3 Year Strategic Technology Plan

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Executive Summary

Grand Blanc Academy Mission Statement

Our Mission at Grand Blanc Academy is to work together with families and the community to instill the values of citizenship and life long learning. We provide a safe and effective learning environment striving to meet the needs of all students.

District Profile

Grand Blanc Academy, a public charter school located in Grand Blanc, opened in 1999. We currently have 387 students in grades K-8. Approximately 86% of our students are in the At Risk category academically. Using the Community Eligibility Option we serve 100% of our student's free breakfast and lunch. The majority of our students come from Flint Community Schools with smaller numbers from the Grand Blanc, Burton, and Carmen Ainsworth districts.

CS Partners headquartered in Brighton Michigan, manages Grand Blanc Academy. Grand Blanc Academy provides a school close to home which opens up educational opportunities for our students. Grand Blanc Academy's goals are to increase learning opportunities for all students, provide families with expanded public school choice, and continuously focus on students, parents, and community needs. In support of this goal, Grand Blanc Academy encourages innovative teaching practices and greater school accountability though measurable academic standards. Such an educational environment provides new professional opportunities for teachers and improved opportunities for student success.

Grand Blanc Academy provides a choice for parents, one that fosters a close connection between home and school. Parents have expanded opportunities for participating in hands-on improvements in the structure and operation of their child's school. Regular goal setting conferences, which include parent, child and teacher, are scheduled. Parents contribute to policy-making decisions through parent satisfaction surveys, participation on school committees, board meetings, and other events schedule by the school. These expanded opportunities enable parents to become partners with Grand Blanc Academy to help create better schools for their children.

Introduction

Technology Vision/Mission Statement

Grand Blanc Academy's purpose is to open portals of opportunity for children and adults through excellence in education. Grand Blanc Academy serves as a community pillar for life-long learning, pride, and self-actualization. Technological advances accelerate at a rapidly changing pace, mandating a need in today's workplace for literate, analytical employees with a command of technology and broad problem-solving capabilities.

Grand Blanc Academy will provide students and staff the opportunity to become responsible learners in a global, ever-changing, technological society. Students and staff will use various technologies to communicate effectively, acquire new knowledge, problem solve, make decisions, create new products,

and express individual creativity. Students and staff will learn to use technology across the curriculum and throughout the learning process thereby enhancing their educational experiences and preparing them for life beyond the classroom.

School Technology Planning Team

Name	Position	Status
Patty Wood	CAO	Member/Chair
Robyn Bliss	Lower Elementary Teacher	Member
Sandie Dameron	Upper Elementary/Middle School Teacher	Member
Mary Spademan	GBA Board	Member
Jamie Patterson	Parent	Member

Major Goals of the Technology Plan

Grand Blanc Academy's technology plan seeks to:

1. Develop capable users of information technology.
2. Create individuals who are information seekers, analyzers, and evaluators.
3. Create problem solvers and decision makers.
4. Produce effective users of technological productivity tools.
5. Develop communicators, collaborators, publishers, and producers.
6. Develop informed, responsible, contributing citizens.

Goals for Teachers

1. Teachers will show a firm understanding of technology applications and concepts.
2. Teachers will design and plan effective learning opportunities and experiences that are supported and enhanced by technology.
3. Teachers will design and deliver lesson plans that incorporate methods and strategies for using technology to maximize student learning.
4. Teachers will use technology to facilitate effective assessment and evaluation.
5. Teachers will use technology to collect and analyze data, interpret results, and communicate findings to improve instructional practice and maximize student learning.
6. Teachers will understand the social, ethical, legal, and human issues surrounding the use of technology in school and apply that understanding in practice.
7. All teachers are given their own laptop for school use; they have access to computers in the classroom; Teachers have access to professional development through webinars and other on-line sources.

Goals for Students

1. Students will be able to use technology to develop and refine skills they will need as lifelong learners.
2. Students will learn to use current technologies to retrieve, organize, manipulate, evaluate, and communicate information.

3. Students will apply various technologies to critical thinking and decision-making skills and they will be able to use technologies to enhance their creative expression.
4. Students will use a systematic approach to achieving technological solutions by using various resources and processes to create, maintain, and improve products, systems, and environments.
5. Students will be able to apply legal and ethical tenets in using and evaluating technologies.
6. All students will evaluate the impacts of technology and be able to construct alternative uses of and possible consequences of technologies to make informed civic, social, and economic decisions.
7. Students will have increased access to technology: refurbishing our portable computer lab; increase number of computers in the classroom; Special Education students will be provided with assistive technology as indicated in their IEPT.

I. Curriculum

A. **Curriculum Integration**

Included in the technology plan are the following goals for curriculum integration:

- Teachers and students will use technological tools to facilitate and enrich learning across academic disciplines.
- Integrate technology at all levels of the learning process as a transparent tool. The Curriculum Design team, Information Technology department and school leaders will support the application and integration of technology into the curriculum at every grade level.
- Provide uniform access to technology and resources in each classroom. Provide a maximum of 3:1 student to computer ratio and Internet access in every classroom.
- Provide safe, content-appropriate access to Internet resources.
- Obtain, test and deploy the best-of-breed educational software titles in support of the educational model and goals. Provide methods for requesting, testing and approving of desired additions.
- Procure or develop an electronic method to check in, check out, track and inventory library resources. Utilize barcode technology. Ensure library categories are customizable and able to reflect Paragon Curriculum sections.
- Provide production support, distribution, access and mobile presentation systems for digital images in support of the curriculum.
- Ongoing efforts will be made to keep up to date on technology advances in hardware and software. Any schools currently requiring upgrade will be addressed on a school-by-school basis.

The school technology planning team will meet in March and June of each school year to review and evaluate the data collected regarding this technology plan. They will recommend changes to be made as deemed necessary.

