

Primary Contact

Corp# 9615

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Section I: Corporation Technology Trends Survey

Corporation Technology Policies

1. What is your district policy involving student-owned cell phones?
 - We have no policies regarding student-owned cell phones.
 - Policy generally prohibits student use of cell phones during school hours.**
 - Policy allows limited student use of cell phone for non-instructional purposes.
 - Policy allows limited student use of cell phones including use for instructional purposes.
2. What if any social media are you formally using as a school corporation? (Check all that apply.)
 - No formal use
 - Facebook**
 - MySpace
 - Twitter
 - Other
3. Which best describes your corporation's stance toward providing/sanctioning teacher web pages or a class web sites?
 - Corporation does not provide/sanction a service for teacher web pages**
 - Google Sites
 - Word Press
 - School Wires
 - Learning Connection
 - Edline
 - Teacher Web
 - Corporation provides a locally developed option for teacher pages
 - Corporation's Learning Management System or Student Information System
 - Corporation provides/sanctions a variety of services
4. Which of the following best describes the corporation's provision of wireless network access (LANS) for end users?
 - None of our schools have wireless access
 - Some schools (= 50%) have wireless access
 - Most schools (> 50%) have wireless access
 - All schools (100%) have wireless access**
5. On your school campus or campuses, what devices does your corporation allow to access the school network? (Check all that apply.)
 - school-owned or provided devices**
 - Teacher/staff owned**
 - Student/parent owned
 - Guest owned

6. Which of the following options describe the kinds of access parents and students in your corporation have to the following online services. (Check all that apply.)

Class assignments and grades. If yes, using what technology? Internet

Digital curricular content (e.g. subscription-based services, online content collections) If yes, using what technology? Internet

Historical information about students including performance data from prior years (e.g., ISTEP+, grades, local assessment scores) If yes, using what technology?

No such services are provided

7. Which of the following option(s) describe(s) your district's current position with regard to student e-mail. (Check all that apply.)

Corporation does not provide student e-mail at any level or allow for use of personal e-mail for learning purposes.

Corporation does not provide student e-mail at any level but students may use personal e-mail for learning purposes.

Corporation provides student e-mail accounts for some portion of elementary (K-5) students)? If yes, using what technology?

Corporation provides student e-mail accounts for some portion of secondary (6-12) students? If yes, using what technology?

Corporation Infrastructure-Hardware

8. Computer Labs

- How many stationary labs do you have? 1
- What is the average number of computers per lab? 30
- How many mobile labs (e.g. COWs)? 0
- What is the average number of computers per mobile lab? 0

9. Non-lab computers for student use:

On average, how many internet capable devices are available in classrooms for students to use?

	Number of internet capable devices available for student use (Select)	What types of devices? Check all that apply
Kindergarten	<input type="radio"/> 0 <input checked="" type="radio"/> 1 or 2 <input type="radio"/> 3-5 <input type="radio"/> 6-10 <input type="radio"/> 1-to-1 ratio	<input type="checkbox"/> Desktops <input checked="" type="checkbox"/> Netbooks <input type="checkbox"/> Laptops <input type="checkbox"/> Mobile Devices
1st Grade	<input type="radio"/> 0 <input checked="" type="radio"/> 1 or 2 <input type="radio"/> 3-5 <input type="radio"/> 6-10 <input type="radio"/> 1-to-1 ratio	<input type="checkbox"/> Desktops <input checked="" type="checkbox"/> Netbooks <input type="checkbox"/> Laptops <input type="checkbox"/> Mobile Devices
2nd Grade	<input type="radio"/> 0 <input checked="" type="radio"/> 1 or 2 <input type="radio"/> 3-5 <input type="radio"/> 6-10 <input type="radio"/> 1-to-1 ratio	<input type="checkbox"/> Desktops <input checked="" type="checkbox"/> Netbooks <input type="checkbox"/> Laptops <input type="checkbox"/> Mobile Devices
3rd Grade	<input type="radio"/> 0 <input checked="" type="radio"/> 1 or 2 <input type="radio"/> 3-5 <input type="radio"/> 6-10 <input type="radio"/> 1-to-1 ratio	<input type="checkbox"/> Desktops <input checked="" type="checkbox"/> Netbooks <input type="checkbox"/> Laptops <input type="checkbox"/> Mobile Devices
4th Grade	<input type="radio"/> 0 <input checked="" type="radio"/> 1 or 2 <input type="radio"/> 3-5 <input type="radio"/> 6-10 <input type="radio"/> 1-to-1 ratio	<input type="checkbox"/> Desktops <input checked="" type="checkbox"/> Netbooks <input type="checkbox"/> Laptops <input type="checkbox"/> Mobile Devices
5th Grade	<input type="radio"/> 0 <input checked="" type="radio"/> 1 or 2 <input type="radio"/> 3-5 <input type="radio"/> 6-10 <input type="radio"/> 1-to-1 ratio	<input type="checkbox"/> Desktops <input checked="" type="checkbox"/> Netbooks <input type="checkbox"/> Laptops <input type="checkbox"/> Mobile Devices

6th Grade	<input type="radio"/> 0 <input checked="" type="radio"/> 1 or 2 <input type="radio"/> 3-5 <input type="radio"/> 6-10 <input type="radio"/> 1-to-1 ratio	<input type="checkbox"/> Desktops <input checked="" type="checkbox"/> Netbooks <input type="checkbox"/> Laptops <input type="checkbox"/> Mobile Devices
7th Grade	<input type="radio"/> 0 <input checked="" type="radio"/> 1 or 2 <input type="radio"/> 3-5 <input type="radio"/> 6-10 <input type="radio"/> 1-to-1 ratio	<input type="checkbox"/> Desktops <input checked="" type="checkbox"/> Netbooks <input type="checkbox"/> Laptops <input type="checkbox"/> Mobile Devices
8th Grade	<input type="radio"/> 0 <input checked="" type="radio"/> 1 or 2 <input type="radio"/> 3-5 <input type="radio"/> 6-10 <input type="radio"/> 1-to-1 ratio	<input type="checkbox"/> Desktops <input checked="" type="checkbox"/> Netbooks <input type="checkbox"/> Laptops <input type="checkbox"/> Mobile Devices
9th Grade	<input checked="" type="radio"/> 0 <input type="radio"/> 1 or 2 <input type="radio"/> 3-5 <input type="radio"/> 6-10 <input type="radio"/> 1-to-1 ratio	<input type="checkbox"/> Desktops <input type="checkbox"/> Netbooks <input type="checkbox"/> Laptops <input type="checkbox"/> Mobile Devices
10th Grade	<input checked="" type="radio"/> 0 <input type="radio"/> 1 or 2 <input type="radio"/> 3-5 <input type="radio"/> 6-10 <input type="radio"/> 1-to-1 ratio	<input type="checkbox"/> Desktops <input type="checkbox"/> Netbooks <input type="checkbox"/> Laptops <input type="checkbox"/> Mobile Devices
11th Grade	<input checked="" type="radio"/> 0 <input type="radio"/> 1 or 2 <input type="radio"/> 3-5 <input type="radio"/> 6-10 <input type="radio"/> 1-to-1 ratio	<input type="checkbox"/> Desktops <input type="checkbox"/> Netbooks <input type="checkbox"/> Laptops <input type="checkbox"/> Mobile Devices
12th Grade	<input checked="" type="radio"/> 0 <input type="radio"/> 1 or 2 <input type="radio"/> 3-5 <input type="radio"/> 6-10 <input type="radio"/> 1-to-1 ratio	<input type="checkbox"/> Desktops <input type="checkbox"/> Netbooks <input type="checkbox"/> Laptops <input type="checkbox"/> Mobile Devices

10. **Teacher computers:**

Teachers in our corporation typically have :

- Laptops
- Desktops**
- No dedicated computer

11. **Technology Refresh:**

For each type of device that the corporation provides for student learning indicate (in years) the typical/planned refresh rate. If your corporation does not provide a particular technology, select not provided

- Desktops** *4 years*
- Laptops** *4 years*
- Netbooks** *Greater than or equal to 6 years*
- iTouches**
- Cell Phones**

12. Which of the following describe 1-to-1 implementations/structure in your corporation?(Check all that apply.)

- We have no 1-to-1 initiatives

	Devices go home with students	Corporation provides off-campus Internet access
New Tech Implementation	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Grade Level Based	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Content Area Based	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Other	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No

13. Are you applying for Priority 2 E-Rate discounts in the upcoming year?

- Yes
- No**

Infrastructure Management

14. Corporation Web Site:

Select from the following options to describe the design, technology, and hosting scenarios that best describe your corporation's web site for

Designed by	Technology	Hosting
<input type="radio"/> Students <input type="radio"/> School Staff <input checked="" type="radio"/> Third Party	<input type="radio"/> Primarily HTML <input checked="" type="radio"/> Content Management	<input type="radio"/> Hosted by Corporation <input checked="" type="radio"/> External hosting Service

15. Cloud Computing/Virtualization:

Choose from the following options to describe your corporation's position on utilizing cloud-based services to store data or to provide services? (Check all that apply.)

Currently	Future (Next 12-18 months)
<input type="checkbox"/> Do not use cloud-based services <input checked="" type="checkbox"/> Utilize a private (local) cloud <input type="checkbox"/> Utilize a third-party provider (e.g., Google Docs, Live@edu) <input checked="" type="checkbox"/> Utilize virtual servers <input type="checkbox"/> Utilize virtual desktops	<input type="checkbox"/> No plans in this area beyond current use <input type="checkbox"/> Will implement a private cloud <input checked="" type="checkbox"/> Will utilize a third-party provider (e.g., Google Docs, Live@edu) <input type="checkbox"/> Will implement virtual servers <input type="checkbox"/> Will implement virtual desktops

16. Shared Services:

Choose from the following options to describe cost saving measures your corporation is taking in the area of technology.

Joint Purchasing	Personnel Sharing	Outsourcing
<input type="radio"/> Do not purchase assets or services cooperatively <input checked="" type="radio"/> Purchase assets or services in cooperation with other corporation, municipalities, etc. (Provide at least 1 example)	<input checked="" type="radio"/> Share no personnel with other entities <input type="radio"/> Share personnel with other corporations, municipalities, etc. (Provide at least 1 example)	<input type="radio"/> Have not outsourced technology services <input checked="" type="radio"/> Outsource some technology services (Provide at least 1 example)

17. Technology Energy Management:

Does your school corporation utilize energy management services to power down/power up and otherwise manage energy consumption of technology resources?

- Yes
 No

18. Bandwidth:

What is the total (from all providers) internet bandwidth at the corporation level (does not include WAN)? (Mbps)

- What is the total (from all providers) internet bandwidth at the corporation level (does not include WAN)? (Mbps)** **100**
- During most recent month of September, what is peak utilization during the school day? (Mbps)** **75**
- During most recent month of September, what is the average utilization during the school day? (Mbps)** **40**

Educational Use

19. Software:

What software packages or services are provided through your school corporation? (Check all that apply.)

■ *Student Management System*

- Power School
- Harmony
- STI
- SDS
- Other*

■ *Office/Productivity Software*

- MS Office*
- Open Office
- Work Perfect
- Google Docs
- Other

■ *Learning Management System*

- Angel
- Blackboard
- Moodle
- Other*

■ *Electronic Gradebook*

- Gradebook provided through student information system*
- Other

■ *Remediation software*

- Read 180
- Other

20. Online Instruction:

Describe your corporation's current utilization of online courses. (Check all that apply.)

- This corporation does not utilize online courses and are not currently considering online options

■ *Currently considering online options*

- Offer Advanced Placement online
- Use online courses for credit recovery
- Use online courses for Core 40 courses
- Use online courses for Non-core 40 courses

21. Digital Curriculum Resources:

List up to 10 digital curriculum resources/subscriptions beyond those that are provided as supplements to traditional textbooks that have been purchased by the school corporation or schools in the corporation. (e.g., repositories of online content for students, access to collections of video content, repositories of online content for teachers)

Our corporation does not provide such resources to students or teachers

Company	Product	Description
<i>Follett</i>	<i>Destiny</i>	<i>Library Management</i>
<i>Discovery Education</i>	<i>Streaming Video</i>	<i>Streaming Video</i>
<i>Brain POP</i>	<i>Brain POP</i>	<i>Student Resources</i>
<i>Company Learning</i>	<i>Odyssey</i>	<i>Student Resources</i>
<i>Renaissance Learning</i>	<i>Accelerated Reader</i>	<i>Book Quizzes</i>
<i>Britannica</i>	<i>Encyclopedia</i>	<i>Encyclopedia</i>
<i>Rosetta Stone</i>	<i>Rosetta Stone</i>	<i>Language Learning</i>
<i>Lexia</i>	<i>Lexia Reading</i>	<i>Student Resources</i>
<i>Inspiration</i>	<i>Inspiration</i>	<i>Student Resources</i>

22. Digital Curriculum as Alternatives to Textbooks:

For which of the following subjects has the corporation taken advantage of the blanket waiver for textbook adoption by adopting digital content not on the textbook adoption list? (Check all that apply—including for subjects where some courses utilized digital resources but not others.)

■ Our corporation has not utilized the blanket waiver in order to substitute digital resources for textbooks.

	K	1	2	3	4	5	6	7	8	High School
English/LA	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Math	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Science	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Social Studies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

23. Textbook and Instructional Material Fees:

For each of the following grade levels, indicate the most recent per student textbook rental and fees/costs (whole dollars) for non free/reduced lunch students. If the amount varies by school or grade level, please provide a district average.

- a. K \$ \$0
- b. 1 \$ \$0
- c. 2 \$ \$0
- d. 3 \$ \$0
- e. 4 \$ \$0
- f. 5 \$ \$0
- g. 6 \$ \$0
- h. 7 \$ \$0
- i. 8 \$ \$0
- j. High school \$ \$0

24. **Online Assessment:**

What types of computer, online or technology based assessments are used in your school corporation? (Check all that apply)

- This corporation does not utilize online or technology-based assessments
- ISTEP+
- Acuity
- Wireless Generation
- End of Course Assessments
- NWEA**
- Terra Nova
- Local Assessment:

Student and Staff Capacity to Use Technology

25. Technology Standards:

Describe your corporation's approach to technology standards for the following populations.

Students	Teachers	Administrators
<input type="checkbox"/> Have not formally adopted standards for students	<input type="checkbox"/> Have not formally adopted standards for teachers	<input type="checkbox"/> Have not formally adopted standards for administrators
<input checked="" type="checkbox"/> Have adopted standards for students based in whole or in part on ISTE NETS-S.	<input checked="" type="checkbox"/> Have adopted standards for teachers based in whole or in part on ISTE NETS-T.	<input checked="" type="checkbox"/> Have adopted standards for administrators based in whole or in part on ISTE NETS-A.
<input type="checkbox"/> Have adopted locally developed standards for students.	<input type="checkbox"/> Have adopted locally developed standards for teachers.	<input type="checkbox"/> Have adopted locally developed standards for administrators.
<input type="checkbox"/> Students are assessed on mastery of adopted technology standards.	<input type="checkbox"/> Teachers are assessed on mastery of adopted technology standards.	<input type="checkbox"/> Administrators are assessed on mastery of adopted technology standards.

26. Does your school corporation formally address 21st Century Learning Skills in its curriculum?

Yes

No

27. Does your school corporation formally address Information Literacy Standards (AASL) in the curriculum?

Yes

No

28. Keyboarding:

Use the following options to describe your corporation's approach to keyboarding.

Does your school corporation teach computer keyboarding?

Yes

If yes,

Corporation does not require mastery of keyboarding by all students

Corporation requires mastery of keyboarding by grade

No

Section II: Goals, Strategies and Metrics

Goal:

The school will integrate technology into teaching and learning to ensure all students are proficient in Mathematics by 2013-2014.

Strategies:

Teachers will leverage technology to improve instruction and further engage students in the learning process, enabling students to reach challenging state academic standards as measured by progress against charter goals for student proficiency on state assessments (see charter for specific details on student proficiency targets).

1.The Library Technology Specialist will provide staff with professional development on how to integrate technology into the classroom in order to further engage students in the learning process. This will take place at the beginning of each school year and ongoing thereafter.

2.The Principal will evaluate technology integration through the collection of staff feedback at the middle and end of each school year.

Metrics:

The school will integrate technology into teaching and learning to ensure all students are proficient in Mathematics by 2013-2014.

Progress:

N/A

Goal:

The school will integrate technology into teaching and learning to ensure all students are proficient in Technology Literacy by 2013-2014

Strategies:

Ensure technology is integrated into curricula and instruction in every classroom by 2014.

1.The principal will ensure the school's master schedule allocates appropriate time for students to develop technology skills. This will be reviewed at the beginning of each school year and ongoing thereafter.

2.The principal and Dean will have an ongoing review of lesson plans for technology integration into student work and ensure alignment to technology curriculum.

Metrics:

The school will integrate technology into teaching and learning to ensure all students are proficient in Technology Literacy by 2013-2014

Progress:

N/A

Goal:

The school will integrate technology into teaching and learning to ensure all students are proficient in English Language Arts by 2013-2014.

Strategies:

Teachers will leverage technology to improve instruction and further engage students in the learning process, enabling students to reach challenging state academic standards as measured by progress against charter goals for student proficiency on state assessments (see charter for specific details on student proficiency targets).

1.The Library Technology Specialist will provide staff with professional development on how to integrate technology into the classroom in order to further engage students in the learning process. This will take place at the beginning of each school year and ongoing thereafter.

2.The Principal will evaluate technology integration through the collection of staff feedback at the middle and end of each school year.

Metrics:

The school will integrate technology into teaching and learning to ensure all students are proficient in English Language Arts by 2013-2014.

Progress:

N/A

Section III: Technology Budget

Has your school corporation established a School Technology Fund as required in IC 20-40-15-2?

- Yes**
 No

Please estimate the expenditures planned in each category. Use whole dollar values.

	2011-2012					
	Capital Projects	Technology Fund	Textbook Funds	Grants	Other	Sub Total by Category
Contract/Professional Services for Technology	0	7,813	0	0	0	7813
Hardware	0	118,366	0	0	0	118366
Professional Development (non salary)	0	555	0	0	0	555
Salary	0	98,290	0	0	0	98290
Software	0	10,841	0	0	0	10841
Telecommunications	0	22,158	0	0	0	22158
Sub Total by Source	0	258023	0	0	0	Total: 258023
% of Total By Source*	0%	100%	0%	0%	0%	

** Percentages could be slightly above or below 100% due to rounding of calculations*

	2012-2013					
	Capital Projects	Technology Fund	Textbook Funds	Grants	Other	Sub Total by Category
Contract/Professional Services for Technology	0	8,389	0	0	0	8389
Hardware	0	90,040	0	0	0	90040
Professional Development (non salary)	0	555	0	0	0	555
Salary	0	102,064	0	0	0	102064
Software	0	11,202	0	0	0	11202
Telecommunications	0	22,378	0	0	0	22378
Sub Total by Source	0	234628	0	0	0	Total: 234628
% of Total By Source*	0%	100%	0%	0%	0%	

** Percentages could be slightly above or below 100% due to rounding of calculations*

	2013-2014					
	Capital Projects	Technology Fund	Textbook Funds	Grants	Other	Sub Total by Category
Contract/Professional Services for Technology	0	8,725	0	0	0	8725
Hardware	0	91,777	0	0	0	91777
Professional Development (non salary)	0	555	0	0	0	555
Salary	0	105,984	0	0	0	105984
Software	0	11,576	0	0	0	11576
Telecommunications	0	22,603	0	0	0	22603
Sub Total by Source	0	241220	0	0	0	Total: 241220
% of Total By Source*	0%	100%	0%	0%	0%	

** Percentages could be slightly above or below 100% due to rounding of calculations*

Andrew J Brown Academy

School Level Implementation

Andrew J. Brown follows a curriculum scope and sequence for technology use and skill development which is focused on implementing technology resources to ensure that all students develop the computer skills to be technologically literate by the time they leave the 8th grade. Also, Andrew J. Brown leverages technology to enhance teaching and learning which will, ultimately, accelerate student achievement.

With access to technology as outlined in section I, Andrew J. Brown has the resources necessary to effectively deliver the curriculum.

Andrew J. Brown will seek the following technology integration by grade level:

Grade Technology to be integrated

K LCD projectors, ELMOs, Timeliner, Graph Club, Inspiration

1 LCD projectors, ELMOs, Timeliner, Graph Club, Inspiration

2 LCD projectors, ELMOs, Timeliner, Graph Club, Inspiration

3 LCD projectors, ELMOs, Timeliner, Graph Club, Inspiration

4 LCD projectors, ELMOs, Timeliner, Graph Club, Inspiration

5 LCD projectors, ELMOs, classroom response systems, Timeliner, Inspiration

6 LCD projectors, ELMOs, classroom response systems, Timeliner, Inspiration

7 LCD projectors, ELMOs, classroom response systems, Timeliner, Inspiration

8 LCD projectors, ELMOs, classroom response systems, Timeliner, Inspiration

Andrew J. Brown will also seek the following technology integration at a school-wide level:

- digital cameras
- camcorder
- Accelerated Reader
- Fonts4Teachers
- Follett/Destiny Library Software
- servers
- phone system, router, switches
- wireless controllers and access points
- networking rack
- printers/copier
- computers
- Discovery Education streaming

Curriculum Integration:

Andrew J. Brown's goals are directly aligned with the technology standards it has adopted for its teachers. These standards were developed by the National Educational Technology Standards Project (NETS). NETS is an ongoing initiative of the International Society for Technology in Education (ISTE) and a consortium of distinguished partners and co-sponsors. The following standards show how teachers will use advanced technology to improve student academic achievement aligned with challenging State academic content and student academic achievement standards. The school's adopted standards include the following:

1.Facilitate and Inspire Student Learning and Creativity – Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments. Teachers:

a.promote, support, and model creative and innovative thinking and inventiveness.

b.engage students in exploring real-world issues and solving authentic problems using digital tools and resources.

c.promote student reflection using collaborative tools to reveal and clarify students' conceptual understanding and thinking, planning, and creative processes.

d.model collaborative knowledge construction by engaging in learning with students, colleagues, and others in face-to-face and virtual environments.

2.Design and Develop Digital-Age Learning Experiences and Assessments – Teachers design, develop, and evaluate authentic learning experiences and assessments incorporating contemporary tools and resources to maximize content learning in context and to develop the knowledge, skills, and attitudes identified in the NETS. Teachers:

a.design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity.

b.develop technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress.

c.customize and personalize learning activities to address students' diverse learning styles, working strategies, and abilities using digital tools and resources.

d.provide students with multiple and varied formative and summative assessments aligned with content and technology standards and use resulting data to inform learning and teaching.

3.Model Digital-Age Work and Learning – Teachers exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society. Teachers:

a.demonstrate fluency in technology systems and the transfer of current knowledge to new technologies and situations.

b.collaborate with students, peers, parents, and community members using digital tools and resources to support student success and innovation.

c.communicate relevant information and ideas as effective to students, parents, and peers using a variety of digital-age media and formats.

d.model and facilitate effective use of current and emerging digital tools to locate, analyze, evaluate, and use information resources to support research and learning.

4.Promote and Model Digital Citizenship and Responsibility –Teachers understand local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices. Teachers:

a. advocate, model, and teach safe, legal, and ethical use of digital information and technology, including respect for copyright, intellectual property, and the appropriate documentation of resources.

b. address the diverse needs of all learners by using learner-centered strategies providing equitable access to appropriate digital tools and resources.

c. promote and model digital etiquette and responsible social interactions related to the use of technology and information.

d. develop and model cultural understanding and global awareness by engaging with colleagues and students of other cultures using digital-age communication and collaboration tools.

5. Engage in Professional Growth and Leadership – Teachers continuously improve their professional practice, model lifelong learning, and exhibit leadership in their school and professional community by promoting and demonstrating the effective use of digital tools and resources. Teachers:

a. participate in local and global learning communities to explore creative applications of technology to improve student learning.

b. exhibit leadership by demonstrating a vision of technology infusion, participating in shared decision making and community building, and developing the leadership and technology skills of others.

c. evaluate and reflect on current research and professional practice on a regular basis to make effective use of existing and emerging digital tools and resources in support of student learning.

d. contribute to the effectiveness, vitality, and self-renewal of the teaching profession and of their school and community.

Strategies and activities related to the adoption of these standards are to be implemented within a context that has placed a heavy emphasis on significantly improving the reading and math achievement of all students. All activities, including those related to technology use, will be evaluated by that standard.

How the school will identify and promote curricula and teaching strategies that integrate technology effectively into curricula and instruction: The school's Library Technology Specialist (LTS) works with classroom teachers to help integrate technology into teaching and learning. For example, the LTS works with teachers to leverage LCD projectors in their classroom instruction to provide the display for connectivity to computer based programs, internet based materials, and subscription based resources. Further, students use technology to research, compose, and present information related to topics studied in content area classes. Additionally, certain educational objectives that are technology related are specifically noted in core content areas (ELA, Mathematics, Science, and Social Studies).

Timeline for Integration of Technology into Curricula and Instruction:

Grades K - 2

Resources

- LCD projectors,
- Internet connectivity,
- Regularly scheduled student access to computers required in either a shared space (lab/media center) or in the classroom

Creativity and Innovation

- Students use a variety of digital tools to learn, create, and convey original ideas or illustrate concepts.

Communication and Collaboration

- Students work together when using digital tools to convey ideas or illustrate simple concepts relating to a specified project.
- Students use a variety of developmentally appropriate digital tools to communicate ideas to classmates, families, and others.

Research and Information Fluency

- Students interact with internet based resources.
- Students use digital resources to locate and interpret information relating to a specific curricular topic, with assistance from teachers, school library media specialists, parents, or student partners.

Critical Thinking, Problem Solving, and Decision Making

- Students explain ways that technology can be used to solve problems.
- Students use digital resources to solve developmentally appropriate problems, with assistance from teachers, parents, school media specialists, or student partners.

Digital Citizenship

- Students describe appropriate and inappropriate uses of technology and describe consequences of inappropriate uses
- Students know the Michigan Cyber Safety Initiative's three rules.
- Students identify personal information that should not be shared on the Internet.
- Students know to inform a trusted adult if they receive or view an online communication which makes them feel uncomfortable, or if someone whom they do not know is trying to communicate with them or asking for personal information.

Technology Operations and Concepts

- Students discuss advantages and disadvantages of using technology.
- Students are able to use basic menu commands to perform common operations.
- Students recognize, name, and label the major hardware components in a computer system.
- Students discuss the basic care for hardware and various media types.
- Students use developmentally appropriate and accurate terminology when talking about technology.
- Students understand that technology is a tool to help him/her complete a task, and is a source of information, learning, and entertainment.
- Students demonstrate the ability to navigate in virtual environments.

Curricula Integration Grades 3-5

Resources

- LCD projectors,
- Internet connectivity,
- regularly scheduled student access to computers required in either a shared space (lab/media center) or in the classroom

Creativity and Innovation

- Students produce a media-rich digital project aligned to state curriculum standards.
- Students use a variety of technology tools and applications to demonstrate their creativity by creating or modifying works of art, music, movies, or presentations.
- Students participate in discussions about technologies to understand these developments are the result of human creativity.

Communication and Collaboration

- Students use digital communication tools and online resources for group learning projects.

- Students identify how different software applications may be used to share similar information, based on the intended audience.
- Students use a variety of media and formats to create and edit products to communicate information and ideas to various audiences.

Research and Information Fluency

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

Critical Thinking, Problem Solving, and Decision Making

- Students use digital resources to access information that can assist them in making informed decisions about everyday matters.
- Students use information and communication technology tools to collect, organize, and evaluate information to assist with problem solving.
- Students use digital resources to identify and investigate a state, national, or global issue.

Digital Citizenship

- Students discuss scenarios involving acceptable and unacceptable uses of technology.
- Students recognize issues involving ethical use of information.
- Students describe precautions surrounding personal safety that should be taken when online.
- Students identify the types of personal information that should not be given out on the internet.

Technology Operations and Concepts

- Students use basic input and output devices.
- Students describe ways technology has changed life at school and at home.
- Students understand and discuss how assistive technologies can benefit all individuals.
- Students demonstrate proper care in the use of computer hardware, software, peripherals, and storage media.
- Students know how to exchange files with other students using technology.

Curricula Integration Grades 6-8

Resources

- LCD projectors,
- Internet connectivity,
- regularly scheduled student access to computers required in either a shared space (lab/media center) or in the classroom

Creativity and Innovation

- Students apply common software features to enhance communication with an audience and to support creativity.
- Students create an original project using a variety of media to present content information to an audience.
- Students illustrate a content-related concept using a model, simulation, or concept-mapping software.

Communication and Collaboration

- Students use digital resources to collaborate with peers, experts, and other audiences.
- Students use collaborative digital tools to explore common curriculum content with learners from other cultures.
- Students identify effective uses of technology to support communication with peers, family, or school personnel.

Research and Information Fluency

- Students use a variety of digital resources to locate information.
- Students evaluate information from online resources for accuracy and bias.
- Students 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.
- Students identify types of web sites based on their domain names.
- Students employ data-collection technologies to gather, view, and analyze the results for a content-related problem.

Critical Thinking, Problem Solving, and Decision Making

- Students use databases or spreadsheets to make predictions, develop strategies, and evaluate decisions to assist with problem solving.
- Students evaluate available digital resources and select the most appropriate application to accomplish a specific task.
- Students gather data, examine patterns, and apply information for decision making using available digital resources.
- Students describe strategies for solving routine hardware and software problems.

Digital Citizenship

- Students provide accurate citations when referencing information sources.
- Students discuss issues related to acceptable and responsible use of technology.
- Students discuss the consequences related to unethical use of information and communication technologies.
- Students discuss possible societal impact of technology in the future and reflect on the importance of technology in the past.
- Students create media-rich presentations for other students on the appropriate and ethical use of digital tools and resources.
- Students describe the potential risks and dangers associated with online communications.

Technology Operations and Concepts

- Students identify file formats for a variety of applications.
- Students use a variety of technology tools to maximize the accuracy of technology-produced materials.
- Students perform queries on existing databases.
- Students know how to create and use various functions available in a database.
- Students identify a variety of information storage devices and provide rationales for using a certain device for a specific purpose.
- Students use accurate technology terminology.
- Students use technology to identify and explore various occupations or careers, especially those related to science, technology, engineering, and mathematics.
- Students discuss possible uses of technology to support personal pursuits and lifelong learning.
- Students understand and discuss how assistive technologies can benefit all individuals.
- Students discuss security issues related to e-commerce.

Professional Development:

Andrew J. Browns's Professional Development offerings are focused on the integration of technology into teaching and learning, rather than on specific technological skill development alone.

The following describes Andrew J. Browns's professional development strategies that are planned and evaluated on an ongoing basis to ensure all school leadership and staff have access to resources, support, and follow-up.

Professional Development Opportunity

1. New teacher orientation

Staff receives professional development on the school's curriculum, which is located online at Teacher Central, as well as AtSchool.com, the online grade-book and student database system. Staff is also provided with information on technologies available to improve teaching and learning. This opportunity is conducted annually, prior to the start of school.

2. Staff meetings

Schoolwide technology training provided by a consultant or the Library Technology Specialist regarding the integration of technology to enhance teaching and learning. This opportunity would be ongoing throughout the school year.

3. One-on-one or grade level

Technology training provided by the school's LTS regarding the integration of technology to enhance teaching and learning. This opportunity would be ongoing throughout the school year.

Further, the school will provide staff, particularly the school's Library Technology Specialist (LTS), with supplemental professional development designed to improve their understanding of technology applications and their capacity to integrate technology effectively into the school's academic program. This includes training on any applicable state and national standards required for teachers and administrators to demonstrate technology competency. Professional development is valued as an essential component of the school day and the school has implemented an innovative schedule that provides all grade level teachers with extended common planning and work time daily to receive this professional development. This provides substantial opportunities for collaboration with professional development consultants/mentors.
