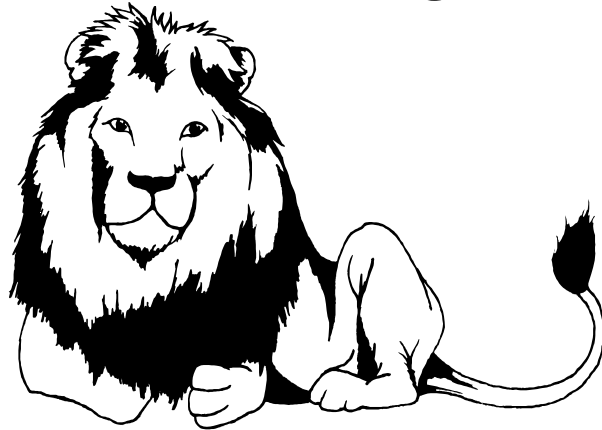


Mid-Michigan



Leadership Academy

2011-2014 Technology Plan

Mid-Michigan Leadership Academy

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TABLE OF CONTENTS

Introductory Material

| | |
|--|----|
| Mission Statement | 2 |
| Introduction | 2 |
| District Profile..... | 2 |
| Student Profile | 2 |
| Staff Profile..... | 3 |
| Technology Team | 3 |
| School Buildings..... | 3 |
| Technology Planning Initiative Background | 3 |
| Vision and Goals | |
| Technology Vision Statement..... | 4 |
| District Beliefs | 4 |
| District Technology Mission Statement..... | 5 |
| District Goals | 5 |
| Curriculum | |
| Specific Technology Curriculum Goals..... | 6 |
| Strategies to Improve Academic Achievement..... | 7 |
| Integrating Technology Effectively into Curricula..... | 7 |
| Student Achievement | 8 |
| Technology Standards and Benchmarks | 9 |
| Technology Delivery | 13 |
| Parental Communications & Community Relations..... | 14 |
| Collaboration..... | 15 |
| Professional Development | |
| Professional Development | 16 |
| Infrastructure, Hardware, Software, and Technical Support | |
| Infrastructure..... | 18 |
| Hardware..... | 19 |
| Software | 20 |
| Tech Support..... | 21 |
| Increased Access..... | 21 |
| Funding and Budget | |
| Funding and Budget..... | 22 |
| Evaluation and Implementation | |
| Evaluation and Implementation | 24 |
| MMLA Assessment Survey..... | 25 |
| Acceptable Use Policy | 29 |
| Technology Use Policy..... | 31 |

MID-MICHIGAN LEADERSHIP ACADEMY

District Mission Statement

The Mid-Michigan Leadership Academy is student-centered focusing on the academic success of all students through the transfer of knowledge from the traditional classroom environment to real world applications.

INTRODUCTION

District Profile

Mid-Michigan Leadership Academy (MMLA) is a Title 1 school chartered in 1995 by Central Michigan University. In 2002, we were awarded a Golden Apple Award for excellence in education. In 2003, we were awarded a Comprehensive School Reform Grant (CSR) to become a MicroSociety School. The MMLA's report card, as presented by the Michigan Department of Education in the spring of 2010, indicated a composite score of a "B" and met Adequate Yearly Progress (AYP).

Student Profile

The MicroSociety Program is designed to attract a diverse population as well as to enhance and reinforce the learning needs of our students. The school's student population is composed of over 85% free or reduced lunch-eligible students and more than 75% racial and ethnic minorities. The transient and socio-economic status of Academy students places them at significant risk of falling behind academically. Statistics reflected in standardized testing indicate that Academy students also lose ground over the summer when compared to other students of the same grade level. So, it is incumbent upon the Academy to develop dynamic and innovative techniques to keep these students from falling behind, specifically available over the summer, and to give them an alternative to the traditional classroom experience, which may have been the impetus for them to enroll with the Academy in the first place.

2010-2011 Enrollment:

| | |
|---------------------------|-----|
| Total Student Enrollment: | 231 |
| K-2 | 94 |
| Grade 3-5 | 67 |
| Grade 6-8 | 70 |

Staff Profile

The MMLA instructional staff is all highly qualified as required by No Child Left Behind. In addition to the nine homeroom teachers, the Academy has one Special Education teacher, and two specials teachers (art & physical education).

2010-2011 Staff:

| | |
|---------------------------------|----|
| Instructional staff (FTE's) | 21 |
| Support Staff | 5 |
| Administrators/Supervisors: | |
| Superintendent | 1 |
| Principal | 1 |
| Deans of Students/Social Worker | 1 |

Technology Team

The Technology team of the MMLA is composed of the staff and faculty from the School Improvement Team responsible for the Data Management Strand. This team is chaired by the Technology Integration Specialist and was selected based on technical competencies. Technology decisions are made base on needs that are created through curriculum reviews and the administrative staff. This document, like all plans at the MMLA, are living documents and are likely to change in focus and intensity based on the tenets of strategic planning principles.

School Buildings

The MMLA campus located at 730 W. Maple, Lansing, Michigan, consists of two buildings. The Maple building serves our classrooms in grades K-8, administration staff, special education and ISD staff, as well as our Preschool. The Gymnasium building houses a full-size gymnasium with bleachers.

Technology Planning Initiative Background

MMLA's original technology plan was created in 1996 by a group of educators, parents, and technology staff members under the auspices of the Edison Schools Inc. The plan emphasized staff development in the first few years, followed by a focus on parent and student learners in the third, fourth and fifth years. Extensive investment in technology hardware, software, and connectivity was made in the first years of operation. Changes occurred in 2002-2003 as the school transitioned from Edison as its education service provider to self-management. This transition facilitated a change in priorities and a corresponding change in financial support for all areas of school operations including technology.

MMLA has made significant changes to hardware configurations since 2009 by updating approximately 75% of hardware and 50% of software. The Academy uses National Education Technology Standards (NETS) as its guiding principles.

While developing the new technology plan, a common understanding among all planning committee members was that technology integration must be based on actual needs, as opposed to the acquisition of certain technology. Since MMLA is in the unfortunate position of most elementary schools in Michigan, the district must make sure that all technology dollars are spent wisely, and that all technology is implemented to achieve specific results in curricular improvement for staff efficiency and student achievement.