Technology Indicators: Grades K-8

Grand Blanc Academy uses the Michigan's Educational Technology Standards & Expectations to deliver its technology curriculum. It is a goal of No Child Left Behind that schools will "Assist every student in crossing the digital divide by ensuring that every student is technologically literate by the time the student finishes the eighth grade, regardless of the student's race, ethnicity, gender, family income, geographic location, or disability."

Grade Level Educational Technology Standards & Expectations for K-2

The Grade Level Educational Technology Standards & Expectations for K-2 are aligned with the International Society for Technology in Education's (ISTE) National Educational Technology Standards for Students (NETS-S). They are meant to provide teachers with an outline of learning expectations and will be used to drive educational technology literacy assessments for the next several years.

Technology Literacy

Technology literacy is the ability to responsibly use appropriate technology to communicate, solve problems, and access, manage, integrate, evaluate, and create information to improve learning in all subject areas and to acquire lifelong knowledge and skills in the 21st century. The Standards and Expectations for each grade range are established to designate clearly what students are expected to know by the end of grades two, five, and eight.

BASIC OPERATIONS AND CONCEPTS

By the end of Grade 2 each student will:

1. understand that people use many types of technologies in their daily lives (e.g., computers, cameras, audio/video players, phones, televisions)
2. identify common uses of technology found in daily life
3. recognize, name, and will be able to label the major hardware components in a computer system (e.g., computer, monitor, keyboard, mouse, and printer)
4. identify the functions of the major hardware components in a computer system
5. discuss the basic care of computer hardware and various media types (e.g., diskettes, CDs, DVDs, videotapes)
6. use various age-appropriate technologies for gathering information (e.g., dictionaries, encyclopedias, audio/video players, phones, web resources)
7. use a variety of age-appropriate technologies for sharing information (e.g., drawing a picture, writing a story)
8. recognize the functions of basic file menu commands (e.g., new, open, close, save, print)
9. proofread and edit their writing using appropriate resources including dictionaries and a class developed checklist both individually and as a group

SOCIAL, ETHICAL, AND HUMAN ISSUES

By the end of Grade 2 each student will:

1. identify common uses of information and communication technologies
2. discuss advantages and disadvantages of using technology
3. recognize that using a password helps protect the privacy of information
4. discuss scenarios describing acceptable and unacceptable uses of age-appropriate technology (e.g., computers, phones, 911, internet, email) at home or at school
5. discuss the consequences of irresponsible uses of technology resources at home or at school
6. understand that technology is a tool to help complete a task
7. understand that technology is a source of information, learning, and entertainment
8. identify places in the community where one can access technology

TECHNOLOGY PRODUCTIVITY TOOLS

By the end of Grade 2 each student will:

1. know how to use a variety of productivity software (e.g., word processors, drawing tools, presentation software) to convey ideas and illustrate concepts
2. be able to recognize the best type of productivity software to use for certain age-appropriate tasks (e.g., word processing, drawing, web browsing)
3. be aware of how to work with others when using technology tools (e.g., word processors, drawing tools, presentation software) to convey ideas or illustrate simple concepts relating to a specified project

TECHNOLOGY COMMUNICATIONS TOOLS

By the end of Grade 2 each student will:

1. identify procedures for safely using basic telecommunication tools (e.g., e-mail, phones) with assistance from teachers, parents, or student partners
2. know how to use age-appropriate media (e.g., presentation software, newsletters, word processors) to communicate ideas to classmates, families, and others
3. know how to select media formats (e.g., text, graphics, photos, video), with assistance from teachers, parents, or student partners, to communicate and share ideas with classmates, families, and others

TECHNOLOGY RESEARCH TOOLS

By the end of Grade 2 each student will:

1. know how to recognize the Web browser and associate it with accessing resources on the internet use a variety of technology resources (e.g., CD-ROMs, DVDs, search engines, websites) to locate or collect information
2. relating to a specific curricular topic with assistance from teachers, parents, or student partners
3. interpret simple information from existing age-appropriate electronic databases (e.g., dictionaries, encyclopedias, spreadsheets with assistance from teachers, parents, or student partners
4. provide a rationale for choosing one type of technology over another for completing a specific task

TECHNOLOGY PROBLEM-SOLVING AND DECISION-MAKING TOOLS

By the end of Grade 2 each student will:

1. discuss how to use technology resources (e.g., dictionaries, encyclopedias, search engines, websites) to solve age-appropriate problems
2. identify ways that technology has been used to address real-world problems (personal or community)

<u>Educational Technology Standards & Expectations Grades 3-5</u>

BASIC OPERATIONS AND CONCEPTS

By the end of Grade 5 each student will:

1. discuss ways technology has changed life at school and at home
2. discuss ways technology has changed business and government over the years
3. recognize and discuss the need for security applications (e.g., virus detection, spam defense, popup blockers, firewalls) to help protect information and to keep the system functioning properly
4. know how to use basic input/output devices and other peripherals (e.g., scanners, digital cameras, video projectors)
5. know proper keyboarding positions and touch-typing techniques
6. manage and maintain files on a hard drive or the network

7. demonstrate proper care in the use of hardware, software, peripherals, and storage media
8. know how to exchange files with other students using technology (e.g., e-mail attachments, network file sharing, flash drives)
9. identify which types of software can be used most effectively for different types of data, for different information needs, or for conveying results to different audiences
10. identify search strategies for locating needed information on the internet
11. proofread and edit writing using appropriate resources (e.g., dictionary, spell check, grammar check, grammar references, writing references) and grade level appropriate checklists both individually and in groups

SOCIAL, ETHICAL, AND HUMAN ISSUES

By the end of Grade 5 each student will:

1. identify cultural and societal issues relating to technology
2. discuss how information and communication technology supports collaboration, productivity, and lifelong learning
3. discuss how various assistive technologies can benefit individuals with disabilities
4. discuss the accuracy, relevance, appropriateness, and bias of electronic information sources
5. discuss scenarios describing acceptable and unacceptable uses of technology (e.g., computers, digital cameras, cell phones, wireless connectivity. Facebook, etc.) and describe consequences of inappropriate use
6. discuss basic issues regarding appropriate and inappropriate uses of technology (e.g., copyright, privacy, file sharing, spam, viruses, plagiarism) and related laws
7. use age-appropriate citing of sources for electronic reports
8. identify appropriate kinds of information that should be shared in public chat rooms
9. identify safety precautions that should be taken while on-line
10. explore various technology resources that could assist in pursuing personal goals
11. identify technology resources and describe how those resources improve the ability to communicate, increase productivity, or help achieve personal goals

TECHNOLOGY PRODUCTIVITY TOOLS

By the end of Grade 5 each student will:

1. know how to use menu options in applications to print, format, add multimedia features; open, save, manage files; and use various grammar tools (e.g., dictionary, thesaurus, and spell-checker)
2. know how to insert various objects (e.g., photos, graphics, sound, video) into word processing documents, presentations, or web documents
3. use a variety of technology tools and applications to promote creativity
4. understand that existing (and future) technologies are the result of human creativity
5. collaborate with classmates using a variety of technology tools to plan, organize, and create a group project

TECHNOLOGY COMMUNICATIONS TOOLS

By the end of Grade 5 each student will:

1. use basic telecommunication tools (e.g., e-mail, WebQuests, IM, blogs, chat rooms, web conferencing) for collaborative projects with other students
2. use a variety of media and formats to create and edit products (e.g., presentations, newsletters, brochures, web pages)

3. to communicate information and ideas to various audiences
4. identify how different forms of media and formats may be used to share similar information, depending on the intended
5. audience (e.g., presentations for classmates, newsletters for parents)

TECHNOLOGY RESEARCH TOOLS

By the end of Grade 5 each student will:

1. use Web search engines and built-in search functions of other various resources to locate information
2. describe basic guidelines for determining the validity of information accessed from various sources (e.g., web site, dictionary, on-line newspaper, CD-ROM)
3. know how to independently use existing databases (e.g., library catalogs, electronic dictionaries, encyclopedias) to locate, sort, and interpret information on an assigned topic
4. perform simple queries on existing databases and report results on an assigned topic
5. identify appropriate technology tools and resources by evaluating the accuracy, appropriateness, and bias of the resource
6. compare and contrast the functions and capabilities of the word processor, database, and spreadsheet for gathering data processing data, performing calculations, and reporting results

TECHNOLOGY PROBLEM-SOLVING AND DECISION-MAKING TOOLS

By the end of Grade 5 each student will:

1. use technology resources to access information that can assist in making informed decisions about everyday matters (e.g., which movie to see, which product to purchase)
2. use information and communication technology tools
3. to collect, organize, and evaluate information to assist with solving real-life problems (personal or community)

<u>Educational Technology Standards & Expectations for Grades 6-8</u>

BASIC OPERATIONS AND CONCEPTS

By the end of Grade 8 each student will:

1. use proper keyboarding posture, finger positions, and touch-typing techniques to improve accuracy, speed, and general efficiency in operating a computer
2. use appropriate technology terminology
3. use a variety of technology tools (e.g., dictionary, thesaurus, grammar-checker, calculator) to maximize the accuracy of technology-produced products
4. understand that new technology tools can be developed to do what could not be done without the use of technology
5. describe strategies for identifying and preventing routine hardware and software problems that may occur during everyday technology use
6. identify changes in hardware and software systems over time and discuss how these changes affected various groups
   (e.g., individual users, education, government, and businesses)
7. discuss common hardware and software difficulties and identify strategies for trouble-shooting and problem solving
8. identify characteristics that suggest that the computer system hardware or software might need to be upgraded
9. identify a variety of information storage devices (e.g., CDs, DVDs, fl ash drives, tapes) and provide a rationale ror using a certain device for a specific purpose

10. identify technology resources that assist with various consumer-related activities (e.g., budgets, purchases, banking transactions, product descriptions)
11. identify appropriate file formats for a variety of applications
12. use basic utility programs or built-in application functions to convert file formats
13. proofread and edit writing using appropriate resources (e.g., dictionary, spell check, grammar check, grammar references, writing references) and grade level appropriate checklists both individually and in groups

SOCIAL, ETHICAL, AND HUMAN ISSUES

By the end of Grade 8 each student will:

1. understand the potential risks and dangers associated with on-line communications
2. identify security issues related to e-commerce
3. discuss issues related to acceptable and responsible use of technology (e.g., privacy, security, copyright, plagiarism, spam,
   Viruses, file-sharing)
4. describe possible consequences and costs related to unethical use of information and communication technologies
5. discuss the societal impact of technology in the future
6. provide accurate citations when referencing information from outside sources in electronic reports
7. use technology to identify and explore various occupations or careers
8. discuss possible uses of technology (present and future) to support personal pursuits and lifelong learning
9. identify uses of technology to support communication with peers, family, or school personnel

TECHNOLOGY PRODUCTIVITY TOOLS

By the end of Grade 8 each student will:

1. apply common software features (e.g., thesaurus, formulas, charts, graphics, sounds) to enhance communication and
   To support creativity
2. use a variety of technology resources, including the internet, to increase learning and productivity
3. explore basic applications that promote creativity (e.g., graphics, presentation, photo-editing, programming, video-editing)
4. use available utilities for editing pictures, images, or charts
5. use collaborative tools to design, develop, and enhance materials, publications, or presentations

TECHNOLOGY COMMUNICATIONS TOOLS

By the end of Grade 8 each student will:

1. use a variety of telecommunication tools (e.g., e-mail, discussion groups, IM, chat rooms, bogs, video-conferences, web conferences) or other online resources to collaborate interactively with peers, experts, and other audiences
2. create a project (e.g., presentation, web page, newsletter, information brochure) using a variety of media and formats (e.g., graphs, charts, audio, graphics, video) to present content information to an audience

