

Educational Technology Plan 2008-2011

Summit Academy North



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Educational Technology Plan 2008-2011

Section 1

Technology Plan Summary Sheet

District: Summit Academy North

District Code 82938

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Intermediate School District:

Wayne County Intermediate School District

URL for Technology Plan:

<http://www.summit-academy.com/District/technology.htm>

Section 2 - Introductory Material

Our Mission

To nurture and inspire our school community and facilitate quality educational opportunities in a safe learning environment, enabling each student to reach their maximum potential.

Introduction

Summit Academy North is located in a suburb in Huron Township with a population of approximately 13,000. We service students from over fifty communities across south eastern Michigan. The charts below indicate the demographics and configuration of each of the schools in the district. There are approximately 35% of our students who receive free or reduced lunches due to socioeconomic status.

Our faculty is comprised of 68 teachers and a total of 24 administrators, administrative assistants and technology staff. Additionally, paraprofessionals assist in all of the elementary classrooms and several work throughout the middle and high school. In May of 2008 the student population and demographics included the information in the following tables. Each table below represents the total in each grade at the top of each cell. **Males** are listed in the bottom left of each cell in **blue/females** in **pink** on the bottom right of each cell.

Summit Academy North High School

Grade Level	TOTAL III GRADE	Asian	African-American	Caucasian	Hispanic	American Indian	Pacific Islander
9	131 70 / 61	3 2 / 1	40 21 / 19	85 46 / 39	2 1 / 1	0 0 / 0	1 0 / 1
10	137 69 / 68	1 1 / 0	47 25 / 22	79 38 / 41	10 5 / 5	0 0 / 0	0 0 / 0
11	111 57 / 54	1 1 / 0	38 18 / 20	69 38 / 31	2 0 / 2	1 0 / 1	0 0 / 0
12	89 51 / 38	0 0 / 0	29 14 / 15	58 36 / 22	1 1 / 0	1 0 / 1	0 0 / 0
TOTAL	468 247 / 221	5 4 / 1	154 78 / 76	291 158 / 133	15 7 / 8	2 0 / 2	1 0 / 1

Summit Academy North Middle School

Grade Level	TOTAL III GRADE	Asian	African-American	Caucasian	Hispanic	American Indian	Pacific Islander
6	80 28 / 52	0 0 / 0	22 7 / 15	55 21 / 34	3 0 / 3	0 0 / 0	0 0 / 0
7	114 60 / 54	3 2 / 1	31 16 / 15	67 38 / 29	12 4 / 8	0 0 / 0	1 0 / 1
8	103 56 / 47	2 1 / 1	23 11 / 12	70 38 / 32	6 6 / 0	1 0 / 1	1 0 / 1
TOTAL	297 144 / 153	5 3 / 2	76 34 / 42	192 97 / 95	21 10 / 11	1 0 / 1	2 0 / 2

Summit Academy North Elementary School

Grade Level	TOTAL III GRADE	Asian	African-American	Caucasian	Hispanic	American Indian	Pacific Islander
0	73 35 / 38	0 0 / 0	27 15 / 12	42 19 / 23	4 1 / 3	0 0 / 0	0 0 / 0
1	71 29 / 42	3 3 / 0	18 10 / 8	48 15 / 33	1 1 / 0	0 0 / 0	1 0 / 1
2	76 44 / 32	1 1 / 0	19 10 / 9	54 33 / 21	2 0 / 2	0 0 / 0	0 0 / 0
3	71 31 / 40	0 0 / 0	14 5 / 9	52 24 / 28	5 2 / 3	0 0 / 0	0 0 / 0
4	72 42 / 30	2 1 / 1	15 7 / 8	52 32 / 20	2 2 / 0	0 0 / 0	1 0 / 1
5	80 40 / 40	1 0 / 1	24 13 / 11	50 26 / 24	5 1 / 4	0 0 / 0	0 0 / 0
TOTAL	443 221 / 222	7 5 / 2	117 60 / 57	298 149 / 149	19 7 / 12	0 0 / 0	2 0 / 2

Section 3 – Vision and Goals

Our Vision

In Summit Academy Schools the learning community will be experts in technology. Creativity and innovation are key components to success. Summit Academy Schools will educate children in a dynamic learning environment that meets their personal and educational goals. Students and staff will skillfully use technology to become literate citizens in the global 21st Century. Summit Academy will utilize technology to keep parents and the community connected to initiatives within the district thus enhancing the home-school partnership.

General Goals

- Integrate technology instruction across disciplines and align the Michigan Educational Technology Standards and Benchmarks (<http://techplan.org>) to the core curriculum.
- Provide staff with continuous and comprehensive training in 21st Century skills.
- Improve student achievement, creativity and engagement.
- Provide connectivity between classrooms, buildings, home and the global community.
- Create and implement an ongoing evaluation process of the district’s technology goals.

I CURRICULUM

A. Section 4 - Curriculum Integration

Goals and strategies, aligned with challenging state and national standards, for using telecommunications and technology to improve teaching and learning.

Goals and Strategies aligned with national and state standards to improve student academic achievement.

- Goal 1 – Students will use technology to publish innovative products that demonstrate creative thinking.

- Goal 2 – Students will utilize digital environments to communicate globally and work collaboratively to support individual learning.
- Goal 3 – Students will apply digital tools to gather, evaluate, and use information.
- Goal 4 – Students will use critical thinking skills to plan and conduct research, manage projects, solve problems and make informed decisions using appropriate digital tools and resources.
- Goal 5 – Students will demonstrate legal and ethical behavior related to technology.
- Goal 6 – Students will demonstrate a sound understanding of technology concepts, systems and operations.

Summit Academy’s strategy to meet its technology goals will be addressed by aligning our curriculum to the grade level benchmarks as stated in the METSB (Michigan Educational Technology Standards and Benchmarks) as well as the ISTE NETS (National Educational Technology Standards for Students). The technology curriculum will be integrated and then mapped to assure that all benchmarks are being met. Teachers are accountable for integrating technology into their subject area(s) and tracking it accordingly.

Identify and promote curricula and teaching strategies that integrate technology effectively into curricula and instruction.

Curriculum and teaching strategies are integrated into everyday life in the classroom. This is recognized in the daily projects and products created by the students. Curriculum Mapper serves as a tool for teachers to plan and document the use of technology in conjunction with their lessons. Software and online resources are utilized for assessments, remediation and assistive technology. Continuous Professional Development in technology is required for all staff. A laptop integration program provides an environment for anywhere, anytime learning.

Michigan Technology Standards will be adhered to.

Standards	K-2	3-5	6-8
<p>1. Basic Operations and Concepts - a. Students demonstrate a sound understanding of the nature and operation of technology systems.</p>	<ol style="list-style-type: none"> 1) Students recognize, name, and can label the major hardware components in a computer system (e.g. computer, monitor, keyboard, mouse, and printer). 2) Students identify the functions and care of the major hardware components in a computer system. 3) Students identify common uses of technology found in daily life. 4) Students identify simple functions represented by symbols and icons commonly found in application programs (e.g. font, size, bold, alignment, color). 5) Students discuss basic care for computer hardware and various media types (e.g. diskettes, CDs, DVDs, videotapes). 6) Students know that all people use technology in their daily tasks. 	<ol style="list-style-type: none"> 1) Students know how to use basic input and output devices; access network resources (e.g. printers, servers); and use various peripherals (e.g. scanners, digital cameras, video projectors). 2) Students recognize and discuss ways technology has changed life at school and at home. 3) Students recognize and discuss ways technology has changed business and government over the years. 4) Students identify characteristics that suggest that the computer system hardware or software needs to be upgraded. 5) Students recognize and discuss the need for security applications (e.g. virus detection, spam defense, popup blockers, firewalls) to protect information and to keep the system functioning properly. 	<ol style="list-style-type: none"> 1) Students discuss common hardware and software difficulties and identify strategies for trouble-shooting and problem solving. 2) Students describe strategies for identifying and preventing routine hardware and software problems that may occur during everyday technology use. 3) Students describe a variety of ways that information and technology resources can be combined to develop and promote understanding. 4) Students identify changes in hardware and software systems over time and discuss how these changes affected various groups (e.g. individual users, education, government, and businesses). 5) Students understand that new technology tools can be developed to do what could not be done without the use of technology.

