

Allen Park Public Schools



Technology Plan July 1, 2008 – June 30, 2011

*Affiliated with Wayne County
Regional Educational Service Agency*

<http://www.apps.k12.mi.us/tech/techplan.pdf>

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Introduction

This technology plan is the third for the Allen Park Public Schools and proposes a new phase in the impact of technology upon student achievement. While the first technology plan proposed a vision without tools, the second plan provided the tools needed through the financial support of the Allen Park Community as part of a \$7.6 million bond project. This third plan proposes to integrate technology as a tool into the everyday curriculum for students.

This technology plan represents the visions and goals of many school stakeholders within our community. This plan is not a stand alone document, but represents an extension of a strategic long range planning process. This process ignited the collaboration of students, classroom teachers, teachers of computer instruction, media specialists, administrators, school board members, parents, and district technology staff to formulate this technology plan.

Acknowledgement is given to the following persons who have expressed an opinion, conducted research, shared a vision, created the mission, and most importantly, continue a commitment to children and their education.

District Strategic Planning Committee

Storm Anderson, Student	Deborah Lee, Director of Finance
Rose Arble, Parent	Kenneth Lieber, Community Member
Kris Barann, Community Member	Jeannine Little, Parent
Michael Bazzana, School Board Member	Gordon Miller, School Board Member
Lori Chiolino, Parent	Marlene Morgan, Secretary
Joseph Courvreur, Student	Colleen Nightingale, Parent
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Tanya Duffy, Principal	Gene Rieden, Parent
Melanie Flood, Teacher	Kathy Rinna, Parent
Cathryne Goulet, Principal	Monica Rowland, Student
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Kristi Lauth, Teacher	Janet Wasko, Principal
	Lou Zelinske, Maintenance

District Technology Plan Steering Committee

Fran Babbage	Allen Park School Board
Mark Floros	District Network Administrator
David Frankel	WC RESA Technology Consultant
William Holdsworth	Curriculum and Technology Director

District Technology Curriculum and Support Committee

Torrie Aicher, Community School
Nicole Amonette, Arno Elementary
Shirlann Clarke, Lindemann
Jenny Dalton-Antioch, Bennie Elementary
Koren Easlick, Lindemann Elementary
Mark Floros, Central Office
Sharon Gabon, High School
William Holdsworth, Central Office
Cynthia Hodnicki, Middle School

Carey Kelly, Middle School
Jerry Lafferty, Lindemann Elementary
Julie Martinchick, Arno Elementary
Christine McKinzie, High School
Jeff Navoy, Middle School
Nicole Quisenberry, Bennie Elementary
Carol Sizemore, Arno Elementary
Rich Slate, High School
Cathy Umbarger, Bennie Elementary
Monica VanTuyle, Middle School

District Mission Statement

Allen Park Public Schools is a community committed to helping students reach their potential with the ability to creatively think as well as collaborate and thrive in a global society. We believe that our mission is to educate for lifelong learning with an uncompromising commitment to excellence.

District Profile

Allen Park, Michigan is a suburban community measuring 7.42 square miles and located in southeastern Michigan just ten miles southwest of the City of Detroit. According to the United States Census Bureau, the 2006 population of Allen Park was 27,616.

<http://factfinder.census.gov/servlet/SAFFPopulation?_event=Search&_name=allen+park&_state=04000US26&_county=allen+park&_cityTown=allen+park&_zip=&_sse=on&_lang=en&pctxt=fph>

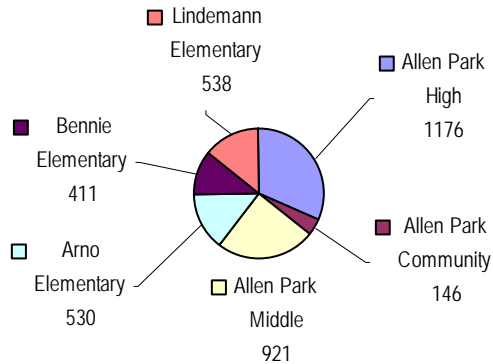
Allen Park Public Schools is one of three school districts, along with Northern Allen Park-Melvindale Public Schools and Southgate Schools within the City of Allen Park. Allen Park Public Schools is bordered by school districts of Dearborn Heights School District #7, Melvindale-Northern Allen Park Public Schools, Southgate Community Schools, Lincoln Park Public Schools, and Taylor Schools. The district is a participant in the open school of choice program with consideration for this option made by the Board of Education on an annual basis.

The 3,722 students in the district are served by 173 classroom teachers and 194 ancillary staff. All the schools within the district are accredited by the North Central Association Commission on Accreditation and School Improvement and efforts continue to seek candidacy for District Accreditation in September of 2008.

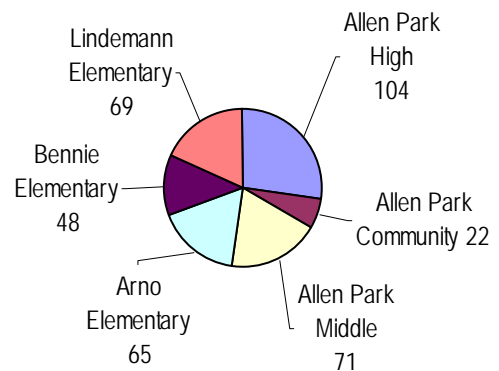
Allen Park Public Schools consists of the Allen Park High School for students in grades nine through twelve, the Allen Park Middle School for students in grades six through eight, Arno, Bennie, and Lindemann Elementary Schools for students in grades kindergarten through five. In addition, the District offers an alternative high school, Allen Park Community School, for students in grades nine through twelve, a pre-school program at Lindemann School, and latchkey programs at the elementary and middle school levels.

Student Population

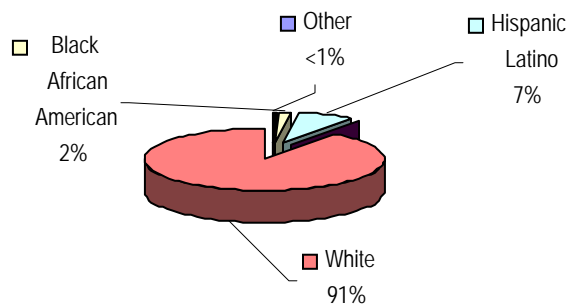
School Population



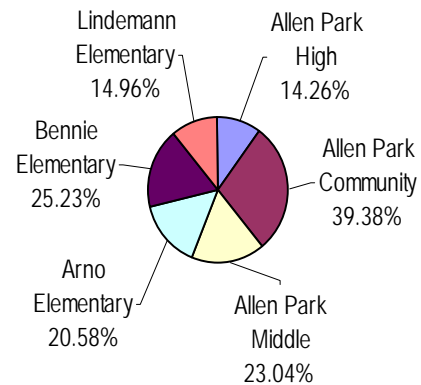
Special Education Population



Student Ethnicity



Percent Economically Disadvantaged



School Buildings

Allen Park High School
 18401 Champaign
 Allen Park, MI 48101
 Phone: 313.827.1200
 Fax: 313.827.1231

Allen Park Middle School
 8401 Vine
 Allen Park, MI 48101
 Phone: 313.827.2200
 Fax: 313.827.2251

Bennie Elementary School
 17401 Champaign
 Allen Park, MI 48101
 Phone: 313.827.1300
 Fax: 313.827.1342

Allen Park Community School
 14700 Moore
 Allen Park, MI 48101
 Phone: 313.827.2660
 Fax: 313.827.2661

Arno Elementary School
 7500 Fox
 Allen Park, MI 48101
 Phone: 313.827.1050
 Fax: 313.827.1085

Lindemann Elementary School
 9201 Carter
 Allen Park, MI 48101
 Phone: 313.827.1150
 Fax: 313.827.1185

Other District Facilities

Allen Park Public Schools' District's Administration Offices, located at Riley Center, 9601 Vine in Allen Park, is also the location of the Allen Park Community School. The district offices include those of the Superintendent, Personnel, Finance, Food Services, Special Education, and Curriculum and Technology.

The Maintenance and Facilities Building, located at 17411 Champaign in Allen Park, is the office of the Maintenance and Facilities Director. This is also the location of the bus grounds and garage.

Arno Elementary School



Bennie Elementary School



Lindemann Elementary School



Allen Park Middle School



Allen Park High School



Riley Center: Community School & Admin Building



District Technology Vision and Goals

The Allen Park Public Schools' Board of Education believes we must plan for the future and we must do this in an intentional, organized manner. We have much of which to be proud. However, the Allen Park Public Schools will continue to face new challenges and opportunities as we look to the future. We must plan for the future of the school district in order to stay on the forefront of continuous change and growth, while maintaining and achieving greatness.

Thus, in June of 2007, a team of 40 individuals representing school personnel, board members, students, parents, and members of the community participated in a long range planning process which established the following vision for all students:

- Graduating students with the ability to compete in a diverse, technological, and global society
- Observing students that are achieving at the highest levels possible in an environment that is conducive to learning
- Maintaining highly skilled and highly qualified and innovative staff in all positions through appropriate training and staff development
- Observing technology as an integrated component in every classroom to support instruction
- Observing a K-12 assessment system for all students that provides immediate feedback to drive instruction
- Communicating regularly with a meaningful flow of information between the home, school, and community
- Observing fiscal responsibility that is maintained through awareness, evaluation, education and collaboration
- Maintaining the excellent conditions of the equipment, buildings and grounds in the Allen Park School District

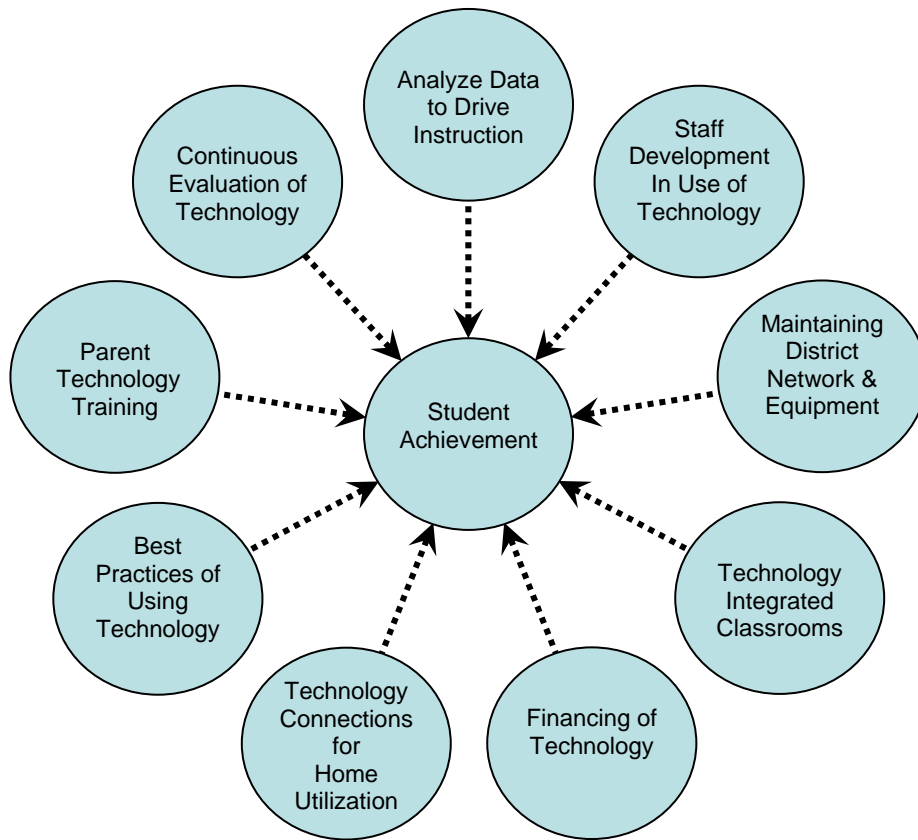
Through the discussions and exchange of information amongst the strategic planning committee, our district's objectives and resources were integrated into a plan that is responsive to the needs of our students and the community and serves as the blueprint of our district school improvement plan.

In the Allen Park Public Schools, teachers and students will always seek the most effective technology to advance student learning, as well as themselves, for the 21st century. It is our vision that technology will become a part of our everyday practice that promotes the skills to learn core subjects; 21st Century themes; learning and innovation skills; information, media and technology skills; and life and career skills (Framework for 21st Century Learning. www.21stcenturyskills.org).

Learning with and about technology prepares learners to live responsibly in a diverse, technological and global society. Student interactions with technology should promote higher order thinking skills, deep knowledge, and connections to the world beyond the classroom. Technology is not just about the acquisition of facts, technical skills and completed projects. Students should be engaged with technology across the curriculum and throughout their K-12 education.

Students will employ *instructional technologies* to acquire information, manage data, communicate with others, and produce their own intellectual and artistic projects. Students will also study *technology education* in the form of information, bio-related, and physical technology in order to enhance their ability to invent and design, think systematically, and evaluate the relationships between technology, society and nature.

The diagram below symbolizes the many aspects of curriculum and the use of technology as a tool to impact student achievement.



The goals of the district school improvement plan set the framework for this technology plan. This technology plan will serve as the ingredients for accomplishing the following goals:

- To graduate students with the ability to compete in a diverse, technological and global society.
- To have students achieve at the highest level possible in an environment conducive to learning.
- To recruit and maintain highly skilled, highly qualified, and innovative staff in all positions through appropriate training and staff development.
- To use current technology as an integrated component in every classroom to support instruction.
- To implement a K-12 assessment system for students to provide immediate feedback to drive instruction.
- Communicate regularly between the home, school, and community.
- To maintain fiscal responsibility through awareness, evaluation, education, and collaboration.
- To maintain the excellent conditions of the equipment, buildings, and grounds.