This technology plan will be used as a guide to integrate technology into the curriculum so that we can prepare students to be successful. Success will not only be defined in terms of student mastery of basic technologic knowledge, skills, and abilities, but will also be defined in terms of the knowledge, skills, and abilities of teachers to use technology to reach students' multiple intelligences and different modes of learning.

Vision and Goals

Technology Vision Statement

Technology knowledge, skills, and abilities will be taught and applied by integrating them into the curriculum in a way that promotes continuous learning, analytical thinking, problem solving and information-based decision-making.

District Beliefs

We believe:

- **Every student is important;**
- **Education is a key that opens opportunities;**
- **We strive to institutionalize excellence in everything we do;**
- **Technology improves curriculum delivery and learning;**
- **By dedicating ourselves to leading, mentoring, and coaching, we engage all stakeholders to strive for continuous improvement;**
- **Improvement is predicated on change;**
- **We have a duty to support continuous learning and training for all employees, regardless of their role in the organization;**
- **There is no limit to the capabilities of a highly motivated and competent team.**

District Technology Mission Statement

To assure that learners can adapt to the challenges of the 21st century through access and utilization of technology in gathering and using information, effectively communicating, and making responsible decisions as global citizens.

Goals

Curriculum

- Integrate technology into our current curriculum.
- Applying the technology plan by grade level.
- Increase student achievement through technology integration.

Professional Development

- Provide ongoing training and support for teachers as a first priority.
- Increase the use of computer-based instruction for teachers and students.
- Introduce the use of technology to diversify classroom instruction.
- Use technology to address student multiple intelligences and learning modalities.

Infrastructure

- Provide the maximum amount of access to technology tools while maintaining a 99% uptime on equipment.
- Convert and furnish all classrooms into a 21st century learning environment.
- Equip main building and gymnasium with wireless internet access.

Technical Support

- Support and assist teachers and staff to ensure that all hardware, software, and network resources can be utilized into the existing curriculum.
- Provide individual and collective training to ensure all staff members improve their knowledge, skills, and abilities with technology.

Monitoring and Evaluation

- Monitor and evaluate teacher proficiency and student achievement on a continuous basis to ensure that technology is being utilized in a way that best enhances teaching and learning.
- Track downtime as a means of evaluating system utility and functionality.
- Technology benchmarks will be in evidence on homeroom teachers' weekly lesson plans.

Curriculum

Curriculum Integration

Goals and strategies, aligned with challenging State standards, for using telecommunications and technology to improve teaching methods, teacher competence, and student learning.

Specific Technology Curriculum Goals

The MMLA is a small school with finite resources. As it is with most public schools, the movement toward total technology integration must be tempered with the understanding that financial limitations exist. While it is generally understood that technology integration is a journey, the expectation is that technology will be integrated into a grade specific curriculum to reach specific goals that are aligned with state standards. That journey began in earnest in the fall of 2009. While much has been accomplished since then, more must be done. So, it is with that understanding in mind that the goals for the next three years must be viewed:

- Students are to become proficient in the use of technology at their grade level;
- Students will practice responsible use of technology systems, information, applications and learn about internet safety.
- Students will learn to develop positive attitudes toward the use of technology;
- Students use technology to enhance learning, increase productivity, and promote creativity;
- Students will learn productivity tools
- Students will learn to research information appropriate for their grade level;
- Students will learn how to use technology for problem solving and making informed decisions.
- Parents will learn to access additional online resources available to assist with developmentally challenged children.
- Parents will learn develop an appreciation for the use of technology to improve academic achievement.
- Train staff in the use technology equipment and curriculum integration.
- Provide software for a variety of purposes; to manage records, reports, products, etc.; to educate students, and; to facilitate staff communications and networking
- Provide on-going district fiscal and technical support.

Strategies to Improve Academic Achievement

Strategies will be incorporated to improve academic achievement, including technology literacy of all students by:

- The Technology Integration Specialist will work with teachers on an individual and collective basis to incorporate technology into the curriculum or to differentiate the instruction they deliver.
- Provide professional development opportunities to teachers and administrative staff with a strong focus on differentiated instructions.
- Evaluate and implement software applications to support school curriculum
- Develop and administer pre- and post tests to measure student achievement, and by extension, the value added performance of the staff.
- Use internet-based, standardized tests to acclimate students to high-stakes testing, which inevitably, will include the MEAP.

Integrating Technology Effectively into Curricula

The technology specialist will work with teachers individually to assist them with the integration of technology in their classrooms. Members of the Technology Team will be supportive of teachers in their learning process, and will also observe and help teachers recognize additional opportunities to integrate technology in their curriculum.

Students currently eligible for special education services will be provided with the opportunity to utilize computer based training technologies as a way of increasing “time on task” and minimizing the accompanying behavior challenges. Preliminary indications are that these students benefit the most from this type of instruction as they develop their own independent strategies for learning, thereby increasing confidence, reducing negative behavior challenges, and ultimately, increasing student achievement.

Student Achievement

All strategies for student achievement are based in research. Student academic achievement is the primary function of MMLA. The use of technology and the technology integration effort must support that function. Efforts in technology must be related to improving student achievement or they will not be supported.

Homeroom teachers will be given time to incorporate technology standards into the existing curriculum maps that apply to all grade levels. This process is described in the Professional Development portion of the MMLA technology plan. While funding priorities will always exist, the number one priority is providing professional development to improve the capability of teachers to deliver instruction using the existing curriculum resources, especially audio and video technology hardware and software.

Increased student achievement will be obtained with the development of problem solving strategies that incorporate the need for higher order thinking skills. Additionally, we will administer the CMU's promoted *Scantron Performance Series* tests in the fall and then in the spring to measure not only raw scores but also to measure value-added. The following timeline will be used to incorporate technology standards from the existing curriculum into every aspect of the student's K-8 educational experience.

