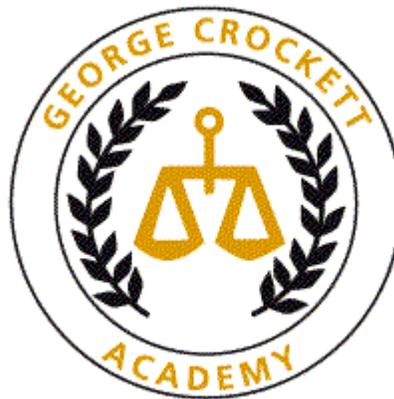


Technology Plan

George Crockett Academy

82937

2012 – 2015



TECHNOLOGY PLAN SUMMARY SHEET

District: George Crockett Academy - 82937

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Years Covered by this plan: July 1st, 2012 to June 30th, 2015

Date of next state review (3 years from start date): June 30, 2015

Intermediate School District: Wayne RESA

URL for Technology Plan:

http://www.leonagroup.com/Tech/2012gca_techplan.pdf

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This technology plan is based on elements found at
<http://techplan.org/>

GEORGE CROCKETT ACADEMY

George Crockett Academy - 82937

- 4851 14th Street Detroit, Michigan 48208
- (313) 896-6078
- School Leader: Mary Lou Van Antwerp
- 390 students
- 41 teachers
- 92.8% Free & Reduced Program



- *George Crockett Academy—Consortium High School Campus*
1250 Rosa Parks Blvd., Detroit, MI 48216
- *George Crockett Academy – Elementary and Middle School*
4851 14th St., Detroit, MI 48208

George Crockett Academy is a public charter school located in Detroit, Michigan. It is managed by The Leona Group, L.L.C., a private corporation with headquarters in East Lansing. Enrollment for the 2011-2012 academic year is currently 390 students in grades K-12. There are 23 full-time teachers at the high school level and 18 at the elementary/middle school level.

The school is located in an empowerment zone administered by the Federal government. Many students live in families headed by a single parent, usually the mother. At present, 92.8% of our students participate in the free (360) and reduced-price (2) lunch program.

Our elementary/middle school was constructed in 1923. It's a two-story brick building with 18 classrooms, a library, a computer lab, and a multi-purpose lunchroom. The school is kept in good repair, and various construction projects have been undertaken to improve and upgrade it in recent years. It is located across the street from Frederick Douglass High School, and next door to St. Leo Catholic Church and Soup Kitchen.

Students above 8th grade attend classes at our Consortium campus. This is a college preparatory high school environment in a recently-remodeled building which opened in fall, 2002. (The building was originally a warehouse in an industrial section near the old Tiger Stadium.) Seen from above, it is a large, single-story rectangle with classrooms facing outward along the north and south sides. In the center of the building is a large computer lab with 50 workstations. Everything is in good condition because it's only a few years old. The school also has a cafeteria and a beautiful gymnasium.

Starting in the fall of 2012, we will have a brand-new school building. The building has been under construction since September, 2011. Many meetings have been held to plan the details of the new facility. It will contain 43 classrooms, two computer labs, several offices, a lunchroom, and a large gymnasium. Each classroom will have four computers and an interactive whiteboard. There will also be rolling carts with laptops, plus other handheld devices.

The two campuses often share information, ideas, and common concerns. We work together to submit documents to the Michigan Department of Education and other government agencies. We also communicate regularly with Ferris State University, our chartering institution.

George Crockett Academy

VISION AND GOALS

District Mission Statement

*We must **ENABLE** our students to use technology wisely and effectively.
We must **PROVIDE** them with the skills to succeed in a rapidly-changing world.
We must **EMPOWER** them with real responsibility to control their own future.
That is our mission.*

School Mission Statement

The entire George Crockett learning community is committed to working together and nurturing students, who believe in their own capabilities, are respectful to others, sensitive to community service, globally aware and highly proficient in all academic areas. The students of George Crockett Academy will be taught to believe in the power of the law to solve problems of equal rights and justice.

George Crockett Academy's technology planning initiative dates back to 1996, and is largely due to the efforts of school leader Mary Lou Van Antwerp and the Board of Directors. Through their guidance, we began the process of bringing our school up to date technologically, as required by our School Improvement Plan. Our administration is strongly committed to using computers, the Internet, and other tools of learning.

Each of our classrooms has two computers, and some have more. The K-8 campus also has 25 wireless laptop computers which are set up in a lab formation in our library. 25 more laptops are set up in various classrooms and offices. Students and staff use the Internet on a daily basis. The 7-12 campus has a large computer lab with 54 workstations. Students and staff use the Internet on a daily basis. Record-keeping, report cards, attendance, and disciplinary functions are managed by the Administrator's Plus database program, which is hosted remotely. Starting in the fall of 2012, we will be switching to PowerSchool.

Our network is driven by two Windows 2008 servers at each campus. A firewall plus an M86 web filter provide virus protection and content filtering. Internet access is provided through a T1 line, supplemented by a cable modem for increased reliability and speed. Part of the new building project is the installation of fiber optic cables. New servers will also be added, bringing the grand total to seven. A local technician will be on hand to monitor and maintain the network, and the Leona Group will provide additional support as needed.

At both the elementary campus and the high school campus, the computer labs are in continuous use for instruction and projects. Students use the computer in hands-on ways, giving them technological confidence and proficiency. From kindergarteners through high school seniors, students are expected to use computers and the Internet frequently.

The staff has varying degrees of comfort and ability with computers. All of the teachers believe in the value of technology and sincerely want to incorporate it into their classroom structure, but some lack the formal training to get from Point A to Point B. With encouragement, funding, time, and commitment, they could be truly outstanding.