Standards	K-2	3-5	6-8
<p>b. Students are proficient in the use of technology.</p>	<ol style="list-style-type: none"> 1) Students are aware of correct finger positions on the keyboard. 2) Students recognize functions of basic file menu commands (e.g. new, open, close, save, print). 3) Students use personal folders to manage computer files. 4) Students use a variety of age-appropriate technologies for sharing information (e.g. drawing a picture, writing a story, creating a simple slide show). 5) Students use various age-appropriate technologies for gathering information (e.g. dictionaries, encyclopedias, web resources). 	<ol style="list-style-type: none"> 1) Students know proper keyboarding positions and touch-typing techniques. 2) Students demonstrate proper care in the use of the computer system, hardware, software, peripherals, and storage media. 3) Students manage and maintain their own files on a hard drive or the network. 4) Students know how to exchange files with other students using technology (e.g. e-mail attachments, network file sharing, diskettes, flash drives). 5) Students identify software used for information management and know which types of software can be used most effectively for different types of data, for different information needs, and for conveying results to different audiences. 6) Students identify search strategies for locating needed information. 7) Students identify resources that contribute to solving a specified problem. 	<ol style="list-style-type: none"> 1) Students use proper keyboarding posture, finger positions, and touch-typing techniques to improve accuracy, speed, and general efficiency in computer operation. 2) Students can identify appropriate file formats for a variety of applications. 3) Students can use basic utility programs or built-in application functions to convert file formats, as necessary. 4) Students use a variety of technology tools (e.g. dictionary, thesaurus, grammar-checker, calculator) to maximize the accuracy of technology-produced products. 5) Students identify a variety of information storage devices (e.g. floppies, CDs, DVDs, flash drives, tapes) and provide rationales for using a certain device for a specific purpose (very large file, portability, permanent storage). 6) Students use accurate terminology and select appropriate technology tools and resources to accomplish a variety of tasks. 7) Students identify resources that assist with various consumer related activities (e.g. purchases, banking transactions, product descriptions). 8) Students discuss security issues related to e-commerce.

Standards	K-2	3-5	6-8
<p>2. Social, ethical, and human issues a. Students understand the ethical, cultural, and societal issues related to technology.</p>	<ol style="list-style-type: none"> 1) Students identify common uses of information and communication technologies. 2) Students discuss advantages and disadvantages of using technology. 	<ol style="list-style-type: none"> 1) Students identify cultural and societal issues relating to technology. 2) Students identify issues relating to how information and communication technology supports collaboration, productivity, and lifelong learning. 3) Students understand and discuss how various assistive technologies can benefit individuals with disabilities. 4) Students discuss the accuracy, relevance, appropriateness, and bias of electronic information sources. 	
<p>b. Students practice responsible use of technology systems, information, and software.</p>	<ol style="list-style-type: none"> 1) Students recognize that using a password protects the privacy of information. 2) Students discuss scenarios describing acceptable and unacceptable uses of age-appropriate technology (e.g. computers, internet, email) and describe consequences of inappropriate use. 3) Students describe appropriate and inappropriate uses of technology in the classroom. 4) Students describe the consequences of irresponsible use of technology resources at home and at school. 	<ol style="list-style-type: none"> 1) Students discuss scenarios describing acceptable and unacceptable uses of technology (e.g. computers, digital cameras, cell-phones, PDAs, wireless connectivity) and describe consequences of inappropriate use. 2) Students discuss basic issues regarding appropriate and inappropriate uses of technology (e.g. copyright, privacy, file sharing, spam, viruses, plagiarism) and related laws. 3) Students discuss appropriate kinds of information that should be shared in public "chat rooms". 	<ol style="list-style-type: none"> 1) Students provide accurate citations when referencing information from outside sources. 2) Students discuss issues related to acceptable and responsible use of technology (e.g. privacy, security, copyright, plagiarism, spam, viruses, file-sharing). 3) Students discuss the consequences and costs related to unethical use of information and communication technology.

Standards	K-2	3-5	6-8
<p>c. Students develop positive attitudes toward technology uses that support lifelong learning, collaboration, personal pursuits, and productivity.</p>	<ol style="list-style-type: none"> 1) Students understand that technology is a tool to help them complete a task, and is a source of information, learning and entertainment. 2) Students identify places in the community where one can access technology. 	<ol style="list-style-type: none"> 1) Students identify software or technology-delivered access that is valuable to them, and describe how it improves their ability to communicate, be productive, or achieve personal goals. 2) Students identify their personal goals or pursuits and explore technology resources that may assist them in identifying paths leading to their goals or pursuits. 	<ol style="list-style-type: none"> 1) Students use technology to identify and explore various occupations or careers. 2) Students discuss possible uses of technology (present and future) to support personal pursuits and lifelong learning. 3) Students identify effective uses of technology to support effective communication with peers, family, or school personnel. 4) Students discuss possible societal impact of technology in the future.
<p>3. Technology productivity tools a. Students use technology tools to enhance learning, increase productivity, and promote creativity.</p>	<ol style="list-style-type: none"> 1) Students know how to use a variety of productivity software (e.g. word processors, drawing tools, presentation software) to convey ideas and illustrate concepts. 2) Students identify the best type of productivity software to use for a certain age-appropriate tasks (e.g. word-processor, drawing, browser). 	<ol style="list-style-type: none"> 1) Students know how to use menu options in applications to print, format, add multimedia features; open, save, manage files; and use various grammar tools (e.g. dictionary, thesaurus, spell-checker). 2) Students know how to insert various objects (e.g. photos, graphics, sound, video) into word-processing documents, presentations, or web documents. 3) Students use a variety of technology tools and applications to promote their creativity. 4) Students understand that existing (and future) technologies are the result of human creativity. 	<ol style="list-style-type: none"> 1) Students apply common software features (e.g. spellchecker, thesaurus, formulas, charts, graphics, sounds) to enhance communication to an audience and to support creativity. 2) Students use a variety of resources, including the internet, to enhance learning and increase productivity. 3) Students explore basic applications that promote creativity (e.g. graphics, presentation, photo-editing, programming, video-editing). 4) Students use available utilities for editing pictures, images, or charts.

Standards	K-2	3-5	6-8
<p>b. Students use productivity tools to collaborate in constructing technology-enhanced models, prepare publications, and produce other creative works.</p>	<p>1) Students are aware of how to work together when using technology tools (e.g. word processor, drawing, presentation software) to convey ideas or illustrate simple concepts relating to a specified project.</p>	<p>1) Students collaborate with classmates using a variety of technology tools to plan, organize, and create a group project.</p>	<p>1) Students describe how to use online environments or other collaborative tools to design, develop, and enhance materials, publications, or presentations.</p>
<p>4. Technology communications tools a. Students use telecommunications to collaborate, publish, and interact with peers, experts, and other audiences.</p>	<p>1) Students, with assistance from teacher, parents, or student partners, identify procedures for safely using basic telecommunication tools (e.g. e-mail, IM) to read or send electronic information.</p>	<p>1) Students use basic telecommunication tools (e.g. e-mail, WebQuests, IM, chat rooms, web conferencing) and online resources for collaborative projects with other students.</p>	<p>1) Students use a variety of telecommunication tools (e.g. e-mail, discussion groups, IM, chat rooms, blogs, video-conferences, web conferences) and online resources to collaborate interactively with peers, experts, and other audiences.</p>
<p>b. Students use a variety of media and formats to communicate information and ideas effectively to multiple audiences.</p>	<p>1) Students know how to use a variety of age-appropriate media (e.g. presentation software, newsletters, word processors) to communicate ideas to classmates, families, and others.</p> <p>2) Students, assisted by teachers, parents, or student partners, know how to select media formats (e.g. text, graphics, photos, video) to communicate and share ideas to classmates, families, and others.</p>	<p>1) Students use a variety of media and formats to create and edit products (e.g. presentations, newsletters, brochures, web pages) to communicate information and ideas to various audiences.</p> <p>2) Students identify how different forms of media and formats may be used to share similar information, depending on the intended audience (e.g. presentations for classmates, newsletters for parents).</p>	<p>1) Students create a project (e.g. presentation, web page, newsletter, information brochure) using a variety of media and formats (e.g. graphs, charts, audio, graphics, video) to present content information to an audience.</p>