Technology Standards and Benchmarks

The district will adhere to the Michigan Education Technology Standards (METS) for integrating technology into the curriculum. The following curriculum will be implemented during the technology plan from 2011-2014:

Early Elementary Grades PK-2

Basic Operation and Concepts

PK-2.CI. Creativity and Innovation-By the end of grade 2 each student will:

PK-2.CI.1. use a variety of digital tools (e.g., word processors, drawing tools, simulations, presentation software, graphical organizers) to learn, create, and convey original ideas or illustrate concepts

PK-2.CC. Communication and Collaboration-By the end of grade 2 each student will:

PK-2.CC.1. work together when using digital tools (e.g., word processor, drawing, presentation software) to convey ideas or illustrate simple concepts relating to a specified project

PK-2.CC.2. use a variety of developmentally appropriate digital tools (e.g., word processors, paint programs) to communicate ideas to classmates, families, and others

PK-2.RI. Research and Information Literacy-By the end of grade 2 each student will: PK-2.RI.1.

interact with Internet based resources

PK-2.RI.2. use digital resources (e.g., dictionaries, encyclopedias, graphs, graphical organizers) to locate and interpret information relating to a specific curricular topic, with assistance from teachers, school library media specialists, parents, or student partners

PK-2.CT. Critical Thinking, Problem Solving, and Decision Making -By the end of grade 2 each student will:

PK-2.CT.1. explain ways that technology can be used to solve problems (e.g., cell phones, traffic lights, GPS units)

PK-2.CT.2. use digital resources (e.g., dictionaries, encyclopedias, search engines, web sites) to solve developmentally appropriate problems, with assistance from teachers, parents, school media specialists, or student partners

PK-2.DC. Digital Citizenship-By the end of grade 2 each student will:

PK-2.DC.1. describe appropriate and inappropriate uses of technology (e.g., computers, Internet, e-mail, cell phones) and describe consequences of inappropriate uses

PK-2.DC.2. know the Michigan Cyber Safety Initiative's three rules (Keep Safe, Keep Away, Keep Telling)

PK-2.DC.3. identify personal information that should not be shared on the Internet (e.g. name, address, phone)

PK-2.DC.4. know to inform a trusted adult if he/she receives or views an online communication which makes him/her feel uncomfortable, or if someone whom he/she doesn't know is trying to communicate with him/her or asking for personal information

PK-2.TC. Technology Operations and Concepts-By the end of grade 2 each student will:

PK-2.TC.1. discuss advantages and disadvantages of using technology

PK-2.TC.2. be able to use basic menu commands to perform common operations (e.g., open, close, save, print)

PK-2.TC.3. recognize and name the major hardware components in a computer system (e.g., computer, monitor, keyboard, mouse, printer)

PK-2.TC.4. discuss the basic care for computer hardware and various media types (e.g., CDs, DVDs)

PK-2.TC.5. use developmentally appropriate and accurate terminology when talking about technology

PK-2.TC.6. understand that technology is a tool to help him/her complete a task, and is a source of information, learning, and entertainment

PK-2.TC.7. demonstrate the ability to navigate in virtual environments (e.g., electronic books, games, simulation software, web sites)

Later Elementary Grades 3-5

3-5.CI. Creativity and Innovation-By the end of grade 5 each student will:

3-5.CI.1. produce a media-rich digital project aligned to state curriculum standards (e.g., fable, folk tale, mystery, tall tale, historical fiction)

3-5.CI.2. use a variety of technology tools and applications to demonstrate his/her creativity by creating or modifying works of art, music, movies, or presentations

3-5.CI.3. participate in discussions about technologies (past, present, and future) to understand these technologies are the result of human creativity

3-5.CC. Communication and Collaboration-By the end of grade 5 each student will:

3-5.CC.1. use digital communication tools (e.g., e-mail, wikis, blogs, IM, chat rooms, videoconferencing, Moodle, Blackboard) and online resources for group learning projects

3-5-2.CC.2. identify how different software applications may be used to share similar information, based on the intended audience (e.g., presentations for classmates, newsletters for parents)

3-5-2.CC.3. use a variety of media and formats to create and edit products (e.g., presentations, newsletters, brochures, web pages) to communicate information and ideas to various audiences

3-5.RI. Research and Information Literacy-By the end of grade 5 each student will:

3-5.RI.1. identify search strategies for locating information with support from teachers or library media specialists

3-5.RI.2. use digital tools to find, organize, analyze, synthesize, and evaluate information

3-5.RI.3. understand and discuss that web sites and digital resources may contain inaccurate or biased information

3-5.RI.4. understand that using information from a single Internet source might result in the reporting of erroneous facts and that multiple sources should always be researched

3-5.CT. Critical Thinking, Problem Solving, and Decision Making -By the end of grade 5 each student will:

3-5.CT.1. use digital resources to access information that can assist in making informed decisions about everyday matters (e.g., which movie to see, which product to purchase)

3-5.CT.2. use information and communication technology tools (e.g., calculators, probes, videos, DVDs, educational software) to collect, organize, and evaluate information to assist with solving problems

3-5.CT.3. use digital resources to identify and investigate a state, national, or global issue (e.g., global warming, economy, environment)

3-5.DC. Digital Citizenship-By the end of grade 5 each student will:

3-5.DC.1. discuss scenarios involving acceptable and unacceptable uses of technology (e.g., file-sharing, social networking, text messaging, cyber bullying, plagiarism)

3-5.DC.2. recognize issues involving ethical use of information (e.g., copyright adherence, source citation)

3-5.DC.3. describe precautions surrounding personal safety that should be taken when online

3-5.DC.4. identify the types of personal information that should not be given out on the Internet (name, address, phone number, picture, school name)

3-5.TC. Technology Operations and Concepts-By the end of grade 5 each student will:

3-5.TC.1. use basic input and output devices (e.g., printers, scanners, digital cameras, video recorders, projectors)

3-5.TC.2. describe ways technology has changed life at school and at home

3-5.TC.3. understand and discuss how assistive technologies can benefit all individuals

3-5.TC.4. demonstrate proper care in the use of computer hardware, software, peripherals, and storage media

3-5.TC.5. know how to exchange files with other students using technology (e.g., network file sharing, flash drives)

Middle School Grades 6-8

6-8.CI. Creativity and Innovation-By the end of grade 8 each student will:

6-8.CI.1. apply common software features (e.g., spellchecker, thesaurus, formulas, charts, graphics, sounds) to enhance communication with an audience and to support creativity

6-8.CI.2. create an original project (e.g., presentation, web page, newsletter, information brochure) using a variety of media (e.g., animations, graphs, charts, audio, graphics, video) to present content information to an audience

6-8.CI.3. illustrate a content-related concept using a model, simulation, or concept-mapping software

6-8.CC. Communication and Collaboration-By the end of grade 8 each student will:

6-8.CC.1. use digital resources (e.g., discussion groups, blogs, podcasts, videoconferences, Moodle, Blackboard) to collaborate with peers, experts, and other audiences