Technology objectives, embedded in each of the goals, include students and staff using technology for life-long learning; analyzing district systems; as well as budgeting, maintaining, and expanding our technological infrastructure to support the learning environment.

These goals will support students using problem solving and critical thinking skills to meet 21st Century Student Outcomes (www.21stcenturyskills.org). In addition, they will also support educators using technology for supporting how students will learn in a robust education support system. The goals also support the one single goal of the State of Michigan Technology Plan of 2006: **Prepare Michigan students to become productive citizens in a global society**

Curriculum Integration

The curriculum of the Allen Park Public Schools is continuously reviewed through a five-phase process (Appendix A and B). This process requires a district team to examine the current status of the curriculum and its impact on student achievement. The starting point in the examination of the district curriculum begins with the alignment to the Michigan Curriculum Framework and continuing with inclusion of instruction to meet grade level content expectations across the content areas.

The effectiveness of our curriculum is measured by the students' results on federal, state, and local assessments and its response to the students that are not meeting proficiency.

Based on the results of the review process, conducted by a K-12 team for each content area, a recommendation for change is made to the District Instructional Curriculum Council with final approval of the Allen Park Public Schools' Board of Education. This recommendation details the modifications needed in areas such as resources, strategies, assessments, staff development and/or parental support to improve the curriculum leading to greater student achievement.

Throughout the above review process, the uses of technology tools are considered to enhance the instructional process. In addition, the technology literacy skills of students, staff, and parents are examined to determine if intervention is needed. This intervention can include student practice, administrative and instructor modeling of tools, teacher staff development and trainings for parents.

R.S. Earle best describes the integration of technology with the curriculum in a 2002 article titled, "*The integration of instructional technology in public education: Promises and challenges.*" *ET Magazine*, 42 (1), 5-13.

Integrating technology is not about technology---it is primarily about content and effective instructional practices, Technology involves the tools with which we deliver content and implement practices in better ways. Its focus must be on curriculum and learning. Integration is defined not by the amount or type of technology used, but by how and why it is used.

National Standards

In the process of our discussions in the integration of technology into the curriculum, the District K-12 Technology Curriculum Committee strongly recommends that attention must be given to the 2007 released National Educational Standards for Students by the International Society for Technology in Education's National Educational Technology Standards for Students 2007 and used as a target to achieve. For this reason, the following national standards will be a guide for our efforts to support student achievement. These standards are written as follows:

Creativity and Innovation

Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. Students:

- a. apply existing knowledge to generate new ideas, products, or processes.
- b. create original works as a means of personal or group expression.
- c. use models and simulations to explore complex systems and issues.
- d. identify trends and forecast possibilities.

Communication and Collaboration

Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. Students:

- a. interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media.
- b. communicate information and ideas effectively to multiple audiences using a variety of media and formats.
- c. develop cultural understanding and global awareness by engaging with learners of other cultures.
- d. contribute to project teams to produce original works or solve problems.

Research and Information Fluency

Students apply digital tools to gather, evaluate, and use information. Students:

- a. plan strategies to guide inquiry.
- b. locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
- c. evaluate and select information sources and digital tools based on the appropriateness to specific tasks.
- d. process data and report results.

Critical Thinking, Problem Solving, and Decision Making

Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. Students:

- a. identify and define authentic problems and significant questions for investigation.
- b. plan and manage activities to develop a solution or complete a project.
- c. collect and analyze data to identify solutions and/or make informed decisions.
- d. use multiple processes and diverse perspectives to explore alternative solutions.

Digital Citizenship

Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior. Students:

- a. advocate and practice safe, legal, and responsible use of information and technology.
- b. exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity.
- c. demonstrate personal responsibility for lifelong learning.
- d. exhibit leadership for digital citizenship.

Technology Operations and Concepts

Students demonstrate a sound understanding of technology concepts, systems, and operations. Students:

- a. understand and use technology systems.
- b. select and use applications effectively and productively.
- c. troubleshoot systems and applications.
- d. transfer current knowledge to learning of new technologies.

National Educational Technology Standards for Students, Second Edition, C 2007, ISTE (International Society for Technology in Education), www.iste.org. All rights reserved. Permission granted by electronic mail message dated on April 4, 2008.

During the 2007-2008 school year, the K-12 Technology Committee aligned the Michigan Educational Technology Standards (METS) with specific grade level and/or curriculum areas as a guide. We recognize a continuum of learning for students in that initial skills are needed on how to use the technology tools and quickly moving toward applying the use of these tools to further one's understanding and productivity. The next step in this process is to develop the assessment measures to determine the skills attained by students. At the point in which the student applies these tools, it will no longer be necessary to evaluate the

technology used, but rather the outcome of the learning. For example, in learning spreadsheets, an initial assessment will be made of the skills needed for development of a spreadsheet. When the spreadsheet is applied to collect data and graph an investigation of a hypothesis, the assessment is the findings or conclusions discovered. Thus, the goal for the standards is for students to apply technology as a tool to extend their learning.

The following tables have been adapted from the Michigan Educational Technology Standards Checklist <<http://www.techplan.org/METS2005Checklist.doc>>.

Michigan Educational Technology Standards (METS)			
Kindergarten through Second Grade			
Grades K through 2 – Technology Standards and Expectations			
1. Basic Operations and Concepts.	K	1	2
a. Students demonstrate a sound understanding of the nature and operation of technology systems.			
1. Students understand that people use many types of technologies in their daily lives (e.g., computers, cameras, audio/video players, phones, televisions).	X	X	X
2. Students identify common uses of technology found in daily life.		X	X
3. Students recognize, name, and label the major hardware components in a computer system (e.g., computer, monitor, keyboard, mouse, and printer).	X	X	X
4. Students identify the functions of the major hardware components in a computer system.		X	X
5. Students discuss the basic care of computer hardware and various media types (e.g., diskettes, CDs, DVDs, videotapes).	X	X	X
6. Students proofread and edit their writing using appropriate resources including dictionaries and a class developed checklist both individually and as a group.			X
b. Students are proficient in the use of technology.	K	1	2
1. Students use various age-appropriate technologies for gathering information (e.g., dictionaries, encyclopedias, audio/video players, phones, web resources).	X	X	
2. Students use a variety of age-appropriate technologies for sharing information (e.g., drawing a picture, writing a story).	X	X	
3. Students recognize the functions of basic file menu commands (e.g., new, open, close, save, print).		X	
2. Social, ethical, and human issues.	K	1	2
a. Students understand the ethical, cultural, and societal issues related to technology.			
1. Students identify common uses of information and communication technologies.		X	X
2. Students discuss advantages and disadvantages of using technology.		X	X
b. Students practice responsible use of technology systems, information, and software.	K	1	2
1. Students recognize that using a password helps protect the privacy of information.	X	X	X
2. Students discuss scenarios describing acceptable and unacceptable uses of age-appropriate technology (e.g., computers, phones, 911, internet, email) at home or at school.		X	X
3. Students discuss the consequences of irresponsible uses of technology resources at home or at school.	X	X	X
c. Students develop positive attitudes toward technology uses that support lifelong learning, collaboration, personal pursuits, and productivity.	K	1	2
1. Students understand that technology is a tool to help them complete a task.	X	X	X
2. Students understand that technology is a source of information, learning and entertainment.		X	X
3. Students can identify places in the community where one can access technology.		X	X
3. Technology productivity tools.	K	1	2
a. Students use technology tools to enhance learning, increase productivity, and promote creativity.			
1. Students know how to use a variety of productivity software (e.g., word processors, drawing tools, presentation software) to convey ideas and illustrate concepts.	X	X	X
2. Students will be able to recognize the best type of productivity software to use for a certain age-appropriate task (e.g., word-processing, drawing, web browsing).			X

b. Students use productivity tools to collaborate in constructing technology-enhanced models, prepare publications, and produce other creative works.	K	1	2
1. Students are aware of how to work with others when using technology tools (e.g., word processors, drawing tools, presentation software) to convey ideas or illustrate simple concepts relating to a specified project.			X
4. Technology communications tools	K	1	2
a. Students use telecommunications to collaborate, publish, and interact with peers, experts, and other audiences.			
1. Students will identify procedures for safely using basic telecommunication tools (e.g., e-mail, phones) with assistance from teachers, parents, or student partners.			X
b. Students use a variety of media and formats to communicate information and ideas effectively to multiple audiences.	K	1	2
1. Students know how to use age-appropriate media (e.g., presentation software, newsletters, word processors) to communicate ideas to classmates, families, and others.		X	X
2. Students will know how to select media formats (e.g., text, graphics, photos, video), with assistance from teachers, parents, or student partners, to communicate and share ideas with classmates, families, and others.		X	X
5. Technology research tools	K	1	2
a. Students use technology to locate, evaluate, and collect information from a variety of sources.			
1. Students know how to recognize the Web browser and associate it with accessing resources on the internet.		X	X
2. Students will use a variety of technology resources (e.g., CD-ROMs, DVDs, search engines, websites) to locate or collect.			X
b. Students use technology tools to process data and report results.	K	1	2
1. Students will interpret simple information from existing age-appropriate electronic databases (e.g., dictionaries, encyclopedias, spreadsheets) with assistance from teachers, parents, or student partners.			X
c. Students evaluate and select new information resources and technological innovations based on the appropriateness to specific tasks.	K	1	2
1. Students can provide a rationale for choosing one type of technology over another for completing a specific task.			X
6. Technology problem-solving and decision-making tools	K	1	2
a. Students use technology resources for solving problems and making informed decisions.			
1. Students discuss how to use technology resources (e.g., dictionaries, encyclopedias, search engines, websites) to solve age-appropriate problems.		X	X
b. Students employ technology in the development of strategies for solving problems in the real world.	K	1	2
1. Students identify ways that technology has been used to address real-world problems (personal or community).		X	X

Michigan Educational Technology Standards (METS) Third Grade through Fifth Grade

Grades Three through Five – Technology Standards and Expectations

1. Basic Operations and Concepts.	3	4	5
a. Students demonstrate a sound understanding of the nature and operation of technology systems.			
1. Students discuss ways technology has changed life at school and at home.	X	X	X
2. Students discuss ways technology has changed business and government over the years.		X	X
3. Students recognize and discuss the need for security applications (e.g., virus detection, spam defense, popup blockers, firewalls) to help protect information and to keep the system functioning properly.			X
b. Students are proficient in the use of technology.	3	4	5
1. Students know how to use basic input/output devices and other peripherals (e.g., scanners, digital cameras, video projectors).			X
2. Students know proper keyboarding positions and touch-typing techniques.	X	X	X
3. Students manage and maintain files on a hard drive or the network.	X	X	
4. Students demonstrate proper care in the use of hardware, software, peripherals, and storage media.	X	X	X
5. Students know how to exchange files with other students using technology (e.g., e-mail attachments, network file sharing, diskettes, flash drives).			X
6. Students identify which types of software can be used most effectively for different types of data, for different information needs, or for conveying results to different audiences.		X	X
7. Students identify search strategies for locating needed information on the internet.	X	X	X
8. Students proofread and edit writing using appropriate resources (e.g., dictionary, spell check, grammar check, grammar references, writing references) and grade level appropriate checklists both individually and in groups.	X	X	X
2. Social, ethical, and human issues.	3	4	5
a. Students understand the ethical, cultural, and societal issues related to technology.			
1. Students identify cultural and societal issues relating to technology.		X	X
2. Students discuss how information and communication technology supports collaboration, productivity, and lifelong learning.	X	X	X
3. Students discuss how various assistive technologies can benefit individuals with disabilities.	X	X	X
4. Students discuss the accuracy, relevance, appropriateness, and bias of electronic information sources.	X	X	X
b. Students practice responsible use of technology systems, information, and software.	3	4	5
1. Students discuss scenarios describing acceptable and unacceptable uses of technology (e.g., computers, digital cameras, cell-phones, PDAs, wireless connectivity) and describe consequences of inappropriate use.	X	X	X
2. Students discuss basic issues regarding appropriate and inappropriate uses of technology (e.g., copyright, privacy, file sharing, spam, viruses, plagiarism) and related laws.	X	X	X
3. Students use age-appropriate citing of sources for electronic reports.			X
4. Students identify appropriate kinds of information that should be shared in public chat rooms.			X
5. Students identify safety precautions that should be taken while online.	X	X	X
c. Students develop positive attitudes toward technology uses that support lifelong learning, collaboration, personal pursuits, and productivity.	3	4	5
1. Students explore various technology resources that could assist them in pursuing personal goals.	X	X	X
2. Students identify technology resources and describe how those resources improve the ability to communicate, increase productivity, or help them achieve personal goals.	X	X	X
3. Technology productivity tools.	3	4	5
a. Students use technology tools to enhance learning, increase productivity, and promote creativity.			
1. Students know how to use menu options in applications to print, format, add multimedia features; open, save, manage files; and use various grammar tools (e.g., dictionary, thesaurus, spell-checker).	X	X	X