TECHNOLOGY RESEARCH TOOLS

By the end of Grade 8 each student will:

1. use a variety of Web search engines to locate information

2. evaluate information from various online resources for accuracy, bias, appropriateness, and comprehensiveness
3. identify types of internet sites based on their domain names (e.g., eddo, com, org, go, au)
4. know how to create and populate a database
5. perform queries on existing databases
6. know how to create and modify a simple database report
7. evaluate new technology tools and resources and determine the most appropriate tool to use for accomplishing a specific task

TECHNOLOGY PROBLEM-SOLVING AND DECISION-MAKING TOOLS

By the end of Grade 8 each student will:

1. use database or spreadsheet information to make predictions, develop strategies, and evaluate decisions to assist with solving a basic problem
2. describe the information and communication technology tools to use for collecting information from different sources, analyze findings, and draw conclusions for addressing real-world problems

B. Student Achievement

The following section describes specific examples from within various content areas and grade levels of how technology will be integrated into curricula and instruction to address student achievement. Most of the selections reflect performance standards dealing with ways we use technology in everyday life, business, and issues that focus on appropriate use. Reinforcing these aspects guide students as they face their future, so the focus in classrooms is spent on productive work. These examples include:

- Determine when technology is useful and select the appropriate tools and technology resources to address a variety of tasks and problems.
- Utilize up-to-date technological devices to differentiate instruction that meets the needs of all students.
- Discuss common uses of technology in daily life and the advantages and disadvantages those uses provide.
- Develop argumentative writings on the impact technological advances have played on society.
- Design, develop, publish, and present products using technology resources that demonstrate and communicate curriculum concepts to audiences inside and outside the classroom.
- Students will use a word processor or a draw/paint program to write stories with illustrations.
- Develop argumentative writings on the ethical use of technology in society, citing a minimum of four online/offline resources.
- Describe and practice safe Internet usage (e.g. not posting inappropriate or harmful material; not revealing personal information; following Acceptable Use Policy).
- Analyze advantages and disadvantages of widespread use and reliance on technology in the workplace and in society as a whole.
- Use measurements of dimension (length, area, volume) to construct technological solutions to problems.
- Evaluate information received through technologies.
- Use technology resources for solving problems and making informed decisions.
- Evaluate the accuracy and relevance of electronic information sources.
- Identify job opportunities and ways technology is related to these.

- Demonstrate how people in different occupations and careers use technology to do their work.
- Classify and discuss the safe and unsafe factors of technological applications as they apply in the home, school, community, and/or the workplace.
- Demonstrate respect and anti-cyber bullying for other students while using technology.
- Work collaboratively and cooperatively with others when using technology.
- Demonstrate positive social behaviors when using technology.

It would be expected that students could perform any of these examples within the timeframe of this technology plan. Obviously, the expectation of secondary students would be to perform these tasks at higher levels than their elementary school counterparts, but we believe these to be realistic examples of technology integration.

By the 2014-15 school year Grand Blanc Academy will test all students in grades K-8 in reading and math using the Global Scholars computer based assessment twice a year. The academy has the sufficient technology infrastructure to accomplish this including, appropriate band width, computers, software and headphones as needed. The results of each assessment will be provided to parents/guardians in a timely manner either by mail or in a parent/guardian and teacher conference.

During the 2011-2012 school year the following number of students were tested in reading and mathematics.

Grade Level	# of students tested in Math	# of students tested in Reading
2nd	56	56
3rd	52	52
4th	47	47
5th	46	46
6th	46	46
7th	48	48
8th	39	39

Technology Integration Ideas in All Curricular Areas Grade K-8

Language Arts	Mathematics	Paragon/Social Studies	Science
-Create a digital portfolio. -Record student reading on audiotape. -Research information on an author or genre. -Publish a report on the computer. -Have students type, illustrate, and print their work. -Videotape a class play or performance. - Make a CD of class poems or stories. - Scan student illustrations into their writings. - Make a class book. - A+	-Create a graph. - Enter and analyze data in a spreadsheet. - Research a famous mathematician. - Use internet resources to find mathematical games or online projects. - Create a book of math puzzles. -A+	- Review Paragon related websites. - Publish reports on Paragon topics. - Create a PowerPoint presentation. - Paragon videotape and audio resources. - Digital camera photos and scanned photos for portfolios or student projects. - Create a timeline. - Use e-mail to communicate with various people related to units of study in Paragon.	- Publish information from units of study or experiments. - Research relevant science topics. - Research and publish a report on a famous scientist. - CD-rom and video resources related to instruction. - Simulation software and internet resources for problem solving. - Download and analyze data from weather satellites, animal research or other types of information.
Special Education	**Music**	**Physical Education**	
- A+ - Assistive peripherals and software for students - Student word processing and publishing. - Video and audiotape resources. - Multimedia productions. -Create a class book. - Internet research. - Resources on CD-rom.	- Research in music appreciation and history from Internet and CD resources. - Audio CDs and video presentations. -Record student musical performances. - Have students create a musical piece digitally.	- Research in health and PE topics. - Using spreadsheets to track progress in PE goals. - Video and audiotape resources related to instruction. - Student created reports or posters on health related topics.	

C. Technology Delivery

Grand Blanc Academy currently has access to the world-wide web through the use of the internet and distance learning through Michigan Virtual University. As we build towards having a full middle school, our need for distance learning opportunities will increase. As we plan for future growth, access to these resources will need to be a consideration in curriculum and hardware decisions to be made so that students can access a wide range of educational resources to meet their specific and individual learning needs.

D. Parental Communications & Community Relations

Grand Blanc Academy's Technology Plan will be shared with parents and the community by being posted on our school's website. We will direct parents and other interested parties to this document through school newsletters, flyers, and headings on the school webpage.