6-8.CC.2. use collaborative digital tools to explore common curriculum content with learners from other cultures

6-8.CC.3. identify effective uses of technology to support communication with peers, family, or school personnel

6-8.RI. Research and Information Literacy-By the end of grade 8 each student will:

6-8.RI.1. use a variety of digital resources to locate information

6-8.RI.2. evaluate information from online information resources for accuracy and bias

6-8.RI.3. understand that using information from a single Internet source might result in the reporting of erroneous facts and that multiple sources should always be researched

6-8.RI.4. identify types of web sites based on their domain names (e.g., edu, com, org, gov, net)

6-8.RI.5. employ data-collection technologies (e.g., probes, handheld devices, GPS units, geographic mapping systems) to gather, view, and analyze the results for a content-related problem

6-8.CT. Critical Thinking, Problem Solving, and Decision Making -By the end of grade 8 each student will:

6-8.CT.1. use databases or spreadsheets to make predictions, develop strategies, and evaluate decisions to assist with solving a problem

6-8.CT.2. evaluate available digital resources and select the most appropriate application to accomplish a specific task (e.g., word processor, table, outline, spreadsheet, presentation program)

6-8.CT.3. gather data, examine patterns, and apply information for decision making using available digital resources

6-8.CT.4. describe strategies for solving routine hardware and software problems

6-8.DC. Digital Citizenship-By the end of grade 8 each student will:

6-8.DC.1. provide accurate citations when referencing information sources

6-8.DC.2. discuss issues related to acceptable and responsible use of technology (e.g., privacy, security, copyright, plagiarism, viruses, file-sharing)

6-8.DC.3. discuss the consequences related to unethical use of information and communication technologies

6-8.DC.4. discuss possible societal impact of technology in the future and reflect on the importance of technology in the past

6-8.DC.5. create media-rich presentations on the appropriate and ethical use of digital tools and resources

6-8.DC.6. discuss the long term ramifications (digital footprint) of participating in questionable online activities (e.g., posting photos of risky poses or underage drinking, making threats to others)

6-8.DC.7. describe the potential risks and dangers associated with online communications

Middle School Grades 6-8

6-8.TC. Technology Operations and Concepts-By the end of grade 8 each student will:

6-8.TC.1. identify file formats for a variety of applications (e.g., doc, xls, pdf, txt, jpg, mp3)

6-8.TC.2. use a variety of technology tools (e.g., dictionary, thesaurus, grammar-checker, calculator) to maximize the accuracy of technology-produced materials

6-8.TC.3. perform queries on existing databases

6-8.TC.4. know how to create and use various functions available in a database (e.g., filtering, sorting, charts)

6-8.TC.5. identify a variety of information storage devices (e.g., CDs, DVDs, flash drives, SD cards) and provide rationales for using a certain device for a specific purpose

6-8.TC.6. use accurate technology terminology

6-8.TC.7. use technology to identify and explore various occupations or careers, especially those related to science, technology, engineering, and mathematics

6-8.TC.8. discuss possible uses of technology to support personal pursuits and lifelong learning 6-8.TC.9.

understand and discuss how assistive technologies can benefit all individuals

6-8.TC.10. discuss security issues related to e-commerce

Technology Delivery

MMLA continues to explore innovative technology systems with which to provide a wide range of learning opportunities for students. The plan involves making the MMLA computer labs open before and after school, in addition to teaching the children about places they can get free computer access, in order to use distance learning resources. Ultimately, MMLA intends to provide alternative methods of instructional delivery through distance learning accessible via the school's web site.

- **Teacher Technology Lesson Plans**

A technology lesson plan is required before a classroom is allowed to use the computer lab. The teacher will create a technology lesson plan using a template and submit the lesson to the technology integration specialist for review. The technology integration specialist provides feedback on the technology lesson plan and prepares the computer lab for the classroom use.

- **Online Resources**

Online resources and databases which support instructional needs are posted on our website.

- **Applications**

Continue the use of Open Office software to provide students with applications experience. We continue to explore and evaluate online collaboration tools such as Google Docs and Microsoft Live@edu and a switch over will occur once we find the best application that meet our needs.

- **Multimedia**

We currently use Discovery Educational Streaming, TeacherTube, and Brainpop to differentiate and support instructions.

- **Student Information System**

Continue use of Power School student information system to give staff, student and parents anytime anywhere access to the data needed to improve instruction and learning.

Parental Communications & Community Relations

The MMLA plan also includes an attempt to increase communication with parents/guardians and the community by creating new methods of communication and implementing new projects, including:

- Maintaining the district web page to inform parents and the community about general news, activities, policies and other bulletins. Monthly newsletters and bulletins, along with activity calendars, lunch menus, and other items will be updated as necessary.
- District web page will develop and include contents that showcase student and/or staff technology projects.
- Implementing a secure online information system that allows parents access to student progress, assessment results, attendance and other support resources.
- Provide e-mail system for teachers, administrators, and other instructional staff in order to provide effective communication between staff, parents, and community members. A list of staff email and contact form is published on the district website for easy communication with the school.
- A list of active parents e-mail addresses will be collected and used by teachers and administrators to communicate with parents.
- Reporting progress annually to the school board on the meeting of goals and objectives.
- Internet safety information will be published and included on the district website.
- Providing on-line access to the district's technology plan and providing stakeholders with the capability to provide input and feedback. Hard copies of the technology plan are also available for parents and the community upon request.
- Post Board documents (including minutes, meeting schedules, resolutions, policies, and strategic plans) on the district website.
- Guest speakers from various governmental agencies will be asked to speak to students about the safe use of technology.

Collaboration

Collaboration is important as the district increases the awareness of all stakeholders including parents, community partners, business leaders, Central Michigan University, other MicroSociety schools, and the school board. All parents and community members are invited to attend the technology planning meetings to give their feedback.

Currently we do not offer any adult education programs. However, MMLA will keep stakeholders informed as well as providing a single site for pertinent information. The web site will provide links to other education programs our stakeholders might benefit from. For example, links to, at a minimum, the North Neighborhood Community Center for tutoring and other services, and a wide range of adult literacy programs such as Adult Education and Continuing Education Programs.

