CRESCENT ACADEMY
Technology Plan
July 1, 2014 – June 30, 2017

Tech Plan contact: Cherise Cupidore
ccupidore@charterschoolpartners.com
17570 West Twelve Mile Road
Southfield, Michigan 48076
Telephone: 248-423-4581/Fax: 248-423-1027

Oakland County School District
District Code: 63921
www.crescentacademycharterschool.com

Creation Date: June 15, 2014

Table of Contents

Technology Mission Statement

Crescent Academy is committed to providing the best education in Michigan. Crescent Academy has developed and implemented a technology plan for all students to learn and acquire technological skills necessary for success. It is our goal to meet the demanding technological innovations in the 21st century and our technology plan will help us in our accomplishments.

ACADEMY DESCRIPTION

Crescent Academy is committed to the belief that "no child should be left behind". All children are learners. It is with this thought that Crescent Academy strives to provide a positive and nurturing educational setting for each student. The Academy takes pride in its ability to offer small class sizes and a multi-age curriculum. Through the multi-age concept, the academic needs of each learner are met. The Academy staff is committed to the social development of each student. Character Education components are implemented within the curriculum, along with community oriented service projects in which all students participate. The Academy works to instill in each student a strong sense of personal achievement, and self-esteem; a strong sense of respect for and understanding of cultural, racial, spiritual and economic diversity; an ability to effectively communicate with the written and spoken word; a serious appreciation of the arts; a commitment to personal well-being; a sense of satisfaction form challenges met and a desire to participate responsibly in the community.

All children can learn and it is though education that they acquire the foundation for success in our knowledge-based society. The mission of Crescent Academy will be to develop this foundation by offering an educational setting that nurtures in each student a deep and abiding curiosity as a prerequisite for sustained learning across a lifetime.

Crescent Academy has an expected enrollment of 1200 students in grades pre-kindergarten through grade 12 for the fall of 2014-15 school year. The student body is 99% African American and 1% Caucasian. It has a staff of 59 highly qualified certified teachers, 16 paraprofessionals, a principal and dean of students along with 2 school leader interns and 2 administrative assistants. Approximately 90% of the Academy's student population is from Detroit with the remaining students living in many of the nearby communities. The Academy opened in 2004 and currently has two campuses for the K-12 program and separate campus for Pre-k.

VISION AND GOALS

The vision of Crescent Academy technology plan is to fully integrate technological devices to use as a means for academic learning. Examples of this would be to integrate e-readers as sources of books rather than tradition paperbacks. Another example would be to attain and distribute laptops to students for research and online testing. Crescent Academy will expand the avenues for students to use technology for research, scientific projects, composition, and presentation in all subject areas.

Crescent Academy will offer its students hands-on, inquiry-based learning, enhanced by technology, as an integral part of the instructional curriculum. The technology program is designed to develop skills that students will need to be successful now and in the future.

Goal 1:
To continue to acquire and upgrade sufficient technological hardware and software to insure that all students are provided adequate opportunities for equal access to technology instruction.

Present Status:
Crescent Academy has made substantial progress in acquiring appropriate technology for both instruction and integration. Examples of these technological advances are laptops, e-readers, and interactive projectors. The Academy is committed to the ongoing evaluation of its technology offerings, and fully alert to the rapid changes in the field of new technology.

Goal 2:
To expand the avenues for students to use technology for research, scientific projects, composition, and presentation in all subject areas.

Present Status:
The computer lab and each classroom computer at the Academy are presently equipped to provide Internet access for student research. Students receive direct technology instruction to develop word processing. In addition to the one or more computers permanently housed in each classroom, students have regular access to the Computer Lab to research and compose essays, and to prepare presentations. Each classroom has access to a TV monitor and DVD player/recorder.

Goal 3:
To increase access to technologies that will serve as diagnostic and remedial tools to monitor the instructional delivery of state benchmarks.

Present Status:
Crescent Academy currently uses software titles that coordinate with textbooks that are being used in core subject areas. These help to monitor and evaluate students to better ensure the Common Core objectives are being met.

Goal 4:
To increase the use of technology for academic instruction so that by June 2017 all of the Academy's teachers will incorporate technological resources into at least 20% of the instructional process.

Present Status:
At this time, all of the Academy's students use the Computer Lab as enrichment to teacher instruction. Internet web hunts, on-line experiments and demonstrations are used as direct instruction in the core subject areas.

