

Allen Park Public Schools



Technology Plan July 1, 2011 – June 30, 2014

*Affiliated with Wayne County
Regional Educational Service Agency*

<http://www.apps.k12.mi.us/>

District Code 82020

9601 Vine Avenue
Allen Park, Michigan 48101
Phone 313 827-2100
Fax 313 827-2151

William Holdsworth, Contact
holdsworth@apps.k12.mi.us
Phone 313 827-2121
Fax 313 827-2151

Table of Contents

Introduction.....	3
District Technology Vision and Goals.....	7
Curriculum Integration.....	9
Allen Park Public Schools Technology Curriculum.....	13
Student Achievement.....	25
Technology Delivery.....	28
Parental Communications and Community Relations.....	28
Collaboration.....	29
Professional Development.....	30
Supporting Resources.....	32
Infrastructure, Hardware, Technical Support, and Software.....	33
Increase Access.....	38
Monitoring and Evaluation of Technology Plan.....	38
Computer Network, Internet and Technology Acceptable Use Policy.....	38
Technical Support for District Technology.....	40
Education Technology Plan Budget.....	40
Children’s Internet Protection Act.....	41
Appendix A – Curriculum Review Cycle.....	44
Appendix B – Curriculum Process Timeline.....	45
Appendix C – Staff Development Activities 2008 – 2011.....	46
Appendix D – District Current Equipment.....	47
Appendix E – Current Software.....	48
Appendix F – History of Technology in Allen Park Public Schools.....	49

Introduction

This technology plan is the fourth 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 in 2003. The third plan proposed to integrate technology as a tool into the everyday curriculum for students. This fourth plan continues the spirit of the third plan in which we are challenged to continue the integration of technology in education with tools that are constantly changing, meeting the financial support of these new tools, the training of educators of these tools and most importantly, ensuring there is a positive impact upon student achievement.

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 that was created in the summer of 2007. 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, 2007

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
Don Csont, Teacher	Diane Peyton, Parent
Michael Dawson, Principal	Scott Piestrak, Parent
Tanya Duffy, Principal	Gene Rieden, Parent
Melanie Flood, Teacher	Kathy Rinna, Parent
Cathryne Goulet, Principal	Monica Rowland, Student
Mark Greathead, Director of Personnel	Donna Schmidt, Community Member
Janine Hall, Media Specialist	Carol Sizemore, Tech Specialist
Laurie Hofman, Teacher	Elise Stanley, Student
William Holdsworth, Director, Curr/Tech	Julia Stanley, Parent
Marion Jenkins, Parent	John Sturock, Superintendent
Val Johnson, Teacher	Julie Trout, Parent
Cathy Klimek, Maintenance	Susan Vokal, Principal
Kristi Lauth, Teacher	Janet Wasko, Principal
	Lou Zelinske, Maintenance

District Technology Curriculum and Support Members, 2011

Torrie Aicher, Community School
Nicole Amonette, Arno Elementary
Shirlann Clarke, Lindemann
Jenny Dalton-Antioch, Bennie Elementary
Koren Easlick, Lindemann Elementary
Adam Michalak, 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 2010 population of Allen Park School District was 20,414 with 22.1 % of the population under the age of 18.

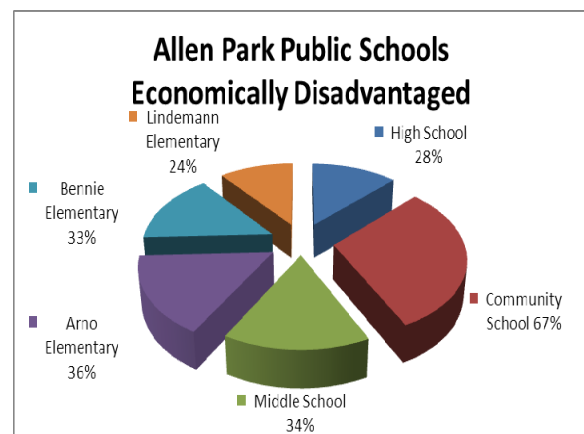
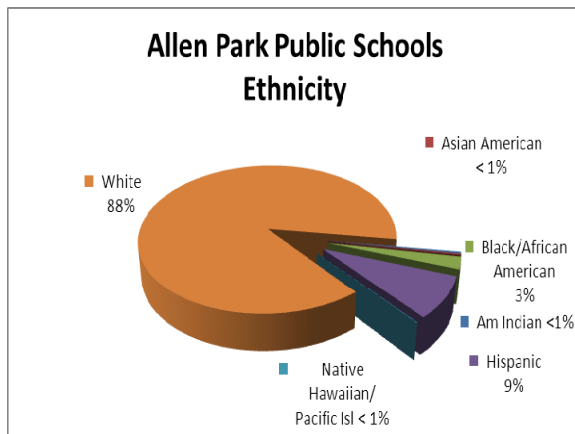
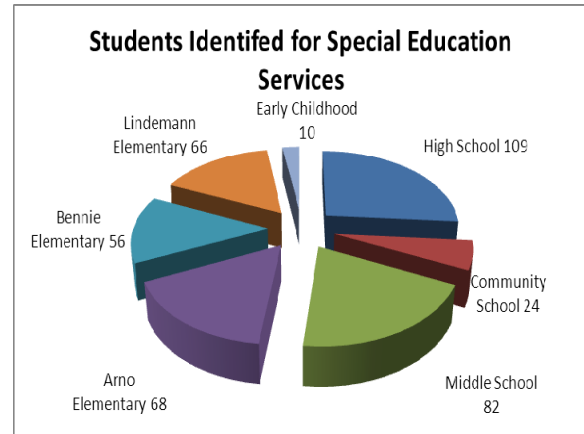
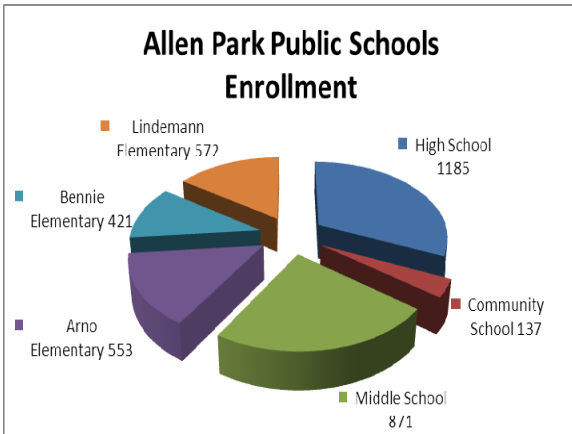
<http://www.detnews.com/article/20110322/CENSUS/103220401/1021/Database--Find-population-information-for-Michigan-communities?appSession=152975787231029&RecordID=1900&PageID=3&PrevPageID=2&cpipage=1&CPIsortType=&CPIorderBy=>

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 3,739 students in the district are served by 180 classroom teachers and 163 ancillary staff. All the schools within the district are accredited by the North Central Association Commission on Accreditation and School Improvement and AdvancED and currently are candidates for District Accreditation which will be reviewed for full candidacy in March, 2012.