Grand Blanc Academy uses Power school as our student management program. Through this program, parents have access to their student's grades, attendance, school announcements, and other information related to the school and school events. Parents can also email their child's teacher(s) via the website portal so that communication between school and home can be facilitated.

The Grand Blanc Academy website is constantly being updated and improved to better meet the needs of our parents and others who may be looking for a school for their children. We continually strive to add features to our website that will benefit current and future families and provide them with the most up to date information on their child and his or her progress in school.

E. Collaboration

Grand Blanc Academy is working to establish and strengthen community partnerships. However, as a K-8 school district, our focus is primarily elementary and middle school needs. We are planning parent and child evenings which will focus on the integration of technology into the core curriculum areas. We will use these evenings to show parents how technologies they may have access to at home can benefit their child's education.

- Creating a school website that will feature articles on school activities and include links for parents to educational websites that can help enhance their child's education.
- The school website will feature the approved technology plan for parent and community review.

II. Professional Development

F. Professional Development

Grand Blanc Academy realizes that in order for technology to be successfully implemented in the classroom and across the curriculum, professional development is a prerequisite. Without targeted, on-going training, successful implementation of even basic technology will not be successful. Due to this need, the following goals based on the state and national standards addressing technological competency for teachers, administrators and other educators, professional development have been developed:

- To promote teacher and staff use of technology as an effective and integrated part of the curriculum, all staff will be trained in available technology either by school leaders or by CS Partners staff. In addition, staff will have opportunities to request and research new technologies.
- Build a technologically literate staff through a multi-modal training approach and generation of a core literacy requirement.
- Draft, implement, and assess a comprehensive training model addressing the varied needs of each teacher, staff and administrator. Utilize a combination of pre-service, in-service, vendor, staff, online, CBT, and video resources. Document and publish the training offerings and schedule. Utilize the Train-the-Trainer model where appropriate.
- Provide opportunities for staff/teacher training at school and at home. Allow for self-directed interests in addition to addressing core literacy's.
- Assess, document, formulate, and measure the specific requirements of each staff member using a self-assessment survey. Administer assessment survey at beginning and end of each school year.

- Staff development will emphasize training teachers in how to effectively use the electronic assessment and reporting systems, software available in the classroom, peripheral technologies such as digital cameras, scanners, and video cameras, and provide teachers with ideas for integrating current technology into daily teaching to further enhance and extend learning.
- Use the school staff and the IT staff to provide both formal and informal instruction to staff on technologies.

Professional Development 3-Year Focus

1. Full implementation of Compass Learning program.
    a. Training in the quarterly and short cycle assessments and how to interpret and use data from the reports to inform instruction and monitor student achievement.
    b. Training days are held both for new teachers and to further develop the skills and proficiency of returning teachers
    c. Evaluation will consist of monitoring student use of the program and growth during the year and teacher use of available reports and materials to individualize student instruction.

2. Powerschool and Powergrade Implementation
    a. Appropriate school staff will be used to ensure proper training and implementation of the program at all levels.
    b. Staff will receive in-service on the basic features of the program relevant to their job needs. CAO's will receive training on all aspects of the Powerschool and Powergrade programs. Administrative Assistant will learn about functions dealing with student information management, immunizations, SRSD, and REP. Lunch staff will receive training dealing with Powerlunch. Teachers will receive training on using Powergrade to input grades and print progress reports and report cards as well as other types of available reports.

    Evaluation will consist of monitoring the use of the program in appropriate areas including attendance and grade entry, lunch program use, successful SRSD reporting, and using the program to successfully monitor and obtain student information.

3. Data Analysis of Global Scholar and MEAP data
    a. Training will be provided to staff to review MEAP data as it becomes available
    b. Training will be provided for data desegregation of Global Scholar data to plan for individualized instruction for each student.

4. Training on available software programs.
    a. Teachers and aides will have the opportunity to explore available software program and to develop ideas of using these programs in their classroom with the existing curriculum.
    b. Training will be held on an on-going basis before school, during teacher prep times, after school, and on weekends.

5. Use of E-mail, Digital Cameras, Camcorder, and Scanners
    a. All staff will receive training related to the above technologies
    b. Training will be done by the On-site facilitator during fall in-service
    c. Acceptable Use Policies for staff as well as students will be discussed as well as CIPA compliance and student use of the internet
    d. An equipment log will be maintained for sign-out/sign-in of all of the above technologies

Detailed Professional Development Timeline

Year	Program	What is to be Implemented
2013-2014		
	Compass Learning	Full implementation and use of Compass Learning software and Assessments and related growth data.
	Powerschool	Full implementation of attendance, grades, report cards, parent information portal, lunch program, and state reporting features.
	SMART Board Software	Evidence of each classroom creating lessons and engaging students with activities related to lessons
2014-2015		
	Compass Learning	Training in the use of reports to identify skill weaknesses and to adjust classroom instruction. Full implementation of short cycle assessments to help determine student mastery of unit material.
	Powerschool	Use of web based reporting, discipline logs, administrative reports, and state reporting features will be implemented.
	SMART Board Software	Evidence of each classroom creating lessons and engaging students with activities related to lessons

2015-2016		
	Compass Learning	Training in the use of reports to identify skill weaknesses and to adjust classroom instruction. Full implementation of short cycle assessments to help determine student mastery of unit material.
	Powerschool	Powerschool will be one of the major links between school and home as all main features are consistently and coherently used.
	Software	Teachers will be required to show evidence of having completed at least one project per month created using available software.