I. CURRICULUM

A. CURRICULUM INTEGRATION

Goal 1: Have students be proficient in using multiple media to formulate and present a research paper.

- Develop PowerPoints to present research.
- Use Word or Publisher to incorporate clip art for papers.

- Use keyboarding posture, finger positions, and touch typing techniques.
- Use the Internet for research references.
- User overheads, projectors and computers to present research.

Goal 2: Students will be able to identify and define terms and functions of tools on a computer.

- Students will use computers on a regular basis.
- Student will be given technology instruction by means of a computer class.
- Students will be given assessments on terms and functions of the computer.

Goal 3: Students will use technology to improve scores on standardized and teacher created testing.

- Students will use web sites to check for comprehension of subject unit.
- Students will participate in online tutoring programs.

Goal 4: Teachers will utilize technology to enhance teaching.

- Teachers will assign web sites for students to enhance skills.
- Teachers will use projection devices for instruction purposes.

B. STUDENT ACHIEVEMENT

1. Each classroom at Crescent Academy has two computers dedicated to student use.

2. Instructors have LCD projectors and overhead projectors available for student instruction.

3. Students utilize technology

Time line for technology integration

		Word Processing	Internet Navigation & Research	Multi-Media Presentation
2014-2015	**Language Arts**	*Introduce*		
	Math			
	Science			*Introduce*
	Social Studies	*Introduce*		
2015-2016	**Language Arts**	*Review*		
	Math			*Introduce*
	Science		*Introduce*	*Review*
	Social Studies	*Review*		*Introduce*
2016-2017	**Language Arts**	*Master*		*Introduce*
	Math		*Introduce*	*Review*
	Science	*Introduce*	*Review*	*Master*
	Social Studies	*Master*		*Review*

Michigan Educational Technology Standards (METS) 2009 - PK-8 Checklist by Grade Levels

O = Teacher Observation	P = Portfolio Evidence	A = Formal Assessment	C = Technology Literacy Class

Grades PK through 2 –Technology Standards and Expectations – (prior to completing Grade 2)

	PK	K	1	2					
PK_2.CI Creativity and Innovation - By the end of Grade 2 each student will:	**PK**	**K**	**1**	**2**					
1. 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									
PK_2.CC. Communication and Collaboration - By the end of Grade 2 each student will:	**PK**	**K**	**1**	**2**					
1. 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									
2. use a variety of developmentally appropriate digital tools (e.g., word processors, paint programs) to communicate ideas to classmates, families, and others									
PK_2.RI. Research and Information Fluency - By the end of Grade 2 each student will:	**PK**	**K**	**1**	**2**					
1. interact with internet based resources									
2. 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									
PK_2.CT. Critical Thinking, Problem Solving, and Decision Making - By the end of Grade 2 each student will:	**PK**	**K**	**1**	**2**					
1. explain ways that technology can be used to solve problems (e.g., cell phones, traffic lights, GPS units)									
2. 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									
PK_2.DC. Digital Citizenship - By the end of Grade 2 each student will:	**PK**	**K**	**1**	**2**					
1. describe appropriate and inappropriate uses of technology (e.g., computers, internet, e-mail, cell phones) and describe consequences of inappropriate uses									
2. know the Michigan Cyber Safety Initiative's three rules (Keep Safe, Keep Away, Keep Telling)									
3. identify personal information that should not be shared on the Internet (e.g. name, address, phone number)									
4. know to inform a trusted adult if they receive or view an online communication which makes them feel uncomfortable, or if someone whom they don't know is trying to communicate with them or asking for personal information									
PK_2.TC. Technology Operations and Concepts - By the end of Grade 2 each student will:	**PK**	**K**	**1**	**2**					
1. discuss advantages and disadvantages of using technology									
2. be able to use basic menu commands to perform common operations (e.g., open, close, save, print)									
3. recognize, name, and label the major hardware components in a computer system (e.g., computer, monitor, keyboard, mouse, printer)									
4. discuss the basic care for computer hardware and various media types (e.g., CDs, DVDs, videotapes)									
5. use developmentally appropriate and accurate terminology when talking about technology									
6. understand that technology is a tool to help him/her complete a task, and is a source of information, learning, and entertainment									
7. demonstrate the ability to navigate in virtual environments (e.g., electronic books, games, simulation software, web sites)									

