

Hoboken Dual Language Charter School (HoLa)
THREE-YEAR TECHNOLOGY PLAN: 2013-2016

STAKEHOLDER TABLE

Title	Name	Signature
INTERIM DIRECTOR	Elizabeth Willaum	
BUSINESS ADMINISTRATOR	John Bolil	
NETWORK/TECHNOLOGY SUPPORT	Alfred Houghton	
HOLA TECHNOLOGY COMMITTEE	Jen Sargent Joe Herman Doug Heyman Tia Narciso	
TEACHERS RESPONSIBLE FOR TECHNOLOGY INSTRUCTION	Veronica Cueva Jeanie Kim	

EXECUTIVE SUMMARY

HoLa is intrinsically a 21st Century school, in that we believe that multilingualism is a critical tool for success in our evolving society, along with the collateral ability to navigate cross-cultural settings. The development of a strong STEM (Science, Technology, Engineering and Math) program at HoLa is a natural complement to our mission of developing well-rounded global citizens. This is increasingly relevant in the context of lagging academic performance in math and science among U.S. students nationwide, with a related dearth of American engineers and scientists. We strive to prepare our students for a world in which international commerce and the exchange of information is the norm, and in which technology impacts every aspect of contemporary life. Further, HoLa takes a holistic view of education. Our approach to the classroom is experiential and integrated, with the goal of facilitating the development of multiple intelligences through an academic program that includes a range of opportunities for hands-on project work in various modalities.

As we expand to full fruition of our charter, we are establishing a well-articulated STEM program as an important component of our curriculum—one that goes beyond core requirements and provides broad exposure to applied technology and sciences. The three-year technology plan we have outlined in this document has been designed to support, enhance and accelerate this vision. It is important to note that we are already executing several aspects of our plan.

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In our third year of operations, HoLa currently serves grades K through 4th Grade, with 210 students in the 2012-2013 school year, and will continue to add one grade per year until we reach K through 6th Grade in the 2014-2015 school year (with capacity for 308).

In preparation for the 2013-2014 school year:

- We currently have 25 Dell laptop computers, 8 desktop computers, 4 Google Chromebooks and 2 iPad Minis for student use (ratio of 5 students per device for the current year). For the coming year, we will increase the number of these devices available to students to include a total of 65 Chromebooks and 25 iPad Minis, so that every 4th and 5th Grade student has a Chromebook available to him/her for daily classroom use, and so that all grades have access to laptops and iPad Minis for multi-media activities and projects as needed (ratio of 2 devices per student school-wide). Secure cabinet storage is also being purchased for all equipment, in addition to existing laptop carts. In addition, a high definition monitor will be installed in each of the 4th and 5th Grade classrooms.
- We have created a curriculum framework that will further integrate the use of technology into core subjects for appropriately media-rich learning experiences, as well as research, projects and reports.
- We have partnered with CIESE (Center for Innovation in Engineering and Science Education) at Stevens Institute of Technology in order to provide Professional Development to our entire teaching staff over the coming year (addressing the deliberate integration of technology into the classroom across subject areas), and to help support the development of our STEM program (visit ciese.org for additional information regarding the program).
- Starting in the 2013-2014 school year, we will shift to a quasi-departmentalized model for 4th & 5th Grades, in which Science and Math will be taught by subject specialists. (In the 2014-2015 school year, when 6th Grade is added, this will apply to 4th, 5th and 6th Grades.) Daily science classes will include lab time for grade appropriate hands-on study and Foss kits will be provided for all 4th and 5th Grade classes.
- We have added three periods a week to the schedule for 4th and 5th Grades for explicit STEM instruction through rotating mini-courses, such as Technology Overview (aligned with New Jersey Core Curriculum Content Standards for Technology), Basic Coding, Robotics, and expanded applied mathematics offerings. (In the 2014-2015 school year, when 6th Grade is added, this will apply to 4th, 5th and 6th Grades.)

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1. TECHNOLOGY INVENTORY

1a. Technology Equipment

Technology inventory needed to improved student academic achievement through 2016 includes, but is not limited to:

Current Hardware	Anticipated Purchases 2013-2015		
	2013 (#) \$	2014 (#) \$	2015 (#) \$
25 DELL VOSTRO LAPTOPS (for student use)		(4) \$2,400	(4) \$2,400
10 DELL VOSTRO LAPTOPS (for teacher use)	(4) \$2,400	(4) \$2,400	(4) \$2,400
4 DESKTOP COMPUTERS (for administrative use)			
8 DESKTOP COMPUTERS (for student use)			
4 GOOGLE CHROMEBOOKS (for student use)	(65) \$19,500	(44) \$13,200	(44) \$13,200
2 IPAD MINIS (for student use)	(25) \$10,000	(5) \$2,000	(5) \$2,000
0 HIGH DEFINITION MONITORS	(4) \$2,000	(2) \$1,000	(2) \$1,000
1 MULTI-MEDIA CABINET (with secure charging station)	(2) \$2,000	(1) \$1,000	(1) \$1,000
3 PROJECTORS			(1) \$500
8 COLOR LASER PRINTERS			
1 B/W LASER PRINTER			
VIDEO CONFERENCING CAPABILITIES (via Skype)			

The choice to supplement Dell laptops with a combination of Chromebooks and iPad Minis is the result of research by the Technology Committee, as well as a survey and subsequent technology trial among all HoLa teachers. These two types of device combine to provide a great deal of flexibility to our educational environment. Chromebooks are user-friendly and cloud-based, precluding the need to install software and facilitating the home/school connection; Google also provides substantial support for educational use of these devices. We have chosen to also provide iPad Mini tablets, as they offer distinct multi-media capabilities as well as Apple-specific software, in a hand-held design that lends itself to varied usage.

To learn about Chromebooks, and their compatibility with classroom use, please visit:

<http://www.google.com/intl/en/chrome/education/devices/chromebooks.html>

To learn more about iPad Minis, please visit:

<http://www.apple.com/uk/education/ipad/>

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Assistive Technologies

Student assistive devices are provided as delineated in student Individualized Education Plans (IEPs). In addition to the capabilities intrinsic to the laptops, Chromebooks and iPad Minis that are utilized to support IEPs (e.g. for students whose accommodations include typing vs. handwriting or software based modifications and support), the following assistive technology devices are currently in use:

- **PHONAK:** Augmentative communication device
- **FM Systems:** Sound amplification

1b. Networking Technology and Capacity

Wireless technology has enhanced the portability of network access for instruction anytime, anywhere. Our current WAN bandwidth is approximately 50Mbps. Over the course of the next three years, we anticipate increasing this bandwidth to at least 150Mbps; we do not believe that our costs will change significantly as service providers upgrade their offerings and increase capacity on a constant basis. Our existing firewall at the head of our network is sufficient for our current and near-term future needs. However, as our bandwidth and capacity needs increase we will likely need to replace it with a more capable piece of equipment. In 2013, we implemented a new wireless network infrastructure by replacing our aging Wireless Access Points (WAPs) with newer, cloud-based WAPs by Meraki. The new WAPs allow us to monitor and make changes to the network from any web browser. We currently have 4 MR-16 WAP devices in place; each device provides 600Mbps of bandwidth and has a Gigabit connection to the LAN. The devices operate in a mesh capacity and are self-optimizing and self-healing. The WAPs have their own stateful layer 3-7 firewall and content filtering solution, in addition to the firewall at the head of the network. Our current wireless network will support at least 100 more devices than currently proposed.

Current Network Infrastructure	Anticipated Purchases 2013 - 2015		
	2013	2014	2015
4 MERAKI'S			(4) \$4,000
MERAKI ANNUAL FEE	(4) \$600	(4) \$600	(8) \$1,200
1 STORAGE SERVER			
1 SONICWALL FIREWALL			(1) \$2,500

1c. Filtering Method

To support the safety of our students, in addition to instructors guiding and monitoring student online access in the classrooms, all incoming and outgoing connections are filtered by Meraki and Dell. Meraki's Adult Content Filtering is enabled on the wireless network that students use for access to the Internet. This filtering blocks access to sites that contain pornographic or other objectionable adult material. Filtering is performed at the WAP level with pre-populated lists of common adult sites. If a user tries to access a blocked site, as splash page states that the site has been blocked by Meraki.

Dell's commercial filtering system is used to block inappropriate sites and safeguard against viruses:

- Virus protection updates are automated to guard against local and global viruses.
- Desktop security exists in the form of user privileges on student and staff computers.