In recent years, we have added several younger people to our staff. They are much more familiar with using computers and the Internet, and they encourage us to use them creatively. We have also acquired several new technology tools to enhance the learning of children. We've also begun to incorporate other handheld technology besides computers. This includes tablets, graphing calculators, and interactive response devices.

It is our fervent hope that this plan will go a long way toward accomplishing that goal. We must continue our push to upgrade our hardware, utilize new software, tap into our human resources, and move George Crockett Academy forward. It's a monumental task, but a worthwhile one, and cooperative planning plays a significant part.

Planning Statement

If this technology plan is to be meaningful, it has to start with an honest look at ourselves and what we've done so far. Let's ask ourselves the hard questions:

- Do computers really help kids learn?
- How do we know?
- What do they learn?
- Does it transfer into real life?
- Is their knowledge deeper than it would be in a traditional classroom?
- Are their skills measurably improved by computers?
- What do we need to buy?
- What training should we invest in?
- How do we keep up with developing trends?
- What do our students need?

Every year brings new "solutions" to the problem of how to educate children. We get so many catalogs and e-mails from various companies, there's not enough time to even look at them -- much less to decide intelligently on what's best for our school. How do we sort through all the hype?

Here are our four pillars:

1. MAKE DECISIONS BASED ON RESEARCH.

There is plenty of data to assist us. We need to consult the experts--not the salesmen--to see what's effective. If we were buying a car, we would talk to knowledgeable people and read the reviews. We would look under the hood, kick the tires, and ask lots of questions. We should do the same with technology.

2. BUY ONLY WHAT MAKES SENSE.

"Do we need this?" "How will we use it?" "How does it help us to meet our objectives?" "How well does it fit with our overall plan?" The curriculum must determine the technology, not the other way around. We start with the state standards and then find the right tools to help us meet them. We don't just buy shiny new toys because they look nice.

3. HAVE SOMEONE TAKE THE LEAD.

Our school has a mission statement and a guiding philosophy. Every staff member strives to follow it, but people often need assistance. We should consider having a Technology Director, someone with clear vision and values, who can keep us on course and heading where we need to go.

4. GIVE KIDS WHAT THEY NEED.

Do our students need lessons on playing video games or watching music videos? Probably not. But do they need to know how to write and edit papers electronically... or how to use spreadsheets to solve story problems... or how to search effectively, read critically, and think analytically? Yes, yes, and yes. We've come a long way with technology in the past few years. In the early days, a classroom might have one computer and some disks, no network and no plan. Now the computers are more powerful, and the world is at our fingertips. This is a golden opportunity, if we're wise enough to take it.

Our technology plan must be more than just a "Roadmap." It must be a "Technology GPS."

Major goals of the technology plan (related to long-term vision and school/district mission):

- Instill a strong technological capability in students and staff.
- Enhance the educational process with software and the Internet.
- Use technology to improve standardized test scores.
- Continue to build our infrastructure, adding new hardware and software as appropriate.
- Invest in staff development to enable them to take risks, explore new possibilities, and embrace technology in their teaching.

Goals for district teachers and students:

- Provide experiences that build skills for future success.
- Help everyone use computers, individually and in teams.
- Increase our school community's ability to use essential software: word processing, spreadsheet, database, and the World Wide Web.
- Develop higher level thinking skills, especially in reading informational text.
- Encourage creativity and collaboration at all grade levels, particularly in older students.
- Tap into the power of networks for sharing information and solving problems.

Guiding questions:

Does the plan establish goals and a realistic strategy to improve student learning?

Our plan is detailed, specific, and practical. It addresses the needs of novices and experts, students and staff. This written plan provides for training and experiences which directly improve student achievement. It gives us room for growth.

1. Required Elements of a Technology Plan
<http://www.techplan.org/>
2. Michigan Information Technology Strategic Plan
<http://www.michigan.gov/itstrategicplan>
3. International Society for Technology in Education
<http://www.iste.org/standards.aspx>
4. Michigan Curriculum Framework
http://www.michigan.gov/documents/MichiganCurriculumFramework_8172_7.pdf
5. Instructional Technology Across the Curriculum (ITAC)
<http://www.techplan.org/documents/itac-mde1996.pdf>
6. Technology content standards and benchmarks
http://www.michigan.gov/documents/Technology_11594_7.htm
7. Michigan Information Network (MIN)
<http://www.min.state.mi.us>
8. NSSE Indicators for Quality

http://www.edzone.net/tech_plan/plan2000/curriculum2.html

9. National School Boards Association

<http://www.nsba.org/sbot/toolkit/tpt.html>

10. Ten Tips for School Technology Planning

<http://www.scholastic.com/browse/article.jsp?id=52>

DISTRICT TECHNOLOGY PLANNING TEAM

List the members of your district's technology planning team here:

Name	Position
• Rachael Parks	Technology Director
• James Salliotte	Midwest Technology Manager
• Bob Rodegeb	Technology Coordinator
• Patti Peterson	Technology Coordinator
• Ed Morykwas	Technology Coordinator
• Anthony Hubbard	Regional Vice President
• Mary Lou Van Antwerp	School Leader K-8
• Tamiko Powell-Johnson	Assistant School Leader K-8
• Rod Atkins	School Leader 9-12
• Patricia Crosson	Assistant School Leader 9-12
• Marguerite Forrest	Curriculum Coach K-8
• Lydia Kovach	Curriculum Coach 9-12
• Rose Leyva	Computer Teacher K-8
• Tiarlin	Computer Teacher 9-12
• William K. Smith	School Board President

CURRICULUM



It's not enough for computer access to be confined to a single room (the computer lab) for a single hour per week (computer class). The students and staff of George Crockett Academy need to have this powerful technology as part of their daily educational experience. They need to share information and projects, write stories and papers, and tap into resources online. In short, they need to harness the power of 21st century technology.

George Crockett students use a variety of software products, including:

- SuccessMaker
- Accelerated Reader
- Study Island
- Microsoft Office

1. As our budget permits, we will replace outmoded computers with faster, more powerful ones. Our goal is to have at least two in each classroom. Some of our classrooms already have four or more.
2. The principal and staff will receive much-needed training, including an overview of educational software and how to find information online.
3. By participating with The Leona Group and our sister schools throughout Michigan in a datacenter using Citrix, we hope to streamline communication and standardize procedures.
4. We will continue to build connections to other schools and businesses in our community, establishing a viable support system.
5. George Crockett Academy students will receive valuable hands-on experience in word processing, graphic design, analytical problem solving, and systematic research skills.
6. Website filtering software is in place for every computer with access to the Internet. An active firewall protects us from virus and hacker attacks.

7. As everyone gets used to this system, the George Crockett Academy curriculum will be enhanced in countless ways. Teachers who may have been reluctant to switch on a computer will find themselves including it in their daily lesson plans. Students at risk, whose exposure to technology has been very limited, will learn to take control of it in productive ways. This fulfills the vision of our technology planning committee: “We must enable... we must provide... we must empower.”
8. Our high school campus will continue to evolve into a state-of-the-art technology center. Students who have mastered the basics of computer use in the early grades will continue to refine and enhance their marketable skills.
9. All faculty members will continue to utilize email to improve communications and teamwork.

CURRICULUM OBJECTIVES

Our curriculum is based on state standards for technology content in the Michigan Curriculum Framework:

Standard 1

Using and Transferring

All students will use and transfer technological knowledge and skills for life roles (family member, citizen, worker, consumer, lifelong learner).

Standard 2

Using Information Technologies

All students will use technologies to input, retrieve, organize, manipulate, evaluate, and communicate information.

Standard 3

Applying Appropriate Technologies

All students will apply appropriate technologies to critical thinking, creative expression, and decision-making skills.

Standard 4

Employing Systematic Approach

All students will employ a systematic approach to technological solutions by using resources and processes to create, maintain, and improve products, systems, and environments.

Standard 5

Applying Standards

All students will apply ethical and legal standards in planning, using, and evaluating technology.

Standard 6

Evaluating and Forecasting

All students will evaluate the societal and environmental impacts of technology and forecast alternative uses and possible consequences to make informed civic, social, and economic decisions.

Technology Standards and Expectations: Technology Standards and Expectations:

We strive to follow the Michigan Educational Technology Standards for Students (METS). They are listed in Appendix A at the end of this planning document.

The major components of METS are:

Creativity and Innovation
Communication and Collaboration
Research and Information Literacy
Critical Thinking, Problem Solving, and Decision Making
Digital Citizenship
Technology Operations and Concepts

Our goal is to educate citizens of the 21st century. That means they should be able to use technology effectively. They should be comfortable and proficient in electronic communications, the creation and sharing of electronic documents, the use of spreadsheets and databases, and the constant development of emerging technologies. Our students should know how to troubleshoot and problem-solve. They should be able to learn and apply new technological skills.

Quality Indicators For Curriculum Development & Technology

- The design of the curriculum is driven by the goals and performance indicators for student learning in technology that has been defined by the school.
- The design of the curriculum takes into account the learning needs and interests of the students.
- The curriculum is clearly articulated and supports a shared vision for student learning.
- The school is committed to the on-going evaluation and renewal of the curriculum.
- The advantages of integrating applications of technology in teaching strategies and learning activities empower teachers to provide students with learning experiences that would be impossible or difficult to achieve without technology resources.
- Effective instructional strategies and learning activities are employed to help students understand and apply technology.
- Information technology resources are employed to expand and strengthen the system of assessing student learning.
- High quality assessments are employed to evaluate students' achievement of the essential knowledge and skills they need to achieve in technology.

*National Study of School Evaluation
Library of Congress Catalog No. 95-71988. 1996*



COMMUNICATIONS / PUBLIC RELATIONS

In order to succeed, this plan is going to take teamwork. There are so many people who want to share ideas and resources, to make sure George Crockett Academy students receive a high-quality education in a high-tech world. Parents, students, staff, civic leaders, educational experts, business partners, and community members must be included.

How will we communicate our goals and progress?

- **NEWSLETTER**—The school has a regular newsletter for important announcements and items of interest. We plan to move to a web-based electronic version as more of our families acquire Internet access..
- **WORLD WIDE WEB**—The school has an extensive website. This can be used to even greater advantage in the future, presenting important issues and gathering feedback. Teachers are able to post grades, assignments, and announcements online.
- **E-MAIL**—We have an active e-mail service through which we can send and receive messages daily. We use these to keep in touch with others in the field, to ask for help or information, and to coordinate activities.
- **NOTEWORTH-E**—The Leona Group newsletter “Noteworth-e” showcases creative and innovative ideas using technology to promote learning. This fosters a healthy competitive atmosphere conducive to learning new strategies for integrating technology into the curriculum.
- **PARENT MEETINGS**—Both formally and informally, the staff keeps everyone informed and asks for input on a wide variety of questions. For an urban school such as ours to prosper requires a total commitment from all parties, lots of time, and the willingness to talk things over.
- **TELEPHONE**—Our school leader and staff know how to "work the phones" to get people involved. It's a constant reminder that the real network is people. Schools of The Leona Group strongly believe in parent involvement.
- **SCHOOL MAIL**—This refers to the system of internal e-mail communication within our building. As the technology plan is put into effect, this will become a major tool of sharing information among the classrooms and offices, tying us into a closer team unit, eliminating wasteful paper memos, and facilitating cooperation.
- **NEWS MEDIA**—Whenever appropriate, we notify the local news outlets about activities at George Crockett Academy. With so many negative stories in the papers and on TV, it's important to get the word out about the positive accomplishments of our school community.

PROFESSIONAL DEVELOPMENT



There are several options available to our staff for learning more about computers, networks, and the Internet. Teachers are actively encouraged to develop their professional skills and incorporate new technology into their everyday curriculum. Through in-services and other opportunities listed below, we are making a significant, sustained improvement.

Our staff will receive training in various technologies, as needed. Everyone has been trained in using GradeQuick for recording and printing grades, and taking attendance. They also use a web-based program called Edline to share grade reports with parents. The staff also received instruction on how to use SmartBoards and Promethean Boards effectively.

In compliance with state requirements, our teachers will be required to meet guidelines for technical expertise as they become available from the state. Professional development will be available for those who need assistance in meeting those standards.

- **TRAINING CLASSES**

Computer schools at local colleges and training centers offer courses on specific software applications, including Microsoft Word and Excel. These would be valuable because the skills could then be passed along to George Crockett Academy students. The downside is that these would be too expensive for our entire staff.

- **CONSULTANTS**

Computer teachers are willing to conduct classes on-site for a full day or an afternoon. Some of these could be contacted through MACUL, the Michigan Association of Computer Users in Learning. We would be able to use our own computer lab for this purpose, which would be ideal.

- **STAFF MEMBERS**

Teachers often take the lead in showing colleagues how to use computers and the Internet as part of the regular curriculum. Our computer coordinator, Edward Morykwas, often works with individual staff members to increase and enhance their technology skills. Much of the training is on an informal, one-on-one basis.

- **VISITING TEACHERS**

A similar idea would have us “trading teachers” with other schools for a day. We could offer to teach something we know well to their students, and they could send someone to teach us about computers.

- **ONLINE CLASSES**

Internet access is available in all the classrooms through a T1 line. Online courses on many areas of technology are available through the Michigan Virtual University. We are currently looking into the costs and benefits of interactive video in the classroom.

- **INSTRUCTIONAL MEDIA CENTER**

George Crockett Academy has access to the REMC (Regional Educational Media Center) in our area. Often there will be classes and workshops specifically designed for teachers held in the late afternoons or on weekends.

Quality Indicators for Professional Development

- The objectives of the professional development programs in technology that are made available to administrators, teachers and staff members are consistent with the district’s vision and are designed to help them advance goals for student learning in technology.
- Information technology resources are effectively employed to support the design and delivery of professional development programs and follow-up assistance for teachers and staff.
- The district’s planning process for professional development in technology provides adequate support for the initiation, implementation and the institutionalization phases of effective staff development programs.

*National Study of School Evaluation
Library of Congress Catalog No. 95-71988.1996*

INFRASTRUCTURE/TECH SUPPORT

HARDWARE – SOFTWARE

Strategies to identify the need for telecommunication services, hardware, software and other services to improve education or library services, and strategies to determine interoperability among the components of the technologies to be acquired.



Our school is a member of The Leona Group of schools. Currently this includes over schools in Michigan, Ohio, Indiana, Florida and Arizona. Information about The Leona Group can be found at its website...

THE LEONA GROUP

<http://www.leonagroup.com>

Leona Group schools are committed to excellence, innovation, and progress. They work together to ensure the learning of students.

The Leona Group, L.L.C. is a private management organization that works with communities to operate schools in a new way. The Leona Group assists communities in starting and operating schools, providing an array of services that ensure a quality education. Currently, all schools The Leona Group manages are public schools. Parents can choose to send their children without having to pay any tuition. State and federal money pays for the schools' operation. The Leona Group provides the services necessary to create an outstanding school where more children can excel.

Schools comply with all state and federal regulations. All teaching staff are state-licensed and have had thorough background checks. Each school is independently audited by a major accounting firm on an annual basis.

Characteristics of schools managed by The Leona Group include:

- Personal learning programs
 - Inclusive classes which serve children of all ability levels
 - An extended day and year
 - Strong ties between home and school
 - Before- and after-school care
 - A safe, secure environment
 - A caring staff committed to constant improvement
 - A unique method to monitor each child's overall growth
 - An emphasis on computer literacy
 - The work skills and academic base needed for the future
- Guidance to help students learn personal responsibility

The Leona Group also provides an Information Technology team consisting of various professionals with different strengths and areas of expertise. The team works to ensure that everything runs smoothly and keeps moving forward. These professionals are available to work with the school staff on an as-needed basis. They are provided by The Leona Group.

George Crockett Academy has an assigned local technician who comes to the school on a regular basis. His primary role is to maintain equipment, as well as assisting staff with technology issues. Other technicians from the Leona Group often assist him.

In the elementary and middle school building, the classrooms have an average of three good computers. Most of them are less than two years old, and nearly all of them are in good working condition. Our computer lab has 18 workstations which are used constantly every day. Our library has 25 laptops which are often used, as well. Our network is controlled by two Windows 2008 R2 servers.

At the Consortium high school campus, computers are installed in all the classrooms. All of the computers were replaced in August, 2010. The computer lab has 54 workstations. There are computers in all of the school offices. A wireless network extends through most of the building, including the gymnasium for use in public meetings.

Of course, all of this will change in the fall of 2012 when our new school building opens its doors for the first time. There will be approximately 350 computers in the building, connected to the seven servers. Fiber optic lines will provide faster, more reliable Internet access. The new building will have 43 classrooms and two computer labs. Laptops and handheld devices will also be accessible to students and staff. The new building will be equipped with advanced communication and security systems.

Both schools are already equipped with T1 line broadband Internet access, as well as a cable modem for load balancing. Security and content filtering are provided by a firewall at each location. These protect us from hacker attacks, viruses, and inappropriate material online.

Teachers make daily use of Smart Boards or Promethean Boards in all classrooms. These interactive whiteboards bring an entirely new dimension to the teaching and learning experience. Several sets of “clicker” interactive polling devices allow students to enter their responses to multiple-choice questions electronically.

The elementary school campus also has a computer lab with 20 workstations plus a library with 25 wireless laptops. These are used for student research, classroom projects, and skill-enhancement programs, as well as after-school tutoring. We are also investigating partnering with an Adult Literacy Group to offer evening courses in the computer lab.

TIMELINE

The following timeline shows our future goals and objectives:

2012-2013

- Design and implement a hardware structure for our new building. This includes servers, workstations, printers, wireless access points, communications and security features.
- Design and implement a software structure for our new building. This includes operating systems, end-user programs, backups, imaging, and upgrades.
- Train staff members and students in the proper use of new facilities.
- Integrate the Internet even more extensively into classroom curriculum.
- Use technology tools to individualize student learning.
- Migrate to the PowerSchool data management system.
- Install and deploy new servers.
- Increase bandwidth by replacing our T1 lines with 10MB fiber optic cables.
- Investigate the use of controllers for wireless access points.
- Upgrade existing equipment to current standards and phase out obsolete hardware as needed.
- Study the possibility of having a Technical Director for the school, equivalent to a Curriculum Coach for academics.

2013-2014

- Broaden our curriculum to include more web-based courses or distance learning, especially at the high school level.
- Develop a database of best practices in technology instruction.
- Compile a list of excellent websites for classroom and home use.
- Establish individual student network accounts.
- Establish group levels of security and Internet access, based on login.
- Move toward the “wireless office” concept in collecting and grading assignments.
- Investigate the use of 20MB fiber optic cables to improve speed and reliability.
- Install WAP controllers, based on our investigations of the previous year.
- Upgrade existing equipment to current standards and phase out obsolete hardware, as needed.
- Continue to add handheld devices and other mobile technology throughout the building.

2014-2015

- Create a technology committee with students and staff to plan for future developments.
- Implement an online program to help students prepare for standardized tests.
- Require individual teachers to set technology goals for the year, and evaluate whether they meet them.
- Integrate student blogs, e-mail, and electronic books into the curriculum.
- Use the Internet and instant messaging to communicate with parents.
- Expand our methods of making data-driven decisions.
- Streamline the high school scheduling process with Web-based forms.
- Interface with local businesses to focus on job-related skills.
- Change from 10MB to 20MB fiber optic cables.
- Investigate the viability of 50MB fiber optic cables.
- Upgrade existing equipment to current standards and phase out obsolete hardware as needed.

Quality Indicators For Infrastructure Design

- The acquisition of the following types of equipment and other technology resources is based on the school's vision for technology and other goals and expectations for student learning:
 - computers of sufficient power and sophistication to support student achievement of the goals for their learning.
 - computer-based equipment, such as CD-ROMs, printers & LANS.
 - video resources such as television, videocassette recorders, cable, satellite, etc.
 - telecommunications network and other technologies for two-way communication of voice, data and video.
- Sufficient power and wiring are available in the school to support the school's vision for technology, new or additional wiring and phone lines are provided as needed.
- Equipment is distributed to the most accessible sites in the school for student and teacher use.
- The information technology facilities (in classrooms and/or lab settings) foster safe and easy use.
- The school's facilities provide the following conditions:
 - adequate number of electrical outlets
 - surge protection and grounding
 - lighting protection
 - back-up systems
 - telephone outlets
 - static reduction
 - temperature and humidity control
 - acoustical treatment (soundproofing for multimedia applications)
 - lighting and light control
 - security devices
- The school's facilities are easily accessible to persons with disabilities.

NSSE

Quality Indicators For Technical Support

- The school's information technology resources are continuously updated:
 - Technology resources and materials are reviewed annually for currency and for value to the curriculum in supporting student learning. Those resources or materials that no longer support the goals of the instructional program are withdrawn.
 - Hardware is reviewed for possible replacement within at least three (3) years of purchase and annually thereafter.
- Equipment receives regular inspection and routine maintenance on at least an annual basis.
 - Properly trained technical personnel are hired or contracted to perform maintenance and repair.
 - Emergency repairs are made promptly.
 - Records adequately document repair and maintenance of equipment.
- A comprehensive security system is in place to safeguard the school's information technology resources.
- The school maintains an up-to-date inventory of its information technology resources.
 - The school's inventory includes software, hardware, printed information and resource materials.
 - All materials and equipment are classified, cataloged and processed at the time of their acquisition.
 - All materials and equipment are marked and documented.
 - An electronic database serves as the management system of the inventory of the school's information technology resources.
- The roles and responsibilities for the management and coordination of the use of information technology resources throughout the school are clearly defined.
- The school's insurance policy provides adequate coverage for materials and liability.

FUNDING AND BUDGET

Timeline and budget covering the acquisition, implementation, interoperability provisions, maintenance and professional development related to the use of technology to improve student academic achievement.



TECHNOLOGY BUDGET – PROJECTED COST

Like almost all schools, George Crockett Academy must keep an eye on the budget. Operating a school is the equivalent of running a small business. Priorities must be set, and guidelines must be followed. The Leona Group is extremely helpful to all of its schools in all financial matters.

Charter schools are public schools. They are managed by a private corporation instead of the local school district. Our funding from the state of Michigan is based upon our actual enrollment. There is a specific per-pupil foundation allocation, determined by how many students are in attendance. In that way, we're exactly like traditional public schools.

We also actively pursue grants in aid from federal and state agencies, as well as from various private sources. Several Leona Group schools have received federal "E-Rate" grants for such necessities as network cabling, Internet service, and telephone charges both local and long distance. We also receive Title I, Title II and Title VI funding as well as participate in the 21st Century Grant. Gifts and donations also provide additional, much-needed resources for our students. Our school leader confers regularly with financial officers from The Leona Group regarding major budgetary decisions.

In an effort to keep our costs down, we intend to take advantage of the group buying power of REMC. They have substantial discounts for Michigan school districts and charter schools pre-negotiated with vendors. This will ensure that we receive the best prices for various technological needs.

As a further effort to control costs, we will be implementing school administration software that allows us to minimize the time required for reporting and maximize the information we receive out of our data. This will also allow preformatted output for the Michigan SRSD requirements.

Item	2012-2013			2013-2014			2014-2015		
	Local District	Grants	Donations	Local District	Grants	Donations	Local District	Grants	Donations
Supplies	1500	II D 2000		1750	II D 2000		2000	II D 2500	
Contracted Services									
Salaries/Benefits	70000			75000			80000		
Outside Contractors									
License Fees	15000			16000			16000		
Equipment	3000	40,000		3000	20,000		3000	20,000	
Software	2000	1000		2000	1000		2000	1000	
Internet	672	6048		672	6048		672	6048	
Technological Professional Development	1400	2000		1500	1000		1500	1000	
Maintenance and Up-Grades	2500			2500			3000		



MONITORING AND EVALUATION

Strategies that the district will use to evaluate the extent to which activities are effective in integrating technology into curriculum and instruction, increasing the ability of teachers to teach, and enabling students to reach challenging State academic standards.



Any worthwhile plan is a work-in-progress; it will never be completed because it keeps growing. This plan is no exception. In these pages, we have attempted to sketch out a viable measurable future for the children of George Crockett Academy. The important thing for us is to move forward, to put this plan into action. Every plan is a blueprint for change, but now the actual time of building is at hand. It's not enough to have a dream. We must roll up our sleeves and get to work.

We are working on creating a foundation to support our plan that should allow us to effectively evaluate our results. First, we must have a timeline for implementing our technology showing a measurable path to our objectives. Next, there must be a clear indicator of whether or not our plan is achieving the desired results. It's great to implement technology but it must serve the needs of our children.

Without accountability, no plan can be implemented successfully. Who will ensure that the plan is put into place? Who will be responsible for revising it when the technology inevitably changes? How do we measure our success?

SUMMARY OF GOALS MET

1. Replaced older computers with newer models.
2. Added more computers throughout the buildings.
3. Upgraded software to newer versions, especially Microsoft Office.
4. Used administrative software for record keeping, scheduling, attendance, transcripts, and discipline records.
5. Used electronic gradebook software in all classrooms and subjects.
6. Made widespread and effective use of Internet websites in teaching.
7. Installed a firewall, antivirus software, and policies to protect our students.
8. Installed Smart Boards and Promethean Boards in all classrooms.
9. Upgraded our servers with more powerful models and increased storage.
10. Performed software and hardware audits on a regular basis.
11. Instituted an e-mail service for all staff members.
12. Incorporated tablet computers, white board active response systems, and handheld devices into the curriculum.

SUMMARY OF UNEXPECTED OUTCOMES

When high-speed Internet access became widely available in the classrooms, we found that students sometimes wanted to use it for non-academic purposes such as playing games or listening to music. We are in the process of instituting network policies to limit this. We also found that some teachers needed additional training or advice on using the Internet effectively. Students needed information about why electronic plagiarism is wrong and how to avoid it.

SUMMARY OF GOALS NOT MET

The goals we haven't met are still worthwhile goals. We have included them in our new plans for future years. They are in the process of completion, but some take longer than anticipated.

TECHNOLOGY PLAN EVALUATION AND UPDATE

The technology plan of George Crockett Academy will be reviewed annually by a committee representing the administration and staff of George Crockett Academy. In coordination with the school leader, our progress will be evaluated and new goals determined. We measure our progress against state benchmarks and guidelines as set forth in the Michigan Curriculum Framework and the Michigan State Technology Plan.

Success will be determined, first and foremost, by how technology facilitates learning. We strive to incorporate computers and Internet resources into our regular curriculum. The closer we can approach this ideal goal, the better we have fulfilled the mandates of our technology plan.

Through informal observations, dialogue with staff and students, and written surveys, we continuously monitor the use of technology at George Crockett Academy. The school leader, the school board, the technology coordinator, the school management company and the school improvement committee are included in this process of long-term planning and development to best serve the needs of our students.

ACCEPTABLE USE POLICY

For Charter School Academies Administered by The Leona Group, L.L.C.

Drafted June, 2001 in keeping with the requirements of CIPA (Children's Internet Protection Act)

OUR GOAL: A SAFE, SENSIBLE APPROACH

As a student at this school...

1. You must never reveal personal information, your name, where you live, your parents' names, your telephone number, or where you go to school.
2. Don't send pictures of yourself or your family through the Internet.
3. Always tell your teacher about any web site that makes you feel uncomfortable, or any communication that uses threatening or bad language.
4. Remember that people on the Internet can be anyone, anywhere. Be careful to protect yourself, your fellow students, and your family.
5. Only visit web sites that are appropriate for school. If you see something that you know isn't right, back out of it immediately or shut down your browser.
6. Make good choices. Do not accept product offers or other opportunities to send you information through the Internet without your parents' specific approval.
7. Avoid chat rooms. They are not allowed, ever.
8. Never send or receive e-mail messages without permission from school authorities. If the principal or computer instructor didn't say you are allowed e-mail privileges, they are expressly forbidden.
9. Don't agree to meet someone you've met on the Internet. Tell a grownup about anyone who even suggests this.
10. Follow the policies in the written Internet contract which you and your parents signed at the beginning of the year.

CONSEQUENCES

The key to a successful Internet safety system is adult supervision. Nothing can replace the influence of a vigilant teacher. Students who knowingly violate the recommended guidelines will lose their Internet or computer privileges, and in extreme cases a parent conference must be scheduled.

The school has filtering software that monitors and blocks inappropriate web usage. The technology coordinator, in cooperation with the principal, will work to prohibit access to sites that are not appropriate, such as game or entertainment sites with no academic value. Filtering software is not perfect, but it is an important part of our overall program.

Signature of Student

Signature of Parent

APPENDIX A

Technology Standards and Expectations:

The following list comes from the Michigan Educational Technology Standards for Students. We include it here as an overview of short-term and long-term objectives. Some of the items we're accomplishing very well, while others we still need to improve in the next three years.

GRADES K-2

Creativity and Innovation

- use a variety of digital tools (e.g., word processors, drawing tools, simulations, presentation software, graphical organizers) to learn, create, and convey original ideas or illustrate concepts

Communication and Collaboration

- work together when using digital tools (e.g., word processor, drawing, presentation software) to convey ideas or illustrate simple concepts relating to a specified project
- use a variety of developmentally appropriate digital tools (e.g., word processors, paint programs) to communicate ideas to classmates, families, and others

Research and Information Literacy

- interact with Internet based resources
- use digital resources (e.g., dictionaries, encyclopedias, graphs, graphical organizers) to locate and interpret information relating to a specific curricular topic, with assistance from teachers, school library media specialists, parents, or student partners

Critical Thinking, Problem Solving, and Decision Making

- explain ways that technology can be used to solve problems (e.g., cell phones, traffic lights, GPS units)
- use digital resources (e.g., dictionaries, encyclopedias, search engines, web sites) to solve developmentally appropriate problems, with assistance from teachers, parents, school media specialists, or student partners

Digital Citizenship

- describe appropriate and inappropriate uses of technology (e.g., computers, Internet, e-mail, cell phones) and describe consequences of inappropriate uses
- know the Michigan Cyber Safety Initiative's three rules (Keep Safe, Keep Away, Keep Telling)
- identify personal information that should not be shared on the Internet (e.g. name, address, phone number)
- know to inform a trusted adult if he/she receives or views an online communication which makes him/her feel uncomfortable, or if someone whom he/she doesn't know is trying to communicate with him/her or asking for personal information

Technology Operations and Concepts

- discuss advantages and disadvantages of using technology
- be able to use basic menu commands to perform common operations (e.g., open, close, save, print)

- recognize and name the major hardware components in a computer system (e.g., computer, monitor, keyboard, mouse, printer)
- discuss the basic care for computer hardware and various media types (e.g., CDs, DVDs)
- use developmentally appropriate and accurate terminology when talking about technology
- understand that technology is a tool to help him/her complete a task, and is a source of information, learning, and entertainment
- demonstrate the ability to navigate in virtual environments (e.g., electronic books, games, simulation software, web sites)

GRADES 3-5

Creativity and Innovation

- produce a media-rich digital project aligned to state curriculum standards (e.g., fable, folk tale, mystery, tall tale, historical fiction)
- use a variety of technology tools and applications to demonstrate his/her creativity by creating or modifying works of art, music, movies, or presentations
- participate in discussions about technologies (past, present, and future) to understand these technologies are the result of human creativity

Communication and Collaboration

- use digital communication tools (e.g., e-mail, wikis, blogs, IM, chat rooms, videoconferencing, Moodle, Blackboard) and online resources for group learning projects
- identify how different software applications may be used to share similar information, based on the intended audience (e.g., presentations for classmates, newsletters for parents)
- use a variety of media and formats to create and edit products (e.g., presentations, newsletters, brochures, web pages) to communicate information and ideas to various audiences

Research and Information Literacy

- identify search strategies for locating information with support from teachers or school library media specialists
- use digital tools to find, organize, analyze, synthesize, and evaluate information
- understand and discuss that web sites and digital resources may contain inaccurate or biased information
- understand that using information from a single Internet source might result in the reporting of erroneous facts and that multiple sources should always be researched

Critical Thinking, Problem Solving, and Decision Making

- use digital resources to access information that can assist in making informed decisions about everyday matters (e.g., which movie to see, which product to purchase)
- use information and communication technology tools (e.g., calculators, probes, videos, DVDs, educational software) to collect, organize, and evaluate information to assist with solving problems
- use digital resources to identify and investigate a state, national, or global issue (e.g., global warming, economy, environment)

Digital Citizenship

- discuss scenarios involving acceptable and unacceptable uses of technology (e.g., file-sharing, social networking, text messaging, cyber bullying, plagiarism)
- recognize issues involving ethical use of information (e.g., copyright adherence, source citation)
- describe precautions surrounding personal safety that should be taken when online
- identify the types of personal information that should not be given out on the Internet (name, address, phone number, picture, school name)

Technology Operations and Concepts

- use basic input and output devices (e.g., printers, scanners, digital cameras, video recorders, projectors)
- describe ways technology has changed life at school and at home
- understand and discuss how assistive technologies can benefit all individuals
- demonstrate proper care in the use of computer hardware, software, peripherals, and storage media
- know how to exchange files with other students using technology (e.g., network file sharing, flash drives)

GRADES 6-8

Creativity and Innovation

- apply common software features (e.g., spellchecker, thesaurus, formulas, charts, graphics, sounds) to enhance communication with an audience and to support creativity
- create an original project (e.g., presentation, web page, newsletter, information brochure) using a variety of media (e.g., animations, graphs, charts, audio, graphics, video) to present content information to an audience
- illustrate a content-related concept using a model, simulation, or concept-mapping software

Communication and Collaboration

- use digital resources (e.g., discussion groups, blogs, podcasts, videoconferences, Moodle, Blackboard) to collaborate with peers, experts, and other audiences
- use collaborative digital tools to explore common curriculum content with learners from other cultures
- identify effective uses of technology to support communication with peers, family, or school personnel

Research and Information Literacy

- use a variety of digital resources to locate information
- evaluate information from online information resources for accuracy and bias
- understand that using information from a single Internet source might result in the reporting of erroneous facts and that multiple sources should always be researched
- identify types of web sites based on their domain names (e.g., edu, com, org, gov, net)
- employ data-collection technologies (e.g., probes, handheld devices, GPS units, geographic mapping systems) to gather, view, and analyze the results for a content-related problem

Critical Thinking, Problem Solving, and Decision Making

- use databases or spreadsheets to make predictions, develop strategies, and evaluate decisions to assist with solving a problem

- evaluate available digital resources and select the most appropriate application to accomplish a specific task (e, g., word processor, table, outline, spreadsheet, presentation program)
- gather data, examine patterns, and apply information for decision making using available digital resources
- describe strategies for solving routine hardware and software problems

Digital Citizenship

- provide accurate citations when referencing information sources
- discuss issues related to acceptable and responsible use of technology (e.g., privacy, security, copyright, plagiarism, viruses, file-sharing)
- discuss the consequences related to unethical use of information and communication technologies
- discuss possible societal impact of technology in the future and reflect on the importance of technology in the past
- create media-rich presentations on the appropriate and ethical use of digital tools and resources
- discuss the long term ramifications (digital footprint) of participating in questionable online activities (e.g., posting photos of risqué poses or underage drinking, making threats to others)
- describe the potential risks and dangers associated with online communications

Technology Operations and Concepts

- identify file formats for a variety of applications (e.g., doc, xls, pdf, txt, jpg, mp3)
- use a variety of technology tools (e.g., dictionary, thesaurus, grammar-checker, calculator) to maximize the accuracy of technology-produced materials
- perform queries on existing databases
- know how to create and use various functions available in a database (e.g., filtering, sorting, charts)
- identify a variety of information storage devices (e.g., CDs, DVDs, flash drives, SD cards) and provide rationales for using a certain device for a specific purpose
- use accurate technology terminology
- explore career opportunities, especially those related to science, technology, engineering, and mathematics and identify their related technology skill requirements
- discuss possible uses of technology to support personal pursuits and lifelong learning
- understand and discuss how assistive technologies can benefit all individuals
- discuss security issues related to e-commerce

GRADES 9-12

Creativity and Innovation

- apply advanced software features (e.g. built-in thesaurus, templates, styles) to redesign the appearance of word processing documents, spreadsheets, and presentations
- create a web page (e.g., Dreamweaver, iGoogle, Kompozer)
- use a variety of media and formats to design, develop, publish, and present projects (e.g., newsletters, web sites, presentations, photo galleries)

Communication and Collaboration

- identify various collaboration technologies and describe their use (e.g., desktop conferencing, listserv, blog, wiki)
- use available technologies (e.g., desktop conferencing, e-mail, videoconferencing, instant messaging) to communicate with others on a class assignment or project
- collaborate in content-related projects that integrate a variety of media (e.g., print, audio, video, graphic, simulations, and models)
- plan and implement a collaborative project using telecommunications tools (e.g., ePals, discussion boards, online groups, interactive web sites, videoconferencing)
- describe the potential risks and dangers associated with online communications
- use technology tools for managing and communicating personal information (e.g., finances, contact information, schedules, purchases, correspondence)

Research and Information Literacy

- develop a plan to gather information using various research strategies (e.g., interviews, questionnaires, experiments, online surveys)
- identify, evaluate, and select appropriate online sources to answer content related questions
- demonstrate the ability to use library and online databases for accessing information (e.g., MEL, Proquest, Infosource, United Streaming)
- distinguish between fact, opinion, point of view, and inference
- evaluate information found in selected online sources on the basis of accuracy and validity
- evaluate resources for stereotyping, prejudice, and misrepresentation
- understand that using information from a single internet source might result in the reporting of erroneous facts and that multiple sources must always be researched
- research examples of inappropriate use of technologies and participate in related classroom activities (e.g., debates, reports, mock trials, presentations)

Critical Thinking, Problem Solving, and Decision Making

- use digital resources (e.g., educational software, simulations, models) for problem solving and independent learning
- analyze the capabilities and limitations of digital resources and evaluate their potential to address personal, social, lifelong learning, and career needs
- devise a research question or hypothesis using information and communication technology resources, analyze the findings to make a decision based on the findings, and report the results

Digital Citizenship

- identify legal and ethical issues related to the use of information and communication technologies (e.g., properly selecting and citing resources)
- discuss possible long-range effects of unethical uses of technology (e.g., virus spreading, file pirating, hacking) on cultures and society
- discuss and demonstrate proper netiquette in online communications
- identify ways that individuals can protect their technology systems from unethical or unscrupulous users
- create appropriate citations for resources when presenting research findings
- discuss and adhere to fair use policies and copyright guidelines

Technology Operations and Concepts

- complete at least one online credit, or non-credit, course or online learning experience
- use an online tutorial and discuss the benefits and disadvantages of this method of learning
- explore career opportunities, especially those related to science, technology, engineering, and mathematics and identify their related technology skill requirements
- describe uses of various existing or emerging technology resources (e.g., podcasting, webcasting, videoconferencing, online file sharing, global positioning software)
- identify an example of an assistive technology and describe its potential purpose and use
- participate in a virtual environment as a strategy to build 21st century learning skills
- assess and solve hardware and software problems by using online help or other user documentation
- explain the differences between freeware, shareware, open source, and commercial software
- participate in experiences associated with technology-related careers
- identify common graphic, audio, and video file formats (e.g., jpeg, gif, bmp, mpeg, wav, wmv, mp3, flv, avi, pdf)
- understand and discuss how assistive technologies can benefit all individuals
- demonstrate how to import/export text, graphics, or audio files
- proofread and edit a document using an application's spelling and grammar checking functions