Michigan Educational Technology Standards (METS) 2009 - 3rd to 5th Checklist

O = Teacher Observation	P = Portfolio Evidence	A = Formal Assessment	C = Technology Literacy Class

Grades Three through Five – Technology Standards and Expectations – (prior to completing Grade 5)

3_5.CI. Creativity and Innovation - By the end of Grade 5 each student will:				3	4	5				
1. produce a media-rich digital project aligned to state curriculum standards (e.g., fable, folk tale, mystery, tall tale, historical fiction)										
2. use a variety of technology tools and applications to demonstrate their creativity by creating or modifying works of art, music, movies, or presentations										
3. participate in discussions about technologies (past, present, and future) to understand these developments are the result of human creativity										
3_5.CC. Communication and Collaboration - By the end of Grade 5 each student will:				3	4	5				
1. use digital communication tools (e.g., e-mail, wikis, blogs, IM, chat rooms, videoconferencing, Moodle, Blackboard) and online resources for group learning projects										
2. 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)										
3. 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										
3_5.RI. Research and Information Fluency - By the end of Grade 5 each student will:				3	4	5				
1. identify search strategies for locating information with support, from teachers and school library media specialists										
2. use digital tools to find, organize, analyze, synthesize, and evaluate information										
3. understand and discuss that web sites and digital resources may contain inaccurate or biased information										
4. 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										
3_5.CT. Critical Thinking, Problem Solving, and Decision Making - By the end of Grade 5 each student will:				3	4	5				
1. use digital resources to access information that can assist them in making informed decisions about everyday matters (e.g., which movie to see, which product to purchase)										
2. 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										
3. use digital resources to identify and investigate a state, national, or global issue (e.g., global warming, economy, environment)										

Michigan Educational Technology Standards (METS) 2009 – 3rd to 5th Checklist											
O = Teacher Observation		**P** = Portfolio Evidence		**A** = Formal Assessment		**C** = Technology Literacy Class					
Grades Three through Five – Technology Standards and Expectations – (prior to completing Grade 5)											
3_5.DC. Digital Citizenship - By the end of Grade 5 each student will:						**3**	**4**	**5**			
1. discuss scenarios involving acceptable and unacceptable uses of technology (e.g., file-sharing, social networking, text messaging, cyber bullying, plagiarism)											
2. recognize issues involving ethical use of information (e.g., copyright adherence, source citation)											
3. describe precautions surrounding personal safety that should be taken when online											
4. identify the types of personal information that should not be given out on the Internet (name, address, phone number, picture, school name)											
3_5.TC. Technology Operations and Concepts - By the end of Grade 5 each student will:						**3**	**4**	**5**			
1. use basic input and output devices (e.g., printers, scanners, digital cameras, video recorders, projectors)											
2. describe ways technology has changed life at school and at home											
3. understand and discuss how assistive technologies can benefit all individuals											
4. demonstrate proper care in the use of computer hardware, software, peripherals, and storage media											
5. know how to exchange files with other students using technology (e.g., network file sharing, flash drives)											

Michigan Educational Technology Standards (METS) 2009 - 6th to 8th Checklist													
O = Teacher Observation		**P** = Portfolio Evidence		**A** = Formal Assessment				**C** = Technology Literacy Class					
Grades Six through Eight – Technology Standards and Expectations – (prior to completing Grade 8)													
6_8.CI. Creativity and Innovation – By the end of Grade 8 each student will:											**6**	**7**	**8**
1.	apply common software features (e.g., spellchecker, thesaurus, formulas, charts, graphics, sounds) to enhance communication with an audience and to support creativity												
2.	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												
3.	illustrate a content-related concept using a model, simulation, or concept-mapping software												
6_8.CC. Communication and Collaboration – By the end of Grade 8 each student will:											**6**	**7**	**8**
1.	use digital resources (e.g., discussion groups, blogs, podcasts, videoconferences, Moodle, Blackboard) to collaborate with peers, experts, and other audiences												
2.	use collaborative digital tools to explore common curriculum content with learners from other cultures												
3.	identify effective uses of technology to support communication with peers, family, or school personnel												
6_8.RI. Research and Information Fluency – By the end of Grade 8 each student will:											**6**	**7**	**8**
1.	use a variety of digital resources to locate information												
2.	evaluate information from online resources for accuracy and bias												
3.	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												
4.	identify types of web sites based on their domain names (e.g., edu, com, org, gov, net)												
5.	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												
6_8.CT. Critical Thinking, Problem Solving, and Decision Making - By the end of Grade 8 each student will:											**6**	**7**	**8**
1.	use databases or spreadsheets to make predictions, develop strategies, and evaluate decisions to assist with solving a problem												
2.	evaluate available digital resources and select the most appropriate application to accomplish a specific task (e, g., word processor, table, outline, spreadsheet, presentation program)												
3.	gather data, examine patterns, and apply information for decision making using available digital resources												
4.	describe strategies for solving routine hardware and software problems												

Michigan Educational Technology Standards (METS) 2009 - 6th to 8th Checklist												
O = Teacher Observation		**P** = Portfolio Evidence		**A** = Formal Assessment		**C** = Technology Literacy Class						
Grades Six through Eight – Technology Standards and Expectations – (prior to completing Grade 8)												
6_8.DC. Digital Citizenship – By the end of Grade 8 each student will:										**6**	**7**	**8**
1.	provide accurate citations when referencing information sources											
2.	discuss issues related to acceptable and responsible use of technology (e.g., privacy, security, copyright, plagiarism, viruses, file-sharing)											
3.	discuss the consequences related to unethical use of information and communication technologies											
4.	discuss possible societal impact of technology in the future and reflect on the importance of technology in the past											
5.	create media-rich presentations for other students on the appropriate and ethical use of digital tools and resources											
6.	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)											
7.	describe the potential risks and dangers associated with online communications											
6_8.TC. Technology Operations and Concepts - By the end of Grade 8 each student will:										**6**	**7**	**8**
1.	identify file formats for a variety of applications (e.g., doc, xls, pdf, txt, jpg, mp3)											
2.	use a variety of technology tools (e.g., dictionary, thesaurus, grammar-checker, calculator) to maximize the accuracy of technology-produced materials											
3.	perform queries on existing databases											
4.	know how to create and use various functions available in a database (e.g., filtering, sorting, charts)											
5.	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											
6.	use accurate technology terminology											
7.	use technology to identify and explore various occupations or careers, especially those related to science, technology, engineering, and mathematics											
8.	discuss possible uses of technology to support personal pursuits and lifelong learning											
9.	understand and discuss how assistive technologies can benefit all individuals											
10.	discuss security issues related to e-commerce											

Michigan Educational Technology Standards (METS) 2009 - 9th to 12th Checklist								
O = Teacher Observation	**P** = Portfolio Evidence	**A** = Formal Assessment	**C** = Technology Literacy Class					
Grades Nine through Twelve – Technology Standards and Expectations – (prior to the completion of grade 12)								
9_12.CI. Creativity and Innovation – By the end of Grade 12 each student will:				**9**	**10**	**11**	**12**	
1. apply advanced software features (e.g. built-in thesaurus, templates, styles) to redesign the appearance of word processing documents, spreadsheets, and presentations								
2. create a web page (e.g., Dreamweaver, iGoogle, Kompozer)								
3. use a variety of media and formats to design, develop, publish, and present projects (e.g., newsletters, web sites, presentations, photo galleries)								
9_12.CC. Communication and Collaboration - By the end of Grade 12 each student will:				**9**	**10**	**11**	**12**	
1. identify various collaboration technologies and describe their use (e.g., desktop conferencing, listserv, blog, wiki)								
2. use available technologies (e.g., desktop conferencing, e-mail, videoconferencing, instant messaging) to communicate with others on a class assignment or project								
3. collaborate in content-related projects that integrate a variety of media (e.g., print, audio, video, graphic, simulations, and models)								
4. plan and implement a collaborative project using telecommunications tools (e.g., ePals, discussion boards, online groups, groupware, interactive web sites, videoconferencing)								
5. describe the potential risks and dangers associated with online communications								
6. use technology tools for managing and communicating personal information (e.g., finances, contact information, schedules, purchases, correspondence)								
9_12.RI. Research and Information Fluency – By the end of Grade 12 each student will:				**9**	**10**	**11**	**12**	
1. develop a plan to gather information using various research strategies (e.g., interviews, questionnaires, experiments, online surveys)								
2. identify, evaluate, and select appropriate online sources to answer content related questions								
3. demonstrate the ability to use library and online databases for accessing information (e. g. MEL, Proquest, Infosource, United Streaming)								
4. distinguish between fact, opinion, point of view, and inference								
5. evaluate information found in selected online sources on the basis of accuracy and validity								
6. evaluate resources for stereotyping, prejudice, and misrepresentation								
7. 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								
8. research examples of inappropriate use of technologies and participate in related classroom activities (e.g., debates, reports, mock trials, presentations)								

Michigan Educational Technology Standards (METS) 2009 - 9th to 12th Checklist			
O = Teacher Observation	**P** = Portfolio Evidence	**A** = Formal Assessment	**C** = Technology Literacy Class

Grades Nine through Twelve – Technology Standards and Expectations – (prior to the completion of grade 12)					
9_12.CT. Critical Thinking, Problem Solving, and Decision Making - By the end of Grade 12 each student will:	**9**	**10**	**11**	**12**	
1. use digital resources (e.g., educational software, simulations, models) for problem solving and independent learning					
2. analyze the capabilities and limitations of digital resources and evaluate their potential to address personal, social, lifelong learning, and career needs					
3. 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					
9_12.DC. Digital Citizenship – By the end of Grade 12 each student will:	**9**	**10**	**11**	**12**	
1. identify legal and ethical issues related to the use of information and communication technologies (e.g., properly selecting, acquiring, and citing resources)					
2. discuss possible long-range effects of unethical uses of technology (e.g., virus spreading, file pirating, hacking) on cultures and society					
3. discuss and demonstrate proper netiquette in online communications					
4. identify ways that individuals can protect their technology systems from unethical or unscrupulous users					
5. create appropriate citations for resources when presenting research findings					
6. discuss and adhere to fair use policies and copyright guidelines					
9_12.TC. Technology Operations and Concepts - By the end of Grade 12 each student will:	**9**	**10**	**11**	**12**	
1. complete at least one online credit, or non-credit, course or online learning experience					
2. use an online tutorial and discuss the benefits and disadvantages of this method of learning					
3. explore career opportunities, especially those related to science, technology, engineering, and mathematics and identify their related technology skill requirements					
4. describe uses of various existing or emerging technology resources (e.g., podcasting, webcasting, videoconferencing, online file sharing, global positioning software)					
5. identify an example of an assistive technology and describe its purpose and use					
6. participate in a virtual environment as a strategy to build 21st century learning skills					
7. assess and solve hardware and software problems by using online help or other user documentation					
8. explain the differences between freeware, shareware, open source, and commercial software					
9. participate in experiences associated with technology-related careers					
10. identify common graphic, audio, and video file formats (e.g., jpeg, gif, bmp, mpeg, wav, wmv, mp3, flv, avi, pdf)					
11. understand and discuss how assistive technologies can benefit all individuals					
12. demonstrate how to import/export text, graphics, or audio files					
13. proofread and edit a document using an application's spelling and grammar checking functions					

C. TECHNOLOGY DELIVERY

1. Currently the Internet is used to meet core subject curriculum goals, by enriching the classroom instruction with the student directed investigations via curriculum software. Several websites are also utlized to enhance the curriculum.

2. The Academy has initiated video streaming technology into the classroom curriculum. Video streaming provides "real world" connections to the core curriculum.

3. Social studies integration is accomplished through the use of coordinating software supplied with an atlas/map skills course. Students are able to revisit the classroom instruction with software based games, practice and assessment.

4. Math instruction is integrated with the use of programs that enhance student learning of data compilation and presentation. The use of word-processing skills in the completion of written projects and PowerPoint presentations to communicate knowledge gained from classroom instruction.

5. The Academy will increase parental involvement in its technology plan by adding regular updates in the Academy newsletter and periodic reports at board meetings. The administration will encourage more staff to establish personal websites where students can find homework and review assignments.

6. The Technology Planning Team will research academic software for the integration of technology onto instruction. Teachers will be provided with training to make optimal use of instructional software.

7. The Academy School Board, The School Improvement Team, and the Technology Planning Team have worked together to determine the best strategies and goals of the technology plan. They will continue to collaborate as the plan is implemented and evaluated.

D. PARENTAL COMMUNICATIONS & COMMUNITY RELATIONS

Crescent Academy has worked diligently from its inception to establish itself as a Public School Academy that is readily accessible to its community. Although the Academy recently established a computer lab, The Academy is open to accommodate community groups with the use of school facilities for a variety of programs.

This welcome extends to the use of Crescent Academy's technology. Students will be able to use the school computers outside of regular school hours, to insure every opportunity for equal access.

Parental communications are made by use of newsletters and e-mail. With the goal of implementing a district website and using Skyward parent portal in the near future.

E. COLLABORATION

At the present time Crescent Academy is not associated with any particular adult literacy service provider.

II. PROFESSIONAL DEVELOPMENT

F. PROFESSIONAL DEVELOPMENT

Professional development in technological competencies is vital to the successful implementation of Crescent Academy's Technology Plan. Staff development opportunities are provided individually, on an ongoing basis throughout the year. All trainings are aligned with state (www.techplan.org) and federal (www.isti.org) technology standards and based on individual curricular needs.The staff's level of competency is determined through surveys and informal observations.

Technological competencies to be developed include:

- Windows applications
- Internet use/e-mail
- Microsoft Word and Publisher
- Web-based training
- Multimedia presentation
- Information sources
- Student performance tracking systems

Professional Development Training Timeline:

	Users:	**Windows Applications**	**Internet & E-mail**	**Multi-Media Presentation**	**PowerSchool(Student database & tracking)**
2014-2015	**New Staff**		*Introduce*		*Introduce*
	Beginner	*Introduce*	*Introduce*		*Introduce*
	Intermediate	*Review*	*Review*	*Introduce*	*Review*
	Advanced	*Master*	*Master*	*Review*	*Master*
2015-2016	**New Staff**		*Introduce*		*Introduce*
	Beginner	*Review*	*Review*		*Review*
	Intermediate	*Master*	*Master*	*Review*	*Master*
	Advanced			*Master*	
2016-2017	**New Staff**		*Introduce*		*Introduce*
	Beginner	*Master*	*Master*		*Master*
	Intermediate			*Master*	
	Advanced				

The following is a list of strategies intended to assist faculty members in elevating their technological competencies:

- Staff may access distance learning opportunities in technology courses through the Michigan Virtual University.
- Hire a Computer Science teacher to work on a continuous basis with staff, providing technology support.
- Staff members will be encouraged to upgrade their skills by accessing Microsoft on-line tutorials, which offer instruction in Word, Excel, Publisher, Access, and Power Point.
- In the coming year, the administration will institute a Professional Development Plan for the staff. Faculty members will be expected to devote 10% of their PD time to upgrading technology skills.
- Staff members are encouraged to make use of the resources available in the Computer Lab to polish their technology skills.
- Crescent Academy teachers may participate in a range of technology PD offerings made available by the Oakland County ISD. The staff will be encouraged to select workshops that will allow them to more effectively integrate technology into instruction across the curriculum.
- All Staff members will be provided with the National Educational Technology Standards for Teachers, to develop familiarity with expected technology competencies.

G. SUPPORT RESOURCES

1. Crescent Academy staff will participate in any technology training offered. Workshops will be developed and offered regularly by technology support staff.

2. New software will be acquired after review and evaluation.

3. Online subscriptions services will be utilized.

III. INFRASTRUCTURE, HARDWARE, TECHNICAL SUPPORT & SOFTWARE

H. INFRASTRUCTURE NEEDS/TECHNICAL SPECIFICATION AND DESIGN

Hardware

Student Computers – Middle School/High School Campus

- 17 desktop computers running Windows 7
- 77 desktop computers running Windos XP SP3
- 108 laptops running Windows XP SP3

Student computers – Elementary Campus

- 30 laptops on a moble cart running Windows XP SP3
- 96 desktop computers running Windows 7

Administrative Office at each campus

- 1 desktop computer equipped with Windows 7 Home (64 bit) operating system with Dual monitors, Office Enterprise Edition 2010, Acrobat, Wireless capabilities, 500 GB hard Drive, 8 GB Ram, External 1TB Hard Drive.
- 2 desktop computer systems equipped with Windows XP operating system and Microsoft Office Professional 2003.
- 2 HP color Printer
- 1 HP Laser Printer
- 1 Business class fax machine
- 2 copy machines (color & black and white copies)

Software Titles

- Microsoft Office Professional 2010
- Mavis Beacon Typing
- Scotts-Foresman Curriculum Components
- Accelerated Reader Program Book Quizzes
- Skyward – Student Record Database
- Orange Gove
- Scantron ED Performance Series
- Curriculum Crafter
- Acrobat

Network Infrastructure at each campus

- 2 A-Open 24 port switches
- 1 CISCO 24 port switch
- 1 Router
- 1 Server
- St Bernard/I-prism filtering appliance

Planned Improvements for hardware, software, network infrastructure, telecommunications and other services

2014-2015 – The middle school/high school campus will be upgrading to a 500mbps fiber line and the elementary campus will be upgrading to a 100mbps fiber line.

Technical Support

Software and hardware support is provided by and performed by a Technology Support Specialist from Charter Technology Services. The Technology Support Specialist is also available for ongoing technology implementation and training.

I. INCREASE ACCESS

The plan is to consistently upgrade software and hardware by maintaining and acquiring the needed hardware and software to stay up-to-date with technology. Updating both software and hardware will help ensure that all students are able to utilize technology in their learning experience.

The faculty has determined the following list of priorities for future acquisition:

- Accumulating a greater array of software for use in academic subjects. Specific requests include math, reference software, science, and social studies. New software will be acquired annually, beginning in .

IV. FUNDING AND BUDGET

J. BUDGET AND TIMETABLE

As a small Public School Academy, Crescent Academy is limited in the amount of its budget that can be devoted to technology. The administration of the Academy, along with its management service provider, CS Partners, works on a continuing basis to explore all possible sources of technology grants.

ESTIMATED BUDGET DETAIL – Crescent Academy					Assumes a 3% Yearly Increase, unless otherwise negotiated.		
FCT	**Item**	**Cost**	**Qty**	**Base Cost**	**2014-2015**	**2015-2016**	**2016-2017**
110	Supplies and Materials						
	Consumable Student Supplies & Materials / per student	$18	1000	$18,000	$18,000	$18,540	$19,096
110	Other Expenses						
	Anti-virus & filtering subscriptions	$75	60	$4,500	$4,500	$4,635	$4,774
	Yearly Instructional Software allocation per core curricular area.	$60,000	1	$60,000	$60,000	$61,800	$63,654
	Instructional Software (licenses)	$150	30	$4,500	$4,500	$4,635	$4,774
	Webhosting*	$50	12	$600	$600	$618	$637
				$87,600	**$87,600**	**$90,228**	**$92,935**
220	Purchased Services						
	Yearly Teacher/Staff Training	$25	20	$500.00	$500	$515	$530
	Administrative Training	$100	4	$400.00	$400	$412	$424
				$900.00	**$900.00**	**$927**	**$954.81**
250	Purchased Services						
	PowerSchool Student Data License	$15	1000	$15,000.00	$15,000	$15,450	$15,914
				$15,000	**$15,000.00**	**$15,450**	**$15,913.50**
260	Purchased Services						
	Telecommunications (phone and cells)*	$38,000	1	$38,000	$38,000	$39,140	$40,314
	Technical Support Contract	$60,000	1	$60,000	$60,000	$61,800	$63,654
	Internet Access*	$3,972	12	$47,664	$47,664	$49,094	$50,567
				$145,664	**$145,664**	**$150,034**	**$154,535**
	Total Estimated Costs			**$249,164**	**$249,164**	**$256,639**	**$264,338**
	*USAC Anticipated Discount rate:	90%		$90,068	$90,068	$92,770	$95,553
	Grand Total			**$159,096**	**$159,096**	**$163,869**	**$168,785**

K. COORDINATION OF RESOURCES

1. Crescent Academy will continue to take advantage of online resources offered by the State of Michigan to facilitate some of the educational development activities.

2. The academy, in cooperation with its management service provider, MJ Management, will work on a continuous basis to explore all possible sources of technology grants for funding.

V. MONITORING & EVALUATION

L. Evaluation

Crescent will use a variety of strategies to evaluate the effectiveness of its technology plan. These will include:

- Formal and informal assessments of its Computer Science classes. Formal evaluations will be summarized and reported quarterly by the Computer Science teacher.
- Formal and informal assessments of elementary students as part of its developing technology curriculum. Formal evaluations will be summarized and reported quarterly by classroom teachers.
- Student performance on standardized tests. The administration will make year-to-year comparisons of student performance on the MEAP and Terra Nova to measure the effectiveness of technology integration.
- Surveys for the staff and students will be conducted annually and evaluated by the Technology Planning Team.
- Assessment of achievement of stated goals and outcomes.

The Team will analyze the above data each June, and consider appropriate revisions to the Academy's Technology Plan. Goals that have not been achieved will be readdressed by the Technology Planning team, Academy School Board, Parent Association, The School Improvement Team and changes will be made as needed.

Crescent Academy carefully monitors the use of its computers, to insure appropriate utilization. Internet activity is also regularly filtered and monitored through the use of St Bernard/I-prism software.

The Academy requests that all staff, parents and students sign its *Internet Acceptable Use Agreement*

M. ACCEPTABLE USE POLICY

NETWORK AND INTERNET ACCEPTABLE USE

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.

TECHNOLOGY / INTERNET USE / CELL PHONES AND OTHER WIRELESS COMMUNICATION DEVICES

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 technology is used appropriately and only for such purposes. The School Leader is delegated the authority to determine whether students will be permitted to possess a cellular telephone or other wireless communication device in school, on school property, at after school activities or at school-related functions. All procedures for cell phones or other electronic communication devices are outlined in the Family/Student Handbook.

The following rules and procedures shall govern technology use at the Academy:

Phones, Computers, and Internet

A. All computers, telephone systems, electronic mail systems, and voice mail systems are the Academy's property and shall only be used for educational and business purposes.

B. The use of the Internet by Academy staff and students is a privilege, not a right. The Academy shall establish computer use agreements to provide guidance to staff and students concerning the appropriate and ethical use of Academy computers, software and other equipment as well as any networks that may be established.

C. To access e-mail and/or the Internet, Academy staff and students must sign and return the Network and Internet Acceptable Use and Safety Agreement. All staff and students shall abide by the Academy's Internet Acceptable Use procedures.

D. Academy staff and students will receive an account number or password only after signing the computer use agreement.

E. The Academy will not be liable for the actions of anyone using the Internet through its connection. Staff and students shall assume full liability, legal, financial or otherwise for their actions. In addition, the Academy takes no responsibility for any information or materials that are transferred through the Internet. Inappropriate behavior or violation of the acceptable use agreement may lead to penalties including the revocation of the user's account, disciplinary action (including suspension or expulsion) and/or legal action.

F. If the Academy allows staff, students and/or visitors to use privately owned laptops on Academy property, the user must sign the appropriate computer use and Internet acceptable use agreements.

Wireless Communication Devices

A. Wireless communication devices (WCDs) are devices that emit an audible signal, vibrate, display a message, or send or receive a communication to the possessor. WCDs include, but are not limited to the following: cellular phones, pagers/beepers, personal digital assistants (PDA's), Kindles, e-readers, i-pods, BlackBerry's/Smartphones, WI-Fi enabled access devices, video broadcasting devices and laptops.

B. Use of WCD's can create a distraction, disruption or interfere with the educational environment of the Academy. The Academy may prohibit students from the use or possession of any WCD on Academy property, in an Academy vehicle or at any Academy–sponsored event.

C. If the Academy chooses to allow WCDs, a permission slip should be completed and on file at the Academy office. A WCD policy shall be distributed to all students outlining the restrictions on the use of WCDs unless they have obtained specific permission from a staff member in advance.

D. Possession of WCDs on Academy property, in an Academy vehicle or at any Academy–sponsored event shall be consent to the search of those devices.

E. Staff and students are personally and solely responsible for the care and security of their WCDs. The Academy does not assume responsibility for the theft or damage to WCDs brought onto its property, or the unauthorized use of such devices.

F. Staff and students are prohibited from using WCD's to capture, record or transmit audio and/or video of any staff member, students or other person on Academy property without express prior permission.

G. WCDs, cameras, video cameras or any equipment that has video and/or camera capability may not be activated or used at a any time in any Academy situation where a reasonable expectation of privacy exists, such as locker rooms, restrooms, and any other area where staff and students may change clothes.

H. Staff and students are prohibited from using WCDs in any way that might reasonably create in the mind of another person the impression of being threatened, humiliated, harassed, embarrassed or intimidated. The transmission of sexually explicit messages including "sexting" is prohibited.

I. Staff and students are prohibited from using WCDs to transmit test information or any other information in a manner constituting fraud, theft, academic dishonesty or violating the student expectations as outlined in the Family/Student Handbook.

J. Possession of a WCD is a privilege, not a right. Violation of WCD Academy procedures will result in disciplinary action and/or confiscation of the WCD. If the violation involves an illegal activity, the school leader will refer the activity to law enforcement officials.

K. Disciplinary action for a WCD violation can be imposed on an escalating scale ranging from warning to an expulsion based on the nature and circumstances surrounding the violation.