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 Buildings

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

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

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

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

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

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 or the next five years:

- 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

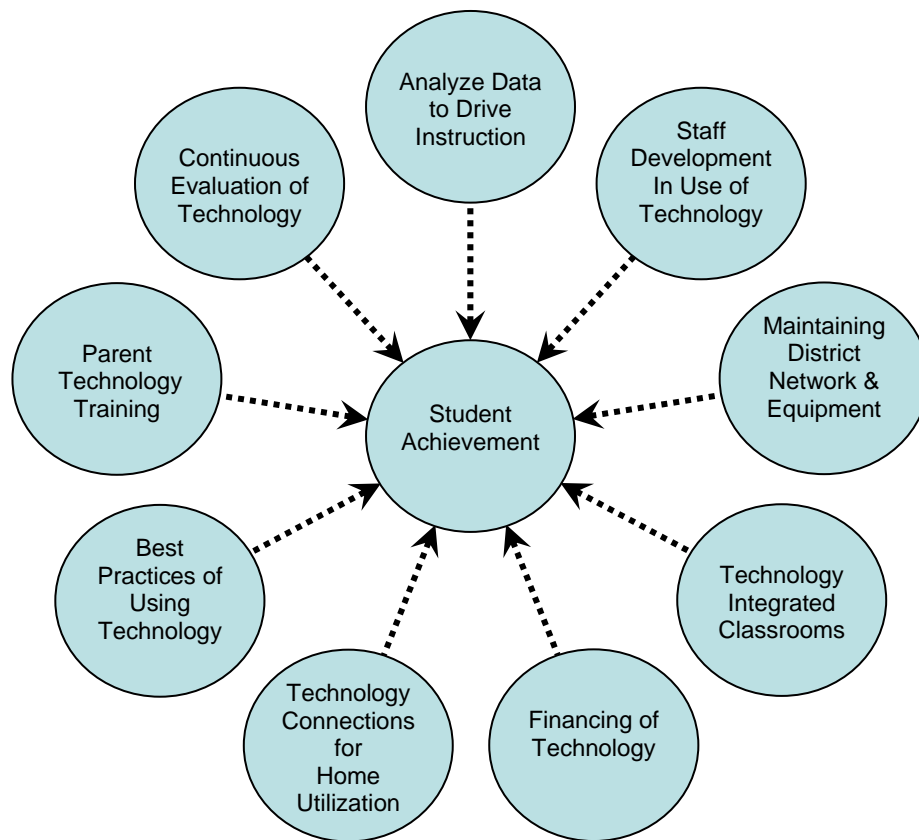
Through the discussions and exchange of information amongst the strategic planning committee, our district's objectives and resources were integrated into a plan that is responsive to the needs of our students and the community and serves as the blueprint of our district school improvement plan.

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](http://www.21stcenturyskills.org) (www.21stcenturyskills.org) in addition to student achievement of the [Michigan Curriculum Framework](http://michigan.gov/documents/MichiganCurriculumFramework_8172_7.pdf) (http://michigan.gov/documents/MichiganCurriculumFramework_8172_7.pdf) as supported by the [2010 State of Michigan Technology Plan](http://techplan.org/STP%202010%20Final.pdf) (http://techplan.org/STP%202010%20Final.pdf).

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, 2008 Teacher Standards, and 2009 Administrator Standards by the International Society for Technology For this reason, the following national standards will be a guide for our efforts to support student achievement. These standards are written as follows:

Student Standards

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, ©2007, ISTE® (International Society for Technology in Education), www.iste.org. All rights reserved. Permission granted by electronic mail message dated on June 14, 2011.

Teacher Standards

Facilitate and Inspire Student Learning and Creativity

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

- a. promote, support, and model creative and innovative thinking and inventiveness.
- b. engage students in exploring real-world issues and solving authentic problems using digital tools and resources.
- c. promote student reflection using collaborative tools to reveal and clarify students' conceptual understanding and thinking, planning, and creative processes.
- d. model collaborative knowledge construction by engaging in learning with students, colleagues, and others in face-to-face and virtual environments.

Design and Develop Digital-Age Learning Experiences and Assessments

Teachers design, develop, and evaluate authentic learning experiences and assessment incorporating contemporary tools and resources to maximize content learning in context and to develop the knowledge, skills, and attitudes identified in the NETS•S. Teachers:

- a. design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity.
- b. develop technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress.
- c. customize and personalize learning activities to address students' diverse learning styles, working strategies, and abilities using digital tools and resources.
- d. provide students with multiple and varied formative and summative assessments aligned with content and technology standards and use resulting data to inform learning and teaching.

Model Digital-Age Work and Learning

Teachers exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society. Teachers:

- a. demonstrate fluency in technology systems and the transfer of current knowledge to new technologies and situations.
- b. collaborate with students, peers, parents, and community members using digital tools and resources to support student success and innovation.
- c. communicate relevant information and ideas effectively to students, parents, and peers using a variety of digital-age media and formats.
- d. model and facilitate effective use of current and emerging digital tools to locate, analyze, evaluate, and use information resources to support research and learning.

Promote and Model Digital Citizenship and Responsibility

Teachers understand local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices. Teachers:

- a. advocate, model, and teach safe, legal, and ethical use of digital information and technology, including respect for copyright, intellectual property, and the appropriate documentation of sources.
- b. address the diverse needs of all learners by using learner-centered strategies providing equitable access to appropriate digital tools and resources.
- c. promote and model digital etiquette and responsible social interactions related to the use of technology and information.
- d. develop and model cultural understanding and global awareness by engaging with colleagues and students of other cultures using digital-age communication and collaboration tools.

Engage in Professional Growth and Leadership

Teachers continuously improve their professional practice, model lifelong learning, and exhibit leadership in their school and professional community by promoting and demonstrating the effective use of digital tools and resources.

Teachers:

- a. participate in local and global learning communities to explore creative applications of technology to improve student learning.
- b. exhibit leadership by demonstrating a vision of technology infusion, participating in shared decision making and community building, and developing the leadership and technology skills of others.
- c. evaluate and reflect on current research and professional practice on a regular basis to make effective use of existing and emerging digital tools and resources in support of student learning.
- d. contribute to the effectiveness, vitality, and self-renewal of the teaching profession and of their school and community.

National Educational Technology Standards for Teachers, Second Edition ©2008, ISTE® (International Society for Technology in Education), www.iste.org. All rights reserved. Permission granted by electronic mail message dated on June 14, 2011.