2. Students know how to insert various objects (e.g., photos, graphics, sound, video) into word processing documents, presentations, or web documents.	X	X	X
3. Students use a variety of technology tools and applications to promote their creativity.	X	X	X
4. Students understand that existing (and future) technologies are the result of human creativity.	X	X	X
b. Students use productivity tools to collaborate in constructing technology-enhanced models, prepare publications, and produce other creative works.	3	4	5
1. Students collaborate with classmates using a variety of technology tools to plan, organize, and create a group project.		X	X
4. Technology communications tools	3	4	5
a. Students use telecommunications to collaborate, publish, and interact with peers, experts, and other audiences.			
1. Students use basic telecommunication tools (e.g., e-mail, WebQuests, IM, blogs, chat rooms, web conferencing) for collaborative projects with other students.			X
b. Students use a variety of media and formats to communicate information and ideas effectively to multiple audiences.	3	4	5
1. Students 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.		X	X
2. Students identify how different forms of media and formats may be used to share similar information, depending on the intended audience (e.g., presentations for classmates, newsletters for parents).	X	X	X
5. Technology research tools	3	4	5
a. Students use technology to locate, evaluate, and collect information from a variety of sources.			
1. Students use Web search engines and built-in search functions of other various resources to locate information.	X	X	X
2. Students describe basic guidelines for determining the validity of information accessed from various sources (e.g., web site, dictionary, online newspaper, CD-ROM).	X	X	X
b. Students use technology tools to process data and report results.	3	4	5
1. Students know how to independently use existing databases (e.g., library catalogs, electronic dictionaries, encyclopedias) to locate, sort, and interpret information on an assigned topic.		X	X
2. Students perform simple queries on existing databases and report results on an assigned topic.		X	X
5c. Students evaluate and select new information resources and technological innovations based on the appropriateness to specific tasks.	3	4	5
1. Students identify appropriate technology tools and resources by evaluating the accuracy, appropriateness, and bias of the resource.			X
2. Students compare and contrast the functions and capabilities of the word processor, database, and spreadsheet for gathering data, processing data, performing calculations, and reporting results.			X
6. Technology problem-solving and decision-making tools	3	4	5
a. Students use technology resources for solving problems and making informed decisions.			
1. Students use technology 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).		X	X
b. Students employ technology in the development of strategies for solving problems in the real world.	3	4	5
1. Students use information and communication technology tools (e.g., calculators, probes, videos, DVDs, educational software) to collect, organize, and evaluate information to assist with solving real-life problems (personal or community).		X	X

As students move to the Middle School, greater opportunities for training of technology tools occur each year and throughout each subject area. The following chart, adapted from the Michigan Educational Technology Standards Grades 6-8 <<http://www.techplan.org/METS2005Checklist.doc>> is used to guide the integration of technology into the curriculum of the indicated areas through an assignment, project, assessment, or observation. This chart also serves as the outline to determine the proficiency of technology literacy for students by the end of 8th grade. This process was developed by the Middle School Staff in the 2007-08 school year and will continue to be implemented and refined throughout the duration of this three year technology plan.

Michigan Educational Technology Standards (METS)			
Sixth Grade through Eighth Grade			
IT - Industrial Technology	GC - Guidance & Counseling Lesson	MS - Media Skills	
CC - Computer Courses	EC - English Courses	SC - Science Courses	
SS - Social Studies Courses	AC - All Courses		
Technology Standards and Expectations			
1. Basic Operations and Concepts.	6	7	8
a. Students demonstrate a sound understanding of the nature and operation of technology systems.			
1. Students understand that new technology tools can be developed to do what could not be done without the use of technology.	IT	IT	IT
2. Students describe strategies for identifying, and preventing routine hardware and software problems that may occur during everyday technology use.	CC	CC	CC
3. Students identify changes in hardware and software systems over time and discuss how these changes affected various groups (e.g., individual users, education, government, and businesses).	CC	CC	CC
4. Students discuss common hardware and software difficulties and identify strategies for trouble-shooting and problem solving.	CC	CC	CC
5. Students identify characteristics that suggest that the computer system hardware or software might need to be upgraded.	CC	CC	CC
b. Students are proficient in the use of technology.	6	7	8
1. Students use proper keyboarding posture, finger positions, and touch-typing techniques to improve accuracy, speed, and general efficiency in operating a computer.	CC	CC	CC
2. Students use accurate technology terminology.	CC	CC	CC
3. Students use a variety of technology tools (e.g., dictionary, thesaurus, grammar-checker, calculator) to maximize the accuracy of technology-produced products.	CC	CC	CC
4. Students identify a variety of information storage devices (e.g., floppies, CDs, DVDs, flash drives, tapes) and provide a rationale for using a certain device for a specific purpose.	CC	CC	CC
5. Students identify technology resources that assist with various consumer related activities (e.g., budgets, purchases, banking transactions, product descriptions).	CC	CC	CC
6. Students can identify appropriate file formats for a variety of applications.	CC	CC	CC
7. Students can use basic utility programs or built-in application functions to convert file formats.	CC	CC	CC
8. Students proofread and edit writing using appropriate resources (e.g., dictionary, spell check, grammar check, grammar references, writing references) and grade level appropriate checklists both individually and in groups.	EC	EC	EC
2. Social, ethical, and human issues.	6	7	8
a. Students understand the ethical, cultural, and societal issues related to technology.			
1. Students understand the potential risks and dangers associated with online communications.	GC	GC	GC
2. Students identify security issues related to e-commerce.	GC	GC	GC
3. Students describe possible consequences and costs related to unethical use of information and communication technologies.	GC	GC	GC
4. Students discuss the societal impact of technology in the future.	GC	GC	GC
b. Students practice responsible use of technology systems, information, and software.	6	7	8

1. Students provide accurate citations when referencing information from outside sources in electronic reports.	EC	EC	EC
2. Students discuss issues related to acceptable and responsible use of technology (e.g., privacy, security, copyright, plagiarism, spam, viruses, file-sharing).	EC	EC	EC
c. Students develop positive attitudes toward technology uses that support lifelong learning, collaboration, personal pursuits, and productivity.	6	7	8
1. Students use technology to identify and explore various occupations or careers.	GC	GC	GC
2. Students discuss uses of technology (present and future) to support personal pursuits and lifelong learning.	GC	GC	GC
3. Students identify uses of technology to support communication with peers, family, or school personnel.	GC	GC	GC
3. Technology productivity tools.	6	7	8
a. Students use technology tools to enhance learning, increase productivity, and promote creativity.			
1. Students apply common software features (e.g., thesaurus, formulas, charts, graphics, sounds) to enhance communication and to support creativity.	CC	CC	CC
2. Students use a variety of resources, including the internet, to increase learning and productivity.	CC	CC	CC
3. Students explore basic applications that promote creativity (e.g., graphics, presentation, photo-editing, programming, video-editing).	CC	CC	CC
4. Students use available utilities for editing pictures, images, or charts.	CC	CC	CC
b. Students use productivity tools to collaborate in constructing technology-enhanced models, prepare publications, and produce other creative works.	6	7	8
1. Students use collaborative tools to design, develop, and enhance materials, publications, or presentations.	SS	SS	SS
4. Technology communications tools	6	7	8
a. Students use telecommunications to collaborate, publish, and interact with peers, experts, and other audiences.			
1. Students use a variety of telecommunication tools (e.g., e-mail, discussion groups, IM, chat rooms, blogs, video-conferences, web conferences) or other online resources to collaborate interactively with peers, experts, and other audiences.	CC	CC	CC
b. Students use a variety of media and formats to communicate information and ideas effectively to multiple audiences.	6	7	8
1. Students create a project (e.g., presentation, web page, newsletter, information brochure) using a variety of media and formats (e.g., graphs, charts, audio, graphics, video) to present content information to an audience.	EC	EC	EC
5. Technology research tools	6	7	8
a. Students use technology to locate, evaluate, and collect information from a variety of sources.			
1. Students use a variety of Web search engines to locate information.	AC	AC	AC
2. Students evaluate information from various online resources for accuracy, bias, appropriateness, and comprehensiveness.	MS	MS	MS
3. Students can identify types of internet sites based on their domain names (e.g., edu, com, org, gov, au).	MS	MS	MS
b. Students use technology tools to process data and report results.	6	7	8
1. Students know how to create and populate a database.	CC	CC	CC
2. Students can perform queries on existing databases.	CC	CC	CC
3. Students know how to create and modify a simple database report.	CC	CC	CC
c. Students evaluate and select new information resources and technological innovations based on the appropriateness to specific tasks.	6	7	8
1. Students evaluate new technology tools and resources and determine the most appropriate tool to use for accomplishing a specific task.	IT	IT	IT
6. Technology problem-solving and decision-making tools	6	7	8
a. Students use technology resources for solving problems and making informed decisions.			
1. Students use database or spreadsheet information to make predictions, develop strategies, and evaluate decisions to assist them with solving a basic problem.	SC	SC	SC

b. Students employ technology in the development of strategies for solving problems in the real world.	6	7	8
1. Students describe the information and communication technology tools to use for collecting information from different sources, analyze their findings, and draw conclusions for addressing real-world problems.	SC	SC	SC

Similar to the Middle School, the expectations continue to grow each year as technology grows within our society and the demand of real world applications are required from students. The expectation at the high school is for students to fully integrate the technology tools in their learning. The follow chart, adapted from the Michigan Educational Technology Standards, <<http://www.techplan.org/METS2005Checklist.doc>>, is used to guide the integration of technology into the curriculum of the indicated areas through an assignment, project, assessment, or observation in the specific department of courses.

Michigan Educational Technology Standards (METS)				
Ninth Grade through Twelfth Grade				
GC - Guidance & Counseling Lesson	M - Math Courses	CT - Career Tech/Computer		
E - English Courses	SS - Social Studies Courses	S - Science Courses		
FP - Fine/Performing Arts	A - All Courses			
1. Basic Operations and Concepts				
a. Students demonstrate a sound understanding of the nature and operation of technology services.	9	10	11	12
1. Students discuss emerging technology resources (e.g., podcasting, webcasting, compressed video delivery, online file sharing, graphing calculators, global positioning software).	M CT E	M CT E	M CT E	M CT E
2. Students identify the capabilities and limitations of emerging communication resources.	A	A	A	A
3. Students understand the importance of both the predictable and unpredictable impacts of technology.	A	A	A	A
4. Students identify changes in hardware and software systems over time and discuss how these changes might affect them personally in their role as a lifelong learner.	CT	CT	CT	CT
5. Students understand the purpose, scope, and use of assistive technology.	CT	CT	CT	CT
6. Students understand that access to online learning increases educational and workplace opportunities.	A	A	A	A
b. Students are proficient in the use of technology.	9	10	11	12
1. Students will be provided with the opportunity to learn in a virtual environment as a strategy to build 21 st century learning skills.	A	A	A	A
2. Students understand the relationship between electronic resources, infrastructure, and connectivity.	CT	CT	CT	CT
3. Students will routinely apply touch-typing techniques with advanced accuracy, speed, and efficiency.	CT	CT	CT	CT
4. Students assess and solve hardware and software problems by using online help or other user documentation and support.	CT	CT	CT	CT
5. Students identify common graphic, audio, and video file formats (e.g., jpeg, gif, bmp, mpeg, wav).	CT	CT	CT	CT
6. Students demonstrate how to import/export text, graphics, or audio files.	A	A	A	A
7. Students proofread and edit a document using an application's spelling and grammar checking functions.	E	E	E	E
2. Social, ethical, and human issues				
a. Students understand the ethical, cultural, and societal issues related to technology.	9	10	11	12
1. Students identify legal and ethical issues related to use of information and communication technology.	CT E	CT E	CT E	CT E
2. Students analyze current trends in information and communication technology and assess the potential of emerging technologies for ethical and unethical uses.	A	A	A	A
3. Students discuss possible long-range effects of unethical uses of technology (e.g., virus spreading, file pirating, hacking) on cultures and society.	E S	E S	E S	E S

4. Students discuss the possible consequences and costs of unethical uses of information and computer technology.	A	A	A	A
2. Social, ethical, and human issues	9	10	11	12
b. Students practice responsible use of technology systems, information, and software.				
1. Students identify ways that individuals can protect their technology systems from unethical or unscrupulous users.	A	A	A	A
2. Students demonstrate the ethical use of technology as a digital citizen and lifelong learner.	A	A	A	A
3. Students explain the differences between freeware, shareware, and commercial software.	A	A	A	A
4. Students adhere to fair use and copyright guidelines.	E	E	E	E
5. Students create appropriate citations for resources when presenting research findings.	E	E	E	E
6. Students adhere to the district acceptable use policy as well as state and federal laws.	A	A	A	A
c. Students develop positive attitudes toward technology uses that support lifelong learning, collaboration, personal pursuits, and productivity.	9	10	11	12
1. Students explore career opportunities and identify their related technology skill requirements.	GC	GC	GC	GC
2. Students design and implement a personal learning plan that includes technology to support his/her lifelong learning goals.	GC	GC	GC	GC
3. Technology productivity tools	9	10	11	12
a. Students use technology tools to enhance learning, increase productivity, and promote creativity.				
1. Students complete at least one online credit, or non-credit, course or online learning experience.	E	E	E	E
2. Students use technology tools for managing and communicating personal information (e.g., finances, contact information, schedules, purchases, correspondence).	A	A	A	A
3. Students have access to and utilize assistive technology tools.	A	A	A	A
4. Students apply advanced software features such as an application's built-in thesaurus, templates, and styles to improve the appearance of word processing documents, spreadsheets, and presentations.	A	A	A	A
5. Students use an online tutorial and discuss the benefits and disadvantages of this method of learning.	A	A	A	A
6. Students develop a document or file for inclusion into a web site or web page.	CT	CT	CT	CT
7. Students use a variety of applications to plan, create, and edit a multimedia product (e.g., model, webcast, presentation, publication, or other creative work).	CT E	CT E	CT E	CT E
8. Students have the opportunity to participate in real-life experiences associated with technology-related careers.	A	A	A	A
b. Students use productivity tools to collaborate in constructing technology-enhanced models, prepare publications, and produce other creative works.	9	10	11	12
1. Students identify technology tools (e.g., authoring tools or other hardware and software resources) that could be used to create a group project.	A	A	A	A
4. Technology communications tools	9	10	11	12
a. Students use telecommunications to collaborate, publish, and interact with peers, experts, and other audiences.				
1. Students identify and describe various telecommunications or online technologies (e.g., desktop conferencing, listservs, blogs, virtual reality).	CT E	CT E	CT E	CT E
2. Students use available technologies (e.g., desktop conferencing, e-mail, groupware, instant-messaging) to communicate with others on a class assignment or project.	A	A	A	A
3. Students collaborate in content-related projects that integrate a variety of media (e.g., print, audio, video, graphic, simulations, and models) with presentation, word processing, publishing, database, graphics design, or spreadsheet applications.	CT FP	CT FP	CT FP	CT FP
4. Students plan and implement a collaborative project using telecommunications tools (e.g., groupware, interactive web sites, videoconferencing).	CT	CT	CT	CT
b. Students use a variety of media and formats to communicate information and ideas effectively to multiple audiences.	9	10	11	12
1. Students use a variety of media and formats to design, develop, publish, and present products (e.g., presentations, newsletters, web sites) to communicate original ideas to multiple audiences.	EF P	EF P	EF P	EF P
5. Technology research tools	9	10	11	12