Professional Development

Professional development strategies are already in place to improve student learning, and to ensure that all staff and administration are made aware of how to use the available technologies. The Technology Integration Specialist distributes information to teachers and administration to create an environment of continuous technological education for teachers and administration, and works with individuals on a personal basis to align personal competencies with the technology proficiency based on the International Society for Technology in Education (ISTE).

The Technology team will work in conjunction with the School Improvement Committee to identify priorities for professional development and to ensure that technology initiatives are aligned with the district's goals and objectives. Additionally, due to the wide range of technological knowledge, skills, and abilities throughout the staff, it will be necessary for the Technology team to assess those competencies and to develop and exploit opportunities for every staff member to continue to improve. This assessment must be completed in the first year with a full-scale plan developed and implemented in the second year.

During the 2008-2010 school years, a team of staff participated in a Michigan Association for Computer Users in Learning (MACUL) conference. This team also participated in the MACUL MI Champions, in which this program has helped trained the team in integrating technology into the curriculum. Our team of staff that completed MACUL MI Champions will continue to keep in contact and work with the training coach. We also plan to create a new team to attend MACUL conference in the spring. However, due to expenses this will be dependent on grants we receive.

All teachers new to the school are provided with a mentor teacher; mentor teachers are provided for teachers through their third year of teaching. A five day new staff orientation is also provided each August for all staff in their first year with the school.

Ongoing professional development for staff members includes Curriculum Crafter, Scantron Performance Series, Study Island, REMC Resources, Smart Notebook software and Power School. Every school year all of our staff attends the annual Michigan Association of Public School Academies (MAPSA) conference held in Detroit, MI. This conference offered many workshops involving technology integration in the classroom. Due to expenses this will be dependent on the annual budget.

Since 2008-09 MMLA has been subscribing to Study Island, a web-based standards mastery product. The school will continue to renew their Study Island subscription to give students access their account at anytime and anywhere as long as they have a computer with internet access.

MMLA will remain as a REMC13 member to utilize their instructional resources such as online databases, United Streaming, Blackboard, MI Streamnet, and Michigan Learnport. All staff will have a Michigan Learnport account and be able to participate on their own time.

In the future, we plan to continue participating in technology related conferences and workshops. The Technology Integration Specialist will also continue to work one on one with staff and administration to meet technology proficiency goals. Technology professional development will be on going throughout each year to ensure that staff knows how to use the new technologies to improve their knowledge, skills and abilities with respect to their delivery of the curriculum, and ultimately, the academic achievement of their students.

The Technology Integration Specialist will continue to work with the Special Education teacher to tailor computer-based instruction to the needs of specific students. In 2011-12 school years the resource room will receive new computer workstations along with software. The workstations will provide students with an opportunity to use more sophisticated computer-based technology than would have otherwise been available. This initiative had immediate effects as the student became less disruptive and more focused on learning.

Additional opportunities and supporting resources are available in the following ways:

- Building In-service
- Staff Meetings
- In-services from vendors of technological equipment
- Conferences (e.g. MACUL)
- Departmental Information Sharing
- School Improvement Committee
- Interactive Video Conferencing
- Hardware and software training tutorials
- MMLA Curriculum
- Intermediate School District and other Regional course/workshop offerings

Infrastructure, Hardware, Software, and Technical Support

Infrastructure:

The MMLA has made a significant effort to retrofit its facilities. During 2001-02 school year, USF e-Rate funded in the amount of \$34,374.00 enabled us to increase network stability with the addition of new Tape Backup drives and a thorough cleanup/maintenance of all internal wiring. Also, we were able to wire a new computer lab and to add 100mb switches to all three of our computer labs. In 2003-04, MMLA also received USF e-Rate funding in the amount of \$27,194.00 to further upgrade our current network capacity, including replacing all remaining 10mb hubs with 100mb switches and installing access to our video network in all classrooms and offices. In 2007, USF e-Rate funds also enabled us to add two new Windows 2003 servers providing improved web and e-mail services as well as increasing network efficiency. In 2008-09 E-rate funds allowed us to upgrade internal connections with a DNS/DHCP server, firewall and core switch. These improvements in speed and reliability have led directly to an increase in computer usage by all staff and students.

Currently, MMLA provides unbundled high-speed access to the Internet for up to 500 users through a connection to a T-1 line. USF e-Rate discounts enable this level of connectivity to be affordable. The Academy continues to apply for a full range of grant and funding sources with the expressed desire of continuing to improve the MMLA's high-speed connectivity. There are 65 network data drops within the school and gymnasium. Each classroom, including the computer lab has two data drops and one per office. Since there are only two data drops in the computer lab, hubs and switches were implemented so all computers would have network access and internet connectivity.

For 2012-13 our plan is to rewire the school with more data drops and equip the school with wireless technologies. This will allow staff and students wireless internet access throughout the school. The rewiring will include the computer lab with a minimum of Category 5 Enhanced (Cat 5e) cable along with 30 data drops and a minimum of 100Mb of bandwidth per drop. This will allow us to remove the current hubs and switches and improve network traffic and connectivity. This will also enable us to bring in more computers for the lab. In addition we would like rewire the 25 rooms with a minimum of four data drops with a minimum of 100Mb of bandwidth per drop. This upgrade will allow more computer workstations in the classroom, increasing student learning. We plan to replace our 14 year old phone system. We will look at an IP phone system that will integrate with our existing data network infrastructure. The new phone system will have voicemail through email capabilities that will increase communication. However, this update will be dependent upon USF e-Rate funding

Hardware:

Inventory

| Computers | Printers | Telecom | Miscellaneous Technology | |
|------------------|-------------------|----------------|---------------------------------|------------------|
| Desktop - 100 | Multifunction - 2 | Phones – 40 | Data Projectors – 10 | Video Camera - 2 |
| Laptop – 20 | Laserjet – 6 | Fax – 1 | Scanners – 2 | TV – 15 |
| Servers – 8 | | | Interactive Whiteboards - 6 | VCR - 15 |
| Handheld - 1 | | | Smart Response - 3 | DVD Player – 12 |
| | | | Digital Cameras - 2 | |

In 2009-10 school year MMLA switch computer platforms from Apple to PCs. This is due to the fact that our Apple computer systems were aging which became costly to maintain. Another reason is the non-existing support of software updates due to outdated operating system. This has prompted us to partner with local businesses for computer donations. The switch to PC platform has increase computer usage and productivity which has lead to an increase in technology integration in the classroom.