Standards	K-2	3-5	6-8
<p>5. Technology research tools a. Students use technology to locate, evaluate, and collect information from a variety of sources.</p>	<p>1) Students know how to recognize the Web browser and associate it with accessing resources on the internet.</p> <p>2) Students, assisted by teachers, parents, or student partners, identify steps for using technology resources (e.g. CD-ROMs, DVDs, search engines, websites) to locate information relating to a specific curricular topic.</p>	<p>1) Students use Web search engines and built-in search functions of other various resources to locate information.</p> <p>2) Students describe basic guidelines for determining the validity of information accessed from various sources (e.g. web site, dictionary, on-line newspaper, CD-ROM).</p>	<p>1) Students use a variety of Web search engines to locate information.</p> <p>2) Students effectively evaluate information from various online resources for accuracy, bias, appropriateness, and comprehensiveness.</p> <p>3) Students can identify types of internet sites based on their domain names (e.g. edu, com, org, net, gov, au)</p>
<p>b. Students use technology tools to process data and report results.</p>	<p>1) Students, assisted by teachers, parents, or student partners, know how to use existing electronic databases (e.g. dictionaries, encyclopedias, spreadsheets) to locate and interpret information.</p>	<p>1) Students know how to independently use existing databases (e.g. library catalogs, electronic dictionaries, encyclopedias) to locate, sort, and interpret information on an assigned topic.</p> <p>2) Students perform simple queries on existing databases and report results on an assigned topic.</p>	<p>1) Students know how to create and populate a database.</p> <p>2) Students perform queries on existing databases.</p> <p>3) Students know how to create, and modify a simple database report.</p>
<p>c. Students evaluate and select new information resources and technological innovations based on the appropriateness to specific tasks.</p>	<p>1) Students provide a rationale for choosing one type of hardware or software over another for completing a specific assigned task.</p>	<p>1) Students identify appropriate technology tools and resources by evaluating the accuracy, appropriateness, and bias of the resource.</p> <p>2) Students compare and contrast the functions and capabilities of the word processor, database, and spreadsheet for gathering data, processing data, performing calculations, and reporting results.</p>	<p>1) Students evaluate new technology tools and resources, and select the most appropriate tool to use for accomplishing a specific task.</p>

Standards	K-2	3-5	6-8
<p>6. Technology problem-solving and decision-making tools a. Students use technology resources for solving problems and making informed decisions.</p>	<p>1) Students know how to use technology resources (e.g. dictionaries, encyclopedias, search engines, websites) to solve age-appropriate problems.</p>	<p>1) Students use technology resources to access information that can assist them in making informed decisions about everyday matters (e.g. which movie to see, which product to purchase, perform “how-to” tasks).</p>	<p>1) Students use database or spreadsheet information to make predictions, develop strategies, and evaluate decisions to assist them with solving a basic problem. 2) Students identify technology resources that can be used to: solve a specific problem; assist them with making an informed decision; and allow them to present the result.</p>
<p>b. Students employ technology in the development of strategies for solving problems in the real world.</p>	<p>1) Students identify ways that technology has been used to address real-world problems.</p>	<p>1) Students use information and communication technology tools (e.g. calculators, probes, videos, DVDs, educational software) to collect, organize, and evaluate information to assist them with solving real-life problems.</p>	<p>1) Students describe the information and communication technology tools they might use to collect information from different sources, compare the data, analyze their findings, and draw conclusions for addressing real-world problems.</p>

Michigan Educational Technology Standards (METS) - 9th to 12th Checklist

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

4. Students discuss the possible consequences and costs of unethical uses of information and computer technology.					
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Michigan Educational Technology Standards (METS) - 9th to 12th Checklist

O = Teacher Observation	P = Portfolio Evidence	A = Formal Assessment	C = Technology Literacy Class			
2. Social, ethical, and human issues		9	10	11	12	
b. Students practice responsible use of technology systems, information, and software.						
1. Students identify ways that individuals can protect their technology systems from unethical or unscrupulous users.						
2. Students demonstrate the ethical use of technology as a digital citizen and lifelong learner.						
3. Students explain the differences between freeware, shareware, and commercial software.						
4. Students adhere to fair use and copyright guidelines.						
5. Students create appropriate citations for resources when presenting research findings.						
6. Students adhere to the district acceptable use policy as well as state and federal laws.						
c. Students develop positive attitudes toward technology uses that support lifelong learning, collaboration, personal pursuits, and productivity.		9	10	11	12	
1. Students explore career opportunities and identify their related technology skill requirements.						
2. Students design and implement a personal learning plan that includes technology to support his/her lifelong learning goals.						
3. Technology productivity tools		9	10	11	12	
a. Students use technology tools to enhance learning, increase productivity, and promote creativity.						
1. Students complete at least one online credit, or non-credit, course or online learning experience.						
2. Students use technology tools for managing and communicating personal information (e.g., finances, contact information, schedules, purchases, correspondence).						
3. Students have access to and utilize assistive technology tools.						
4. Students apply advanced software features such as an application's built-in thesaurus, templates, and styles to improve the appearance of word processing documents, spreadsheets, and presentations.						
5. Students use an online tutorial and discuss the benefits and disadvantages of this method of learning.						
6. Students develop a document or file for inclusion into a web site or web page.						
7. Students use a variety of applications to plan, create, and edit a multimedia product (e.g., model, webcast, presentation, publication, or other creative work).						
8. Students have the opportunity to participate in real-life experiences associated with technology-related careers.						

b. Students use productivity tools to collaborate in constructing technology-enhanced models, prepare publications, and produce other creative works.	9	10	11	12	
1. Students identify technology tools (e.g., authoring tools or other hardware and software resources) that could be used to create a group project.					

Michigan Educational Technology Standards (METS) - 9th to 12th Checklist						
O = Teacher Observation	P = Portfolio Evidence	A = Formal Assessment	C = Technology Literacy Class			
4. Technology communications tools			9	10	11	12
a. Students use telecommunications to collaborate, publish, and interact with peers, experts, and other audiences.						
1. Students identify and describe various telecommunications or online technologies (e.g., desktop conferencing, listservs, blogs, virtual reality).						
2. Students use available technologies (e.g., desktop conferencing, e-mail, groupware, instant-messaging) to communicate with others on a class assignment or project.						
3. Students collaborate in content-related projects that integrate a variety of media (e.g., print, audio, video, graphic, simulations, and models) with presentation, word processing, publishing, database, graphics design, or spreadsheet applications.						
4. Students plan and implement a collaborative project using telecommunications tools (e.g., groupware, interactive web sites, videoconferencing).						
b. Students use a variety of media and formats to communicate information and ideas effectively to multiple audiences.			9	10	11	12
1. Students use a variety of media and formats to design, develop, publish, and present products (e.g., presentations, newsletters, web sites) to communicate original ideas to multiple audiences.						
5. Technology research tools			9	10	11	12
a. Students use technology to locate, evaluate, and collect information from a variety of sources.						
1. Students compare, evaluate, and select appropriate internet search engines to locate information.						
2. Students determine if online sources are authoritative, valid, reliable, relevant, and comprehensive.						
3. Students distinguish between fact, opinion, point of view, and inference.						
4. Students evaluate resources for stereotyping, prejudice, and misrepresentation.						
b. Students use technology tools to process data and report results.			9	10	11	12
1. Students formulate and use evaluation criteria (authority, accuracy, relevancy, timeliness) for information located on the internet to present research findings.						
c. Students evaluate and select new information resources and technological innovations based on the appropriateness to specific tasks.			9	10	11	12
1. Students develop a plan to gather information using various research strategies (e.g., interviews, questionnaires, experiments, online surveys).						
6. Technology problem-solving and decision-making tools			9	10	11	12
a. Students use technology resources for solving problems and making informed decisions.						
1. Students use a variety of technology resources (e.g., educational software, simulations, models) for problem solving and independent learning.						
2. Students describe the possible integration of two or more information and communication technology tools or resources to collaborate with peers, community members, and field experts.						
b. Students employ technology in the development of strategies for solving problems in the real world.			9	10	11	12
1. Students formulate a research question or hypothesis, then use						

appropriate information and communication technology resources to collect relevant information, analyze the findings, and report the results to multiple audiences.					
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Michigan Educational Technology Standards (METS) were developed based on the International Society of Technology in Education’s (ISTE) National Educational Technology Standards (NETS). Summit Academy has adopted their use as listed above. ISTE NETS for Students were revised in June 2007. Summit Academy is also incorporating these new NETS for students across the curriculum. Summit will adhere to Michigan’s standards and transition to new state standards when they are also updated to match the National standards.

http://www.iste.org/Content/NavigationMenu/NETS/ForStudents/2007Standards/NETS_for_Students_2007.htm

1. 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.

2. 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.

3. 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.

4. 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.

5. 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.

6. 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.

B. Section 5 - Student Achievement

Strategies that are based on research and that integrate technology into curricula and instruction for purposes of improving student academic achievement and a timeline for that integration.

Technology is integrated in all classrooms with the use of a variety of electronically delivered materials. Students have access to a broad spectrum of opportunities such as 1-1 laptops, classroom computers, laptop carts and labs. Every teacher is provided with their own laptop in order to create and deliver complete lessons that are creative, rigorous and relevant to the 21 Century learner.

Description and timeline of how software and electronically delivered learning materials will be integrated into the curricula and instruction.

	2008-2009	2009-2010	2010-2011
	Use and grades being implemented		
Edvision	Used as assessment. (2-9)	Ongoing use	Ongoing use
Web based Typing Master	Used as direct instruction, assessment. (2-8)	Continue	Continue
Riverdeep	Used as direct instruction, assessment, individualized learning and remediation. (K-8)	Evaluate continued use.	
BrainPop	Online videos and activities used as direct instruction including assessments. (K-9)	Continuing	Continuing
PowerPoint, Keynote	Used as direct instruction and student presentations. (K-12)	Integrate with multimedia.	Continued
United Streaming	Online videos and activities used as direct instruction, lesson plans with assessments and student projects. (K-12)	Continued	Ongoing.
Apple iLife suite: iPhoto, iMovie, iDVD Final Cut Pro XP Movie Maker Camtasia	Used to create multimedia presentations by students and instructors. (K-12)	Pursue student preparation for certification in Final Cut Pro. (9-12)	Ongoing.
TuxPaint Adobe suite: Photoshop, Fireworks, Illustrator, Flash	Student/teacher image creation and editing tools for digital media. (K-12) Professional development for the fine arts teachers.	Expand course catalog to include graphic design.	Ongoing

	2008-2009	2009-2010	2010-2011
Claymation/Multi-media Blender	Used at K-8 level for tactile learning experience.	Ongoing	Ongoing
Kidspiration Inspiration	Used as a graphic organizer across all subject areas. (K-8)	Evaluate web based mind mapping tools to expand grade level use without budget increase.	Ongoing
Dreamweaver iWeb Think.com	Used for blogging and web site creation. (6-12)	Expand use in lower elementary grade levels.	Ongoing
Garage Band	Used for creating personalized music and inserting into electronic projects as well as podcasting. (4-12)	Increase usage to the elementary levels.	Ongoing
Web 2.0 tools	Introduce social tools for use in education such as bookmarking, slidesharing, photo sharing and more (K – 12)	Further knowledgebase of tools	Complete integration into curriculum as needed
Interactive Internet Web Sites: StarFall Math Manipulatives Reading A-Z Learning Planet Etc.	Used as direct instruction, individualized learning and remediation. (K-12) Continuously add new and innovative sites to enhance digital course packs.	Ongoing	Ongoing
Blogging Email Wiki Web Site	Used for communicating instruction, individualized learning and communication. (K-12)	Ongoing	Ongoing
Digital Publishing: Publisher Pages Word	Used for creating newsletters, brochures, invitations and communication publications. (K-12)	Ongoing	Ongoing
Document imager: Elmo	Use to project and enlarge images and objects. (K-12)	Ongoing	Ongoing
Nettrekker	Used for online research (K-12)	Continued evaluation of existing programs and enhancement of new programs	Ongoing
Moodle	Used for communicating instruction, individualized	Provide additional PD for	Increase use of Moodle

	2008-2009	2009-2010	2010-2011
	learning and assessments. (5-12)	use of Moodle across the district.	modules.
Digital Course Packs	Science and Social Studies lesson plan resources in digital format.	Increase digital course packs for all subjects and courses.	Ongoing
Web Camera	Used to enhance global collaboration connecting real-world experiences	Increase global collaboration.	Ongoing
Web Quests	Used for communicating instruction, individualized learning. (1- 12)	Ongoing	Ongoing.
Survey Monkey Software	Used for Student and Staff surveys annually. (K-12)	Ongoing	Ongoing
Froguts	Used for simulated dissection (7-12)	Provide additional PD Increase use for younger grade levels.	Ongoing
Keyboard Writer	Used to supplement Keyboarding and Word Processing in grades. (K-5) Assistive tool across (10-12) for students with fine motor skill disabilities.	Ongoing	Ongoing
Compass Learning Virtual High School Read 180 ACT Prep	Used for remediation, test prep and extension activities. (K-12)	Provide student home access.	Ongoing
Office Applications: Word Excel Pages Outlook / Entourage Access	Used for lesson plan creation, student projects, graphing, publishing, email communication, common calendar and database.	Introduce Access to students (10-12). Research complementing program for (6-9) Apple based.	
Classroom Performance Series / Jeopardy	Used as an engaging way to assess students. (K-8)	Expand more classroom use. Purchase addition units.	
Grapher	Used to graph 2 dimensional and 3 dimensional math equations.	Increase awareness in grades across the district. (5-12)	
Atomic Learning	Used for tutorials on software for both teachers and students.	Increase student awareness and	

	2008-2009	2009-2010	2010-2011
		use. (5-12)	

C. Section 6 - Technology Delivery

Strategies for the delivery of specialized or rigorous courses and curricula through the use of technology, including distance learning technologies.

One-to-One Laptop Program – Fifth through ninth grade students are provided the opportunity for 24 x 7 access to learning through an Apple laptop they can take home.

Michigan Virtual High School -Classes are offered via the web which provides learning opportunities outside of the district.

Video Streaming - Used to enhance existing curricular areas at all grade levels. Virtual field trips and subscriptions to both United Streaming allow for this opportunity.

Compass Learning – Used for remediation and assessment of students.

Riverdeep – Used for remediation and assessment of students.

Atomic Learning – Used for tutorials on software.

D. Section 7 - Parental Communication and Community Relations

Strategies to promote parental involvement and to increase communication with parents and community, including a description of how parents and community will be informed of the technology to be used with students.

Distribution of technology plan to the community.

Summit Academy's technology plan will be distributed at a school board meeting and will be posted on the school website.

Communicating with parents through technology.

Current events and school information will be accessible to parents through:

- Electronic signs outside of each building
- Laptop roll out night for parent orientation
- Internet Safety information events for parents
- PowerSchool parent portal demonstration on orientation evenings
- Summit Academy web site
 - Teacher Moodle / Web Sites
 - 1-1 laptop Program guide
 - Content Expectations
 - Code of Conduct
 - Acceptable use policy
 - Student link to acceptable sites

- School calendar
 - Sport events
 - All school improvement plans
- Parent and student portal to our student management system, PowerSchool
- Email
- AlertNow automated phone message system
- NetCom automated caller system used for attendance truancy
- Technology section in the quarterly district newsletter

Involvement of the community with the tech plan.

Summit Academy's Technology Plan will be reviewed and revised annually in the spring. The technology planning committee will consist of parents, teachers, administrators, technology staff and curricular staff.

2008 Spring Committee

<u>Name</u>	<u>Position</u>
Annelise Woitulewicz	Technology Director
Elena Girolamo	High School Special Education Teacher
Jason Hamstra	High School Administrator
Marie Maci	Elementary Administrator
Sally Emerson	Middle School Administrator
Chris Swaffield	Technology Integration Specialist
Alicia Jenkins	Middle School Math & Reading Teacher
Leann Hedke	Curriculum Coordinator/Middle School Parent
Sue Symons	Middle & High School Parent
Ray Kramer	Middle School/High School Technology Coordinator
Julie Pemrick	Elementary School Technology Coordinator
Catherine Griffin	Special Services Coordinator/Elementary Parent
Alison Cancilliari	Program Director

E. Section 8 - Collaboration

Strategies for developing the program, where applicable, with adult literacy providers.

Not Applicable. Adult technology literacy is not provided by Summit Academy Schools.

II PROFESSIONAL DEVELOPMENT

F. Section 9 - Professional Development

Strategies for providing ongoing, sustained professional development for teachers, principals, administrators, and school library media personnel to ensure that staff know how to use the new technologies to improve education or library services.

Summit Academy's professional development is aligned to technology applications and with our district's mission and vision. It is the district's position that our teachers, principals, administrators and support staff are the experts in their field and/or subject area. In recognizing this, it is the responsibility of the technology department to provide and maintain leadership and support for technologies, and to make sound decisions for its implementation. We realize that schedules, needs, and skill levels vary among staff members. In attempting to meet the needs of this diverse group, we take a variety of different approaches in our professional development to ensure that our staff aligns with state and national standards for teacher competencies.

Technology has enhanced the productivity and professional practices of our staff. This has impacted the way we conduct our daily business. For example, we use PowerSchool as our student management software. PowerSchool has allowed us to centralize the management of all student data. Teachers use PowerSchool for daily attendance, grades and parent communication. Having this tool allows teachers to manage student records with less effort so that more time can be directed toward instruction.

Professional development is provided to all staff at all buildings during in-service time at the beginning of the year and throughout the year. The technology coordinators at each building oversee this time and provide customized training for all building personnel. While content will vary at each building this has become an optimal time to set up teacher grade books, review attendance software and provide refreshers in particular software. This has proven to be an excellent way to ensure that our staff and our technology are ready to begin the school year. This time also assists and reinforces that teachers can demonstrate introductory knowledge, skills, and understanding of concepts related to technology, and make sure that they are aware of the necessary Summit, State and National technology competencies as well as 21st Century skills.

The Technology Department will work collaboratively to ensure that technology is integrated into the curriculum. The Technology Director will meet with the Curriculum Coordinator to determine the needs of the district. Information will then be shared with the building level Technology Coordinators to plan activities, technology curriculum integration and relevant training sessions. Tech coordinators will meet at least once every other month with teachers to address classroom needs and serve as a classroom resource to enhance instruction. Teachers can also communicate needs to the technology department through the use of an online help desk request system, on the phone or in person.

Teachers are offered technology training sessions regularly throughout the school year. The topics covered at these sessions include, but are not limited to using Inspiration/Kidspiration, PowerSchool, PowerTeacher, Office productivity tools, RiverDeep, Moodle, multi-media tools

(digital still cameras, video cameras, electronic whiteboard and document imagers), Web 2.0 sites, Apple iLife software, wikis and podcasting.

Technology opportunities for outside workshops, conferences and other trainings are provided. Administrators, teachers and technology staff subscribe to educational journals to stay up to date with the latest trends in educational technology. The technology leaders are actively involved in a variety of professional organizations that promote the use and implementation of technology and the related policies. Some of these groups include MACUL, ISTE, MAEDS, MIEM, ASCD, PSUG, MAPSA and Wayne County RESA ISD.

Staff is encouraged to disseminate information, knowledge, and resources from their personal experiences with colleagues. These concepts will be shared through e-mail, discussions, blogs, mentoring, staff meetings and or the school web site. Curriculum Mapper allows lesson plan collaboration.

Annual schedule of planned training. Revisions will be made as needed.

PowerSchool High School (PSUG-MI)	June
Start of School Year Training	Aug
All Staff Technology PD Day	Jan
MAPSA - all staff attend	Nov
Michigan Association of Computer Users in Learning Conf.	Mar
District Technology Training Opportunities	As needed
Adult Learning Labs	Monthly at buildings
Wayne RESA Workshops	year long additional offerings
Technical Training	As needed
1-1 Laptop Orientation for Students and Parents during rollout	Sept

G. Section 10 - Supporting Resources

Strategies and supporting resources such as services, software, other electronically-delivered learning materials, and print resources that will be acquired to ensure successful and effective uses of technology.

<u>Staffing</u>	<u>Information</u>	<u>Policies</u>	<u>Communications</u>
<ul style="list-style-type: none"> • Technology Director • Technician 	<ul style="list-style-type: none"> • How To Documents • Training Videos 	<ul style="list-style-type: none"> • AUP • CIPA 	<ul style="list-style-type: none"> • E-Mail • AlertNow automated phone message system
<ul style="list-style-type: none"> • PowerSchool Administrator & Secondary Technology Coordinator 	<ul style="list-style-type: none"> • Web based Video Streaming subscriptions 	<ul style="list-style-type: none"> • Internal Procedures 	<ul style="list-style-type: none"> • NetCom automated phone message system (used for truancy at secondary level)
<ul style="list-style-type: none"> • 2 Elementary Technology Coordinators 	<ul style="list-style-type: none"> • ISD Support 	<ul style="list-style-type: none"> • Laptop Policy 	<ul style="list-style-type: none"> • PowerSchool Bulletin
<ul style="list-style-type: none"> • Laptop Program Administrator 	<ul style="list-style-type: none"> • Workshops/Conferences • 1-1 laptop 	<ul style="list-style-type: none"> • Laptop Handbook 	

The technology department and administrators will begin digitizing some of their training with Camtasia for Windows and ScreenFlow for Macs. Videos may be published on our website, providing training from any workstation connected to the Internet. We will continue to grow and expand our capabilities in the area of digital video.

We will continually evaluate the requirements and adjust resources as necessary.

III INFRASTRUCTURE, HARDWARE, TECHNICAL SUPPORT, AND SOFTWARE

H. Section 11 - Infrastructure Needs/Technical Specification, and Design

The Summit Academy Network

District MDF contains most servers for the district. These include:

- Windows 2003 Server – Email, Applications, User & Public Storage, Sophos Anti-Virus
- Windows 2003 Server – Riverdeep, Summit Web Site
- Windows 2003 Server – Moodle and WebHelpDesk
- Windows 2003 Server – MailMarshal (legacy, decommissioning fall 2008)
- 3 Windows 2003 Servers – Domain Controllers, DHCP, DNS, Print Servers
- Windows 2003 Server – PowerSchool Student Management System
- Windows 2003 Server – Ghost and Read 180
- Baracuda Mail Filter appliance (purchasing summer 08)
- iPrism Web Filter appliance
- Windows 2003 Server – Exchange 2007 (new for migration Summer 2008)
- 11 Apple xServes – Leopard
 - 6 Home Folder Servers
 - 1 Collaboration Services Server (Jabber, Wiki/Blogging)
 - Backup running PreStore
 - Imaging and Filewave
 - Client Management
 - Client Management Replica

Other Hardware:

- Smart UPS protects each server.
- Gigabit backbone connects all buildings via fiber.
- Cisco(2950, 3508 3550 switches) and Dell network gear provides 100-1000 mb connectivity throughout the district.
- Video projectors are installed in all classrooms in grades 6-12.
- Video projectors are available on rolling carts in grades K -5 and for special shows in the gym or cafeteria.
- Several digital video and still cameras available in every building.
- 6 Apple iBook laptop carts are available in two of the buildings
- The middle school has one room being equipped with Apple MacPro desktop computers for video production class using FinalCutPro.

- Macintosh computer room and 4 computers (mixture of both windows and Macintosh) in every classroom.
- Apple MacBook laptops for the 1-1 laptop program
- The high school has two fully equipped PC computer rooms, one Apple iBook room and one PC laptop furnished classroom.
- Large format plotter printer is available for district usage.
- At least one document imager is available in each building starting.
- All PC computers are Pentium III or higher with a minimum of 128 MB RAM running on XP for the operating system.
- All Macintosh computers are G4 or higher running 512 MB RAM running on OSX.
- Each classroom is equipped with a printer; many with networked printers.
- Each building has at least one color printer available.
- Each building has an advanced multi-functional copy machine.
- Each building has at least one multi-functional network based fax/printer.
- Multi channel sound system available in each building.
- Every teacher is provided with either a windows or Macintosh based laptop.
- A TV/DVD/VCR cart is accessible in each building.
- Cisco Pix 515e Firewall protects the private network from outside internet intrusion.
- All servers are housed in a secure room and are enclosed in a temperature controlled rack.

Other Functionality of the Network:

Every computer in the district is connected to the network with Internet Access. Merit provides Internet access to the entire district through a 6MB Opteman connection. This connection will be upgraded to 12MB for the 2008-2009 school year and monitored for potential growth later if needed. This increased bandwidth will help support the growing number of internet based services and software we utilize such as Curriculum Mapper, Scantron's Edvision Testing, United Streaming, BrainPop, Atomic Learning, to name only a few. Connectivity between our central office in Flat Rock, and the school is provided via 45 MB Opteman solution.

A digital phone system provides phones for all classrooms and voicemail to the main offices. Voice over IP will eventually replace the current phone system to provide voicemail to all staff members which will allow better communication means for parents. VOIP will additionally save the district costs in telephone services by reducing the cost of phone calls between buildings.

Cellular phones are provided for the district office administration and the technology staff to stay connected while not at their desks.

The middle and high school buildings are completely wireless using an Aruba controller and 31 access points throughout. The elementary school also has several Netgear wireless access points that are not tied to the Aruba solution. Future plans include adding more Aruba access points to the elementary school so we can centrally manage all wireless. Wireless computing supports anywhere anytime learning and is required with the one-to-one laptop program.

Veritas Backup Exec software is used to back up all Windows servers on a regular basis. PreStore is used to back up all Apple servers on a regular basis.

Technical Support

The Technology Department led by the Technology Director provides for maintenance, assessment of software/hardware, installation and security. There are 5 full time staff members in the Technology Department supporting all technologies available for use in the district. The technology department members each specialize in various roles but are also extensively cross trained in all areas. Summit Academy employs a technology coordinator at each building level to help with the day-to-day operations and is available during all school days. The student management system for grades, attendance and all student data is managed by a full time PowerSchool Administrator. A helpdesk technician works to maintain the integrity of the network and keep all equipment working. A laptop administrator helps maintain all related tasks to running the laptop one-to-one program from support to tracking.

Consulting services are utilized from professionals when needed for specialized situations. Microsoft Professional Support Services are used for Microsoft related problems that the Summit Academy support staff cannot resolve. Mac Professionals and Apple are used for Macintosh related problems that cannot be solved internally. PowerSchool User Group is utilized for issues related to the student management system. Online support groups, discussion boards, local user groups, and informal technical contacts are also used to aid the technology staff members with solutions when needed.

Students receive high school credit to assist the Technology Department with daily operations. Students help repair computer equipment, maintain equipment database information, replace and fix printer problems, set up and assist with the audio systems for events, and help with daily operations with all technology equipment. The student technology aides add value to our department by assisting with these many tasks.

Training is provided as needed for all areas of technology. Some of the training that has been provided is PowerSchool University, PowerSchool Scheduling, PowerSchool Object Report Writing, Apple OSX Support, many conferences, Microsoft Technet briefings and workshops and much more. Needs for training will be assessed on an ongoing basis and provided as needed to stay updated with all of the technologies supported.

The Technology Department operates a helpdesk to facilitate timely technology interventions, provides high quality training, constructs and maintains the district Website and supports the use of technology at all levels. Web Helpdesk is used as the help desk reporting system. All problems and technology related inquiries are reported to the technology staff through this web-based system. Sending an email where it will get properly routed to the right technician or through the web interface can open trouble tickets. All open tickets are tracked and monitored to assure timely service is met. Reports are available to monitor the length of time tickets have been opened or the number of calls that have been received under certain categories. These reports are reviewed at monthly technology staff meetings. Service levels have been established to provide the support needed to all staff members depending on the level of impairment.

Strategies for ensuring the interoperability of equipment include:

- Helpdesk technicians are trained in basic hardware repair aiding in extending the life of all computers.
- Assessing the age of equipment across the district and redistributing it equitably across all classrooms so that an equal number of computers in various ages is maintained.
- Seek opportunities to gain donated equipment through local companies. (Social Security Offices in Detroit have donated computers and monitors in the past)
- Outdated, non-supported equipment will be replaced.
- Ongoing evaluations will take place annually to establish the needs for computer replacement.
- New equipment will be purchased with maintenance agreements in place for at least 3 years.
- Insurance is offered to students to purchase for the Apple to help cover costs in case of an accident.

Strategies to identify the need for telecommunication services, hardware, software, and other services to improve education or library services, and strategies to determine interoperability among the components of the technologies to be acquired.

- Survey Staff with SurveyMonkey software.
- Attend conferences to find out what is available to help us improve.
- Use pilot programs to evaluate and determine if a broader scale use would be beneficial.
- Thorough evaluation and research for all new technologies will be conducted and evaluated by all stakeholders.

I. Section 12 - Increase Access

Strategies to increase access to technology for all students and all teachers.

- Pursue grant opportunities
- Make readily accessible lists of equipment available and the sign out sheet to reserve
- Extend the life of equipment by using past the five year cycle until it no longer functions.

- Monitor bandwidth to Internet and between buildings with Merit's web statistics page and increase if needed.

IV FUNDING AND BUDGET

J. Section 13 - Budget and Timetable

Timeline and budget covering the acquisition, implementation, interoperability provisions, maintenance, and professional development related to the use of technology to improve student academic achievement.

There is an agreement between Summit Academy North and Summit Academy in providing technology services.

Description	08-09	09-10	10-11
Merit Internet and Flat Rock WAN	\$ 43,000.00	\$ 43,000.00	\$ 45,000.00
Erate Consulting	\$ 13,918.00	\$ 15,000.00	\$ 15,000.00
Cellular	\$ 1,800.00	\$ 2,500.00	\$ 2,500.00
MSFT PSS/ Apple Support	\$ 1,500.00	\$ 1,500.00	\$ 1,500.00
Server & Network Consulting	\$ 29,000.00	\$ 30,000.00	\$ 30,000.00
Contingency Consulting Services	\$ 7,000.00	\$ 7,000.00	\$ 7,000.00
TOTAL Mgmt & Info Systems	\$ 96,218.00	\$ 99,000.00	\$ 101,000.00
PowerSchool	\$ 8,900.00	\$ 8,900.00	\$ 8,900.00
NECC, MACUL, MIEM, MAEDS, MPAAA	\$ 5,500.00	\$ 5,500.00	\$ 5,500.00
Other EduTech Trainings/Offerings	\$ 10,200.00	\$ 10,200.00	\$ 10,200.00
TOTAL Workshop & Conf	\$ 24,600.00	\$ 24,600.00	\$ 24,600.00
WebHelpDesk	\$ 750.00	\$ 850.00	\$ 900.00
BrainPop	\$ 2,500.00	\$ 2,600.00	\$ 2,700.00
UnitedStreaming	\$ 2,600.00	\$ 2,750.00	\$ 2,900.00
Curriculum Mapper	\$ 8,500.00	\$ 9,250.00	\$ 10,000.00
SurveyMonkey	\$ 225.00	\$ 300.00	\$ 350.00
Atomic Learning	\$ 2,500.00	\$ 2,750.00	\$ 2,900.00
Veritas Back up Exec	\$ 1,300.00	\$ 1,500.00	\$ 1,500.00
Filewave Maint	\$ -	\$ -	\$ 5,000.00
Lithium & PreStore Maint	\$ -	\$ -	\$ 5,000.00
Pearson PowerSchool	\$ 8,900.00	\$ 9,500.00	\$ 10,500.00
Sophos/SchoolMarshal	\$ 7,925.00	\$ 7,925.00	\$ 5,000.00
Spec Serv Software	\$ 950.00	\$ 1,000.00	\$ 1,100.00
TestWiz	\$ 1,000.00	\$ 1,100.00	\$ 1,250.00
Read 180	\$ 2,900.00	\$ 3,100.00	\$ 3,300.00
NetTrekker	\$ 1,010.00	\$ 1,350.00	\$ 1,600.00
Webfilter	\$ -	\$ 5,000.00	\$ 2,000.00
NetCom	\$ 350.00	\$ 400.00	\$ 450.00
ACT Online Testing	\$ 1,100.00	\$ 1,200.00	\$ 1250.00
AlertNow	\$ 7,400.00	\$ 7,600.00	\$ 7,700.00
CompassLearning - High School	\$ 3,000.00	\$ 3,500.00	\$ 4,000.00
Frog Guts	\$ 1,100.00	\$ 1,250.00	\$ 1,350.00

Description	08-09	09-10	10-11
Riverdeep Warranty	\$ 500.00	\$ 600.00	\$ 700.00
ScreenFlow, QuickTime Pro	\$ 1,000.00	\$ 1,000.00	\$ -
MSFT Licenses	\$ 5,000.00	\$ 1,000.00	\$ 1,000.00
Nexus WebSite Builder	\$ 4,500.00	\$ 600.00	\$ 600.00
Contingency Software	\$ 5,000.00	\$ 5,000.00	\$ 5,000.00
Toner/Ink	\$ 14,500.00	\$ 15,000.00	\$ 15,500.00
Operating Supplies	\$ 17,000.00	\$ 20,000.00	\$ 20,000.00
TOTAL Supplies & Materials	\$ 102,260.00	\$ 106,125.00	\$ 112,425.00
Computers	\$ -	\$ 50,000.00	\$ 100,000.00
District AV Equipment	\$ 4,000.00	\$ 4,000.00	\$ 5,000.00
District Wireless Access	\$ 1,400.00	\$ 10,000.00	\$ 1,500.00
Network Gear	\$ 1,500.00	\$ 8,000.00	\$ 1,500.00
Servers	\$ 11,000.00	\$ -	\$ -
Printers	\$ 1,750.00	\$ 2,500.00	\$ 2,500.00
Science Probes	\$ 1,100.00	\$ -	\$ -
Video Lab	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00
Contingency*	\$ 5,000.00	\$ 5,000.00	\$ 5,000.00
TOTAL Capital Outlay	\$ 26,750.00	\$ 80,500.00	\$ 116,500.00
Total	\$ 249,828.00	\$ 310,225.00	\$ 354,525.00

K. Section 14 - Coordination of Resources

Strategies that will be employed to coordinate state and local resources to implement activities and acquisitions prescribed in the technology plan.

Tie into resources available through other professional organizations.

- Nettekker pricing through Wayne Resa ISD.
- Michigan Electronic Library databases used for research.
- Curriculum Mapper allows for viewing of how other districts meet and implement the state standards.
- Access to Atomic Learning through MACUL memberships.

Tie into funding resources:

- ERate funding will be used for telecom and internet services.
- Private grants will be sought to assist in funding for professional development, software and hardware.
- Expenditures will be coordinated with curriculum support, building maintenance and technology funds to provide funding for all areas of technological need.
- Resources will be explored for donation of useful equipment to help offset costs.

V MONITORING AND EVALUATION

L. Section 15 - Evaluation

Strategies that the district will use to evaluate the extent to which activities are effective in integrating technology into curricula and instruction, increasing the ability of teachers to teach, and enabling students to reach challenging state and national academic standards.

The technology committee and district school improvement team will monitor evaluation toward progress in implementation of the technology plan annually. These groups receive input from and represent staff, students, parents and Board members.

Teachers record implementation of integrating technology using Curriculum Mapper and digital course packs. Administrators observe technology use via: Curriculum Mapper, ETAP2 self evaluation, quick observations, teacher evaluation rubric, team discussions, monthly reports and lessons plans. Plus/delta charts, rubrics, staff, student and parent survey results provide information for future action plans. Formal teacher evaluations by Administrators are conducted twice a year using a Teacher Evaluation Rubric and the ETAP2 self evaluation tool. The ETAP2 was adopted from Apple's Professional Development team and stands for Evolution of Teacher Thought and Practice. Areas of evaluation include use of technology in the classroom. Recommendations will be used for future observations and reviews. Individual growth goals are set each year to help teachers reach the innovation stage on the rubric.

ETAP2 Evaluation Rubric completed by teachers annually:

	Entry	Adoption	Adaptation	Appropriation	Innovation
ETAP2 Rubric	I use basic computer and network tools when it is absolutely necessary to get my work done. I accept my students' work from computer sources, but I neither encourage nor assign such work on a regular basis. I am not convinced of the value of technology in learning, but I'll use it if I must.	I apply the basic technical tools – word processor, email, and the internet – to my teaching of the traditional subjects. Technology is here to stay, and important for my students to use. I'll use it when it works, and when it's under my control.	Technology allows students to employ multiple forms of expression in my classes, and I assign many projects that call for them to employ different media to help them learn a variety of topics. I want my students to have the opportunity to learn with today's tools; it's essential to their development.	I look forward to learning new technologies as they appear, and then quickly applying them to my teaching. Technology has enabled me to invent new ways of engaging my students with the content they need to learn.	Technology has helped me to transform the learning environment in my classroom. I want to try new technologies as they appear. Technology is central to all that we do in class; it's the way we do business.
Curriculum	I stick to tried and true approaches in my teaching, using standard textbooks, whole-group instruction, and set schedules for the most part. If my students use technology at all, it's for acquiring basic knowledge and skills.	I assign computer work occasionally in my class, requiring the use of basic computer productivity tools such as word processing.	I often design new lessons that take advantage of the capabilities of the new technologies to develop key concepts in the standard subject areas. In fact, most of the activities in my class involve computers in one way or another, including a good deal of online learning.	Most of my curriculum materials are posted online, and student use them to develop key concepts and higher-level thinking skills. More and more of their assignments involve the application of cognitive and digital tools to the solution of real-world problems.	My students apply the skills they have learned to real-world problems, using the same technology tools that are used in business and research. All of my reference materials are online, and available in many media forms to support a variety of learning styles. Students work on their own in cooperative groups for most of the class time.
Teaching	Most of my assignments involve paper and pencil tools, as do my tests and quizzes. I direct my lessons carefully, and ensure that all students proceed at a standard pace with the rest of the class. Any use of the computer or the network is incidental to the traditional teaching in my class.	Students work on traditional academic tasks with the technology, for the most part all working at the same assignment. The technology is under my careful supervision at all times, and sometimes includes a slide show that I deliver. Once in a while, I let small groups of students work at the computer, and I sometimes evaluate their projects with a simple rubric.	My students often initiate projects that use technology, and many of my assignments expect them to employ computers in their work. Though multimedia projects are not easy to assess, I have developed criteria to judge the academic value of this kind of work, some of which is accomplished by cooperative group activity.	I encourage my students to take the lead in finding new problems to solve and topics to explore. They often locate useful online learning resources of which I was unaware. The results of their investigations become part of an online digital portfolio that is assessed by peers and teachers.	Students in my class initiate their own investigations into the subjects of the curriculum, and use a variety of technical tools in this work. In large part they manage their own learning, designing and publishing their own portfolios and publishing web sites and podcasts that are often consulted as learning resources by other students.

	Entry	Adoption	Adaptation	Appropriation	Innovation
Communication	Since most of the world seems to be using email, I use it as well when it's the only way to communicate, at home and for certain required tasks at school. But most of my communication employs the standard modes of telephone, face-to-face meetings, and written notes.	Many of my parents and a few students communicate with me by email, and I find this useful. I've even tried instant messaging with a few of them. Our class newsletter and some assignments are now published online.	Many of the assignments and materials for my classes are posted online, and I often find myself using email and instant messaging to communicate with my students and their parents. I have also found it valuable to use email, IM, and other online forums and chats to share ideas with other teachers and professionals.	My web site has become a comprehensive resource-bank for me and my students, with most assignments posted online. Students develop collaborative projects that are published on the web, and they often use instant messaging (including audio and video) to get this work done.	Using instant messaging, videoconferencing, podcasts, and blogging, my students extend their learning across the globe, and often collaborate across cultural and language barriers. They have begun to develop learning communities that are in constant touch with one another for the accomplishment of academic objectives.
Media	If students include digital images in their work I accept them, but do not expect such work as a matter of course. I use a digital camera at home for family photos, but seldom in school. I know how to make a simple slide show on the computer, but I don't do so very often.	Some of this year's assignments require students to develop simple projects on the computer that include images from the web, and get into what's called <i>digital storytelling</i> . My presentations to the class often include simple slide shows to illustrate key points.	My students are improving in their development of multimedia projects to explore key concepts in the standard subject areas. They have learned to use audio and video editing software, and can produce simple podcasts of their reports. The complexity of their digital storytelling is increasing.	Students in my classes produce original multimedia works in all of the standard subject areas, and publish these on the web, on DVD, and as enhanced podcasts.	The projects my students produce are aimed at a broad audience, and contain mostly original material developed from primary sources, in whatever media is most appropriate to communication and understanding.
Productivity	Writing assignments that are done on the computer are acceptable to me, and I am known to type things up with a word processor when necessary. I know how to save my files to the disk, and get the documents I need from the school server.	I prefer that students do their writing on a word-processor, and I welcome their questions over email. It's common for me and my students to use word processing, spreadsheets, and computer slide shows in our standard curriculum work. I know how to store these files on the school's server.	In class, we often analyze quantitative information with a spreadsheet or database to help us understand key concepts in science and social studies, and we use the equation editor in math. Students have learned to mark up each other's writing using their word processors, and so the amount of peer editing has increased.	We build simulations of natural and historical phenomena with a spreadsheet, and students are able to design and carry out their own analyses of complex data. They frequently use the school network for collaboration, and for organizing their research materials.	My students and I often devise new ways to use word processors, spreadsheets and databases to explore the information in the curriculum. We jump at the chance to learn a new software or hardware tool as soon as it appears.

	Entry	Adoption	Adaptation	Appropriation	Innovation
Information	Most of the information in my class comes from print sources, but I allow internet research, and sometimes print out web pages for my lessons. I can find what I need on the internet some of the time, but would rather work in the library.	As a complement to their library research, students often find information on the Web, usually through sites that I identify for them. We have done Web scavenger hunts as part of certain curriculum units.	To help develop higher-order thinking skills, I construct webquests and other strategies that send students to a wide range of information resources. Online research has supplanted the books we used to use. We've begun to create an online archive of the most valuable sources.	My students are good at locating and evaluating new sources of academic information online, and use these sources to raise issues and solve new problems. Internet research has pretty much replaced book research in my class, and the web has become the chief method for students to publish their findings.	The students and I publish our work in a variety of formats, including web sites, podcasts, and video documentaries. These works are often consulted by other students, parents, and the community because of their educational value.

We are continuously evolving, keeping up with the most updated technologies that apply toward our goals. We meet regularly with vendors and attend relevant conferences to determine future trends. The technology department meets regularly with the Special Education Department to discuss ways of implementing technology for students with special needs. Individualized meetings between technology staff members and teachers will be used to gain insight to the use of technology taking place in the classroom. Technology team members receive feedback from teachers regarding classroom implementation with open door policy and annual surveys.

The Technology Support Index will be used annually to help determine where technology support staff should focus attention for improvement. This index was developed by Dr. Chip Kimball in conjunction with ISTE and the GATES foundation. The complete index can be found at <http://tsi.iste.org/techsupport/>. The four domains evaluated are:

- 1) Equipment Standards
Cycling of Equipment, Brand Selection, Model Selection, Platform, Standard Operating System, Application Software Standard, Donated Equipment, Granted Equipment, Peripheral Standards, Surplus Practice, Warranties, Security Procedures, and Security Hardware and Software
- 2) Staffing and Processes
Organizational Structure, Staffing to Computer Ratio, Formula-driven Technology Staffing, Escalation Process for Technical Issues, HelpDesk, Use of Online Knowledgebase for Technical Help, Software Support Protocols and Standards, New Equipment Deployment, Documented Procedures, Certification of Technical Staff, Differentiated Job Descriptions, Retention, Competitive Compensation, Support by Teachers, Contracted Support, Student Support
- 3) Technology Support Professional Development
Comprehensive Staff Development Programs – overall organizational capacity, Online Training Opportunities, Just-in-time Training, Expectations for All Staff, Training for Technical Staff, Troubleshooting as Part of the Professional Development Program,

- 4) Automated Systems
Trouble Ticketing System, Virus Protection, Network Infrastructure and Bandwidth, Desktop and Software Standardization Tools (profiles), Network Sniffing Tools, Online Knowledgebase, Integrated and Systemic Electronic Communication, Remote Computer Management, Imaging Software, Metering and Application Push technology, Server Farms and Centralized Services, Use of Application Service Providers, Thin-client computing, Vendor-specific Management Tools, Quality Assurance and Customer Follow-Up, and Student/Fiscal Assessment Systems

Each area is evaluated based on its support capacity and efficiency with one of the following levels:

- 1) Deficient
- 2) Limited
- 3) Satisfactory
- 4) Outstanding

Our goal is to meet at least *satisfactory* level all of the above areas. If assessment shows that satisfactory objectives have been met, then our goals will align with the *outstanding* objectives for each category and maintained at that level.

Strategies that will be used to deal with unmet goals:

- Data from the above index, surveys, and informal discussions will be analyzed to establish specific performance objectives.
- Develop and implement action plans to address the areas of concern gathered through above mentioned data.
- The technology plan will be reviewed annually.

M. Section 16 - Acceptable Use Policy

All students and parents sign an acceptable use agreement upon enrolling at Summit Academy. This agreement is reviewed during the first week of school. A laptop one to one policy and handbook also is used to outline acceptable usage for students participating in the laptop program in grades five through nine. This handbook can be found on our website at <http://www.summit-academy.com/?idpage=3906>. All students and parents sign the policy in this handbook before receiving their laptop.

Summit Academy Internet Acceptable Use Agreement

Parents and Students: This agreement outlines the rules for responsible use of the district provided technology at Summit Academy. Please read this with your child. In order for your child to access district provided technology, we require that this agreement be read and that parents and students sign the acknowledgement page.

District provided technology includes but is not limited to the use of Internet, local area network, wide area network, digital still cameras, scanners, video cameras, projectors, electronic whiteboards, disc duplication equipment, printers, plotters, hard drives, computers, laptops, projector screens, monitors, mice, keyboards, cables, speakers, sound systems, headphones, sound or video editing equipment, microphones, TVs, VCRs, DVD players, portable stereos, telephones, fax machines, copy machines, overhead projectors and software.

Summit Academy will take measures to protect students from accessing inappropriate communications. Summit Academy will provide each student with training in the proper use of district provided technology. The use of district provided technology is a privilege, which may be withheld if the student is irresponsible, or acts inappropriately.

As a student I agree to the following:

1. The use of all district provided technology will be used to support research and education.
2. Students are responsible for proper behavior while using district provided technology. The same general school rules for behavior and communication apply.
3. The school has the right to, and does, monitor all activity, E-Mail correspondences, and material transmitted or received by students on district provided technology.
4. Students are not permitted to transmit or publish any defamatory, abusive, profane, threatening, or illegal material.
5. Students must respect all copyrights.
6. It is prohibited to use someone else's Logon ID or to access another person's files.
7. Students will protect the privacy of their username and password.

8. Students will immediately notify a staff member if they have accessed something questionable or have found equipment in disrepair.
9. Students will not participate in any action that may be considered damaging to the integrity of district provided technology as determined by the Technology Department.
10. Students will not install software on school computers.
11. Violation of this agreement may result in disciplinary action including loss of privileges, financial restitution for damage, or other disciplinary action as determined by the school. Users are subject to all applicable local, state, and federal laws.

The school has the right to remove any material from school computers that the staff deems as inappropriate or not in keeping with our educational mission. The Summit Academy staff and Board of Directors are solely responsible for deciding what constitutes appropriate use and what defines acceptable content. Due to the unregulated and ever changing nature of the Internet, we assume no liability for any damages a user may incur as a result of Internet access.

**Acceptable Use Policy
Summit Academy Schools**

Student Account Agreement

Student Section

Student Name _____ Grade _____

I have read Summit Academy School District Acceptable Use Policy. I agree to follow the rules contained in this Policy. I understand that if I violate the rules my account can be terminated and I may face other disciplinary measures.

Student Signature _____ Date _____

Parent or Guardian Section

I have read the Summit Academy School District Acceptable Use Policy. I will supervise my child's use of the Summit Academy District system when my child is accessing any of Summit Academy's systems from home. I hereby release the district, its personnel, and any institutions with which it is affiliated, from any and all claims and damages of any nature arising from my child's use of, or inability to use, the Summit Academy School District system, including, but not limited to claims that may arise from the unauthorized use of the system to purchase products or services.

I will instruct my child regarding any restrictions against accessing material that are in addition to the restrictions set forth in the Summit Academy School District Acceptable Use Policy. I will emphasize to my child the importance of following the rules for personal safety.

I give permission to issue an account for my child and certify that the information contained in this form is correct.

Parent Signature _____ Date _____

Parent Name _____

Home Address _____

Phone _____

Strategies are in place to monitor the district's Acceptable Use Plan for staff and student use of technologies.

Teachers are required to review and teach the Acceptable Use Policy to their students during the first week of every school year. The Laptop Policy is reviewed with student and parents upon picking up their laptop and completing the signature page.

Policies are designed with the premise of protecting personal security and safety, system and data integrity and safeguarding all hardware and software that is used at Summit Academy. A PIX firewall protects the district from outside attacks on our network. Internet filtering software (iPrism) is used to filter websites by content and subject matter. This also allows system administrators to block sites by specific URLs.

Abuses are reported to school administrators by staff members where appropriate actions according to the school code of conduct are taken. Privileges will be removed if the AUP is not followed. Logs are maintained and reviewed as necessary.