Administrator Standards

Visionary Leadership

Educational Administrators inspire and lead development and implementation of a shared vision for comprehensive integration of technology to promote excellence and support transformation throughout the organization. Educational Administrators:

- a. inspire and facilitate among all stakeholders a shared vision of purposeful change that maximizes use of digital-age resources to meet and exceed learning goals, support effective instructional practice, and maximize performance of district and school leaders.
- b. engage in an ongoing process to develop, implement, and communicate technology-infused strategic plans aligned with a shared vision.
- c. advocate on local, state and national levels for policies, programs, and funding to support implementation of a technology-infused vision and strategic plan.

Digital Age Learning Culture

Educational Administrators create, promote, and sustain a dynamic, digital-age learning culture that provides a rigorous, relevant, and engaging education for all students. Educational Administrators:

- a. ensure instructional innovation focused on continuous improvement of digital-age learning.
- b. model and promote the frequent and effective use of technology for learning.
- c. provide learner-centered environments equipped with technology and learning resources to meet the individual, diverse needs of all learners.
- d. ensure effective practice in the study of technology and its infusion across the curriculum.
- e. promote and participate in local, national, and global learning communities that stimulate innovation, creativity, and digital-age collaboration.

Excellence in Professional Practice

Educational Administrators promote an environment of professional learning and innovation that empowers educators to enhance student learning through the infusion of contemporary technologies and digital resources. Educational Administrators:

- a. allocate time, resources, and access to ensure ongoing professional growth in technology fluency and integration.
- b. facilitate and participate in learning communities that stimulate, nurture and support administrators, faculty, and staff in the study and use of technology.
- c. promote and model effective communication and collaboration among stakeholders using digital-age tools.
- d. stay abreast of educational research and emerging trends regarding effective use of technology and encourage evaluation of new technologies for their potential to improve student learning.

Systemic Improvement

Educational Administrators provide digital-age leadership and management to continuously improve the organization through the effective use of information and technology resources. Educational Administrators:

- a. lead purposeful change to maximize the achievement of learning goals through the appropriate use of technology and media-rich resources.
- b. collaborate to establish metrics, collect and analyze data, interpret results, and share findings to improve staff performance and student learning.
- c. recruit and retain highly competent personnel who use technology creatively and proficiently to advance academic and operational goals.
- d. establish and leverage strategic partnerships to support systemic improvement.
- e. establish and maintain a robust infrastructure for technology including integrated, interoperable technology systems to support management, operations, teaching, and learning.

Digital Citizenship

Educational Administrators model and facilitate understanding of social, ethical and legal issues and responsibilities related to an evolving digital culture. Educational Administrators:

- a. ensure equitable access to appropriate digital tools and resources to meet the needs of all learners.
- b. promote, model and establish policies for safe, legal, and ethical use of digital information and technology.
- c. promote and model responsible social interactions related to the use of technology and information.
- d. model and facilitate the development of a shared cultural understanding and involvement in global issues through the use of contemporary communication and collaboration tools.

National Educational Technology Standards for Administrators, ©2009, ISTE® (International Society for Technology in Education), www.iste.org. All rights reserved. Permission granted by electronic mail message dated on June 14, 2011.

Allen Park Public Schools Technology Curriculum

During the 2010-11 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.

Allen Park Public Schools Technology Curriculum
Elementary Schools

Skill Area	Skills	Kdg	1 st Grade	2 nd Grade
Digital Citizenship	By the end of 2 nd Grade each student will			
	describe appropriate and inappropriate uses of technology (e.g., computers, internet, e-mail, cell phones) and describe consequences of inappropriate uses	X	X	X
	know the Michigan Cyber Safety Initiative's three rules (Keep Safe, Keep Away, Keep Telling)	X	X	X
	identify personal information that should not be shared on the Internet (e.g. name, address, phone number)	X	X	X
	know to inform a trusted adult if they receive or view an online communication which makes them feel uncomfortable, or if someone whom they don't know is trying to communicate with them or asking for personal information	X	X	X
Technology Operations and Concepts	By the end of 2 nd Grade each student will			
	discuss advantages and disadvantages of using technology		X	X
	be able to use basic menu commands to perform common operations (e.g., open, close, save, print)		X	X
	recognize, name, and label the major hardware components in a computer system (e.g., computer, monitor, keyboard, mouse, printer)		X	X
	discuss the basic care for computer hardware and various media types (e.g., CDs, DVDs, videotapes)		X	X
	use developmentally appropriate and accurate terminology when talking about technology		X	X
	understand that technology is a tool to help him/her complete a task, and is a source of information, learning, and entertainment		X	X
	demonstrate the ability to navigate in virtual environments (e.g., electronic books, games, simulation software, web sites)		X	X

Skill Area	Skills	3 rd Grade	4 th Grade	5 th Grade
Creativity and Innovation	By the end of 5 th Grade each student will			
	produce a media-rich digital project aligned to state curriculum standards (e.g., fable, folk tale, mystery, tall tale, historical fiction)		X	X
	use a variety of technology tools and applications to demonstrate their creativity by creating or modifying works of art, music, movies, or presentations		X	X
	participate in discussions about technologies (past, present, and future) to understand these developments are the result of human creativity		X	X
Communication and Collaborations	By the end of 5 th Grade each student will			
	use digital communication tools (e.g., e-mail, wikis, blogs, IM, chat rooms, videoconferencing, Moodle, Blackboard) and online resources for group learning projects			X
	identify how different software applications may be used to share similar information, based on the intended audience (e.g., presentations for classmates, newsletters for parents)		X	X
	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
Research and Information Fluency	By the end of 5 th Grade each student will			
	identify search strategies for locating information with support, from teachers and school library media specialists	X	X	X
	use digital tools to find, organize, analyze, synthesize, and evaluate information		X	X
	understand and discuss that web sites and digital resources may contain inaccurate or biased information	X	X	X
	understand that using information from a single internet source might result in the reporting of erroneous facts and that multiple sources should always be researched		X	X

Skill Area	Skills	3 rd Grade	4 th Grade	5 th Grade
Critical Thinking, Problem Solving, and Decision Making	By the end of 5 th Grade each student will			
	use digital resources to access information that can assist them in making informed decisions about everyday matters (e.g., which movie to see, which product to purchase)			X
	use information and communication technology tools (e.g., calculators, probes, videos, DVDs, educational software) to collect, organize, and evaluate information to assist with solving problems			X
	use digital resources to identify and investigate a state, national, or global issue (e.g., global warming, economy, environment)		X	X
Digital Citizenship	By the end of 5 th Grade each student will			
	discuss scenarios involving acceptable and unacceptable uses of technology (e.g., file-sharing, social networking, text messaging, cyber bullying, plagiarism)	X	X	X
	recognize issues involving ethical use of information (e.g., copyright adherence, source citation)	X	X	X
	describe precautions surrounding personal safety that should be taken when online	X	X	X
	identify the types of personal information that should not be given out on the Internet (name, address, phone number, picture, school name)	X	X	X
Technology Operations and Concepts	By the end of 5 th Grade each student will			
	Use proper keyboarding positions and touch typing techniques	X	X	X
	use basic input and output devices (e.g., printers, scanners, digital cameras, video recorders, projectors)			
	describe ways technology has changed life at school and at home	X	X	X
	understand and discuss how assistive technologies can benefit all individuals	X	X	X
	demonstrate proper care in the use of computer hardware, software, peripherals, and storage media	X	X	X
	know how to exchange files with other students using technology (e.g., network file sharing, flash drives)	X	X	X

Allen Park Public Schools Technology Curriculum
Middle School

Skill Area	Skills	All	ELA	Math	Sci	Soc Stud	World Lang	PE, Health	Computers	Applied Arts
Creativity and Innovation	By the end of 8 th grade each student will:									
	Apply common software features (e.g. spellchecker, thesaurus, formulas, charts, graphics, sounds) to enhance communication with an audience and to support creativity.								X	
	Create an original project (e.g. presentation, web page, newsletter, information Brochure) using a variety of media (e.g., animations, graphs, charts, audio, graphics, video) to present content information to an audience		X		X	X			X	
	Illustrate a content-related concept using a model, simulation, or concept-mapping software	X								
Communication and Collaborations	By the end of 8 th grade each student will:									
	Use digital resources (e.g., discussion groups, blogs, podcasts, videoconferences, Moodle, Blackboard) to collaborate with peers, experts, and other audiences					X				
	Use collaborative digital tools to explore common curriculum content with learners from other cultures	X								
	Identify effective uses of technology to support communication with peers, family, or school personnel							X	X	
Research and Information Literacy	By the end of 8 th grade each student will:									
	Use a variety of digital resources to locate information	X								
	Evaluate information from online resources for accuracy and bias							X	X	

Skill Area	Skills	All	ELA	Math	Sci	Soc Stud	World Lang	PE, Health	Computers	Applied Arts
Research and Information Literacy cont.	By the end of 8 th grade each student will:									
	Understand that using information from a single internet source might result in reporting of erroneous facts and that multiple sources should always be researched				X	X			X	
	Identify types of web sites based on their domain names (e.g., edu, com, org, gov, net)								X	
	Employ data-collection technologies (e.g. probes, handheld devices, GPS units, geographic mapping systems) to gather, view, and analyze the results for a content-related problem				X					
Critical Thinking, Problem Solving, and Decision Making	By the end of 8th grade each student will:									
	Use databases or spreadsheets to make predictions, develop strategies, and evaluate decisions to assist with solving a problem								X	
	Evaluate available digital resources and select the most appropriate application to accomplish a specific task (e.g., word processor, table, outline, spreadsheet, presentation program)	X							X	
	Gather data, examine patterns, and apply information for decision making using available digital resources	X								
	Describe strategies for solving routine hardware and software problems								X	

Skill Area	Skills	All	ELA	Math	Sci	Soc Stud	World Lang	PE, Health	Computers	Applied Arts
Digital Citizenship	By the end of 8 th grade each student will:									
	Provide accurate citations when referencing information sources		X			X				
	Discuss issues related to acceptable and responsible use of technology (e.g., privacy, security, copyright, plagiarism, viruses, file-sharing)							X	X	
	Discuss the consequences related to unethical use of information and communication technologies							X	X	
	Discuss possible societal impact of technology in the future and reflect on the importance of technology in the past								X	X
	Create media-rich presentations for other students on the appropriate and ethical use of digital tools and resources								X	
	Discuss the long term ramifications (digital footprint) of participating in questionable online activities (e.g., posting photos of risqué' poses or underage drinking, making threats to others)							X	Counselors X	
	Describe the potential risks and dangers associated with online communications							X	Counselors X	
Technology Operations and Concepts	By the end of 8 th grade each student will:									
	Identify file formats for a variety of applications (e.g., doc, xls, pdf, txt, jpg, mp3)								X	
	Use a variety of technology tools (e.g., dictionary, thesaurus, grammar-checker, calculator) to maximize the accuracy of technology-produced materials	X								
	Perform queries on existing databases				X	X				
	Know how to create and use various functions available in a database (e.g., filtering, sorting, charts)								X	

Skill Area	Skills	All	ELA	Math	Sci	Soc Stud	World Lang	PE, Health	Computers	Applied Arts
Technology Operations and Concepts cont.	By the end of 8 th grade each student will:									
	Identify a variety of information storage devices (e.g., CDs, DVDs, flash drives, SD cards) and provide rationales for using a certain device for specific purpose								X	
	Explain the differences between freeware, shareware, open source, and commercial software								X	
	Use accurate technology terminology	X							X	
	Use technology to identify and explore various occupations or careers, especially those related to science, technology, engineering, and mathematics								Counselors X	
	Discuss possible uses of technology to support personal pursuits and lifelong learning								Counselors	
SPECIAL EDUCATION **	Understand and discuss how assistive technologies can benefit all individuals	X								
	Discuss issues related to e-commerce					X				

Allen Park Public Schools
High Schools

Skill Area	Skills	All	ELA	Math	Sci	Soc Stud	World Lang	PE, Health, Business	Visual & Perform Arts
Creativity and Innovation									
	Apply advanced software features to redesign the appearance of word processing documents, spreadsheets, and presentations	X							
	Create a web page							X	
	Use a variety of media and formats to design, develop, publish, and present projects		X		X	X	X	X	X
Communication and Collaborations									
	Identify various collaboration technologies and describe their use (blog, wiki)		X		X		X		
	Use available technologies to communicate with others on a class assignment or project	X							
	Collaborate in content-related projects that integrate a variety of media (print, audio, video)		X			X	X		
	Plan and implement a collaborative project using telecommunications tools (discussion boards, video conference)		X		X	X	X		X
	Describe the potential risks and dangers associated with online communications		X					X	
	Use technology tools for managing and communicating personal information (schedules, correspondence)	X							
Research and Information Literacy									
	Develop a plan to gather information using various research strategies (interviews, experiments, surveys)	X							
	Identify, evaluate, and select appropriate online sources to answer content related questions		X			X	X	X	

Skill Area	Skills	All	ELA	Math	Sci	Soc Stud	World Lang	PE, Health, Business	Visual & Perform Arts
Research and Information Literacy cont.									
	Demonstrate the ability to use library and online databases for accessing information (MeL, United Streaming)	X							
	Distinguish between a fact, opinion, point of view, and inference		X		X	X			
	Evaluate information found in selected online sources on the basis of accuracy and validity		X			X		X	
	Evaluate resources for stereotyping, prejudice, and misrepresentation		X		X	X		X	
	Understand that using information from a single Internet source might result in the reporting of erroneous facts and that multiple sources must always be researched	X							
	Research examples of inappropriate use of technologies and participate in related classroom activities (debates, reports, mock trials, presentations)		X		X	X			
Critical Thinking, Problem Solving, and Decision Making									
	Use digital resources for problem solving and independent learning (models, sims)	X							
	Analyze the capabilities and limitations of digital resources and evaluate their potential to address personal, social, lifelong learning, and career needs		X					X	
	Devise a research question or hypothesis using information and communication technology resources, analyze the findings to make a decision based on the findings, and report the results	X							

Skill Area	Skills	All	ELA	Math	Sci	Soc Stud	World Lang	PE, Health, Business	Visual & Perform Arts
Digital Citizenship									
	Identify legal and ethical issues related to the use of information and communication technologies (source citation)	X							
	Discuss possible long-range effects of unethical uses of technology (pirating, hacking, virus spreading)		X					X	
	Discuss and demonstrate proper netiquette in online communications		X		X			X	
	Identify ways that individuals can protect their technology systems from unethical or unscrupulous users							X	
	Create appropriate citations for resources when presenting research findings	X							
	Discuss and adhere to fair use policies and copyright guidelines	X							
Technology Operations and Concepts									
	Complete at least one online credit, or non-credit, course or online learning experience	X							
	Use an online tutorial and discuss the benefits and disadvantages of this method of learning		X		X			X	
	Explore career opportunities, especially those related to science, technology, engineering, and mathematics and identify their related technology skill requirements		X		X			X	
	Describe uses of various existing or emerging technology resources (podcasting, webcasting, videoconferencing, online file sharing, global positioning software)		X		X	X		X	

Skill Area	Skills	All	ELA	Math	Sci	Soc Stud	World Lang	PE, Health, Business	Visual & Perform Arts
Technology Operations and Concepts cont.									
	Identify an example of an assistive technology and describe its potential purpose and use		X				X		
	Assess and solve hardware and software problems by using online help or other documentation	X							
	Explain the differences between freeware, shareware, open source, and commercial software		X					X	
	Participate in experiences associated with technology related careers		X		X			X	
	Identify common graphic, audio, and video file formats (jpeg, gif, bmp, wav, mp3, pdf)		X			X	X	X	
	Understand and discuss how assistive technologies can benefit all students	X							
	Demonstrate how to import/export text, graphics, or audio files	X							
	Proofread and edit a document using an application's spelling and grammar checking functions.	X							

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 in our previous Technology Plan 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. Since the pilot, the implementation of CLASS A has expanded to a limited degree in our elementary teachers in using CLASS A to develop and administer the tests to students using either paper-pencil test or online in the computer lab. The Allen Park High School and Community began creating and administering tests during the 2010-11 school year and the practice is quickly increasing.

School Improvement Co-Chairs and Administrators continue to use CLASS A to analyze the national and state results of their students to further improve instruction. Recently, Nettekter was added to CLASS A which will become a new tool for teachers when developing lessons to strengthen the skills of students in a particular academic strand.

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. Beginning in the 2009-2010 school year, *Measures of Academic Progress* (NWEA-Northwest Evaluation Association) was introduced. This norm referenced assessment measures the skills of students, in grades two through ten in all our schools and grades nine through twelve in the Community School, in areas of math, reading, and language usage. The assessment is administered three times per year for each student with a multitude of reports to measure individual student growth and skills to improve.

Curriculum Review

The Curriculum Review Cycle (Appendix A) continues to have a major impact of our curriculum and the use of technology. As resources are reviewed and identified, technology based products are an option as much as a textbook. Many students are now exposed to online learning experiences and online classroom resources.

The following chart indicates the District current status, along with future plans of initiatives that impact student achievement.

Initiative	Current Status	Next Step	Timeline
CLASS A	Utilized for Test Taking in all schools but not all courses/classes Utilized for analyzing state and national testing at all schools	Continue training and implementation to ultimately use CLASS A for testing in all classes and classrooms	2011 - 2014
Zangle Student Information System	All Teaching Staff Utilizing Student Profile and TeacherConnect Middle, High, and Community School using Zangle Grade Book 5 th Grade using Standards Based Report Card	Continue to Use/Include Updates Increase the number of grades using Zangle standards based report card and introduce grade book	2012 - 2014
K – 12 Assessment System	Students in grades two through ten are administered MAP/NWEA Assessments Community School assesses all students in grades nine through twelve	Continue to assess students using MAP/NWEA Increase training for staff to interpret reports provided by NWEA	2011 - 2014

Literacy Assessment	All students are in grades one through three are administered the DRA2, BEARS Spelling and San Diego Quick Reading Ability Assessment three times per year with scores documented and analyzed	Training will be needed for teachers to administer the DRA2 for fourth and fifth grade teachers for assessing only those students not reading at grade level. Teachers in grades four and through middle school will need to examine other literacy assessment to measure student reading abilities	2011 - 2013
Curriculum Review Cycle	The curriculum of K-12 Science was recently completed and English Language Arts will be in Phase One beginning 2011-12 (Appendix B)	Content Areas will be examined based on curriculum review cycle The annual evaluation of each content area needs to be formalized for documentation of status	2011 - 2012
Web 2.0 Classroom Tool Blackboard Moodle	Many high school teachers, one middle school teacher and one elementary school teacher uses Blackboard. Blackboard will no longer be supported after the 2011-12 school year.	Training will be needed for teachers to learn Moodle Increase the number of teachers using Moodle at the elementary and middle school level	2011 – 2012 2011 - 2014
All Content Areas	As new print resources are purchased for courses, online products are made available	Training for teachers to learn the online resources Student use of online eBooks and resources	2011 - 2014
Keyboarding	Keyboarding Software has been purchased for elementary schools in 2010-2011 Instructional Curriculum Council approves keyboarding to be taught in elementary school	Full Implementation of keyboard training in elementary schools	2011 - 2012
Electronic Educational Development Plans	CareerCruising is the web tool for creating EDPs beginning in 7 th grade through 12 th grade with the goal of all students graduating with EDP at 100% completion	Continue to use CareerCruising for 100% completion of EDPs for all graduating students	2011 - 2014

Technology Delivery

The passage of High School Graduation Requirements in 2006 has increased the rigor and relevance of the curriculum and we now have graduated our first class of seniors in June, 2011 that have had these requirements. To meet our District goal “*to graduate students with the ability to compete in a diverse, technological and global society*” there continues to be a need to expand our curriculum beyond the boundaries of the Allen Park School District. While there has been isolated example of success, there is a need to expand student opportunities for online experiences, courses and distance learning experiences.

Online courses are currently used for students for credit recovery purposes at the high school level. In addition, through a grant, a partnership was created with a local college for a limited number of students to access online college courses. A few opportunities have occurred for a limited number of students for distance learning.

Technology tools continue to be introduced into the curriculum. Software and new hardware products are continuously entering the curriculum, including an increase of programs requiring internet access. The challenge of utilizing these products is funding, maintenance, and the learning curve for teaching staff to make the tools truly integrative into the lessons. This area within the curriculum is growing at a very fast pace.

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.

The District website that was recreated in the 2008-2009 school year, 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*), district budgetary facts, nutrition information, in addition, to 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.

Currently, we are experiencing that communication between school and home continues to increase through the use of technology.