a. Students use technology to locate, evaluate, and collect information from a variety of sources.				
1. Students compare, evaluate, and select appropriate internet search engines to locate information.	A	A	A	A
2. Students determine if online sources are authoritative, valid, reliable, relevant, and comprehensive.	A	A	A	A
3. Students distinguish between fact, opinion, point of view, and inference.	A	A	A	A
4. Students evaluate resources for stereotyping, prejudice, and misrepresentation.	A	A	A	A
b. Students use technology tools to process data and report results.	9	10	11	12
1. Students formulate and use evaluation criteria (authority, accuracy, relevancy, timeliness) for information located on the internet to present research findings.	E	E	E	E
c. Students evaluate and select new information resources and technological innovations based on the appropriateness to specific tasks.	9	10	11	12
1. Students develop a plan to gather information using various research strategies (e.g., interviews, questionnaires, experiments, online surveys).	E	E	E	E
6. Technology problem-solving and decision-making tools				
a. Students use technology resources for solving problems and making informed decisions.	9	10	11	12
1. Students use a variety of technology resources (e.g., educational software, simulations, models) for problem solving and independent learning.	A	A	A	A
2. Students describe the possible integration of two or more information and communication technology tools or resources to collaborate with peers, community members, and field experts.	A	A	A	A
b. Students employ technology in the development of strategies for solving problems in the real world.	9	10	11	12
1. Students formulate a research question or hypothesis, then use appropriate information and communication technology resources to collect relevant information, analyze the findings, and report the results to multiple audiences.	TC S	TC S	TC S	TC S

The above standards and expectations will be supported through the Curriculum Review process where student achievement will be examined and weaknesses identified. The process will continue in the identification of needed resources which could include the increase of technology tools to improve student access to information, access to teacher resources, along with parental support. These changes to the curriculum are recorded on the content curriculum maps developed by teachers. In addition, the Curriculum Review cycle will examine the need for professional staff development in the use of new technology tools.

Student Achievement

The staff development initiatives of the Allen Park Public Schools have included a five year program in assessment for learning, including the works of Robert Marzano, a study of the teachings of Richard DuFour, and most recently, his work with Rebecca DuFour, Robert Eaker, and Gayle Karhanek in *Whatever It Takes* (Solution Tree, 2004). Through their work in professional learning communities, we believe our mission as educators in the Allen Park Public Schools is to question and resolve the following:

- What do we want our students to learn?
- How will we know if they have attained the skill?
- What strategies will we use for students who struggle?

Analyzing student data from state and local assessments provides us with the information that will assist us in answering the questions previously stated. Following are initiatives that have begun in the Allen Park Public Schools and will continue throughout the life of this three year technology plan.

CLASS A: Curriculum, Learning and Assessment for Student and School Achievement

CLASS A is a technology based tool developed by Wayne RESA for the purpose of analyzing student data on state (MEAP) and local assessments, along with providing the means for teachers to develop classroom assessments aligned with state curriculum standards. Unique to CLASS A is its ability to integrate with our current student data system, Zangle (C Innovations).

During the 2006-2007, the Allen Park Middle School Math Department participated in a pilot program. The teachers and administrators participated in several trainings and were successful in developing common assessments for all grade levels in mathematics.

The implementation of CLASS A will expand to other content areas in the Middle School and will be introduced at the High School level during the 2008-2009 school year with full inclusion for all district teachers in 2009-2010. While CLASS A has only been piloted this past school year, it is clear that this web-based tool will be a major tool for gathering and sorting data to analyze for improving instruction. For example, in past years, precious staff time has been used to review and analyze reports from state assessments with little time spent on how to use the data to drive instruction. In using the performance analysis module of CLASS A, we will now be able to bring the analysis quickly to our staff with almost all time spent on discussing the ways we can improve instruction resulting to an improvement in student learning.

Zangle Student Information System

To maintain our student data, the Zangle program, desk top and web based, is utilized by all district personnel. All administrative and counseling office personnel have access to the desktop Zangle and all staff have access to the web-based program. The program maintains all demographic, academic, behavioral, and attendance history. This program provides template reports and customized reports to assist in analyzing student data for improving achievement.

Teachers at the middle and high school level utilize the Zangle grade book for recording and tracking student progress. Teachers have access to the all the information on Zangle through the web based version. Enhancements are added to the Zangle program on an annual basis and communicated with the District staff.

K-12 Assessment

The District Goal, *to implement a K-12 assessment system for students to provide immediate feedback to drive instruction*, sets the mandate for the exploration, training, and implementation of such a system to drive instruction. Currently, the District is in the exploration stage of this process. The purpose of this goal is to choose a web based product that will allow teachers to administer quarterly assessments to all students with immediate results to drive instruction. This product will have test items that are aligned to state or national standards and external to local assessments.

Curriculum Review

The Curriculum Review Cycle (Appendix A) will have a major impact in the assessment of technology and its use. As resources are reviewed and identified, technology based products are an option as much as a textbook. For example, in the review of Math in 2007, the Carnegie Learning Algebra program was adopted by the Community School and the Special Education Departments of the Middle and High Schools. This program is a combination of a textbook and web-based program. Students access the program on computers twice weekly. The program requires the students to engage in the content while accessing the computer and meeting many of the Michigan Educational Technology Standards.

The following chart indicates the District current initiatives, along with future plans, to improve student achievement.

Initiative	Current Status	Next Step	Timeline
CLASS A	Middle School Math Department Pilot	Middle School Science and Social Studies Dept.	2008 – 2009
		High School Introduction/Training	2009 – 2010
		Elementary Introduction/Training	2010 - 2011
Zangle Student Information System	All Teaching Staff Utilizing Student Profile and TeacherConnect Middle and High School using Zangle Grade Book	Continue to Use/Include Updates	2008 – 2011
		5 th Grade Using Zangle Standards Based Report Card	2008 – 2009
		Elementary Teachers Using Zangle Standards Based Report Card	2009 - 2010
K – 12 Assessment System	Exploration of Systems Use of Selected System	Continue of Exploration Selection of Product Training and Implementation	2008 – 2009 2009 – 2010 2010 - 2011
Developmental Reading Assessment® Second Edition (DRA2)	Reading Support Teachers, 2 nd Grade Teachers and Elementary Principals Trained in Administering DRA; 2 nd Grade Students Assessed	DRA Training of 1 st Grade Teachers	2008 – 2009
		DRA Training of 3 rd Grade Teachers	2008 – 2009
		DRA Training of Kindergarten Teachers	2009 - 2010

Curriculum Review Cycle	The curriculum of K-12 Math and Science is currently in curriculum review cycle (Appendix B)	Social Studies in Phase 1 of Review Cycle	2008 – 2009
		Science in Phase 1/2 of Review Cycle	2008 – 2009
		Content Areas will be examined based on curriculum review cycle	2008 - 2011
Blackboard Web 2.0 Classroom Tool	Less than ten teachers at the high school and two teachers at the middle school have courses with students	Teacher to teacher training	2008 – 2009
		Implementation of created courses	2008 – 2009
		Increase teacher participation through support and training	2009 - 2011
High School Geometry	Resources of Text, Online Text and Technology Tools Selected	Training of Text and Tools for Students, Parents, and Staff and Implementation	2008 - 2009
Middle School Math	Math Technology Tools purchased from Middle School Math Grant	Calculators, projectors, math software, laptop, document camera integrated into lessons	2008 – 2009
		Classroom Performance Systems (clickers) applied	2008 - 2011
Keyboarding	Keyboarding Software is used in some schools and curriculum revising is needed	Explore options for keyboarding programs	2008 – 2009
		Select Program, Revise Curriculum and Implement	2009 - 2011
Electronic Educational Development Plans	CareerCruising is the web tool for creating EDPs beginning in 7 th grade	Review EDP standards and completion percentages in grades 7-12	2008 – 2009
		Adjust strategies to increase completion rates and quality of EDPs and implement	2009 - 2011
ConnectEdu	ConnectEdu web-based tool currently used infrequently by high school students	Re-examine the ConnectEdu tool for use with students	2008 – 2009
		If determined to continue using ConnectEdu, begin student and parent training	2008 – 2009
Multi-Media Presentations	Limited access to multi-media tools such as digital cameras, video cameras, microphones, etc. Few staff and students are utilizing current equipment	Purchase of digital and video cameras and training	2008 – 2009
		Students using equipment to produce presentations	2009 - 2011

Technology Delivery

The passage of High School Graduation Requirements in 2006 has increased the rigor and relevance of the curriculum. We currently are experiencing some students struggling to meet the requirements and at the other end of the 'ability' spectrum, some students will access the 'testing out' provision requiring us to provide even more rigorous coursework. In addition, to meet our District goal "*to graduate students with the ability to compete in a diverse, technological and global society*" there is a need to expand our curriculum beyond the boundaries of the Allen Park School District. Our immediate solution to these curriculum challenges is through online courses and distance learning.

In the case of offering students an opportunity to recover high school credit, an after-school program was offered, in the second semester of 2008, to students for enrolling in a course(s) through Michigan Virtual University. The High School provided the time and tools for the students to access their MVU course(s) through the internet. The courses were also available to students in their library or home computer. Similarly, students will be invited to attend a summer program which will allow them to access a Michigan Virtual University Course to recover high school credit lost during the school year. Recovery of high school credit will be an opportunity for all students throughout the entire school year, unlike in years past when students waited until the only opportunity to recover credit in the summer months.

The second impact of the new high school graduation legislation is the opportunity for students to 'test out' and earn credit for a course. This provision will eventually allow students to enroll in highly advanced courses, within their high school career, that are not currently offered because of budgetary means. One of the options we are just beginning to explore is to allow for students to enroll in online courses that can not be provided in the current school curriculum.

Thirdly, distance learning will be implemented within this three year period to expand the learning opportunities for our students. The District has had one experience of distance learning between a high school English class and another from the western side of Michigan. Currently, this option is being considered for students who have high mathematics ability at the Middle School level to join a geometry class at the High School. Distance learning has been discussed amongst some high school teachers and will be further explored in 2008-2009.

Allen Park Public Schools once again qualifies for funding under Title 1a, an absence dating back to 2005. Title 1a funding will allow us to provide additional services to qualifying children to strengthen their skills in the content areas of reading, mathematics, science, and social studies. All efforts will be made to integrate technology in the curriculum to support these children.

Parental Communications and Community Relations

It is critical for the success of our students to have the support of their parents and our community. It is our intent to not only share with parents the technology that is being used in our school but also to provide the support for parents to increase their understanding and skills in the use of various technology skills.

This technology plan and its initiatives, as those in the past, will be posted on the District Website for parents and the community to view. In addition, the annual review process of the plan will be published on the District Website. The feedback from parents and community members will be solicited through surveys and various task force committees.

The District website will continue to inform parents and the community through posted information such as calendar events, agendas and minutes of School Board of Education meetings, the District Newsletter, *Connection Online*, along with information from schools and administrative offices.

The local educational access channel is another source of information for not only the parents, but the community as well. The channel is continuously updated to inform the community of special events and programs available within the school district. In addition, a *District Calendar* with the inclusion of the District Annual Report is distributed to all homes, including those without children of school age, within the boundaries of the Allen Park Public Schools prior to the start of each school year.

