



**THREE OAKS PUBLIC SCHOOL**

**Educational Technology Plan**  
July 2010 - July 2013

**Three Oaks Public School Academy**

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**Educational Technology Plan on the Web:**

**<http://www.threeoaksschool.com>**

**District Code: 61904**

**Muskegon Area Intermediate School District**

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### **INTRODUCTION**

Three Oaks Public School Academy is a K-5 grade school of 300 students, where 92% of the current student body is eligible for free/reduced lunch and 11.87% of the population receives special education services. There are thirty-one full-time teachers and five full-time aides. All classrooms are multiage. The focus of the school is brain-based learning.

The mission of Three Oaks Public School Academy is to provide opportunities for all students to maximize their personal growth academically, emotionally, socially, and physically; to shape a healthy learning environment where meaningful instruction matches the way each child learns best; and to build a community of personally responsible, compassionate and capable citizens.

This technology plan will be used as a guide to integrate technology in a way that prepares today's students to be successful in tomorrow's world by promoting creative and critical thinking and establishing proficient communication skills.

### **DISTRICT TECHNOLOGY MISSION STATEMENT**

Our mission is to facilitate a learning environment where technology is utilized to promote success. Technology is a tool to support the curriculum, to reinforce prior learning, to increase productivity, and to encourage creativity and problem solving. We will provide teachers with the skills and tools needed to integrate technology into the curriculum, and provide continuous support to ensure that the technology is being used to its maximum potential in the classroom.

#### **Demographic Information**

Race/Ethnicity	Number	Percentages
African American	380	87%
Hispanic	22	5%
Caucasian	35	8%
<b>TOTAL</b>	438	100%
Free and Reduced Lunch	377	86%

The Three Oaks Public School Academy founders believed that our school could best serve the student population of Muskegon by quickly adapting to the needs and concerns of parents and students. Any curriculum changes at our school reflect the ability of a charter school to quickly and successfully adapt.

## **Vision and Goals**

Today's learners increasingly rely on technology to deliver the curriculum. We believe today's learners will be called upon to perform complicated computer functions. Our students will need to strive to excel in computer technology to work smarter in today's complex school environment. All students must know computer functions and what software and networks are available for school use. Our technology vision is to provide all students training and knowledge in the use of computers. It is our vision to provide students practical knowledge and experience in telecommunications and multimedia.

The Three Oaks Public School Academy Technology Plan is a major element of the district's mission and school improvement initiative. We strongly believe technology applications and practice will assure our school achieves academic excellence in our community.

### **Technology Goals**

- Students will use computers and other technologies to solve problems and communicate ideas.
- Students will use computers as tools to improve skills in Math and Reading.
- Students will explore future career opportunities in technology.
- Teachers will become proficient in the use of technology in the classroom. Teachers will become proficient in the use of technology in record keeping.
- Teachers will create opportunities for students to learn via media technology.
- Parents will learn with their children computer applications and programs.
- Parents will have the opportunity to participate in adult computer classes.
- Administration will develop and maintain the latest technologies for students.
- Administration will provide staff development opportunities for teachers to improve their skills in the use of technology in the classroom.

### **District Technology Planning Team**

<b>Stephanie Marion</b>	<b>Principal and Parent</b>
<b>Mia Clark</b>	<b>Technology Coordinator</b>
<b>Melinda VanLente</b>	<b>Technology Coordinator</b>
<b>Andrew Schiller</b>	<b>Teacher</b>
<b>Adam Twa</b>	<b>Teacher</b>
<b>Dana Johnson</b>	<b>Teacher</b>

## **Curriculum Integration**

Choice Schools Associates has established the following goals for technology curriculum and integration for all of its Choice Schools Associates managed schools. Included in the technology plan are the following goals for curriculum integration:

- Teachers and students will use technological tools to facilitate and enrich learning across academic disciplines.
- Integrate technology at all levels of the learning process as a transparent tool. The Curriculum Design Team, Information Technology department and school Directors will support the application and integration of technology into the curriculum at every grade level.
- Provide uniform access to technology and resources in each classroom. Provide a maximum of 3:1 student to computer ratio and Internet access in every classroom.
- Provide safe, content-appropriate access to Internet resources. Obtain, test and deploy the best-of-breed educational software titles in support of educational model and goals. Provide methods for requesting, testing and approving of desired additions. Refine software titles annually.
- Procure or develop an electronic method to check in, check out, track and inventory library resources. Utilize barcode technology. Ensure library categories are customizable and able to reflect Paragon Curriculum sections.
- Provide production support, distribution, access and mobile presentation systems for digital images in support of the curriculum.
- Provide a full-featured multimedia production station in each school with a web camera, scanner, digital camera, photo editing software, color printer and Microsoft Office 2007 for creation of digital imagery and web pages.
- Ongoing efforts by both Three Oaks Academy and Choice Schools Associates will be made to keep up to date on technology advances in hardware and software. Any schools currently requiring upgrade will be addressed on a school-by-school basis.

## **Curriculum Support for Michigan Technology Standards**

The curriculum at Three Oaks Academy provides many opportunities to meet the Michigan Technology Standards.

- The Academy provides the development and uses of technology in the areas of agriculture, communication, transportation, science, medicine and daily life in many cultures around the world.
- The program provides many opportunities for students to use technology including audio, video, cameras, and computers.
- The Mathematics program provides opportunities to use technology for measuring volume, mass, area. Calculators and computer software for graphing are also used.
- The Science program provides experiences with hand lens, micro viewers and microscopes. Students use spring scales, balances etc for measuring mass.

## Student Achievement

- 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 technology plan.
- Increased student achievement will be obtained with the development of problem solving strategies that incorporate higher order thinking skills. The following timeline will be used to incorporate technology standards into the student’s K-5 educational experience. These content standards and benchmarks will be used as developmentally appropriate and accelerated as needed.

## Michigan Technology Content Standards

### USING AND TRANSFERRING

Content Standard 1: All students will use and transfer technological knowledge and skills for life roles (family member, citizen, worker, consumer, lifelong learner).

	Early Elementary	Later Elementary	
Family Member	1. Identify technology in the home.	1. Compare/Contrast the impact of technology in the home today and in the past.	
Consumer	2. Identify technological sources of information.	2. Compare/Contrast the impact of messages from different technological sources.	
Consumer	3. Identify technological means used to buy and sell products and services.	3. Compare/Contrast the technological sources.	
Citizen	4. Recognize/explore technological systems in your community.	4. Compare/Contrast technological resources of two different communities.	
Worker	5. Identify various technologically related careers.	5. Identify job opportunities and ways technology is related to these opportunities.	

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Life Long Learner	6. Demonstrate the proper care of technological systems and components.	6. Demonstrate the proper care of technological systems and components.	
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**USING INFORMATION TECHNOLOGIES**

Content Standard 2: All students will use technologies to input, retrieve, organize, manipulate, evaluate, and communicate information.

	<u>Early Elementary</u>	<u>Later Elementary</u>	
Communications	1. Input and retrieve information from a technological system (including the practice of word processing skills).	1. Interpret, analyze and evaluate information with the assistance of technology (voice, data, video, graphics, etc.)	
Retrieve/Manipulate /Communicate	2. Process information retrieved electronically.	2. Use search strategies to locate and retrieve information electronically.	
		3. Retrieve and communicate information using a technological system (voice, data, video, graphics, etc.)	
Evaluate	4. Evaluate information retrieved through technologies.	4. Evaluate information retrieved through technologies.	

**APPLYING APPROPRIATE TECHNOLOGIES**

Content Standard 3: All students will apply appropriate technologies to critical thinking, creative expression, and decision-making skill.

	<u>Early Elementary</u>	<u>Later Elementary</u>	
Decision Making	1. Explore technological solutions to a problem.	1. Compare and contrast technological solutions to problems of today and the past.	
Creative Expression	2. Use a variety of technologies to express ideas (voice, data, video, graphics, etc.)	2. Use technology to communicate a solution for a variety of purpose (voice, data, video, graphics, etc.)	
Decision-Making/ Critical Thinking	3. Identify several technological options to perform a task.	3. Analyze problems and identify technologies and system that could solve them.	
	4. Use technologies to organize thoughts in a logical process (voice, data, video, graphics, etc.)	4. Use technologies to organize thoughts in a logical process (voice, data, video, graphics, etc.)	

**EMPLOYING SYSTEMATIC APPROACH**

Content Standard 4: All students will employ a systematic approach to technological solutions by using resources and processes to create, maintain and improve products, systems, and environments.

	<u>Early Elementary</u>	<u>Later Elementary</u>	
Systems	1. Use of basic terminology for a variety of technological systems (i.e. input, process, output, and feedback).	1. Construct technological systems which use input, process, output, and feedback.	
Graphic Technological Solutions	2. Present technological solutions using sketches and drawings.	2. Present technological solutions using sketches and drawings.	
Measurement	3. Use measurement to determine lengths, widths, and heights to construct and record technological solutions to problems.	3. Use measurement to dimension (length, area, volume) to construct technological solutions to problems.	
	4. Transfer and record measurement from technological solution to problems.	4. Transfer measurements for the purpose of marking and layout in producing technological solutions to problems	
Processes	5. Explore and compare tools used in cutting, forming, fastening and finishing materials to produce technological solutions to problems.	5. Analyze, select and use the appropriate tools for cutting, forming, fastening, and finishing materials to produce technological solutions to problems.	
Safety	6. Use appropriate tools, materials, equipment, and processes in a safe manner to design a technological solution to a given problems.	5. Show/Demonstrate the appropriate use of tools, materials, equipment, and processes in a safe manner to design a technological solution for given problem.	

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Systematic Approach	7. Identify the components (input, process).	7. Demonstrate a basic systematic approach to design a technological solution to a given problems using process portfolio.	
Technological Products & Systems	8. Create a simple quality prototype using appropriate tools, materials, equipment, and processes to solve a given technological problem.	8. Design/redesign a quality technological prototype to meet a societal to environmental need.	
Resources	9. Identify how resources and processes are used to help people in society accomplish tasks to achieve a technological solution to a problem.	9. Demonstrate how the appropriate use of resources and processes affect the environment and societal needs to achieve a technological solution to a problem.	

**APPLYING STANDARDS**

Content Standard 5: All students will apply ethical and legal standards in planning, using, and evaluating technology.

Planning & Evaluating	1. Practice ethical and legal standard related to technology in the home and at school (e.g. follow classroom rules, respect personal property, etc.)	1. Explain the need for law regulations related to technologies (e.g. safety, proper care and use of tools, etc.)	
Planning & Using	2. Recognize legal authority in situations involving technology and the well being of others.	2. Identify legal and ethical problems resulting from technological achievements.	

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Using & Evaluation	3. Participate in the creation of a rule related to technology and explain its impact on others.	3. Add to here to copyright, patent, freedom of information, state and federal laws as relate to the uses of technology.	
Using	4. Explain how individuals are responsible for their technology related actions and decisions.	4. Practice ethical and legal selection and use of technological resources.	

**EVALUATING AND FORECASTING**

Content Standard 6: All students will evaluate the societal and environmental impacts of technology and forecast alternative uses and possible consequences to make informed civic, social, and economic decisions.

Economic	1. Describe how a technology could be used in a career or occupation.	1. Demonstrate how people in different occupations and career use technology to do their work.	
Civic/ Social	2. Give examples of effects of technology on life in the past and present.	2. Forecast the possible effects technology could have on our society.	
Social	3. Compare and contrast individuals' experiences and decisions about technology.	3. Show examples of how technology affects and impacts one's current life.	
Civic/Social/ Economic	4. Identify the advantages and disadvantages from the application of a technology to a civic, economic, or societal problem.	4. Identify the advantages and disadvantages from the application of a technology to a civic, economic, or societal problem.	
Civic / Social	5. List and describe safe and unsafe aspects of technology in relation to oneself and others.	5. Classify and discuss the safe and unsafe factors of technological applications as they apply in the home, school, community and/or workplace.	
Civic / Social	6. Identify how technology has impacted the environment.	6. Describe how technological advances have impacted society and the environment.	

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Social		7. Recognize and explain the historical impact of technological solutions to problems and societal needs.	
Civic / Social /Economic	7. Study and predict the consequences of the development of a new technology.	8. Research and predict the consequences of the development of a new technology.	

**Keyboarding Benchmarks Grades K-5**

Grade	Skills and Competencies	Application Level	Application	Possible Software	Time
<b>K</b>	Familiarity with Keyboard	Exploration	Key familiarity games and projects	Type to Learn, MS Word	Weekly Practice
<b>1</b>	Left and right hand position on keyboard	Introduction	Typing programs and exercises	Type to Learn, MS Word	Weekly Practice
<b>2</b>	Able to type 10WPM with 80% accuracy	Practice	Typing programs, word processing exercises	Type to Learn MS Word, Excel	Weekly Practice
<b>3</b>	Able to type 15WPM with 85% accuracy	Review	Typing programs, speed building exercises using content from spelling reading, math, and science	Type to Learn, MS Word, Mavis Beacon, Publisher	Practice twice per week in 10-15 minute sessions
<b>4</b>	Able to type 15WPM with 85% accuracy	Review	Content area applications and typing software	Type to Learn, MS Word, Excel, Mavis Beacon	Practice twice per week in 10-15 minute sessions
<b>5</b>	Able to type 20WPM with 90% accuracy	Demonstrate	Content area applications and typing software	Type to Learn, MS Word, Excel, Mavis Beacon	Practice twice per week in 10-15 minute sessions

**Word Processing Benchmarks Grade K-5**

<b>Grades</b>	<b>Skills and Competencies</b>	<b>Application Level</b>	<b>Applications</b>	<b>Possible Software</b>	<b>Time</b>
<b>K</b>	Familiar with Menu, compose with a graphic and print.	Introduction	Create a picture and label it with letters/words.	MS Word, Paint	Year long as used in curriculum areas
<b>1</b>	Review above skills. Ability to use open, save, print, delete, and return key and arrow. Use mouse to place curser.	Introduction	Creative writing sample typed, saved and printed.	MS Word, Publisher	
<b>2</b>	Review above skills. Ability to use file, menus, quit, and font selections/sizes.	Introduction	Creative writing sample, poem, letter. Compose, edit and print on computer.	MS Word, Publisher	
<b>3</b>	Review above skills. Able to use new, open, close, save as, print, undo, spell check, and tab key functions.	Introduction	Creative writing sample, poem, letter, report. Compose, edit and print on computer.	MS Word, Publisher	
<b>4</b>	Review above skills. Ability to use cut, copy, paste, select all, justification style, font type and size functions.	Introduction	Creative writing sample, poem, letter, report. Compose, edit and print on computer.	MS Word, Publisher	
<b>5</b>	Review above skills. Ability to set margins, tabs, create folders and classify own documents into folders	Mastery of introductory skills	Creative writing sample, poem, letter, report. Compose, edit and print on computer.	MS Word, Publisher	

**Desktop Publishing Benchmarks Grades K-5**

<b>Grades</b>	<b>Skills and Competencies</b>	<b>Application Level</b>	<b>Applications</b>	<b>Possible Software</b>	<b>Time</b>
<b>2</b>	Type text, choose graphics, edit and print.	Exposure	Uses a program to combine text and graphics.	MS Word, PowerPoint, Publisher	Year long as integrated into appropriate grade level curriculum.
<b>3</b>	Able to use new, open, close, save as, print preview, print, undo, spell check, add graphics and change size functions.	Introduction	Uses a program to create a book report, newsletter, poster, flyer, brochure, science report, or other product.	MS Word, PowerPoint, Publisher	
<b>4</b>	Ability to use font, alignment, style, border and color functions.	Introduction	Uses program to create a class newspaper or newsletter, report, or other product.	MS Word, PowerPoint, Publisher	
<b>5</b>	Review above skills. Ability to set margins and tabs.	Demonstrate introductory skills	Creates an individual project based on a research topic or project, including electronic resources form any curricular area.	MS Word, PowerPoint, Publisher	

### Internet/Online Telecommunications Benchmarks

Grade	Skills and Competencies	Applications Level	Applications	Possible Software	Time
K	Any internet sites used by students at this level should be bookmarked. Teach students to select the correct bookmarked site.				
1	Any internet sites used by students at this level should be bookmarked. Teach students to select the correct bookmarked site.				
2	Introduce Internet through teacher led web pages discussions.	Explorations	Introducing websites	Internet	Year long as integrated into grade level curriculum.
3	Review above skills. Access internet through student log-ins, learn acceptable use of internet.	Exploration	Use of appropriate student log-ins and access appropriate websites.	Internet	
4	Review above skills. Learn how to use URL's and search engines to find information for class projects and reports	Exploration	Find websites on curricular topics, use given URL's to access information, search for information for reports.	Internet	
5	Review above skills. Use class e-mail accounts to communicate with others via the Internet	Exploration	Pen-Pal communication, communicate with experts on various topics related to the curriculum	Internet	

### Multimedia Benchmarks Grades K-5

Grade	Skills and Competencies	Applications Level	Applications	Possible Software	Time
3	Create text, image and sound for a multimedia presentation related to a content area.	Exploration	Create a presentation after a field trip, science unit, or math project	Power Point	Year long as related to grade level curriculum.
4	Organize and manage information for a multimedia presentation. Create and import images and sound from various sources.	Implementation	Create a presentation after a field trip, science unit, or math project. Create an end of the year Portfolio for use of program. Create an end of time year review of classroom activities	PowerPoint	
5	Review and refine above skills	Application	Create a presentation after a field trip, science unit, or math project. