

Guilford Preparatory Academy

Technology Plan

2025-2030



Guilford Preparatory Academy will produce young men and women who will **Learn** 21st Century Skills, **Lead** in a Global Economy, and **Live** in Service to the Community.

TECHNOLOGY COMMITTEE MEMBER	SCHOOL ROLE
Patrice Wade	TECHNOLOGY INTEGRATION SPECIALIST
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GUILFORD PREPARATORY ACADEMY

TECHNOLOGY PLAN

INTRODUCTION

At Guilford Preparatory Academy, we believe that technology is more than just a tool, it is a bridge to access, opportunity, and lifelong learning. This five-year Technology and Digital Learning Plan is designed to guide our school community from 2025 through 2030, ensuring that every decision we make supports equity, innovation, and excellence.

Our school has embraced a digital learning environment that reflects the needs of the 21st century. From the integration of Chromebooks and interactive teaching Math boards to the use of learning platforms that meet students where they are, technology is embedded in how we teach, learn, and grow.

This plan outlines our continued commitment to providing safe, secure, and innovative digital access for every scholar and educator. It also reflects our belief that technology should empower teaching, strengthen relationships with families, and build student confidence across all grade levels.

We will focus on maintaining a strong infrastructure, expanding professional learning for teachers, protecting students through responsible digital safeguards, and aligning all initiatives with the values of our charter mission: to prepare scholars to lead, serve, and thrive in a global society.

TECHNOLOGY OBJECTIVES

Student Experience

1. Provide equitable access to technology and ensure every student has a Chromebook inside the classroom
2. Inspire students to learn using technology and creativity
3. Promote collaboration with peers from all backgrounds
4. Foster problem solving and critical thinking
5. Enable students to showcase their learning digitally
6. Connect with the world outside our school

Staff Experience

1. Develop information technology skills and gain a better understanding of the power of data
2. Assess student performance using digital tools and resources
3. Participate in and use technology resources as a system of communication and collaboration
4. Use technology for instruction, communication, and analysis including sharing best practices
5. Integrate technology into instruction to promote student engagement and learning

MATCHING TECHNOLOGY TO STUDENT LEVELS

Early Elementary Grades PK-2

In the early elementary grades of K-2, our youngest learners use class sets of Chromebooks. These students are dependent learners and are often working in small groups in the classroom learning to read, solving math problems, and investigating science and social studies. Chromebooks are primarily used as learning centers in the classroom but can also be used for whole class use in a 1:1 environment for projects and individual use.

Primary Elementary Grades 3-5

In elementary grades 3-5, students begin reading to learn, have more independence in the classroom, and are developing skills in different subject areas. During this time, students begin moving between classes, they will still have a class set of Chromebooks that are accessible at any point in time. Each student will have a designated device as they are learning technology norms through their classroom teacher.

Middle School Grades 6-8

Our middle school students switch classes for each subject and have multiple teachers. Managing and organizing their academic day places demands on their executive functioning skills, for example setting short term goals, meeting due dates, and organizing materials for units of study. Students begin to use technology to communicate with their teachers using email and monitor their learning progress with Infinite Campus. The technology program supports students in these efforts by providing technology, currently a Chromebook.

In grades 6-8, our students are less dependent on the teacher for delivering the curriculum and are uncovering or even discovering information and ideas for themselves. They often work in small groups or teams on projects as they conduct this discovery. Students use their technology devices to conduct research, analyze data, and share their findings. Additionally, many of the formative and summative assessments are submitted digitally. This supports student engagement, equity, and skills development and allows for efficient and personalized feedback by teachers.

Management control systems are applied to the devices so internet filtering and other settings travel with the device.

CURRICULUM, INSTRUCTION, AND ASSESSMENT

Goal 1: Enhance student learning using instructional technology

Objective 1: All students will receive high-quality instruction in essential 21st century skills, including:

- Communication
 - Collaboration
 - Critical thinking
 - Creativity
 - Digital proficiency
 - Digital citizenship
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As a K–8 public charter school, Guilford Preparatory Academy integrates technology into every aspect of curriculum, instruction, and assessment. Technology is not treated as an add-on but as a daily tool that deepens learning, strengthens engagement, and supports diverse learners across all content areas.

Instructional technology is aligned with North Carolina grade-level standards and is used to personalize instruction, provide meaningful feedback, and assess student growth through digital platforms such as Google Classroom, iReady, and Clever.

CORE BELIEF ABOUT TECHNOLOGY

We believe that:

- Technology increases engagement, motivation, and ownership of learning.
 - Digital tools support differentiation by meeting students at their individual learning levels.
 - Students are more likely to participate and contribute when learning includes interactive, visual, or collaborative elements.
 - Project-based learning and inquiry are made more powerful through multimedia tools and real-world connections.
 - Technology opens doors to local and global collaboration, helping students develop cultural awareness and empathy.
 - Mastering digital communication prepares students to thrive in both academic and career pathways.
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DIGITAL TOOLS

At Guilford Preparatory Academy, digital tools are embedded into daily instruction, collaboration, and communication. The primary platforms we use include Google Classroom and ClassDojo, which support student learning and keep families informed.

- Google Classroom is used across all grade levels to organize assignments, deliver content, provide feedback, and manage digital portfolios.
- ClassDojo allows teachers to share student progress, classroom updates, and behavior celebrations with families in real time.

When students enroll at Guilford Prep, they are issued a school-managed **Google Workspace for Education** account, which includes access to tools like Google Docs, Slides, Sheets, and Drive. These accounts are protected under our school domain (@guilfordprep.org) and are managed to comply with all student privacy laws, including:

- Children's Online Privacy Protection Act (COPPA)
- Family Education Rights and Privacy Act (FERPA)
- General Data Protection Regulation (GDPR) (as applicable through settings)

These tools allow teachers and students to collaborate in a secure, flexible environment that supports instruction, creativity, and communication across all subjects and grade levels.

Technology Integration by Grade Level

Grades K–4

All students in Grades 1 through 4 participate in a weekly technology class as part of their Classroom rotation. These sessions are led by the Technology Teacher and are designed to help students build a strong digital foundation. Students learn how to safely navigate online spaces, practice proper keyboarding, use productivity tools, and develop early coding and multimedia skills.

Throughout these years, students engage in lessons focused on:

- Internet safety and digital citizenship
- Website navigation and search skills
- Word processing, desktop publishing, and data display
- Beginning programming and animation
- Movie making and music composition
- Google Suite for Education tools

Working with students over multiple years allows them to build their confidence with technology and develop stronger digital habits.

Grade 5

Grade 5 serves as a transition year between elementary and middle school digital expectations. Students are guided toward more independent tech use while still receiving support. The Technology Integration Specialist and Library Media Specialist co-facilitate instruction.

Students in Grade 5:

- Explore online research skills
 - Practice evaluating digital sources
 - Deepen understanding of digital citizenship
 - Use presentation software to create and share projects
 - Review keyboarding through engaging online platforms
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Grades 6–8

In middle school, students refine the digital skills they developed in elementary school. Many teachers maintain a virtual version of their classroom using Google Classroom to encourage organization, self-management, and communication.

Middle school students use:

- Google Docs for writing and collaboration
- Google Sheets for data collection and analysis
- Google Slides and Sites for presentations
- Additional media tools for digital storytelling, music editing, and coding projects

Students also receive instruction in:

- Research techniques
- Website evaluation
- Cyber safety and ethical technology use

By Grade 8, students are expected to take initiative, manage their digital work, and contribute meaningfully to team-based projects using technology tools.

Learning Activities Overview

Activity	Timeline	Responsible Party
Direct instruction on digital skills in Grades 1–4	Ongoing	Classroom Teacher and Technology Teacher
Co-teaching tech-integrated lessons	Ongoing	Classroom Teacher and Technology Teacher
Keyboarding instruction (formal in Grade 2 and up)	Ongoing	Classroom Teacher and Technology Teacher
Use of digital tools in core classrooms	Ongoing	All Instructional Staff

STANDARDIZED CLASSROOM RESOURCES AND ACCESSIBILITY

Goal: Ensure equitable access to instructional technology

Objective: Maintain consistent access to reliable, modern digital tools across all classrooms

Each classroom at Guilford Preparatory Academy includes:

- Smart TV or Promethean Board
- Teacher-issued laptop
- Classroom phone
- Whiteboard for traditional instruction

Additional shared spaces include:

- A fully-equipped computer lab with 24 desktop stations
- A school library with digital access points

We strive to maintain device consistency across the school. Using the same models allows for easier troubleshooting, efficient teacher support, and more effective professional development.

Device Standards

- Student Devices: Acer Chromebook 311 (1:1 across grades K–8)
- Teacher Devices: Standardized laptops distributed to all educators

Classroom Equipment

- Promethean Boards (Math) and Smart TVs (all other subjects)
- Wireless screen sharing between devices and displays
- Document cameras (as needed)
- Wi-Fi available in all classrooms, trailers, and the gym
- Separate networks for staff and students, managed by MCNC

PROFESSIONAL DEVELOPMENT

Goal: Equip educators with the skills to confidently integrate technology into instruction

Guilford Preparatory Academy believes professional development is essential to teacher success and student achievement. We are committed to offering accessible, timely, and relevant training that helps teachers build their digital fluency and confidently implement tech tools in the classroom.

To meet this goal, we will:

- Offer group and one-on-one training on tools such as Google Suite, GoGuardian, and Promethean
- Provide structured time for tech-integrated lesson planning
- Allow classroom visits to observe effective practices
- Send out regular tech tips and updates
- Develop an online library of on-demand professional learning resources
- Encourage certification such as Google Educator Levels 1 and 2

Professional Development Formats

- Workshops: Focused on SmartBoard use, Google Suite, GoGuardian, etc.
 - Courses: Google Certified Educator Level 1 and Level 2
 - Job-Embedded Learning:
 - Participation in PLCs
 - Classroom-embedded coaching with the Technology Integrationist
 - Lesson study and co-planning opportunities
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POLICIES AND COMPLIANCE

Guilford Preparatory Academy remains fully committed to creating a safe, secure, and respectful digital learning environment. We adhere to all federal and state technology policies and maintain updated user agreements for students and staff.

Current Policies in Place:

- Acceptable Use Policy (AUP)
- Staff Technology User Agreements
- Student 1:1 Device Use and Take-Home Agreements

[ACCEPTABLE USE](#)

[TEACHER USER AGREEMENTS](#)

[STUDENT 1:1 AGREEMENT/TAKE HOME OPTION](#)

All technology practices follow compliance guidelines including:

- CIPA (Children's Internet Protection Act)
- FERPA (Family Educational Rights and Privacy Act)
- COPPA (Children's Online Privacy Protection Act)

All digital activity is monitored using platforms such as GoGuardian and Gaggle, and all devices are protected by MCNC firewalls and school-wide filters.