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1d. Software Used for Curricular Support

Operating Systems and Software:

Software Titles	Description	Users
Microsoft Windows XP/7	Operating System for Dell Laptops	Staff/students
Microsoft Windows Server	Server and clients	Staff/students
Microsoft Office (PC)	Integrated Programs	Staff/students
NeoOffice, Open Office	Freeware MS Office	Staff/students
Adobe Acrobat Pro 9	PDF documents	Staff
Chrome OS	Operating System for Chromebooks	Staff/students
iOS	Operating System for iPad Minis	Staff/students
Google Apps for Education	Freeware from Google	Staff/students

Administrative Software:

Title	Description
GENESYS	Student database, attendance, gradebook
R&L	Payroll
CDK	Accounting and Purchase Orders
JEVEN	Food Service
GOOGLE	Email, parent notification

Teacher and Classroom Software:

Title	Description
GOOGLE APPS FOR EDUCATION	A free suite of educational and office software that is cloud-based and accessible from the Chromebooks or via google.com on the laptops.
MICROSOFT OFFICE	Basic software for spreadsheets, text documents and presentations (used for classroom assignments as well as for lesson planning and instruction)
ADOBE ILLUSTRATOR	Design and layout software (used by art teacher and classroom teachers for unit webs and other charts / graphics)
ADOBE INDESIGN	Design software (used by art teacher)
ADOBE PHOTOSHOP	Photo and design software (used by art teacher)
ENGRADE	Free web-based grading program that enables teachers to post assignments and grades for parents and students
LEARNING A TO Z	Online, subscription-based reading and writing instructional resources.
ORTON-GILLINGHAM	Reading program for students with learning disabilities; subscription for online services and newsletter.
HOUGHTON MIFFLIN	Math In Focus subscription for online support and resources.
SOPA/ELLOPA	Second language acquisition assessment (Spanish / English); subscription for online services and support.
SIBELIUS 7	Software used to write music, and prepare music exercises, for student instruction (used by music teacher).

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1e. Technology Maintenance and Support

On-site daily technical support and troubleshooting is provided by HoLa staff, as well as through contracted network support. Application and/or maintenance fees are as follows:

Provider	Description	Annual Fee
CDK	Accounting software	\$4,800
JEVEN	Food service software	\$600
GENESYS	Student database software	\$2,800
RHM NETWORK	Network maintenance contract	\$5,700

Currently, the school's network maintenance is outsourced and addressed via work order through the Business Office.

1f. Telecommunication Equipment and Services

Broadview provides telephone service and Comcast is the Internet provider. The Meraki wireless access points allow for wireless Internet access in all classrooms and throughout the building. All offices and classrooms are equipped with telephones and/or intercom capabilities. Robocall is our parent phone notification system.

2. NEEDS ASSESSMENT

A Technology Committee was formed in September 2012 with the following goals:

- 1) Create a technology vision for the school
- 2) Assess the current and future hardware, software and infrastructure needs of the school
- 3) Prepare the three-year technology plan

The committee is composed of a diverse group of concerned individuals who draw experience from industry, education and the academic world.

In January, the Technology Committee conducted a secured online survey to determine existing staff skill levels and classroom technology needs and interests. After reviewing survey results and conducting research to determine what hardware might best suit our needs, the Technology Committee facilitated a one-week trial of Chromebooks and iPad Minis. After the trial, the Technology Committee debriefed with the staff and made an overall recommendation regarding the proposed purchase of Chromebooks and iPads (see 1a for specific projected purchases).

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3. THREE-YEAR GOALS

Goal 1

Students and staff will have seamless access to current information technology in their classrooms.

Goal 2

Students will develop the technology and information literacy skills needed to succeed in the increasingly technological world of the 21st Century.

Goal 3

Staff will utilize technology to support the educational goals of the school.

Goal 4

Students will have the skills necessary to prepare them for upcoming online PARCC assessment, to be administered starting in the 2014-2015 school year.

4. THREE-YEAR IMPLEMENTATION AND STRATEGIES

Three-Year Technology Implementation Activity Table				
Goal	Strategy/Activity	Timeline	Responsible	Documentation
1. Access to technology	In addition to existing Dell laptops, desktop computers, Chromebooks and iPad Minis, the school will obtain a total of 65 Chromebooks and 25 iPad Minis for use by all grades (for a ratio of approx. 2 students per device), as well as storage cabinets for all devices and large screen, high definition monitors for each of the 4 th and 5 th Grade classrooms.	Purchase order to be submitted 5/13; delivery 7/13.	School Business Administrator	Purchase Order, Accounts Payable
2. Development of 21 st Century skills	The existing curriculum has been revised, and the new 5 th Grade curriculum created, to include an emphasis on the integration of technology into core subject instruction – through research, classroom assignments, projects, interactive experiences (using Internet, Skype and video), data collection and analysis, written reports and media-rich presentations.	Under way; revisions will be complete by 7/13.	Director, teaching staff	Curriculum documents, lesson plans. Classroom-based assessments and teacher evaluations.
2. Development of 21 st Century skills	We have added three periods per week to the schedule for 4 th and 5 th Grades for explicit STEM instruction through mini-courses, such as Technology Overview (aligned with New Jersey Core Curriculum Content Standards for Technology), Basic Coding, Robotics, Building Math, Consumer Math and Internet-Based Data Projects. (In the 2014-2015 school year, when 6 th Grade is added, this will apply to 4 th through 6 th Grades.)	Under way; staff and courses have been identified and lessons are being developed. Will be complete by 7/13.	Director, teaching staff	Curriculum documents, lesson plans, master schedule. Classroom-based assessments and teacher evaluations.

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3. Successful staff implementation	The Center for Innovation in Engineering and Science Education (CIESE) at Stevens Institute will provide all classroom teachers with professional development focused on the successful integration of technology into all subject areas, both in August and periodically throughout the school year.	PD sessions are already scheduled for August. Follow-up modeling and coaching sessions are contracted and will be scheduled during the school year.	Director, teaching staff	Staff attendance at PD sessions, teacher evaluations.
3. Successful staff implementation	The Center for Innovation in Engineering and Science Education (CIESE) at Stevens Institute will provide all 4 th and 5 th Grade teachers, as well as Science and Math teachers, additional professional development on the delivery of specific STEM programming to be offered to the 4 th and 5 th Grade classes: Building Math and Internet-Based Data Projects.	PD sessions are already contracted and scheduled for June.	Director, teaching staff	Staff attendance at PD sessions, teacher evaluations.
3. Successful staff implementation	Teacher will be evaluated based on successful integration of technology into lesson, as one component of classroom instruction.	On-going	Director, teaching staff.	Lesson plans and teacher evaluations
4. Preparation for PARCC	By the 2014-2015 academic year, when the online Partnership for Assessment of Readiness for College and Careers (PARCC) assessment will replace the written NJASK as the mandatory state assessment tool, we will have the adequate number of laptops, Chromebooks or similar devices with Internet access available for concurrent use, in order to comply with state testing requirements. We will budget and raise funds in order to purchase additional hardware as needed.	June 2014	School Business Administrator	Annual budget, stated fundraising goals
4. Preparation for PARCC	All students will be instructed in keyboarding and have the opportunity to become skilled with laptop devices that will be used for test administration—both as part of Technology Overview class and on-going integrated technology offerings. Students will also have the opportunity to familiarize themselves with various devices and online applications through classroom projects and assignments.	On-going	Teaching staff	Classroom based assessments and evaluations.

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Explicit Technology Instruction Planned for the 2013-2014 School Year:

Teacher	Purpose
4 th and 5 th Grade classroom teachers, plus Science and Math teachers	Technology overview – Six sessions in September for all 4 th & 5 th graders.
Math teacher	Building Math – 8 weeks for all 4 th & 5 th graders. Consumer Math – 4 weeks for all 4 th & 5 th graders.
Science teacher	Basic Coding (Scratch) – 12 weeks for all 4 th & 5 th graders.
4 th and 5 th Grade Classroom teachers	Interactive data – based science projects – 12 weeks for all 4 th & 5 th graders
All classroom teachers	On-going integration of technology into instruction and student practice. Students in all grade levels will practice keyboarding and become familiar with various devices and applications, as well as with research, documentation, data and presentation skills, as appropriate.