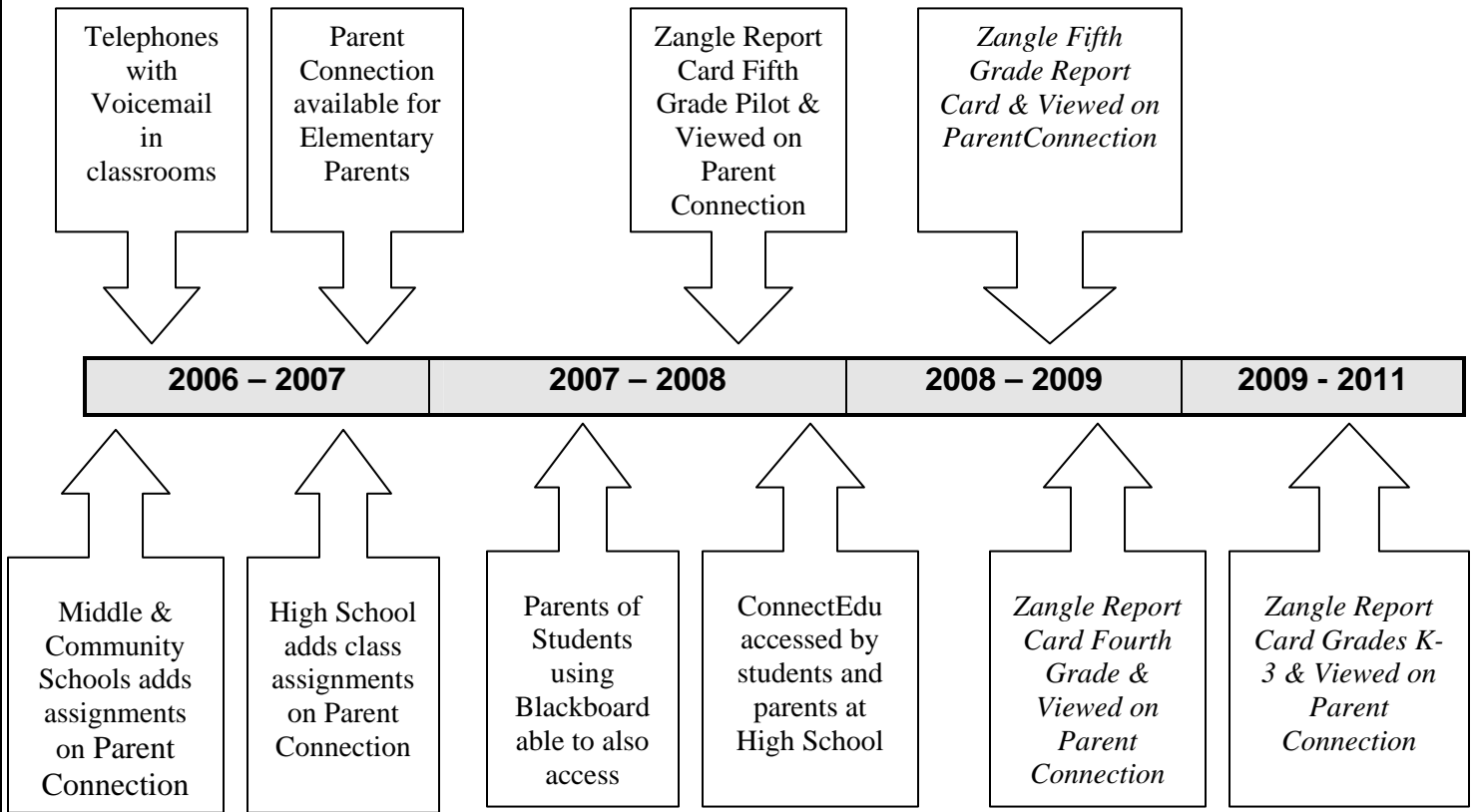
Currently, we are experiencing that communication between school and home continues to increase through the use of technology. Many of the programs that are adopted by the District for student use also have a parent component which will require the District to offer parent awareness and training sessions.

Increasingly, secondary teachers are creating their courses in BlackBoard. This web based program allows students, and parents, to view classroom rules, assignments, presentations, and other important classroom information.

The three major areas that have increased communication have been the installation of Voice over IP telephone systems, with voice mail in all classrooms. Secondly, staff e-mails have been published on the district website. Thirdly, parents can access Zangle ParentConnection, a web-based program allowing parents to view academic, demographic, and lunch information at the secondary level and demographic and lunch information at the elementary level. Along with the listing of teacher e-mail addresses, ParentConnection also lists the email address when there is a question related to incorrect demographic information, a question about lunch account funds, or a question related to a grade on an assignment or card marking.

As new resources, both in print and technological, are added within the curriculum, consideration will be given for parent training. We have witnessed the introduction of online tools that can be used outside of the school setting. To support their children, parents will need to be aware of these resources. Thus, there will be an increase of parent training offered to increase their involvement and support of their child's education.

The following timeline indicates specific examples of the programs that have and will enhance parent communication in recent and future years.



Collaboration

Allen Park Public Schools participates in a consortium of school districts with Wayne RESA for services to students qualifying as 'English as a second language' (ESL). While the number of ESL, 34 students or less than 1%, is minimal within our school district, the needs remain great and consideration is given to how technology can assist these students and their families.

The District utilizes the Translation Library of Educational Policy and Compliance Forms (TransACT) and customized forms developed by Wayne RESA. This collection of legal and policy documents is designed to bridge the communication between the school and non-English speaking families. Each school building has received internet access to the updated version of the library of forms, along with training for implementation.

Currently, Allen Park Public Schools does not offer programs for Adult Education, General Educational Development (GED), and adult ESL learners. However, if the need is identified, programs will be considered.

District personnel participate in the Allen Park Community Coalition, an organization comprising of representatives from local service agencies, police department, fire department, religious affiliations, the mayor's office, and private and public schools. The Coalition gathers on a regular basis to share events of their organization and discuss ways to improve the lives of youth in Allen Park.

Many relationships have been built with the various vendors from our bond construction and enhancements. Even though the vendors have completed their work in our district, these relationships are still strong and idea sharing continues.

District Administrative Staff collaborate with their peers on a regular basis within Wayne County school districts through various meetings such as the Elementary, Middle, and High Schools Principals' Network, Curriculum Directors, Business Officials, Network Administrator Group, Special Education Directors, Wayne County Personnel Directors, Superintendents, Technology Directors and the local chapter of the Michigan Association of State and Federal Program Specialists. All of these meetings allow for information sharing and networking.

As our district teaching and technology staff master the learning curve of the many technology tools provided by the support of our community, a focus will be made to begin collaborating with nearby colleges and universities, such as University of Michigan-Dearborn, Henry Ford College, and Baker College to enhance our skills and provide opportunities for our students as well as their students.

Professional Development

Maintaining highly skilled, highly qualified, and innovative staff in all positions through appropriate training and staff development is one of the eight major goals for the Allen Park Public Schools.

In preparing our students to use technology to compete in the 21st Century, it is critical to provide staff with the knowledge and the uses of these tools to expect a complete integration into the curriculum.

The key to successful integration of technology is a well-trained, enthusiastic teaching and administrative staff that understands how to use technology tools and how technology relates to the learning environment within the classroom. The understanding of the “how to use” and “how technology relates” are the elements for professional staff development.

Researchers Dr. Punya Mishra and Dr. Matthew Koehler present the following model to indicate the interrelatedness of content knowledge, the subject matter the teacher is teaching to students; the pedagogical knowledge, the art of teaching; and the technological knowledge, knowing about technology tools and how they can solve problems.

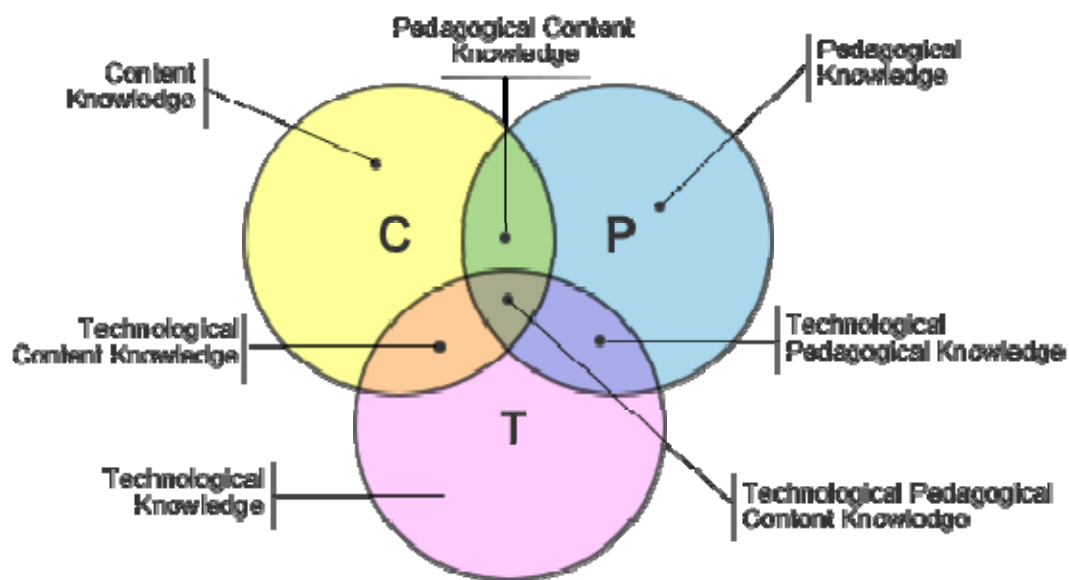


Image of title "*Technological Pedagogical Content Knowledge*" at <http://punya.educ.msu.edu/research/tpck/> created by Punya Mishra, Ph.D., punya@msu.edu, May, 2008. Permission granted by email message dated on May 11, 2008.

The premise of their design is that teacher knowledge of their content, pedagogical, and technology are interrelated and to fully understand this concept will enable integration of technology into the curriculum. Thus, the most effective professional staff development activities in technology are those in which the teacher can make a direct connection with their subject area and can infuse into their repertoire of teaching strategies. They must be able to feel that what they are learning in technology can make an impact on student achievement and not just something “cool” to learn.

Allen Park Public Schools has been in a unique situation in which, through the financial support of Allen Park Citizens, \$6.7 million of new technology was put into place during a three year period of 2003 through

2006. Staff development activities for teachers, support staff, and administrative staff occurred in 2006 and 2007 with a focus on the ‘how’ to use the new technology tools. These trainings were conducted primarily from the vendors that installed these tools which included the following areas:

- Broadcasting Carts
- Telephones and Voice mailboxes
- Using the television for computer image
- Public Address Systems
- Connection/Use of VCR/DVD with LCD projector
- Accessing the digital server
- Document Cameras
- Video Editing Tools
- Music Lab Tools
- Networking Printers
- Security System
- HVAC (Heating Venting Air Condition) Units
- Zangle

Since these initial trainings, there has been a move to trainings (See Appendix C) which better align to the TPCCK model mentioned above. For example, in 2007 we have had a number of trainings using Discovery Education Streaming (formerly unitedstreaming). Prior to the technology enhancements, this resource tool has been underused by the teachers because the time it took to download. Prior to 2006, teachers had to download video clips outside of the instructional day. Since the connection speed has increased in the district and with a greater band width, teachers now can download a video clip instantaneously as they are teaching to students. Thus, video streaming is a great example of how this technology tool has been integrated into the curriculum. The teachers know enough about their content to supplement a video clip that connects to the subject area, they are able to use the clip in their method of instruction, and they have determined that the video clip will make an impact upon the students in their learning.

Similar to the experiences of teachers, a number of trainings have been held for administrators and administrative staff on various software and web-based programs. For example, a number of trainings have been held on how to input information into Zangle, the student data information system. The next phase of training is how to develop and interpret reports of the information which will assist in making decisions within each school and district, as well as prepare for state and federal reporting.

While we will continue to have trainings that speak to the “how to operate,” our focus will move to greater opportunities on how the technology tools can be used to impact student instruction.

As we conduct professional staff development activities, the following State of Michigan Expectations will serve as a guide that reinforces what we believe will integrate technology into our curriculum:

Expectations of Quality Professional Learning

- Educators improve their practice throughout their careers.
- Educators focus their professional development on issues of improving student learning.
- Educators analyze data about teaching practices and student learning in order to make choices about professional development.
- Educators analyze student learning data to evaluate the effectiveness of professional development.
- Educators learn through study, reflection, and collegial conversation.

- Educators benefit from professional development that occurs as a part of the work-day and how it relates to the work they do.
- Educators who participate in learning communities study the learning process together - their own and that of their students.
- Educators must rethink the ways in which time and resources are used for professional development.
- Educators in administrative roles and those new to the profession have unique professional development needs.
- Professional development is a balance between the needs of individual educators and the needs of district leadership who hold the vision for the whole school system.

<http://www.michigan.gov/documents/ProfDevStdsVISWStrategies_4_9_03_C61067__A62638_12_09_02_62686_7.pdf>

In addition, the standards of the National Staff Development Council will be utilized as a guide when designing staff development activities. These original 1995 standards were revised in 2001 to answer the following three questions:

1. What are all students expected to know and be able to do?
2. What must teachers know and do in order to ensure student success?
3. Where must staff development focus to meet both goals?

A review of these standards can be found at the following: <http://www.nsd.org/standards/index.cfm>

There are expectations of our teaching staff and administrators in learning and using technology within the curriculum. The National Educational Technology Standards for Teachers 2000, National Educational Technology Standards for Administrators 2002, National Educational Technology Standards for Facilitators and Leaders 2000 <<http://www.iste.org/>> are used as a guideline to measure the progress of knowledge and skill of District staff.

The State of Michigan Technology Plan of 2006 also supports the effort of its local school district by stating:

A cornerstone for meeting this objective (professional learning) is that professional learning for teachers is a long-term, standards-based effort that is greatly enhanced if there are statewide efforts that can be leveraged at the local level. Further, we believe that the leadership and support of administrators at the local, regional, and state level is crucial to overall progress toward the goal, and have recommended corresponding strategies.

<Leading Educational Transformation For Today's Global Society: State of Michigan Educational Technology Plan, 2006. Appendix S: Supporting Information for Professional Learning
http://www.michigan.gov/documents/STP2006_5-10-06c_158945_7.pdf>

While technology tools continue to grow at a rapid speed, the plans for staff development will be ever changing. The source of presentation and/or delivery of training will come from state associations, such as Michigan Association for Computers in Learning (MACUL), County led, such as Wayne RESA, through District staff, and vendors. The delivery of training will be in small groups, including one-on-one, online courses, and web-based tutorials. School wide technology trainings will consists of a 'cafeteria style' of offerings to better meet the individual needs of staff. It is through our experiences that large group trainings move away from best practice of teaching technology tools in a purposeful manner and a lower ratio of teacher to learner is most appropriate.

The Instructional Curriculum Council designs the topics for the annual twenty-seven hours of district staff development. While technology is embedded in all the content areas, a special emphasis is given to specific sessions of technology training. For example, each school year in the Allen Park Public Schools begins with a half-day of professional staff development. The theme for these three hours, has and will be, technology. District-wide staff will engage in some form of technology that supplements their content areas, such as online resources for a textbook or websites to explore; or specific student information systems, such as the Zangle grade book. Throughout the school year, technology trainings will occur in individual schools, along with grade level or small group instruction through release time within the school day. Increasingly in the last three years, the district has provided training in technology tools. This summer the topics will include BlackBoard, de.lici.ous, merging videostreaming and PowerPoint, and how to set up a blog in the classroom.

The district also provides training to administrative staff throughout the year. Trainings have been conducted on the specific Zangle modules of our Student Information System, technology tools for presentations with their staff to model the use of technology; and the CLASS A product to analyze student data on state assessments. We are fortunate to have an administrative team that is proactive in the use of technology. For example, one administrator is enrolled in the Michigan Leadership Improvement Framework Endorsement program which “provides technology-rich courses to confront and question administrators’ current assumptions about leading, teaching and learning.” (<http://www.mi-life.org/>)

Follow are some of the preliminary topics for staff development activities:

2008 – 2009	2009 – 2010	2010 – 2011
BlackBoard Training/Secondary	Blackboard Training/Elementary	
CLASS A Training/Secondary	CLASS A Training/Secondary	CLASS A Training/Elementary
K-12 Assessment	K-12 Assessment Product	K-12 Assessment Product
Content Area Web Resources	Content Area Web Resources	Content Area Web Resources
Zangle Report Card/5 th Grade	Zangle Report Card/4 th Grade	Zangle Report Card/K-3 rd Grades
Classroom Software that aligns with content print materials	Classroom Software that aligns with content print materials	Classroom Software that aligns with content print materials
Web 2.0 Tools	Web 2.0 Tools	Web 2.0 Tools
Zangle (All Teacher and Administrative Modules)	Zangle (All Teacher and Administrative Modules)	
Michigan Department of Education Web Applications (SRSD, CEPI)	Michigan Department of Education Web Applications (SRSD, CEPI, MEGS)	

Supporting Resources

Allen Park Public Schools currently has a number of policies that support staff development. However, as technology changes and new opportunities arise, such as online courses, changes will need to be made in these Board Policies. For example, it is the intent of the District to develop new Board Policy for online courses. In addition, within the Curriculum Review Cycle, there is a process to examine the need for staff development. Finally, an annual survey is distributed to staff to better understand their training needs in the use of technology tools.

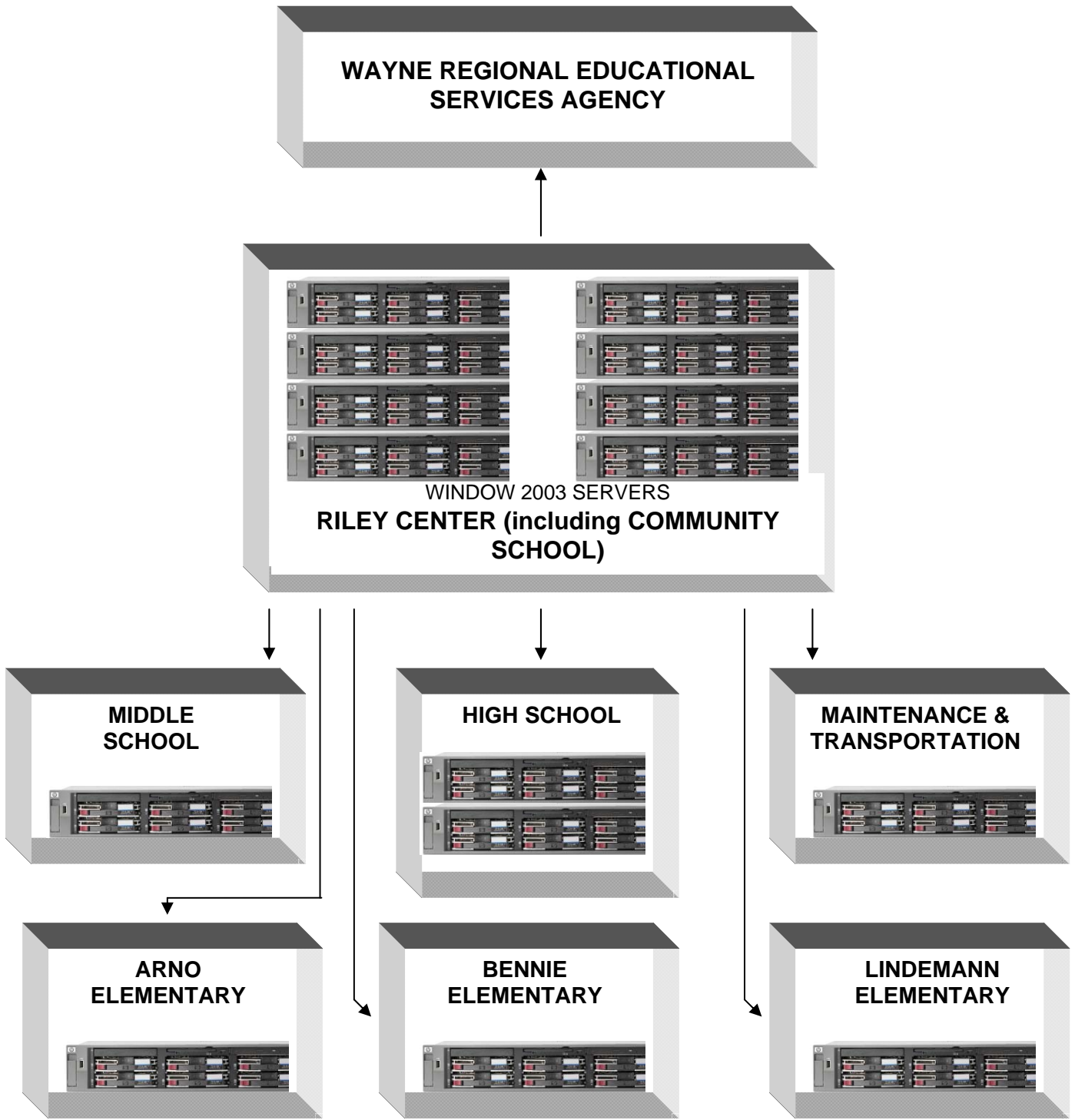
There are a number of resources that are shared amongst staff within the school district to support technology integration into the curriculum. Listed are many of these resources:

Resource	Link
Wayne RESA Blackboard	http://blackboard.resa.net/
Wayne Math and Science Center	http://www.resa.net/msonline/
Regional Educational Media Center Toolkit (REMC)	http://www.remctoolkit.org/
Michigan Association for Computers in Learning	http://www.macul.org/
International Society for Technology in Education	http://www.iste.org/
Michigan Association for Supervision and Curriculum Development	http://michiganasc.org/
The Journal	http://www.thejournal.com/
eSchool News	http://www.eschoolnews.com/
TechKnow Newsletter to Integrate Technology in the Classroom	http://www.resa.net/techknow/
Wayne County Assistive Technology Center	http://www.resa.net/atrc/
Freedom to Learn	http://www.ftlwireless.org/
Learnport Website for Online Courses and NetTrekker Search Engine	http://mi.learnport.org/
Michigan eLibrary	http://mel.org/
Listserves of Associations such as Zangle users, state technology directors, science and math center	

Infrastructure, Hardware, Technical Support, and Software

Infrastructure

Allen Park Public Schools Network Diagram



FIBER RUNS FROM RILEY CENTER TO BUILDINGS
OPT-E-MAN RUNS FROM RILEY TO WAYNE REGIONAL EDUCATIONAL SERVICES AGENCY
ALL SERVERS IN DISTRICT ARE WINDOWS 2003

The diagram above indicates the routing of the district wide area network. This network was put in place in June, 2006. Computers on APS domain include APPS-AV, APPS-EXCHANGE, APPS-NAS1, APPS-NAS2, APPS-SANMGR, APPS-SQL01, APPS-TECH01, APPS-TECH02, APPS-TECH03, and APPS-TECH04.

Infrastructure of Network – Completion and Areas of Need (in bold type)

Action	Responsibility	Start Date	Completion Date
Install fiber optics between buildings	Technical Support Staff Outside Contractor	October 2004	Completed in 2006
Internet service provided by RESA (Optiman)	Technical Support Staff Wayne RESA	January, 2004	Optiman Completed in 2006
Internet service provided by RESA (Optiman or greater)	Technical Support Staff Wayne RESA	July, 2009	Ongoing
Maintenance of Fiber	Technical Support Outside Contractor	January, 2007	Ongoing
Wireless Connections throughout all buildings within District	Technical Support Outside Contractor	September, 2010	Arno is completed Remaining District Buildings
Upgrade electrical systems within buildings	Technical Support Outside Contractor	October, 2004	Completed in 2006
Maintain/Repair electrical	Technical Support Maintenance Dept.	July, 2008	Ongoing

Voice and Video Infrastructure – Completion and Areas of Need (in bold type)

Action	Responsibility	Start Date	Completion Date
Install infrastructure to allow video, voice, data communications in each classroom and lab (cabling and switches and 5 data drops and 1 voice drop in each classroom within district)	Technical Support Staff Outside Contractor	January, 2004	Completed in 2006
Maintaining/Replacing of video/voice infrastructure of cabling and switches	Technical Support Staff Outside Contractor	Ongoing	Ongoing
Maintaining/Replacement of VoIP equipment/basic and business telephones throughout District	Technical Support Staff Outside Contractor	Ongoing	Ongoing
Comcast Cable Educational Access Channel Presentation Tools	Technical Support Staff Superintendent Administrative Asst.	January, 2009	Ongoing
Redesigned District Website and Maintenance	Network Administrator Curriculum & Technology Director	September, 2008	Ongoing

School Resources – Completion and Areas of Need **(in bold type)**

Action	Responsibility	Start Date	Completion Date
Purchase of Digital Camera and Video Equipment	Technical Support Staff Building Principals	October, 2004	Completed in 2006
Purchase additional digital cameras, camcorders, web cam, microphones and headphones in schools	Technical Support Staff Building Principals	January, 2009	Ongoing
Broadcast Carts installed in all schools	Technical Support Staff Outside Contractors	October, 2004	Completed in 2006
Video distribution system in all schools	Technical Support Staff Outside Contractors	October, 2004	Completed in 2006
Plasma Televisions in common area of schools	Technical Support Staff Outside Contractors	October, 2004	Completed in 2006
Televisions and Sound Systems in Middle, Community and High School Cafeterias	Technical Support Staff Outside Contractors	October, 2004	Completed in 2006
Additional computer labs created in schools	Technical Support Staff Outside Contractors	October, 2004	Completed in 2006
Additional computer lab created for Community School	Technical Support Staff	October, 2007	December, 2007
Additional computer lab created in Middle School	Technical Support Staff Building Principal	August, 2008	Ongoing
Music Midi-Lab created at High School	Technical Support Staff Outside Contractors	August, 2006	December, 2006
Video Editing Suite created at High School	Technical Support Staff Outside Contractors	January, 2006	August, 2006
Sound systems in all Middle and High School Gymnasiums	Technical Support Staff Outside Contractors	June, 2004	January, 2006
Public Address Systems installed in all schools	Technical Support Staff Outside Contractors	October, 2004	Completed in 2006
Security Systems and Camera Retrieval Equipment	Technical Support Staff Outside Contractors	October, 2004	Completed in 2006

Classroom Technology Resources – Completion and Areas of Need (in bold type)

Action	Responsibility	Start Date	Completion Date
Sound Amplifications in all elementary classrooms	Technical Support Staff	October, 2004	Completed in 2006
Teacher workstation and student workstation in every classroom	Technical Support Staff Outside Contractors	October, 2004	Completed in 2006
Increase the number of student workstations in classrooms	Technical Support Staff Building Principals	September, 2009	Ongoing
Shared document cameras	Technical Support Staff Building Principals	September, 2007	Ongoing
Additional document cameras to decrease the need for sharing	Technical Support Staff Building Principals	September, 2008	Ongoing
Install telephone in every classroom and conference room	Technical Support Staff Building Principals	January, 2004	Completed in 2006
Television with VCR/DVD or LCD projector in classrooms	Technical Support Staff Outside Contractors	October, 2004	Completed in 2006
Provide additional LCD Projectors on carts with cabling for classrooms	Technical Support Staff Building Principals	September, 2008	Ongoing

To increase the integration of technology into the curriculum, technology must be accessible and dependable in operation. Equipment must be in working condition and available when needed. Software and hardware must be updated. Compatibility between different versions of software and hardware must be resolved for operation. The network and systems must be secure to maintain operability. Support must be available to the instructor and student for integrating technology into the curriculum. The following strategies will be used to support technology.

Action Plan to Support Technology for Curriculum Integration

Action Step:	Assigned to:	Start Date:	Due Date:
Review of Board Policy as it relates to technology	Curriculum & Technology Director Network Administrator	9/1/2008	Ongoing
Passage of audit of Instructional Technology Controls	Plante & Moran Technology Department	7/1/2008	Ongoing
Review the District insurance policy to be sure there is adequate coverage for materials and liability	Finance Director Curriculum & Technology Director	Ongoing	Ongoing

Maintaining security of network and child protection measures	Network Administrator Curriculum & Technology Director E86 filtering system	7/1/2008	Ongoing
Appropriate permissions granted for network use, student information system for district personnel	Network Administrator Curriculum & Technology Director	9/1/2008	Ongoing
Monitor and respond to help desk/HelpStar Program (helpmeout@apps.k12.mi.us)	Technology Department//HelpStar	Ongoing	Ongoing
Re-evaluate the technical staff assistance plan and update as needed	Curriculum & Technology Director	Ongoing	Ongoing
Evaluation of network infrastructure	Technology Department	8/1/2008	Ongoing
Evaluate the infrastructure on a needs basis to reflect the current state of technology (speed and bandwidth)	Network Administrator Integrators of New Systems (INS) Curriculum & Technology Director	Ongoing	Ongoing
Inspect and clean equipment on a routine basis/schedule of maintenance	Technology Department	Ongoing	Ongoing
Make repairs to equipment in a timely manner	Technology Department	Ongoing	Ongoing
Keep accurate records of repair and maintenance	Technology Department/HelpStar	Ongoing	Ongoing
Create a resource tool for the "How do I...." instructions for staff to access in troubleshooting technology issues	Technology Department	Ongoing	Ongoing
Update the electronic inventory of information technology resources (software, hardware, printed information and resource materials)	Technology Department	Ongoing	Ongoing
Develop plan of replacement of equipment based on <i>Information Technology Equipment Life Cycle of February, 2005. Public Act 327 of 2004 Sec 579. <http://www.michigan.gov/documents/Life_Cycle_Boilerplate_Report_86875_7.pdf></i>	Technology Department	7/1/2008	Ongoing
Adherence to Federal, State, and Local mandates	Archiving E-mail Product Network Administrator	Ongoing	Ongoing
Evaluation of software and hardware tools within the Curriculum Review Cycle (See Appendix B)	Curriculum & Technology Director K-12 Content Committees	Ongoing	Ongoing

Make recommendations for new purchases, upgrades in curriculum tools	Curriculum & Technology Director K-12 Technology Committee	Ongoing	Ongoing
Review technology plan and create action plans for goals not being achieved	Curriculum & Technology Director K-12 Technology Committee,	January, 2009	May, 2009
	Instructional Curriculum Council	January, 2010	May, 2010
		January, 2011	May, 2011

Increase Access

As the demand for technology grows, it is imperative that the district increases the access to technology for students, staff, and administrators. This not only includes the physical presence of equipment, but also the training, and continuous support.

Additional hardware and software will continue to be added with available funding. The manner in which we deploy these new additions will be evaluated based on the needs of the stakeholders. For example, as existing computers are replaced, those in working condition will be deployed strategically throughout the district to increase access, such as the creation of pods and presentation stations, along with increasing the existing number of student workstations in media centers and teacher work areas.

Accessibility also includes providing equipment that meets the needs of students with special needs and high poverty. Through the resources of agencies, such as the Assistive Technology Resource Center (ATRC) of Wayne Regional Educational Service Agency, equipment will be adapted for students who may have this need. In addition, special attention will be given to making technology a part of programs developed for students in high poverty and low academic achievement.

Support will continue, with other future avenues to pursue, to assist students, staff, and administrators in using the technology. The current list of support includes a technology specialist in each elementary school; a media center specialist in each elementary school, the Middle and High School; stipend to a teacher at the Middle and a teacher at the High School; teacher mentors; and the Network Administrator and Director of Curriculum and Technology.

Education Technology Plan Budget

The District will use general operating funds, Universal Service Fund (e-rate), federal and state grants in conjunction with other available assistance to finance the strategic long range technology plan. The District has made financial commitment to the ongoing maintenance, equipment improvements, and staff development in each annual budget. In addition, the District employs the following employees: director of curriculum and technology, a network administrator and three technical support staff.

Competitive grant writing for technology relies on the District Technology Plan and building School Improvement plans to provide indicators for grant seeking.

	2008-2009	2009-2010	2010-2011
Total Personnel ¹	248,841	251,287	253,756
Total Benefits ¹	140,184	151,287	163,245
Contracted Services ²	50,000	50,000	50,000
Computer Equipment	50,000	50,000	50,000
Telecommunications (VoIP) ³	24,780	25,536	26,296
Telecommunication Support	5,000	5,000	5,000
Opt-e-man ³	8,880	9,500	9,500
Miss Dig/Fiber Maintenance	10,500	11,000	11,500
E-Mail Archiving	1,000	1,000	1,000
Computer Supplies	5,000	5,000	5,000
Network Maintenance	15,000	15,000	15,000
Copier Lease Agreements	106,000	108,120	110,282

¹Technology Support Staff

Curriculum and Technology Director (1.0)
 Network Administrator (1.0)
 Technology Analyst (1.0) *New position as of September, 2008*
 Elementary Technology Specialists (3.0)
 Secondary Technology Specialist (1.0) *Proposed for 2009-2010*
 High School and Middle School Computer Teacher Stipend
 Curriculum and Technology Secretary (1.0)

To provide additional technology support, efforts will be made to secure post-secondary education interns and pursue creating youth technology support system.

²Contracted Services

Budgeted funds for Contracted Services for evaluation of systems

³Funded through Universal E-Rate

Pots lines, PRIs, Centrex, and Opt-e-man (2009 funding of \$13,321)

Monitoring and Evaluation of Technology Plan

Methods of reviewing and updating technology evaluations will be overseen by the Director of Curriculum and Technology. The technology plan will be formally reviewed and evaluated on the status of implementation by the District Technology Curriculum and Support Committee on a semester basis. The review process will be summarized in a report to the Board of Education in the fourth quarter of the school year with strategies for improving areas of weaknesses.

The review process will include questionnaires and surveys distributed to students, staff, and administrators to elicit their opinions on the impact this technology plan has on integrating technology into the curriculum. Another component of review and implementation is the curriculum review process which embeds technology (see Appendix A). Finally, daily informal observations of the availability and use of technology to improve student achievement will be used to measure the activities of the technology plan. The chart in Appendix G will be used to document progress of this technology plan. Areas of the plan that are not being achieved will be reviewed leading to an action plan to promote achievement.

The K-12 Technology Committee will review the information that has been gathered in the District review process and refer to the National Center of Education Statistics' *Technology in Schools: Suggestions, Tools and Guidelines for Assessing Technology in Elementary and Secondary Education*, U.S. Department of Education Office of Educational Research and Improvement, 2002.

The annual report to the Board of Education will include the following: the names of the Technology Committee participating in the review of information, the process in which information was collected, the findings by the Committee, and recommendations to improve the implementation of the technology plan.

Computer Network, Internet and Technology Acceptable Use Policy

The following Computer Network, Internet, and Technology Acceptable Use Policy are a part of the *Allen Park Public Schools' Code of Conduct*. This policy is reviewed and approved by the Board of Education annually and disseminated to students, parents, and staff in the beginning of each school year and is posted on the District web site with paper copies available in the school district offices.

Privileges for users: Faculty, Staff, Students, Board Members and all other Employees.

These privileges will be revoked at any time and disciplinary action may be taken if anyone is found to be using any technology contrary to the guidelines outlined in this document. Computers, network equipment and related hardware, and district technology are considered an extension of school property and the Code of Conduct applies. Allen Park Public Schools reserves the right to check, search, and/or examine district/personal computers and all other technological equipment and/or storage media. Misuse will be reported to the school principal, direct supervisor or Superintendent for disciplinary actions and referral to civil authorities when appropriate.

Access to the district network, Internet and other district technology is a user's privilege to be used to facilitate diversity and personal growth in technology skills, information gathering skills, and communication skills within the educational objectives of the Allen Park Public Schools' curriculum.

Users have the privilege of using some of the following methods of retrieving information: World Wide Web Browser (WWW), file transfer protocol (FTP), telnet, electronic mail (e-mail) and other Internet-based

protocols in compliance with the Allen Park Code of Conduct. Users will observe copyright and other laws while online and when using software, images and text.

The above policy includes, but is not limited to, the below responsibilities for each user:

1. To adhere to the Allen Park Code of Conduct guidelines.
2. To use the computer, telephone and Internet access only as an educational resource.
3. To accept the responsibility for all material sent, received, created, printed or stored.
4. To monitor all material received electronically.
5. To not engage in cyber bullying. Cyber bullying is the misuse of technology in intimidating, threatening or harassing another person through the use of e-mail, instant messaging, blogging, text messaging, digital pictures, video or another electronic means.
6. To practice good judgment and appropriate language usage in compliance with the Allen Park Code of Conduct when sending and receiving information.
7. To ensure any information received does not contain pornographic material or other inappropriate information.
8. To not distribute or reproduce chain-mail, advertisements or other non-educational materials.
9. To ensure the validity of information before passing it along.
10. To immediately report any instances of pornographic material, inappropriate information, or files that are potentially dangerous to Allen Park Public Schools: this includes, but is not limited to, the network, computers, data files, programs, people and school property.
11. To not download, upload, copy, send or receive any copyrighted software.
12. To not download, upload, send, or receive pornographic material, inappropriate text files, or files dangerous to the integrity of the network.
13. To not breach Allen Park Public School's Internet filtering systems. (Any breach of Internet filtering system by a student or students will be cause for disciplinary measures at least to include notification of parent(s) and loss of District Internet access privileges for a specified amount of time determined by the administrator in charge. Before reinstatement of Internet privileges, a parent conference must be held.)
14. To not breach Allen Park Public School's Internet filtering systems. (Any breach of Internet filtering system by a district employee(s) will be reported to the school principal and/or appropriate District administrator.
15. To report all violations of system security either observed or detected.
16. To not download, install (including all instant messaging) or delete software without permission from the individuals designated by the Superintendent.
17. To properly use copyrighted software, images or text from diskette, CD, the Internet or other sources.
18. To keep passwords private and to not provide passwords for others to use.
19. Remote networks can tell connections and/or e-mail is originating at Allen Park Public Schools and users will represent the District accordingly.
20. Data files, documents, digital images, e-mail and voicemail that reside on the network, computers and other district equipment are the property of Allen Park Public Schools and individuals designated by the Superintendent have the authority to search, access and delete information electronically.
21. Digital photo images of students cannot be published without parental consent.

Children's Internet Protection Act

The Children's Internet Protection Act of 2001 requires filtering and Internet Safety Policies for schools receiving federal technology funding to protect children from access to obscenity, child pornography, or material harmful to minors.

Any District computer used by students and all employees shall have Internet filtering software (currently 8e6 product) in place either on the computer itself, or on the server through which the computer accesses the Internet. Any visual depiction, including any photograph, film, video, picture, or computer or computer-generated image or picture, whether made or produced by electronic, mechanical, or other means, of sexually explicit conduct, is prohibited.

School Board policy and user agreements require school staff to supervise student activity on the internet and to report violations immediately. To assist in the supervision, supervisory software is in place (Vision Software) and is in current use by staff.

The Internet Safety Policy, embedded in the Acceptable User Policy, addresses the access by minors to inappropriate matter on the Internet and World Wide Web; the safety and security of minors when using electronic mail, chat rooms, and other forms of direct electronic communications; unauthorized access, including so-called "hacking," and other unlawful activities by minors online; unauthorized disclosure, use, and dissemination of personal information regarding minors; and measures designed to restrict minors' access to materials harmful to minors.

Along with the annual review of the Code of Conduct, the technology protection measures and the internet safety policy is reviewed annually. Allen Park Public Schools will provide reasonable public notice and hold at least one public hearing to address a proposed Technology Protection Measure and Internet Safety Policy.

Allen Park Public Schools
Employee Acceptable Use of Technology

The purpose of the *Employee Acceptable Use of Technology* agreement is to inform you of the appropriate and inappropriate uses of technologies as an employee of the Allen Park Schools. The use of the District's Technology Resources, including access to the Internet, is a privilege, not a right, and is subject to the District's rules and policies. Due to the always changing nature of technology, these rules do not attempt to enumerate all required or proscribed behavior by system users.

The use of technology is encouraged to support the goals and curriculum of the Allen Park Schools. All computers, software, network equipment, telephones, related hardware and district technology are considered an extension of school property and are regulated by Allen Park Schools' Board of Education Policies.

As an employee of the Allen Park Schools, I agree:

- To use the District equipment for lawful purposes only.
- That student and staff expression in public electronic media may be subject to review, comment, editing, and/or removal by school officials to ensure the integrity of the educational process and to guard the reputation of the District.
- To not leave a computer that is logged on to the network unattended.
- To not permit students to use computers established for administrative purposes; leave computers unsecured when students are present; reveal personal passwords or secured information to other staff or students.
- To not illegally copy, send, or distribute any copyrighted software, work, or other material.
- To not send, publish, download, access, or retrieve any communication or material which may be defamatory, abusive, obscene, profane, sexually explicit, threatening, racially or ethnically offensive, harassing, or illegal, or anything which violates or infringes on the rights of any person.
- To not use the network for any commercial purpose or financial gain (e.g. selling tickets for sporting events.)
- To not use the network for any advertisement or solicitation without approval from the Superintendent.
- To not access, attempt to access, modify, or delete any record or file of another person without permission or authorization.
- To make any attempt to harm or destroy the data of any other user or any system on the network, including creating or sending computer viruses, spam, or similar computer code.
- To not use electronic mail to send unsolicited, bulk, chain, harassing, anonymous, or other messages which are commonly considered an annoyance to recipients or degrade system performance. To not use vulgarity, obscenity, or swearing in messages or electronic postings.
- To not attempt to access material or sites which are blocked by the District or attempt to use the network while access privileges are suspended.
- To not upload, download, transmit, or post material that is intended/unintended to consume computer resources such as disk space, bandwidth or any action affecting the performance of the network.
- To promptly report any suspected breach of security or data integrity to the network administrator.

In addition to the above guidelines, I have read the *Computer Network, Internet and Technology Acceptable Use* that is contained in the Code of Conduct and understand that technology privileges will be revoked at any time and disciplinary action may be taken if I am found to be using any technology contrary to the guidelines.

Employee Printed Name _____ Date: _____

Employee Signature _____ Date: _____

Received by/Position _____ Date: _____

The following is *A Technology Code of Ethics* document for students per Allen Park Schools' Board Policy 4500:

A Technology Code of Ethics

1. I shall never copy and use software, videos, music, or anyone else's work which is normally sold for money unless it has justly been paid for. I shall never copy or use anyone else's work (including software, videos, etc.) without his or her permission.
2. I shall never use technology to distort the truth, to lie, or to misrepresent someone else.
3. I shall never use technology intentionally to harm or harass anyone.
4. All of my chats, my e-mail, my newsgroup and forum postings, my electronic drawings, photographs, videos and music, and everything I publish on the web will be things to which I am proud to sign my name and show to my parents/guardians and teachers.
5. I shall never use my skills for unjust personal gain, to access the private files of others, or to illegally access or damage any computer system.
6. I shall abide by the rules of those whose systems and equipment I use.
7. When I discover an error, a bug, or a weakness in any system, I will report it to someone so that it may be corrected.
8. I shall be patient and helpful toward those who do not understand a technology as well as I do, and I shall never take advantage of their lack of understanding.
9. I shall work diligently to guard the rights and freedoms of all technology users, and shall report and attempt to stop anyone who would use technology unjustly.
10. I shall be mindful of the needs of other users, and refrain from monopolizing equipment, bandwidth, storage space, or any other shared resource.

Appendix A – Curriculum Review Cycle

<p>PHASE I</p>	<p>Evaluation/Review and Update of Framework and Assessments</p> <ol style="list-style-type: none"> 1. Review components of district curriculum to ensure alignment with: <ol style="list-style-type: none"> a. Local K-12 Frameworks b. Michigan Curriculum Framework c. Local Technology Framework d. Michigan Career & Employability Skills Standards and Benchmarks e. Local Career Outcomes f. Service-Learning connections to standards and benchmarks 2. Review and evaluate relevant data to determine the weaknesses and strengths of curriculum & instruction (MEAP, MLPP, MME, ACT Plan local assessments). 3. Develop curriculum recommendations to reflect current research and best practice relevant to student achievement and desired model program. Curriculum maps will be revised to: <ol style="list-style-type: none"> a. Update local frameworks (grade level and/or courses) with benchmarks and critical skills. b. Update units & timelines based on frameworks. c. Develop/update unit assessments aligned with frameworks. Develop necessary rubrics if needed. d. Determine professional development needs based on curriculum revisions. Develop written professional development plan. 4. Chair/Representative will present updated curriculum map and recommendations (a-d above) to Instructional Curriculum Council in April. 5. Compile an inventory of current curriculum courseware & materials presently used by end of phase. 6. Contact vendors/sources for sample materials for examination.
<p>PHASE II</p>	<p>Implement Curriculum Revisions and Professional Development Plan, Recommend Courseware</p> <ol style="list-style-type: none"> 1. Chair/Representative will present purchase recommendations for courseware to the Instructional Curriculum Council. The Instructional Curriculum Council will make recommendation to the Allen Park Board of Education and if approved, purchase. 2. Review and evaluate relevant data to determine the weaknesses and strengths of curriculum & instruction (MEAP, MLPP, MME, ACT Plan and other local assessments) and recommend professional staff development.
<p>PHASE III</p>	<p>First Implementation Feedback</p> <ol style="list-style-type: none"> 1. Collect feedback on the effectiveness of the professional development activities. Determine what other professional development is needed and update plan if needed. 2. Collect feedback on effectiveness of courseware/materials purchased the previous year. (How effectively is the courseware supporting the instruction of the frameworks?) 3. Review curriculum maps, frameworks, units and timeline, and unit assessments (aligned to framework) by grade/course. Make revisions as needed (especially if changes at state level). 4. Review and evaluate relevant data to determine the weaknesses and strengths of curriculum & instruction (MEAP, MLPP, local assessments). 5. Chair/Representative will share feedback on above with the Instructional Curriculum Council.
<p>PHASE IV</p>	<p>Revisions in Frameworks & Assessments and Second Implementation Feedback</p> <ol style="list-style-type: none"> 1. Continue collecting feedback as described in Phase III (#1-3). 2. Review curriculum maps, frameworks, units and timeline, and unit assessments (aligned to framework) by grade/course. Make revisions as needed (especially if changes at state level). 3. Chair/Representative will present curriculum maps and recommendations for framework and assessment revisions to the Instructional Curriculum Council.
<p>PHASE V</p>	<p>Evaluation and Third Implementation Feedback</p> <ol style="list-style-type: none"> 1. Continue feedback as described in Phase III (#1-3). 2. Do a systematic examination of current research and best practice in the curriculum area (i.e. consultation with experts in the field, review of research literature, visitations to exemplary programs, etc.) 3. Summer study will follow Phase V; tentatively 1st week after school is out. Summer study is intended to begin work on Phase I objectives. Interested staff are encouraged to attend.

Appendix B – Curriculum Process Timeline

	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12
PHASE I Evaluation/Review and Update of Framework and Assessments	Mathematics	Eng/Language Arts Science	Health/PE Social Studies Foreign Languages	Career Tech Fine/Performing Arts	Business Trades	Mathematics
PHASE II Implement Curriculum Revisions & Professional Development Plan, Recommend Courseware		Mathematics	Eng/Language Arts Science	Health/PE Social Studies Foreign Languages	Career Tech Fine/Performing Arts	Business Trades
PHASE III First Phase Feedback			Mathematics	Eng/Language Arts Science	Health/PE Social Studies Foreign Languages	Career Tech Fine/Performing Arts
PHASE IV Revisions in Frameworks and Assessments and Second Phase Feedback				Mathematics	Eng/Language Arts Science	Health/PE Social Studies Foreign Languages
PHASE V Evaluation and Third Phase Feedback					Mathematics	Eng/Language Arts Science

**The areas of special education and technology are to be part of the review for each content area for all review phases.

Adopted by the Instructional Curriculum Council, April, 2008

Appendix C – Staff Development Activities 2005 – 2008

Staff Development Activities Relating to Technology September, 2005 – June, 2008

Training of Technology Tools

Microsoft Products: Word, Outlook, Publisher, Excel, FrontPage, Hyperstudio
Zangle TeacherConnection
Blackboard: Introductory, Intermediate, and Advanced
Use and Application of Document Cameras
PowerPoint: Introductory, Intermediate, and Advanced
CLASS A: Overviews, Test Development, and Analysis
Data base training
Video streaming tools and uses
Broadcast cart
NetTrekker Search Engine
Study Island Web Based Program
Creating a Classroom Website
Management Systems: Zangle Grade book, Zangle Report Card, AESOP
ConnectEdu Web
CareerCruising
Overhead Calculators
Vision Software for Computer Labs

Trainings for Use of Equipment

Broadcasting Carts
Telephones and Voice Mailboxes
Using the television for computer image
Public Address Systems
Connection/Use of VCR/DVD with LCD projector
Accessing the digital server
Document Cameras
Video Editing Tools
Music Lab Tools
Networking Printers
Security System
HVAC (Heating Venting Air Condition) Units
Zangle
Technology Staff Server Trainings

Appendix D – District Current Equipment

The funding of the bond has brought many technological tools to our classrooms. Listed below is a sample of the purchases made between 2004 and 2007. The inventory of equipment also includes spares such as LCD projectors, projector lamps, televisions, VCR/DVDs, keyboards, monitors etc., in the event of failure causing an interruption to classroom instruction.

Computer, Laptop, Keyboard (1,236 Workstations)
Digital Cameras (7)
Computer Laptops (128)
Ceiling Mounted LCD Projectors (58)
Carted LCD Projectors (37)
Document Cameras (15)
Amplification Sound Field Systems (68)
Televisions (177)
DVD/VCR (177)
Telephones (243)
Printers (31)
Copiers (12)
Scanners (12)
Alphasmarts (212)

A detailed inventory is kept on all district equipment.

Appendix E – Current Software

Software

AutoCAD	Microsoft FrontPage
Base 10	Microsoft Learning Essentials
Carnegie Learning Algebra	Microsoft Media Player
Carnegie Learning Geometry	Microsoft Movie Maker
Cognitive tutor CS HS	Microsoft Office 2000 Suite
DINE Healthy5	Microsoft Power Toy Calculator
Dreamweaver	Microsoft Sharepoint Designer
Geometer Sketchpad	Microsoft Visual Studio
Kidpix	Paid data bases at HS
Kidspiration	Renaissance Learning Accelerated Math
Library pro	Renaissance Learning Accelerated Reader
Math Type	Sammy Science
Mathblaster	Sony Vegas
Mathfacts in a flash	Surpass
Microsoft Calculator Plus	Vision
Microsoft Defender	

Web based

Adobe Acrobat	BlackBoard
Adobe Flash Player	CareerCruising
Adobe Illustrator	ConnectEdu
Adobe InDesign	Firefox
Adobe Pagemaker	Google Earth
Adobe Photoshop	Grolier
Apple iTunes	Internet Explorer
Apple Quick Time	Unitedstreaming
Apple Safari	Zangle
Artrage	

Administrative

Vision 6.0
Hyena v7.2
HelpStar (help desk) 9.0

Appendix F – History of Technology in Allen Park Public Schools

- 1992 – District planning began.
- November 1997 – The first version of the technology plan was approved by the State of Michigan.
- September 2001 – Established an educational technology committee composed of a board member, parents, support staff, students, RESA consultant, teachers, administrators and community members. The committee is composed of thirty-one members. The full committee met monthly. In addition, sub-committees were formed that met on their own schedule or via e-mail communications.
- The committee developed a vision and goals for the revised plan. Our technology plan was re-evaluated.
- April 2002 -- This committee also made final technology recommendations to the District bond committee.
- August, 2002 The second version of the technology plan was approved by the State
- March, 2003 – Citizens of Allen Park passed a bond millage which provided the monetary support for many of the strategies stated in the action plans of the 2005- 2008 Technology Plan.
- September, 2003 – Construction work began on Lapham School for preparing each of the elementary schools to use during the time in which their school would be renovated. Lapham construction completed in December, 2003.
- Fall 2004 – Our technology plan was re-evaluated by the technology committee and approved by the Michigan Department of Education on December 16, 2004. The technology put in place for all the enhancements that would be provided through the passage of the bond.
- January, 2005 – The district is in the process of completing the following: adding file servers, increasing the number of computers available in the classrooms from 1 to 2, including intranet and internet capabilities on teacher and student computers, increasing electrical outlets in the classrooms, upgrading the wireless network, increasing access to printers, placing 35 inch monitors in every classroom with VCR and DVD as well as computer display capabilities, providing a lab in each building, providing 2 wireless portable labs in each building, providing video distribution throughout the buildings and telephones in each classroom.
- June, 2004 – Lindemann Staff packed up and moved to Lapham School while remodeling began in their school.
- April, 2004 – Bond Construction began at the Allen Park Middle School.
- May, 2004 – Work begins to build the Allen Park Center for the Arts.
- May, 2005 – Bond Construction begins at the Allen Park High School.
- August, 2004 – Arno School remodeling was completed and students began in their new school in September, 2004.
- January, 2005 – Bond projected completed and students and staff return to newly renovated Lindemann School.
- January, 2005 – Bennie students and staff are relocated to Lapham School while their school is remodeled.
- April, 2005 – Upgrades begin at the Maintenance and Transportation Building.
- September, 2005 – Middle School, Bennie School, and Maintenance and Transportation Building bond projects are completed. Community School students and staff utilize Lapham School while their offices and classrooms are renovated at Riley Center.
- January, 2006 – Community School Students and Staff return to their newly renovated offices and classrooms at Riley Center.
- September, 2006 – Allen Park High School and the Allen Park Center for the Arts bond project completed.
- January, 2008 – Final Server Installed.

Appendix G – Evaluation Template

In each of the required components of this technology plan, the following three areas have been addressed for evaluation: Accomplishments, Progress Towards Goals, and Focus Areas for Improvement. Please refer to the appropriate component for its specific evaluation plan.

Evaluation Plan -----Year One -----Year Two -----Year Three				
Required Components	Accomplishments	Progress Towards Goals	Focus Areas For Improvement	Notes
Vision and Goals				Alignment with Strategic Planning Long Range Goals
Curriculum Integration				Questionnaires Observations Curriculum maps K-12 Committee
Student Achievement				Assessments Evaluation of Technology Integration
Technology Delivery				Staff survey Technical log Anecdotal Notes
Parental Communications and Community Relations				Feedback from Parents Use of technology
Collaboration				Assessment of effectiveness
Professional Development				Needs Assessments Feedback of Activities
Supporting Resources				Inventory Student and Staff Needs
Infrastructure Needs				Project reports Network data

Budget and Timetable				Funds available to meet the needs
Coordination of Resources				Avenues of funding
Evaluation				Evaluation Process Board Reports
Acceptable Use Policy				Continuous evaluation comparison to model AUP