ParentConnection continues to be widely used by families to view student demographic, food service, attendance, and academic information. New features are continually added to ParentConnection to further

communicate with parents. Most recently, parents can now opt to have email notices of updates to cafeteria information along with attendance and grade posting. We now also have many students from Allen Park High School accessing StudentConnection which is very similar to the school information provided by ParentConnection.

Teleparent was added as a communication tool for parents in the 2010-11 school year. This product allows district and school administration to post a notice and deliver to parents through their home or cell phones.

The following list indicates specific examples of the programs that have and continue to enhance parent and community communication in recent years.

- 2006 – 2007 Telephones placed in classrooms with teacher voicemail
 Assignments for Middle, High, and Community Schools are added to ParentConnection
 Cafeteria and attendance information added to ParentConnection
- 2007 – 2008 ParentConnection available to parents of elementary students
 Students begin using Blackboard which can be accessed by parents
 5th grade standard based report card is created through Zangle
 ConnectEdu begins for students and parents to send transcripts to post-secondary schools
- 2009 – 2010 As new textbooks are purchased, online books/resources are available for families
 Wayne County Alert system is in place for parents to access
 New district and school website serves a communication tool for families and community
- 2010 – 2011 Teleparent system begins to notify parents of important information via phones

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, 25 (2011) students or less than 1%, is minimal within our school district, the needs remains 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 and Safety Committees, organizations comprising of representatives from local service agencies, police department, fire department, religious affiliations, the mayor’s office, and private and public schools. The Safety Committee has gathered on a regular basis to share information and, while the Coalition has not met this year, it still exists for the purpose of looking at 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 Associations, Wayne County 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.

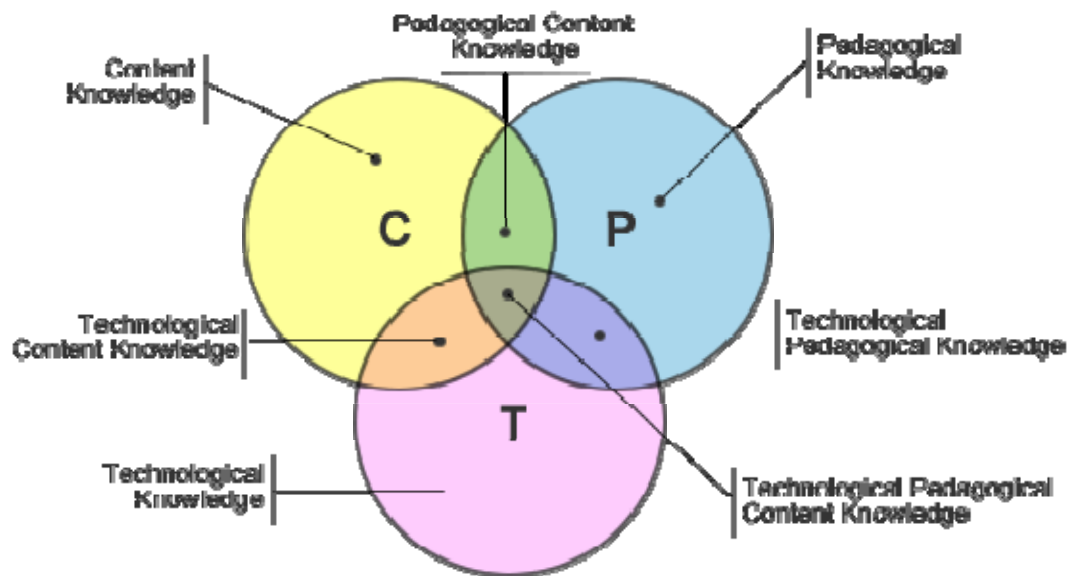


Image of title "Technological Pedagogical Content Knowledge " at <http://punya.educ.msu.edu/research/tpck/> created by Punya Mishra, Ph.D., punya@msu.edu, May, 2008. Permission granted by email message dated on May 11, 2008.

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 introduced a number of technology tools to our students and staff, made possible only through the support of the community in a successful \$6.7 million bond passage in 2003. Initially, staff development activities for teachers, support staff, and administrative staff occurred on how to operate these new tools. Quickly, the training has turned to the next level of how to integrate these tools in the classroom or workplace to positively impact student achievement.

These trainings (See Appendix C) better align to the TPCCK model mentioned above. Similar to the experiences of teachers, a number of trainings have been held for building 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 the student information system (Zangle). 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,” but our focus will move to greater opportunities on how the technology tools can be integrated to impact student achievement. As 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. Any future school wide technology trainings will consist 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 district also will continue to provide 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.

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.

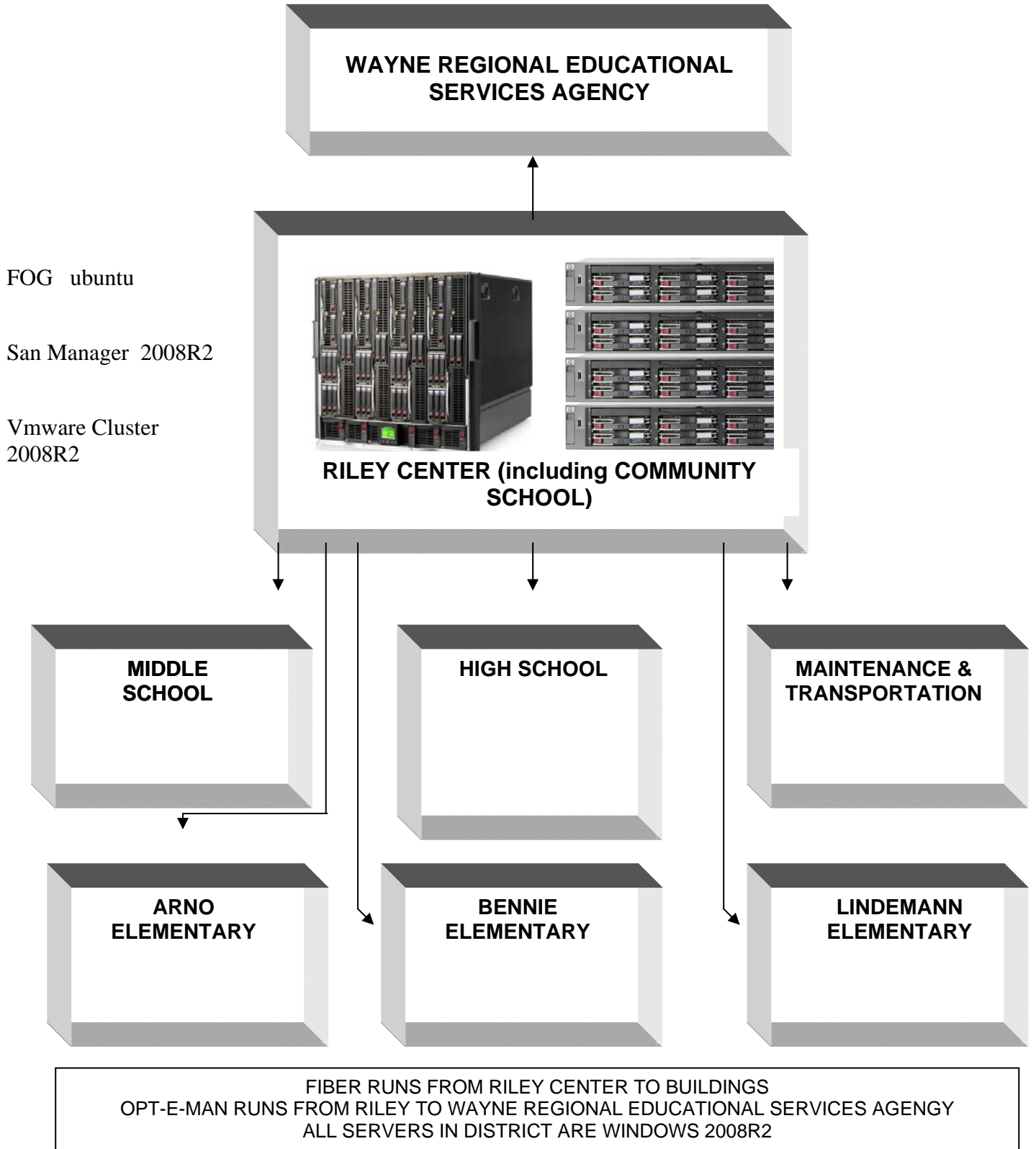
There are a number of resources that are shared amongst staff within the school district to support technology integration into the curriculum. Listed are just a few of these resources:

Resource	Link
Wayne RESA Blackboard	http://blackboard.resa.net/
Wayne Math and Science Center	http://www.resa.net/msonline/
Academic Resources for home and school	http://www.thinkfinity.org
Detroit Area Council of Teachers of Math	http://www.dactm.org
Metropolitan Area of Detroit Science Teachers	http://www.mdsta.org/
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://michiganascd.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/
Free technology resources for teachers	http://freetechforteachers.com
Michigan Department of Education Tech Planning Site	http://www.techplan.org
21 Things for the 21 st Century Educator	http://www.21things4teachers.net/
Google Tools	http://google.com
Listserve of Associations such as Wayne RESA SIS users, state department agencies, content area specific organizations	

Infrastructure, Hardware, Technical Support, and Software

Infrastructure

Allen Park Public Schools Network Diagram



The diagram above indicates the routing of the district wide area network. This network was put in place in June, 2006 and continues to improve for optimal service. Servers on APS domain include San Manager, DC01, Dc02, Print01, Exchahub, and Exchmbx.

Infrastructure of Network – Completion and Areas of Need

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, 2012	Ongoing
Upgrade electrical systems within buildings	Technical Support Outside Contractor	October, 2004	Ongoing
Maintain/Repair electrical	Technical Support Maintenance Dept.	July, 2008	Ongoing

Voice and Video Infrastructure – Completion and Areas of Need

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
Web Email secured	Network Administrator	October, 2010	Completed, Oct 2011

School/Student Resources – Completion and Areas of Need

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	October, 2008
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
Creation of Mini Labs in Special Ed Classrooms	Technical Support Staff Outside Contractors	August, 2010	January, 2011
Student Email Accounts activated	Network Administrator	December, 2010	January, 2011

Classroom Technology Resources – Completion and Areas of Action

Action	Responsibility	Start Date	Completion Date
Maintaining Sound Amplifications in all elementary classrooms	Technical Support Staff	October, 2004	Ongoing
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
Purchase of 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
Increase the number of mini-computer labs within classrooms and schools	Technical Support Staff Building Principals	September, 2007	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 annual 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 M86 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 (helpmeout@apps.k12.mi.us)	Technology Department	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	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.</i> < http://www.michigan.gov/documents/Life_Cycle_Boilerplate_Report_86875_7.pdf	Technology Department	7/1/2008	Ongoing
Adherence to Federal, State, and Local mandates (e.g. archive of email)	Archiving E-mail Product Network Administrator	9/1/2010	Complete
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 Network Administrator K-12 Technology Committee, Instructional Curriculum Council	Ongoing	Ongoing

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, continuous financial support, and maintenance of assets.

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 and software programs 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.

Through the support of American Recovery and Reinvestment funds, additional student workstations and media carts were employed during the 2010-11 school year in all classrooms supporting students qualifying for special education services. Federal, state, and local grants will be continually sought to support the general fund allocations for the technology in the district.

Monitoring and Evaluation of Technology Plan

Methods of reviewing and updating technology will be overseen by the Director of Curriculum and Technology. The technology plan will be reviewed and evaluated annually on the status of implementation by the K-12 Technology Committee.

The review process will be based on the needs of students, staff, parents, and community members within the Allen Park Schools. All actions of the technology department will be based on the impact upon student achievement, staff's ability to bring the most up-to-date tools for student learning, highest level of service to building and central office administrators and optimizing communication with parents and the community.

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 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 on-line 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-ROM, 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.

Allen Park Board of Education, Approved May, 2011

Technical Support for District Technology

The technology provided in the district is supported by a Curriculum and Technology Director (1), Network Administrator (1), Tech Support Staff (3), and Secondary Teachers (2) paid through a stipend. The annual budget of the district supports the services from outside vendors to assist in the development and maintenance of the infrastructure. In addition, the networking of state, county, and local technology personnel are used to maintain our program and services. A web based help desk is provided to staff for accessing technology assistance.

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. Following is the planned budget for the duration of this technology plan.

	2011-2012	2012-2013	2013-2014
Total Personnel	163,477	165,918	168,421
Total Benefits	106,058	118,091	129,412
Contracted Services	32,804	34,116	35,481
Licenses	39,300	39,586	39,878
Computer Equipment	5,000	5,000	5,000
Telecommunications	19,925	20,404	20,612
Telecommunications support	5,000	5,000	5,000
Opt-e-man	15,653	15,653	15,653
Miss Dig/Fiber Maintenance	9,180	9,272	9,365
Website	4,500	4,750	5,000
Computer Supplies	10,000	10,000	10,000
Instructional equipment repairs/replacement	15,000	15,000	15,000
Network Maintenance	2,500	2,500	2,500
Copier Lease Agreements	106,000	108,120	110,282
E-Rate funded	18,856	19,110	19,220

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 m86 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 not 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

PHASE I	<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. Michigan Curriculum Framework/Michigan Merit Curriculum b. Curriculum Maps, Pacing Guides, and Course Descriptions c. Consideration of 21st Century Skills (resource: http://www.p21.org/) d. Technology Plan 2. Review and evaluate relevant data to determine the weaknesses and strengths of curriculum & instruction (e.g. MLPP, STAR, DRA, MEAP, ACT Plan, MME, ACT, NWEA, local common assessments, classroom 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 essential questions and skills to acquire (grade level and/or courses with benchmarks and critical skills). b. Update units & timelines based on frameworks with alignment to pacing guides. c. Develop/update unit assessments aligned with frameworks. Develop necessary common rubrics. d. Develop a three year professional development plan. 4. Chair/Representative will present updated curriculum maps and above recommendations to ICC in May. 5. Compile an inventory of current curriculum courseware & materials presently used by end of phase. 6. Identify needed resources.
PHASE II	<p>Implement Curriculum Revisions and Professional Development Plan, Recommend Courseware</p> <ol style="list-style-type: none"> 1. If texts/resources are identified as a need in Phase I, the <i>District Textbook Review Process</i> will be followed. 2. Review and evaluate relevant data to determine the weaknesses and strengths of curriculum & instruction (MLPP, STAR, DRA, MEAP, ACT Plan, MME, ACT, NWEA, local common assessments, classroom assessments) and resolve gaps. 3. Chair/Representative will present updated curriculum maps and recommendations (Phase I, 3 above) to ICC in May.
PHASE III	<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. 2. Collect feedback on effectiveness of courseware/materials purchased the previous year. (How effectively is the courseware supporting the instruction of the frameworks and are gaps present?) 3. Review curriculum maps, frameworks, units and timeline, and unit assessments (aligned to framework by grade and Course). Make revisions as needed (especially if changes at state or national level). 4. Review and evaluate relevant data to determine the weaknesses and strengths of curriculum & instruction (MLPP, STAR, DRA, MEAP, ACT Plan, MME, ACT, NWEA, local common assessments, classroom assessments). 5. Chair/Representative will present updated curriculum maps and recommendations (Phase I, 3 above) to ICC in May.
PHASE IV	<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 (#1-4). 2. Review curriculum maps, frameworks, units and timeline, and unit assessments (aligned to framework) by grade and course. Make revisions as needed (especially if changes at state level). 3. Review and evaluate relevant data to determine the weaknesses and strengths of curriculum & instruction (MLPP, STAR, DRA, MEAP, ACT Plan, MME, ACT, NWEA, local common assessments, classroom assessments). 4. Chair/Representative will present updated curriculum maps and recommendations (Phase I, 3 above) to ICC in May.
PHASE V	<p>Evaluation and Third Implementation Feedback</p> <ol style="list-style-type: none"> 1. Continue feedback as described in Phase III (#1-4). 2. Do a systematic examination of current research and best practice in the curriculum area (i.e. consult with experts in the field, review of research literature, visitations to exemplary programs, etc.) 3. Chair/Representative will present updated curriculum map and recommendations (Phase I, 3 above) to ICC in May. 4. 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

K – 12 SUBJECT AREA	2010-11 Phases	2011-12 Phases	2012-13 Phases	2013-14 Phases	2014-15 Phases	2015-16 Phases
K-12 English	1	2	3	4	5	1
K-12 Fine, Performing and Applied Arts	3	4	5	1	2	3
K-12 Math	4	5	1	2	3	4
K-12 Physical Education/Health	5	1	2	3	4	5
K-12 Science	2	3	4	5	1	2
K-12 Social Studies	5	1	2	3	4	5
K-12 World Languages	3	4	5	1	2	3

**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, May, 2010

Appendix C – Staff Development Activities 2008 – 2011

Staff Development Activities Relating to Technology September, 2008 – June, 2011

Training of Technology Tools

Microsoft Products: Word, Outlook, Publisher, Excel, FrontPage, Hyperstudio,
PowerPoint, Photo Story, Movie Maker,
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
Docufide Transcript Web
CareerCruising
Overhead Calculators
Vision Software for Computer Labs
NWEA Measures of Academic Progress Assessment
Citations and Fair Use Policies
CAD software
Camtasia
Safe School Online Courses

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
MobiView

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 2011. 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 (60)
Document Cameras (39)
Amplification Sound Field Systems (68)
Televisions (177)
DVD/VCR (177)
Telephones (243)
Printers (31)
Copiers (12)
Scanners (12)
Alphasmarts (212)
Camcorder (5)
MobiView (26)
Smartboard (3)
Netbooks (25)

A detailed inventory is kept on all district equipment.

Appendix E – Current Software

Software

AutoCAD
Base 10
Camtasia
Carnegie Learning Algebra I/II
Carnegie Learning Geometry
DINE Healthy5
Dreamweaver
Kidpix
Kidspiration
Math Type
Mathblaster
Mathfacts in a flash
Microsoft Calculator Plus
Microsoft Defender
Microsoft FrontPage
Microsoft Learning Essentials

Microsoft Media Player
Microsoft Movie Maker
Microsoft Office 2000 and 2010 Suite
Microsoft Power Toy Calculator
Microsoft Sharepoint Designer
Microsoft Visual Studio
NWEA MAP Assessment
Paid data bases at HS
Renaissance Learning Accelerated Math
Renaissance Learning Accelerated Reader
Sammy Science
Sony Vegas
Star Math
Star Reader
Surpass
Vision

Web based

Adobe Acrobat
Adobe Flash Player
Adobe Illustrator
Adobe InDesign
Adobe Pagemaker
Adobe Photoshop
Apple iTunes
Apple Quick Time
Apple Safari
Artrage
Audacity
BlackBoard
Blogs/Wikis
CareerCruising
Chemsketch
Destiny
Di igo

Discovery Education
Docufide
Firefox
GeoSketchpad
Glogster
Google Earth
Google Docs
Grolier Database
Internet Explorer
Lingtlanguage (World Language)
Live Binders
One More Story
Opposing Viewpoints database
Type 2 Learn
Weebly Math Site
Zangle

Administrative

Vision 6.0

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.
- July, 2008 – Technology Plan approved
- September, 2009 – Multiple trainings begin for instructional and non-instructional staff on the use of the new equipment.
- October, 2009 – Document cameras introduced in the school district as an instructional tool
- January, 2010 – Middle School classroom converted to a drop-in student computer lab with 34 workstations
- August, 2010 – New network administrator hired
- September, 2010 – District web email secured and upgraded to Outlook 2010
- September, 2010 – Web filter upgraded and deployed
- October, 2010 – Blade service installed, 2003 servers upgraded to 2008
- October, 2010 – Fog server employed and process of adding the client side to district computers begins.
- October, 2010 – ARRA funded computers deployed in all special education classrooms including one mini-lab with 14 student workstations.
- November, 2010 – Microsoft 2010 introduced to computers reimaged and staff on a voluntary basis
- January, 2011 – Student email accounts created and utilized by secondary students
- February, 2011 – The upgrading to Microsoft 2010 in computer labs begin
- May, 2011 – New web based helpdesk (spiceworks) introduced

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
Coordination of Resources				Avenues of funding
Evaluation				Evaluation Process Board Reports
Acceptable Use Policy				Continuous evaluation