G. **Supporting Resources**

We employ the following strategies to ensure successful and effective uses of technology:

- Employ at least one administrative staff person knowledgeable in technology to be responsible for learning most functions related to its deployment and use. These staff members will serve as primary contacts for interacting with all outside vendors and/or consultants, including, once trained, to help train other staff.
- Ensure that one or more staff attend all technology-related training sessions and workshops.
- Contract with an outside vendor responsible for maintaining our network and equipment.
- Explore and identify on-line and web-based training modules, which meet the needs of our Academy as well as individual staff.
- Maintain an up-to-date Teacher Resource Center that includes books, CD-ROMS, curricular-based subscriptions, applications, and other multi-media materials; providing examples, how-to's, lesson plans and teaching activities based on the use of various technologies.
- Use common planning time to explore online technology resources, materials and recommendations from places such as Edutopia, ISTE, MACUL, eSchool News, EdWeek, and the ASCD among others.
- Identify and provide links to reputable on-line resources including Teacher Networks, the U.S. Department of Education, the Michigan Department of Education, and others.
- Ensure post-training evaluations are conducted for all workshops, sessions or classes in which our staff participate.
- Compare and analyze student achievement data, over time, and identify correlations between changes in such data, teachers, programs and professional development activities.

There will be a number of resources that we will tap into in order to support the technological development of our staff. Among these resources will be:

- GISD support

- Software manuals and in-service
- CD-ROM tutorials
- On-line subscriptions
- Application technology support
- Technology coursework at local Universities

III. Infrastructure, Hardware, Technical Support, and Software

H. Infrastructure Needs/Technical Specification, and Design

The IT Staff, in partnership with selected vendors, will support the infrastructure, routing, computer, and telecommunications equipment necessary to meet or exceed the technology application standards of the organization. In order to support the infrastructure in the most effective way possible, several goals have been set forth in this technology plan. These include:

- Deploying current-level technology uniformly across the entire organization based on the state and national standards.
- Documenting the infrastructure standards for network, telephone system, and video monitoring systems wiring. Drafting standards in accordance with industry standards for commercial cabling and adherence to current building codes. Ensuring full connectivity of required systems to every classroom and administrative area.
- Provide a replacement/upgrade plan that reflects the reasonable usable life of each item. This will be used extensively in future budgeting and planning efforts.
- Generate and publish annually the minimum equipment standards for new school integrations/procurements. Generate and publish annually the needs analysis to maintain current equipment at a comparable level to meet the revised curriculum needs.
- Create, compile and maintain all system designs centrally, under the technical management of the Senior Engineer. Any systems designed or provided by vendors will be reviewed for conformity with this plan, current network design, and operations. The Curriculum Design team or a designee will further review any systems impacting curriculum and technology integration.
- GBA will publish standards in accordance with this plan for the ongoing purchase of new equipment and software.
- Use the single-point helpdesk to answer student, teacher and staff questions and address Tier-1 support issues during working hours. Establish and document problem reporting methods and escalation guidelines for Tier-2 and Tier-3 support. Utilize selected sourcing to supplement support staff. Create a standard call management group with schedules and areas of responsibility ensuring adequate coverage of resources and user issues.
- Publish the recommended computer configurations for various uses incorporating the minimum standards of this plan. Refine configurations continually to keep pace with advances in technology.
- Continue proactive remote monitoring and deployment of support resources from NOC. Maintain the organization network infrastructure 24x7. Maintain adequate staff and vendor availability to accommodate emergency response to school sites.

Technology at Grand Blanc Academy

Technology	Quantity	Owned	Leased
TV/VCR/DVD Combination	4	X	
Camcorder	1	X	
Digital Camera	1	X	
Scanner	1	X	
Laser Printer	4	X	
Inkjet Printer	15	X	
Computers	115	X	
Laptop Computers	56	X	
LCD Projector	1	X	
Poster Printer	1	X	
SMART Boards	20	X	

Each classroom is equipped with a laptop computer, 1-3 computers, and 1 inkjet printer. The media center has 1 computers and one ink jet printer. The office has 2 computers and 2 laser printers. The digital camera and camcorder are located in the main office and are available for checkout and use by all staff as needed. An LCD projector is located in the office for checkout. Each classroom, the music room, the computer lab and one resource room are equipped with SMART boards.

Each classroom and common area is equipped with a video camera hooked to a central monitor and control panel in the main office. Parents, staff, and administrators can use this video system to watch what is happening in individual classrooms and common areas. This video system allows parents to monitor their child in the classroom without interrupting the learning process. The video system does not contain sound capabilities but records the activities in each classroom and is saved on a backup system for seven days.

I. Increase Access

As a small school, our primary strategy to increase access to technology for both students and teachers is to deploy technology in every part of the building and in every part of the school day. Solidifying our infrastructure to accommodate future growth and to achieve increased access throughout the facility and across the campus will become a primary focus during the next three years. We will continue to seek state and other grant support to strengthen these efforts:

- Maintain wireless network access throughout the school—expand if necessary.
- Purchase additional iPads, tablets, desktops, laptops, interactive projectors, clicker systems, etc. as needed, per year.
- Provide updated laptops to teachers.
- Allow students to check out laptops and tablets in a secure lending system.
- Identify other resources, including federal grants, foundations and the business community, for assisting the Academy with continued technology deployment.
- Identify for parents and students all public places within our geographic area that provide free Internet Access and/or free use of computers.

- Coordinate school events and conferences with technology initiatives so that parents, guardians and other stakeholders remain committed and supportive of technology expansion.