5. PROFESSIONAL DEVELOPMENT STRATEGIES

In addition to content support and professional development in programs specific to the school, HoLa provides staff development in the use of new and existing technologies and the integration of technology into the curriculum for teachers, administrators and support staff. Our entire teaching staff is responsible for integrating technology into the core curriculum. To support this commitment, HoLa has contracted with the Center for Innovation in Engineering and Science Education (CIESE) program at Stevens Institute of Technology to provide professional development and consultation in preparation for, and continuing over the course of, the 2013-2014 school year.

The teaching staff is provided one week of intensive full-day professional development during August each year. The entire teaching staff also meets weekly for an hour after school to participate in a range of professional development opportunities provided by the Director, or by outside specialists, depending on the topic. When an assistive technology is required by a student’s IEP or 504 Plan, teachers are trained in the application of the technology, as appropriate, either by a specialist, a member of the Child Study Team, the provider/vendor or via online training.

Professional development for administrators and teachers are available in a number of ways:

- Scheduled summer / afterschool staff development sessions
- Weekly faculty meetings
- University partnerships – Stevens
- University courses / tuition reimbursement - Rutgers, Stevens, NJIT
- Conferences – NJECC, NECC, TechSpo, etc.

Anticipated topics related to technology include, but are not limited to:

- Technology standards
- Integrating technology into each subject area
- STEM programming
- Google docs
- Cloud Computing
- Email, calendaring, organization
- Data management and analysis

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Educators' Proficiency/ Identified Need	On-going, sustained, high-quality professional development planned	Support
Common Core State Math Standards, Singapore Math	Professional development provided by Singapore Math – completed.	Grade level teams will continue to revise and align the math curriculum in July, as well as during allocated afterschool PD sessions throughout the year.
Training for STEM programming and instruction: Building Math	Full-day workshop in June 2013	CIESE
Training for STEM programming and instruction: Online Data Projects	Full-day workshop in June 2013	CIESE
Integration of technology into core subjects	Full-day workshop in August 2013, plus modeling and coaching sessions throughout the school year.	CIESE
Training for teachers to serve as reading specialists for struggling readers	Orton Gillingham training and certification workshop for 4 HoLa classroom teachers, who serve as pull-out and push-in tutors for students in need of reading remediation or support. 2 complete; 2 scheduled for May.	Orton Gillingham / Institute for Multi-Sensory Education, Coordinator of Student Services
Training in the use of assistive technologies for a hearing impaired student	Child Study Team member and one-on-one instructor for the hearing impaired provide training to classroom teachers as needed (2 nd Grade teachers and co-teachers received training for the current school year, and the 3 rd Grade teachers and co-teachers will receive training in anticipation of the coming year).	Child Study Team, Coordinator of Student Services.
Development of proficiency with classroom devices and applications	Online webinars for Google Chromebooks, Google Apps for Education, and Apple.	Available online, at teachers' convenience. Devices are provided to teachers by the school.
The use of technology to support second language acquisition	Professional development session provided by Director in August as part of full-day workshop on immersion techniques and strategies, plus supported throughout the year on an on-going basis.	Teachers are evaluated formally and informally throughout the year, and provided with feedback, modeling and coaching as necessary.

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6. EVALUATION PLAN

Telecommunication services, hardware and software upgrades will improve learning and academic outcomes in many ways. A few examples:

- Connectivity to the Internet supports student research in the classroom.
- Internet-enabled devices (e.g. laptop, Chromebook or iPad Mini) will be available to and accessible by each child in the school. With user-friendly, interactive access to information, students will be excited and empowered to learn in ways relevant to real-world technology use.
- Software on the devices will provide students with spreadsheet capabilities and word processing capabilities. Applications on the devices can be used to reinforce or illustrate a concept (e.g. a student can learn about constellations in the classroom, and then use an iPad app to identify a constellation in the night sky), as well as provide multi-media capabilities for presentation and assessment purposes.
- The staff will be expected to integrate technology into their lessons and classroom activities. Administrators will evaluate staff implementation of technology through classroom observations and end-of-year reports.