In the 2010-2011 school year we equipped half the classrooms in the school with a laptop, digital projector, interactive response system, and interactive whiteboard. These instructional tools were installed in classrooms where the teacher has demonstrated proficiency. In the upcoming school years we plan to furnish the rest of the classrooms with the same technology instructional tools. Our expectation is to transform every classroom into a 21st century learning environment. Besides hardware we will continue to upgrade and implement new software to fully utilize the technology resources. Additionally, the cost to add electrical outlets on the ceiling to support the projectors, while not incredibly expensive, will be a non-recurring cost we will encounter initially.

In the future we expect to purchase replacement systems on a recurring basis. These systems will replace outdated systems. Due to cost we will continue to work with local businesses for donations in order to provide the current technology available. Our goal is to maintain a 30-station computer lab and at least three computers per classroom.

Software:

MMLA provides access to a variety of software resources supplied and supported by the Technology Integration Specialist. All resources are selected to meet the academic needs of the students at MMLA and to enhance the instructional process.

| <u>Software</u> | <u>Content Area</u> |
|--|---|
| Microsoft Windows 2000 Professional | Operating system |
| Microsoft Windows XP Professional | Operating system |
| Microsoft Windows 2000 Server | Server operating system |
| Microsoft Windows 2003 Server Standard | Server operating system |
| Microsoft Windows 2008 Server Standard | Server operating system |
| Microsoft Exchange 2007 Standard | Email server software |
| Symantec Endpoint Protection | Anti-Virus |
| Microsoft Office Suite 2003 | Word processing, Spreadsheet, Multimedia Presentation, Desktop Publishing, Email Client |
| OpenOffice 3.3 | Word processing, Spreadsheet, Multimedia Presentation |
| Smart Notebook | Interactive collaborative learning software |
| Smart Response | Interactive response system software |
| Alexandria Automation Software | Library Management, OPAC |
| Pearson PowerSchool | Student information system |
| Adobe Acrobat Reader 9 and 10 | PDF Reader |
| Foxit | PDF Reader |
| Internet Explorer | Web browser |
| Firefox | Web browser |
| ClamAV | Anti-Virus |
| Freezip | Archive file extractor |
| Quicktime | Streaming media player |
| Windows Media Player | Media player |
| Type to Learn 4 | Keyboarding |
| Type to Learn Jr. | Keyboarding |
| Type to Learn Assessment | Keyboarding |
| Reading Blaster | Reading comprehension software |
| Math Blaster | Math learning software |
| Kid Pix Studio Deluxe 3 | Cross-curricular |
| Hot Dog Stand | Cross-curricular |
| Concert Tour Entrepreneur | Cross-curricular |
| | |
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| | |

Tech Support:

In order to provide teachers with high-levels of support for the use of technology, MMLA employs a full-time Technology Integration Specialist. The Technology Integration Specialist responsibilities include management of LAN, servers, workstations, technical support and the supporting of a technology-integrated curriculum. There is also technology troubleshooting guides posted on the districts internal web page.

In the future our plan is to implement an online help desk system. The system would be web based and all staff can report problems directly to it. This help desk system would help manage and prioritize technical problems. Having a system like this would also make sure technical problems were solved in efficiently and in a timely fashion.

Increased Access:

Our goal is to increase technology access to all students so they can build skills and expand learning.

Goals:

1. Carry out a plan for hardware replenish
2. The installation of Data Projectors and interactive whiteboards in every classroom will increase the visual lessons that use technology.
3. Integrate existing data resources and provide interfaces for widespread usage.
4. Continue to evaluate and make available a wide variety of assistive technology to individual students and teachers who have special needs. Technology is used during the development of student's IEP, and is utilized where appropriate.
5. Support anywhere anytime learning using voice, video and data. MMLA plans to add wireless capabilities.

Funding Budget and Timetable

Annual Technology Budget Projections

Mid-Michigan Leadership Academy

| | 2011-2012 | 2012-2013 | 2013-2014 |
|------------------------------|------------------|------------------|------------------|
| Compensation | \$51,000 | \$53,000 | \$55,000 |
| Hardware & Network | \$17,500 | \$18,000 | \$18,000 |
| Infrastructure | \$7,000 | \$7,000 | \$7,000 |
| Maintenance & Service | \$6,000 | \$7,500 | \$7,500 |
| Software License | \$2,500 | \$3,000 | \$3,000 |
| Professional Development | \$5,000 | \$5,000 | \$5,000 |
| Contracted Services | \$2,000 | \$2,000 | \$2,000 |
| Telephone & Internet Service | \$8,000 | \$8,200 | \$8,400 |

Compensation: We expect to have a Technology Integration Specialist (one FTE) supported by technology funds. The Technology Integration Specialist is on a year-round contract.

Maintenance: Our computer systems are aging and beginning to show usage. That usage is showing up in increasing maintenance costs for such hardware such as keyboards, mice, hard drives, motherboards, power supplies and etc. Additionally, we have been very successful in acquiring computer donations from businesses in the local area. These donations have permitted us to replace some of the aging computers.

License Fees: In order to cut cost for licensing fees the Academy uses Open Office. In order to encourage usage, professional development sessions will be provided year round.

Curriculum Support & Software: The focus on integrating technology into the curriculum will require the purchase and distribution of additional software applications designed to augment classroom instruction. The process to review and update the curriculum is ongoing. As opportunities present themselves, we will support additional software if the data suggests that using it will improve academic achievement and/or teacher competency.

Professional Development: We have an aggressive Professional Development plan scheduled for 2011-2014 that incorporates administrative assessments, best practices, and teacher feedback.

Contracted Services: MMLA use Pearson PowerSchool to host and manage its student data information. This program requires, from time to time, vendor support. We do have local contractors that are proficient in PowerSchool, which keeps the costs down. We also have a vendor that services our phone system but our costs in that area are also minimal.

Telephone & Internet Service: MMLA has a contract with TDS Metrocom who provides with local, long distance and internet service to the school. This contract is set to expire in the summer of 2013. For the 2011-12 school we have requested funding through the USF e-Rate program for mobile telecommunication services. Currently USF e-Rate program is used to provide partial funding for telecommunications services (local, long distance, and mobile).

As a public school academy, the district does not have general obligation bonding authority with which to finance major technology purchases. Therefore, district administration makes every effort to effectively coordinate available state and local grant resources to implement the strategic long-range technology plan, taking into full account the total cost of technology ownership in the process.

Because USF e-Rate discounts are a major source of grant funding for retrofitting and connectivity. The MMLA serves predominantly at-risk student population; doing qualifies for a 90 percent discount rate. MMLA will continue to apply for USF e-Rate discounts in future years to further upgrade our network capacity and efficiency as well as improve end-user functionality.

During the term of its last Technology Plan, the district was the beneficiary of federal education technology grant funds in the form of one competitively awarded Title II - Part D Grant, "Enhancing Education through Technology." With the recent restructuring of federal education technology grants, the district is currently the beneficiary of additional federal flow-through Title II - Part D formula grant funds. As required by the newly reauthorized ESEA program, the district uses at least 25 percent of its award on ongoing, sustained and intensive high-quality professional development for curriculum integration, which is a primary emphasis of our Technology Plan.

Additional access to instructional software can be found through online subscription links from our informational school web site, and program purchases are also designed to improve teacher competence and student achievement. As a Title I school, our demographic population must feel comfortable using technology if they are going to use it. Creating a school environment where technology is used throughout the school day; students will become acclimated and more comfortable using it.

Professional development and related curriculum software purchases will be based on a review of relevant research in terms of effectiveness in improving student academic achievement.

The district will continue to aggressively pursue local and private grant resources for implementation of its Technology Plan. A formal Grant Committee regularly meets to identify prospective local and private grant programs and to coordinate preparation of grant applications; technology grants are a very high priority for the committee. This effort has strong support from the school administration as well. The district will also participate in local/private grant-funded programs in support of educational technology.

Also, the district Superintendent is and will continue to be an active participant and a driving force in the development and implementation of programs to prepare staff and faculty members for continuous improvement. Through the development of technology-related knowledge, attitudes and skills and the integration of those newly attained talents into the curriculum, all primary stakeholders' (students, parents & teachers) benefit.

The Academy now allocates from its general operating sources sufficient funds in the amount of approximately \$51,000 for a new, full-time Technology Integration Specialist, who spends at least half-time working directly with teachers to successfully integrate technology across the curriculum. Unfortunately, due to a significant turnover of students, teachers, and recently, we find ourselves revisiting old issues in the assessment phase with new people. It does seem clear that improvements in the capability our web site, and maintaining what we have in terms of routine upgrades are the existing priorities. Once the assessment period is complete, it is likely that bandwidth, additional access from off campus, and new computers in the classrooms may be required.

It is our preliminary assessment that availability and access from off campus were two primary issues that stifled our efforts to increase the competency of our staff and students. By making access to instructional materials via the school web site available from off campus, our staff and our students now have greater flexibility to use these resources and have been more likely to do so. Additionally, with the two-pronged approach of providing a Technology Integration Specialist to work with the teachers, and with the teachers using out-side resources to improve the linkages between the use of technology and the established curriculum, the overall use of technology has increased and will continue to improve in every classroom. The more the teachers use the technology, the more comfortable they will be with using it and the better the instruction is likely to get.

In conclusion, the district will coordinate to the best of its ability all federal, state, local, and private funding to effectively implement the Technology Plan over the next three years and beyond. As additional funding opportunities exist, priorities will go toward professional development, then software, and then hardware. Providing resources to learning to use what we have must be a priority over purchasing anything new.

Evaluation and Implementation

The overall goal of technology at MMLA is to improve the academic achievement of students. The impact of implementing technology must be assessed and measured on an ongoing basis. MMLA's Technology Team, in conjunction with the School Improvement Committee, will conduct an in-depth evaluation annually as budget recommendations and action plans are developed. (See "Staff Instruction Use of Technology Inventory.")

Technology goals will be measured to some extent by attendance at technology professional development workshops, by the level of increased use of e-mail, postings on the school web site, use of online materials and resources during classroom curriculum presentations, as well as utilization of technology support staff. Records of software and technology equipment checked out of the Media Center will provide insight into implementation in the classroom.

The extent to which technology goals for students have been achieved will be assessed by age-appropriate authentic assessments conducted by the technology teacher. This authentic assessment process will be aligned with the established curriculum and will be project-based. Also, the degree to which students have increased their general technology skills will be determined by detailed analysis of pre- and post-tests designed to measure curriculum achievement goals and value-added. Parents will also help define areas of technological strengths and weaknesses by responding to school survey questions. The continuous assessment process will determine the strategies and resulting action plans that address unmet goals. The persons responsible for evaluations are the Technology Team, along with the School Improvement Committee. They will meet at the end of each marking period to assess progress at mastering the Standards and Benchmarks identified earlier in this plan and to redirect resources (professional development & technology instruction), accordingly.

MMLA Assessment Survey
Staff Instructional Use of Technology

Teacher _____ Grade _____ Date _____

Please answer questions 1-6 by checking the one answer that best describes your ability.

Basic Computer Use

- I can use a computer, but I am not always sure about what I am doing.
- I can select, open, use and close a program on my own.
- I can open and use more than one program at the same time.
- I really don't know how to use a computer.

Basic Computer Commands

- I know when to point, click, double-click, and drag the mouse to get results.
- I can use the mouse and find the commands from pull-down menus and tool bars.
- I can use the mouse, find commands, and I know how to use the help system.
- I don't know much about computer commands.

File Management

- I can create and save a file.
- I can create copy, rename and delete a file.
- I can create and manipulate files in folders.
- I don't know what a computer file is.

Word Processing

- I know the basics of a word processing program
- I can use word processing tools such as inserting, deleting, copying and moving text.
- I can use the tools listed above plus I can revise text, spell check, change fonts and formatting.
- I don't know how to use a word processing program.

Internet Browsing

- I can navigate around a web site.
- I can navigate around a web site, and save bookmarks.
- I can navigate around a web site, save bookmarks, and use a search engine.
- I do not know how to use the Internet.

Online curriculum Resources

- I regularly use the Internet to find curriculum-related topics.
- I sometimes use the Internet to find curriculum-related topics.
- I never use the Internet to find curriculum-related topics.

Please answer questions 7-10 by checking all the answers that apply.

Computer Equipment Use

I have successfully used...

- A printer
- A scanner to scan a picture or document
- A digital camera to import pictures
- A CD_ROM with the computer
- A document camera
- A data projector

E-mail

- I currently have an e-mail address but I don't use it.
- I compose, send and forward e-mail messages.
- I organize mail directories.
- I send attachments.
- I have a personal e-mail account that I use at home.
- I do not use e-mail.

Integrating technology

I currently...

- Do integrate technology in my lessons.
- Do not integrate technology in my lessons because I don't have the needed hardware.
- Do not integrate technology in my lessons because I don't have the needed software.
- Do not integrate technology in my lessons because I have not received the training.
- Do not integrate technology in my lessons.

Software Use

I use the following types of software with students...

- Internet Browser
- OpenOffice Suite
- Microsoft Office Suite
- Type to Learn 4
- Smart Notebook Software
- Smart Response Software

MMLA Policies Related to Technology

Appendix A: MMLA Acceptable Use Policy

Mid-Michigan Leadership Academy Internet Safety Policy

In compliance with CIPA (Children’s Internet Protection Act) requirements, Mid-Michigan Leadership Academy (MMLA) has in place a filter that restricts access to inappropriate and harmful materials on the Internet for all MMLA network users. MMLA monitors and tracks student Internet activity.

This filter is designed to allow MMLA to restrict access by category to sites including direct communications such as Chat and E-mail.

1. All use of on-line services (i.e. Internet) must be in support of education and research, and must be consistent with the purposes of MMLA.
2. Any use of the network for commercial or for profit purposes is prohibited. Students are not to make purchases on-line from school.
3. Network and E-mail accounts are to be used only by those authorized to use the account for school related purposes.
4. Communications via the network or E-mail should not be assumed to be private or privileged information.
5. Malicious use of the network or E-mail to develop programs that harass other users, infiltrate a computer network system, and/or damage the software components of a computer or computing system is prohibited.
6. Use of the network or E-mail to transmit material likely to be offensive or objectionable to recipients is prohibited. (i.e. hate mail, harassment, discriminatory remarks, flaming, slamming and other antisocial behaviors)
7. The illegal installation of copyrighted software for use on our computers is prohibited.
8. When using the Internet, students should not use their full names or give out their home telephone number, home address, or school name. We also recommend that you not give out your social security number, bank account numbers, or credit card numbers.
9. I will treat all computer equipment with care and will leave it in good working condition when I am finished. I will BE SAFE, RESPONSIBLE, and KIND to the computers when I am using them.
10. I understand that the school software cannot be copied by me to use on any other computer because this would violate copyright law.
11. I will not bring in any of my own software to use on the school computers because this would violate copyright law.

* Note: Please understand that the Internet is a non-censored media and the possibility exists for inappropriate material to be displayed. The utmost care will be taken in the classroom to avoid this situation. MMLA will not be held liable for any indiscretions involving Common/Internet use. Students should never respond to any messages that are suggestive, obscene or threatening. Show such messages to an adult/teacher so they can forward a copy to the service provider for investigation.

MMLA reserves the rights to log Common/Internet use; to monitor file server space utilization by users; and remove a user from the network in case of unauthorized activity. MMLA has adopted a policy for Internet safety that blocks or filters access to web sites which may be considered obscene, are found to contain pornography, are harmful to students, or are inappropriate for student use as determined by the Superintendent or their designee. MMLA also reserves the right to block students' access to chat rooms or other forms of electronic communication (e.g., instant messaging) that may pose a threat to student safety.

Abuse is considered serious misconduct and will be dealt with by loss of computer privileges. I understand that if I violate any of the above rules, I could lose my computer privileges, both at home and at school.

Student Signature _____

Date _____

Parent Signature _____

Date _____

Appendix B: MMLA Technology Use Policy

Mid-Michigan Leadership Academy

Computer Technology and Networks

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

The Superintendent has directed to establish administrative guidelines not only for proper acquisition of technology but also to ensure that staff and students are making appropriate and ethical use of the computers and other equipment as well as any networks that may be established.

The Superintendent has also directed that both staff and students are adequately informed about disciplinary actions that will be taken if school technology and/or networks are abused in any way or used in an illegal or unethical manner.

The Board of Directors has demonstrated through the promulgation of several technology-related policies that it is committed to protecting children from harm via the Internet. More specifically, Policy #7541 entitled "Acceptable Use" states, "MMLA will implement filtering software intended to block minors' access to materials that are obscene, child pornography, harmful to minors, or that the Academy determines to be inappropriate for minors." Currently, MMLA uses Barracuda Content Filter device for internet content filtering.

Technology Privacy

The Board of Directors recognizes its staff members' right to privacy in their personal lives. The School has established this policy to inform staff members of the School's position with respect to staff-member privacy in the workplace and to protect the School's interests.

All computers, telephone systems, electronic mail systems, and voicemail systems are the schools property and are to be used primarily for School-related, business purposes. The School retains the right to access and review all electronic and voice mail, computer files, databases, and any other electronic transmissions contained in or used in conjunction with the School's computer system, telephone system, electronic mail system and voicemail system. Staff members should have no expectation that any information contained on such systems is confidential or private.

A review of such information may be accomplished by the School with or without the staff member's knowledge. The use of passwords does not guarantee confidentiality, and

the School retains the right to access information in spite of any passwords. All passwords or security codes must be registered with the school. A staff member's refusal to permit such access may be grounds for discipline up to and including discharge.

Computers, electronic mail, and voice mail systems are to be used primarily for School related business purposes. Personal messages via School-owned technology should be limited in accordance with the Principal's guidelines. Staff members are prohibited from sending offensive, discriminatory or harassing computer, electronic or voice mail messages.

This policy is necessary to ensure that School resources are used properly. A review of computer files, electronic mail, and voice mail will only be done in the ordinary course of business and will be motivated by a legitimate business reason. If a staff member's personal information is discovered, the contents of such discovery will not be reviewed by the School, except to the extent necessary to determine if the School's interests have been compromised. Any information discovered will be limited to those who have a specific need to know that information.

The administrators and supervisory staff members authorized by the Superintendent have the authority to search and access information electronically.

All computers and any information or software contained therein are property of the School. Staff members shall not remove or communicate any such information in any form for their personal use or for the use of others. In addition, staff members may not copy software on any school computer and may not bring software from outside sources for use on school equipment without the proper approval of the Superintendent or a staff member authorized by the Superintendent. Such pre-approval will include a review of any copyright infringements or virus problems associated with outside software.