IV. Funding and Budget

J. Budget and Timetable

Year 1 Budget

Line Item	General Fund	Grants	Total Fiscal Year Expenses
Technology Specialist Salary and Benefits (Maintenance and Training)	$8000		$8000
Travel Reimbursement			
Conference Fees		$3000	$3000
Technology Supplies (ink cartridges, toner etc.)	$6000		$6,000
Replacement Equipment (mice, keyboards, hard drives etc.)	$1,000		$1,000
Compass Learning License Fee and Ed Performance Assessments		$16,000	$16,000
New Software Purchases	$500	$2,000	$2,500
New Hardware Purchases	$1000	$2,000	$3,000
T1 Line Charges	$1,000	$9,000	$10,000

Year 2 Budget

Line Item	General Fund	Grants	Total Fiscal Year Expenses
Technology Specialist Salary and Benefits (Maintenance and Training)	$8000		$8000
Travel Reimbursement			
Conference Fees			
Technology Supplies (ink cartridges, toner etc.)	$6,000		$6,000
Replacement Equipment (mice, keyboards, hard drives etc.)	$1,000		$1,000
Compass Learning and Ed Performance Assessments		$20,000	$20,000
New Software Purchases	$500	$2,000	$2,500
New Hardware Purchases	$2,000	$1,000	$3,000
T1 Line Charges	$1,000	$9,000	$10,000

Year 3 Budget

Line Item	General Fund	Grants	Total Fiscal Year Expenses
Technology Specialist Salary and Benefits (Maintenance and Training)	$9000		$9000
Travel Reimbursement			
Conference Fees			
Technology Supplies (ink cartridges, toner etc.)	$6,000		$6,000
Replacement Equipment (mice, keyboards, hard drives etc.)	$1,000		$1,000
Compass Learning and Ed Performance Assessments		$18,000	$18,000
New Software Purchases	$500	$2,000	$2,500
New Hardware Purchases	$2,000	$1,000	$3,000
T1 Line Charges	$1,000	$9,000	$10,000

K. Coordination of Resources

Currently, Grand Blanc Academy's technology budget is taken from the general fund, Title I, Eastern Michigan University grant, and At Risk funds. Grand Blanc Academy applies for SLC funding yearly and qualifies for a 60% discount rate. State and federal funding opportunities are being explored and will be applied for as appropriate. Other local sources of technology funding and support are actively sought. Any source of potential funding opportunities will be explored.

V. Monitoring and Evaluation

L. Evaluation

Evaluation of the Grand Blanc Academy's technology plan will take place on a yearly basis by the Technology Planning Committee with a full revision taking place no less than every three years. The Program Facilitator will also report any problems with the technology plan to the Technology Planning Committee so that the information can be used to help revise and edit the plan. Any technology goals that have not reached full implementation must be examined to determine if the goal must be modified to assist implementation, or if more time or resources are needed to allow for full implementation. As goals are reached at Grand Blanc Academy, the Leadership Team members will meet to set new goals for the school.

At the end of the three-year full evaluation cycle, any goals that have not been implemented will be thoroughly explored to determine the reason for failure. If further resources or training are necessary, the plan will be revised to accommodate those needs. If the goal is no longer appropriate, it will be eliminated and replaced with a new goal. Unexpected outcomes of the technology plan will also be recorded. A

published report on the technology plan implementation will be presented to the CAO, Technology Planning Committee, and any other interested parties on a yearly basis.

Staff will be given technology evaluation forms to complete at the beginning and the end of each school year. This evaluation will determine the extent to which staff members are comfortable with using technology and integrating it into the curriculum. This will help to determine the effectiveness of training during the year and allow for the determination of training needs for the next school year. Teachers are required to present a PowerPoint portfolio to the CAO at the end of the year as part of their bonus. These portfolios should show some of the ways in which technology was integrated into each teacher's instruction during the year. These evaluations give teachers the chance to name areas in which they would like to receive additional training so that individualized training plans can be established.

Evaluation Instruments

The following evaluation instruments are given at the beginning and end of each school year. At the beginning of the school year, information from the surveys are taken and compiled by the leadership team. The team then determines what areas of training teachers need. Training which applies to all staff is then scheduled during in-service days. Training which only applies to a few staff is schedule either on weekends, after school, or other resources such as Michigan Virtual University Learnport, Blackboard, online training, training CD's, and Webinar's are then made available to staff for their use.

At the end of the year, the evaluation instruments are again administered and the results compiled. Reasons for teachers not being able to meet their goals are studied so that changes in training and implementation procedures can be modified or eliminated if need dictates. Input from teachers on both the positive and negative aspects of technology training and integration are also collected so that areas of focus for the leadership team can be determined and future training can be established.

All eighth grade students will be evaluated using a technology proficiency exercise. Evaluation instruments will also be created to evaluate students at the end of each grade level on the grade level technology benchmarks.

Grand Blanc Academy Staff Technology Survey
August

Please fill out and return to your CAO.

Name _____

Date _____

These are the three technology goals I will set for myself this year.

1.

2.

3.

This is what I would like to use technology for in my classroom this year.

1.

2.

3.

These are the training opportunities I will need to reach my goals.

1.

2.

3.

This shows my comfort level in being able to use the following programs with my students and in my teaching.

1= I know nothing about this program or application
2= I have looked at this program but have little comfort using it.
3= I have used parts of this program and could use it in my teaching with some support.
4=I feel fairly comfortable with the basic features of this program and could use it in my teaching and with my students with success.
5=I am proficient with this program and can effectively implement this with my teaching and my students.

Word _____ Excel ___ PowerPoint ___Publisher ___

Internet ___ E-mail ___ Compass Learning___ Power School_____

SMART Board ___ LCD ___

Please put an X next to the hardware you feel comfortable using:

LDC projector___ Video Camera ___ Digital Camera ___

I would be willing to help train others on these programs:

Anything else you would like to comment on related to technology?

Grand Blanc Academy Staff Technology Survey
June

Please fill out and return to your CAO.

Name _____

Date _____

These are the three technology goals I set for myself this year.

1.

2.

3.

Were you able to meet these technology goals?

If so, what helped you most in reaching these goals? If not, what prevented you from reaching your goals?

How did you integrate technology into your teaching and with students this year?

This shows my comfort level in being able to use the following programs with my students and in my teaching.

1= I know nothing about this program or application
2= I have looked at this program but have little comfort using it.
3= I have used parts of this program and could use it in my teaching with some support.
4=I feel fairly comfortable with the basic features of this program and could use it in my teaching and with my students with success.
5=I am proficient with this program and can effectively implement this with my teaching and my students.