Regular meetings of the Technology Committee will be used to support and review implementation progress. The Technology Committee will meet a minimum of four times per year. As part of their regular agenda, they will review / understand:

- How technology is being used / integrated into the curriculum / classroom
- If the technology is accessible and in working order
- How often the teachers are requesting / using the technology and if the current number of devices is adequate
- Effectiveness of, and teacher satisfaction with, the current technologies (e.g. Is the technology helping to achieve educational goals?)

The Technology Committee will seek input from the administrators, teachers and technology support staff annually to determine if the current plan / vision is being implemented as designed and if it is effective in helping the school to achieve its goals. The Technology Committee will review the input and make modifications, if necessary.

Administrators will monitor the teaching staff and ensure that best practices are shared and leveraged across the school. The Technology Committee will also monitor best practices from other schools and implement at HoLa as appropriate.

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Educational Technology Plan Evaluation Narrative	
Describe the process to regularly evaluate how...	
<i>a. Telecommunication services, hardware, software and other services are improving education.</i>	Any and all service, hardware and software issues should be reported to the school's network/technology support person. It is his/her responsibility to make the chairperson of the Technology Committee aware of any issues or concerns. The network/technology support person, the administration and Technology Committee will work together to resolve any issues in a timely manner.
<i>b. Effective integration of technology is enabling students to meet challenging state academic standards.</i>	The administration will encourage teachers to utilize technology to introduce or reinforce a concept or component of the curriculum. The administration will encourage best practice sharing among the teachers. The Technology Committee will seek input from the administrators, teachers and technology support staff annually to determine if the current plan/vision is being implemented as designed and if it is effective in helping the school to achieve its goals. Together with the administration, the Technology Committee will review the input and make modifications if necessary.

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7. EVALUATION PLAN: MID-COURSE CORRECTIONS

HoLa’s Technology Committee is tasked with identifying and prioritizing issues and opportunities that may affect the implementation of this plan. In partnership with the school’s administrators, teachers and technology support staff, the committee will continually review the existing hardware and software infrastructure.

The committee’s on-going focus centers on assessing the needs of the school’s students, faculty and administrators and the ability of the current infrastructure to meet those needs. For any instances where our resources do not currently meet the needs of the HoLa community, the Technology Committee will draw upon their experience and research to develop a recommended new course of action for the school and present these findings to the board. The technology committee has committed to being available as needed to address any such issues.

The administration, staff and the technology support person will be encouraged to explore and identify new technologies, as well as new ways of using existing technology in the classroom. Working with the administration, the Technology Committee will review and consider all opportunities.

In the case of a new technology, in most instances, the Technology Committee would recommend a pilot test. A modest investment would be made in the new technology, a pilot group would be identified and a test plan would be outlined (e.g. How will the technology be used? What are the expected outcomes?) and executed. The Technology Committee would review the results of the pilot and make a recommendation.

If any hardware fails, breaks or needs to be repaired / replaced, the Technology Committee would evaluate the devices and determine the best course of action (repair, replace with same device, upgrade). As the school grows to 6th grade and the curriculum evolves, the administration will continue to look for opportunities to integrate technology into the new curriculum.

8. FUNDING PLAN (July 2013-2014)

ITEM	COSTS	FUNDING
Internet Access	\$3,000	Local Boards of Education
Technology Equipment to improve instruction	\$35,900	Combination of local Boards of Education (\$20,000) and donations (\$15,000)
Professional development	\$11,800	Combination of local Boards of Education (\$4,000) and donations (\$7,800)
Network maintenance contracts	\$5,700	Local Boards of Education
Annual infrastructure software	\$8,800	Local Boards of Education
Teacher and classroom software	\$3,500	Local Boards of Education
Filtering, anti-virus	\$3,000	Local Boards of Education
Total	\$71,700	

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SUMMARY

Since the inception of the Technology Committee, HoLa has made great strides in planning, purchasing and implementing technology into the classrooms school-wide.

Looking to the future, HoLa's support for staff development, infrastructure development and new hardware/software will facilitate the realization of our school's mission and our newly articulated vision for technology.

As we continue to support the school in its proactive efforts to develop sophisticated technological skills among our students, we will continue to create processes designed to improve learning outcomes while making efficient use of time, money and staff. Our goal is to advance the learning environment and the academic achievement of all students, foster independent and responsible learners, and prepare all students for a global market with 21st century skills—in a manner aligned with our over-arching mission and vision.