of closet switches (most date from 2000);
- Complete upgrade of obsolete servers (most date from 2000).
- Extend parent training program into community outreach program of technology training/support to area residents.

Three-Year Proposed Budget

2007-08		
Hardware	5,000	drive upgrades, repair/replace broken equipment.
	5,000	switches, backup, hot spare
	90,000	classroom computer + smartboard
	2,000	thumb drives
	1,500	*e-rate basic maintenance
Internet Access	6,900	T1 connection
	200	Earthlink shared access
Web hosting/consulting	840	Current hosting costs
Telecommunications Services	25,000	Local, Long Distance, Wireless
Staff Development/Training	35,000	Rubicon
Software	5,000	academic (nyssl + other)
	15,000	Administrative (inc.10,000/smartbd grant)
	3,000	Antivirus
First Class	2,471	Initial (45 faculty/55 student licences)
	3,400	Maintenance
Filemaker	4,770	server software + licenses
	4,000	Server
	4,000	Programming
Miscellaneous	2,000	
Total:	215,081	
2008-09		
Hardware	5,000	Upgrades & repairs
	10,000	Replace phones, switches, closets (*e-rate)
	1,500	Basic maintenance (*e-rate)
Internet Access	6,900	T1 connection
	200	Earthlink shared access
Web hosting/consulting	5,000	School portal
Telecommunications Services	25,000	Local, Long Distance, Wireless
	1,000	Parent training
Software	5,000	Academic (nyssl + other)
	5,000	Administrative
	3,000	Antivirus
First Class	2,471	Initial (45 faculty/55 student licences)
	3,400	Maintenance
Filemaker	4,770	Server software + licenses
	4,000	Programming
Miscellaneous	2,000	
Total:	84,241	
2009-10		
Hardware	5,000	Upgrades & repairs
	1,500	Basic maintenance (*e-rate)
Internet Access	6,900	T1 connection
	200	Earthlink shared access
Web hosting/consulting	5,000	School portal
Telecommunications Services	25,000	Local, Long Distance, Wireless
	1,000	Parent training
Software	5,000	Academic (nyssl + other)
	5,000	Administrative
	3,000	Antivirus
First Class	2,471	Initial (45 faculty/55 student licences)
	3,400	Maintenance
Filemaker	4,770	Server software + licenses
	4,000	Programming
Miscellaneous	2,000	
Total:	74,241	

* Starred items are eligible for e-rate support. These expenses are contingent upon approval by the program, and amounts reflect anticipated discounts under current program regulations.

Evaluation

TECHNOLOGY PROGRAM AND PLAN

During the 2006-07 year, we established a school-wide technology committee consisting of one board member, the technology director, and two staff members. The technology committee will oversee the implementation of the plan and make recommendations to keep our school focused on targeted goals. They will act as an advisory board to set policy, investigate additional funding, and recommend new technologies. The committee will review the plan annually, and submit revisions to the school administrative committee for approval, as well as an authorized external agent.

RESPONSIBILITIES OF THE TECHNOLOGY COMMITTEE

- Oversee the implementation of the technology plan;
- Catch potential problems and correct before more serious problems occur;
- Recommend assessment measures to monitor staff and student progress;
- Recommend software, equipment, and opportunities for staff development;
- Act as a liaison between staff and the administration;
- Set policy and procedures for the use of the computer lab and other facilities;
- Recommend and evaluate new software and technology programs.

Acceptable Use Policy

TELEPHONES

- Check voicemail at least twice daily.
- Delete messages once you've heard them.
- (Messages older than 30 days will be deleted automatically.)
- Route incoming calls to voicemail when teaching.
- Students may call home only from a school office, with teacher permission.
- Be respectful of others when leaving voicemail messages.
- Personal long distance calls must be made with your own calling card.

COMPUTERS/INTERNET/EMAIL

- Do not share passwords; you are responsible for all use of your email account.
- Log off the network when your computer is not in use.
- Internet access is for professional purposes (email, curriculum research, etc.).
- Instant messaging is not allowed on our network.
- Check your email at least once daily, and delete or download messages regularly.
- Maintain respect in correspondence (no harassment, inappropriate language, etc.).
- Commercial use of Storefront email accounts is not allowed. Personal use is allowed, but please remember that you represent the school when using our address and avoid language/images that are abusive, hateful, harassing, potentially offensive, or in any other way inappropriate or otherwise unprofessional.
- Do NOT open unexpected attachments. Contact the sender or the school technology department BEFORE opening the attachment.
- Remember that e-mail is not inherently confidential. Do not send passwords, social security numbers, financial or other confidential material by e-mail.
- Do not install software on your computer without approval.
- Do not use school technology for illegal purposes, including software piracy.

STUDENTS

- Internet use by students is for schoolwork only, with direct teacher supervision.
- Students may use classroom computers with teacher permission.
- Students are not to use administrative computers for any reason.
- The lab is a place for quiet work, like a library. Keep voices low.
- Show respect for others in language, work, written correspondence, email, etc.
- Use the equipment in a responsible and safe manner.
- Leave all workstations in the condition you found them, or better.
- Respect privacy and property: use only your own files or designated shared files.
- Avoid plagiarism: credit the work of others.
- Use computers only for legal purposes.

Curriculum

Preschool/ Kindergarten	<p>Classroom Support</p> <ul style="list-style-type: none"> Scheduled weekly visit to each preschool classroom. On request, one-on-one work with individual students.
First Grade	<p>Media</p> <ul style="list-style-type: none"> Students visit Computer Lab or Library. Readings and Multimedia presentations enhance classroom instruction. What is a computer? Definitions of computers discussed. Safe and responsible use of lab equipment. Vocabulary I: Basic computer hardware
Second Grade	<p>Skills & Drills</p> <ul style="list-style-type: none"> System basics (start up and shut down, run and exit programs) Math Blaster/Math Essentials Earobics/Letterbugs Vocabulary II: Operating system, computer components
Third Grade	<p>Drawing Programs</p> <ul style="list-style-type: none"> How are computers used? Different uses of computers in society. Tux Paint/Kid Pix Vocabulary III: Mouse and keyboard Keyboarding I: alphanumeric and shift keys
Fourth Grade	<p>Word Processing</p> <ul style="list-style-type: none"> Essentials of operating systems, directories, and file management. Formatting text, paragraphs, and pages Tabs, tables & columns Objects Vocabulary IV: File management & word processing Keyboarding: proper fingering; editing/navigation keys
Fifth Grade	<p>Spreadsheets and Slideshows</p> <ul style="list-style-type: none"> Media literacy: reference websites, citing electronic sources Excel Powerpoint Vocabulary V: Web and data Keyboarding: editing and special keys; touch-type at 5 WPM
Sixth Grade	<p>Image Editing/Desktop publishing</p> <ul style="list-style-type: none"> Media literacy: search terms MS Photo Editor/Adobe Photoshop Literary Magazine Vocabulary VI: Digital photography and desktop publishing Keyboarding: touch-type at 10 WPM
Seventh Grade	<p>HTML</p> <ul style="list-style-type: none"> Media literacy: sourcing web pages Web page design Vocabulary VII: Codes and coding Keyboarding: touch-type 15 WPM
Eighth Grade	<p>Audio/Video/Multimedia Design</p> <ul style="list-style-type: none"> I-Movie/Windows Movie Maker Bluebook/Yearbook/Video Yearbook Vocabulary VIII: Audia and Video Keyboarding: touch-type 20 WPM