Word _____ Excel ___ PowerPoint ___Publisher ___

Internet ___ E-mail ___ A+____ Power School_____

SMART Board ___ LCD ___

Please put an X next to the hardware you feel comfortable using:

LDC projector___ Video Camera ___ Digital Camera ___

These are my suggestions for improving training opportunities next year:

Anything else you would like to comment on related to technology or suggestions that would help me do a better job of helping teachers effectively use technology next year?

M. **Acceptable Use Policy**

The Academy has adopted an Acceptable Use Policy that fully conforms with federal law. In order to monitor compliance, the Academy will take the following steps:

- Explore the use of software that enables full, yet simple, computer access logs.
- Provide Internet training sessions to students and teachers which focus on safety and privacy issues.
- Post Student Internet-Use Rules throughout the school.
- Provide training to staff on how to monitor students' use of the computer.
- Add the Acceptable Use Policy to the Student Handbook, Parent Workshops, and other forms of communication mediums shared with students, families, guardians and teachers.
- Update the Student Discipline Policy and Code of Conduct to include provisions for violation of the internet Use Policy.

NETWORK AND INTERNET ACCEPTABLE USE AGREEMENT

The Academy is committed to the effective use of technology to both enhance the quality of student learning and the efficiency of Academy operations. It also recognizes that safeguards have to be established to ensure that the Academy's investment in both hardware and software is achieving the benefits of technology and inhibiting negative side effects.

In order for anyone to use the local and wireless network, Internet connection and/or data and exchange servers, he/she must read these guidelines and sign this Agreement.

A user name and password will be issued to users upon receipt of this signed Agreement. Until then network use will not be allowed. The use of the Internet is a privilege, not a right. **Inappropriate behavior or violation of the acceptable use agreement may lead to penalties including the revocation of a user's account, disciplinary action, including suspension and/or expulsion, and/or legal action.**

Inappropriate Internet and network use is not limited to the following:

- using offensive or inappropriate language or language that would promote violence or hatred;
- revealing one's (or other's) personal address, phone number or credit card information;
- harassing anyone by sending uninvited communication;
- sending or accessing electronic information from accounts that do not belong to you without the owner's authorization;
- accessing unauthorized or inappropriate areas of the network and changing or interfering with information found in the network;
- accessing areas blocked by the Academy's firewall without authorization;
- soliciting or distributing e-mail for non-educational or non-business purposes;
- misrepresenting oneself or others;
- making unauthorized copies of software or information, such as software pirating;
- printing of materials excessively;
- downloading and/or installing unauthorized software, including games, on Academy computers;
- accessing, uploading, downloading, distributing, or transmitting pornographic, obscene, sexually explicit, or threatening material or other materials harmful to minors;
- violating federal copyright laws or otherwise using the property of another individual or organization without permission. All work must be original work. Copy and pasted material may only be used as a resource when properly cited;
- violating any local, state or federal statute; and
- accessing personal social networking sites, such as but not limited to Facebook, Twitter, MySpace, YouTube, etc. without specific permission from the Administration.

I agree to comply with these Network and Internet Acceptable use guidelines as stated in this Agreement and the Academy Student/Family Handbook.

I understand that the Academy administration reserves the right to change these rules at any time.

I understand that the assignment of a password does not guarantee confidentiality. There is no expectation of privacy as to prevent examination or monitoring. I understand that the Academy

reserves the right to examine all data stored in the machines and/or network (including e-mail) to make sure that all users are in compliance with these regulations. The Academy reserves the right to monitor or review Internet files, including web pages and usage logs. Any flash drive used at the Academy must also be free of any inappropriate content.

I agree not to participate in the transfer of inappropriate or illegal materials or material that may be considered treasonous or subversive through the Network and Internet connection. I realize that in some cases, the transfer of such material may result in legal action against me.

I understand that the Academy monitors the on-line activity of all users in an effort to restrict access to child pornography and other material that is obscene, objectionable, inappropriate and/or harmful to minors in accordance with the Children's Internet Protection Act (CIPA).

Should I happen to find materials that may be deemed inappropriate, I shall refrain from downloading this material, immediately leave the Internet site, shall not identify or share the location of this material, and will immediately report it to a teacher or the Administration. I am aware that the transfer of certain kinds of materials is illegal, and punishable by fine or jail sentence.

I understand that all computers, local and wireless network, Internet connection and/or data and exchange servers are the Academy's property and shall only be used for educational and business purposes.

I understand that computer hardware (monitors, terminals, keyboards, mice, etc.) are Academy property and any mistreatment or damage will be considered destruction of property or vandalism.

I understand that the Academy makes no guarantees, implied or otherwise, regarding the reliability of the data connection. The Academy and any of the sponsoring organizations shall not be liable for any loss or corruption of data resulting while using the Internet connection.

I understand that the Academy strongly condemns the illegal distribution of software otherwise known as pirating. I understand that software piracy is a Federal offense punishable by fine or imprisonment.

I agree not to allow other individuals to use my account or use other individuals' accounts for Network and Internet activities.

I understand that through the use of the Internet any actions taken by me will reflect upon the Academy system as a whole. As such, I shall behave in an ethical and legal manner.

Signature of Student _____ Date _____

A parent or legal guardian must also sign the following section:

I, _____ (print name), the parent/guardian of _____ (print student's name), agree to accept all financial and legal liabilities that may result from my son's/daughter's use of the Academy's Network and Internet connection. I release

and agree to hold the Academy, and all other sponsoring organizations related to the Internet connection, from any and all liability foreseeable or unforeseeable for damages or injury resulting directly or indirectly from the use of the Internet connection. I also agree to defend, indemnify, and hold harmless the Academy, its Board members, staff and agents from and against any such claims, demands, suits, damages, liability, costs, and expenses (including reasonable attorney fees) incurred as a consequence either directly or indirectly of the granting of this agreement.

Signature of Parent/Guardian _____ Date _____

This policy and all its provisions are subordinate to local, state, and federal statutes.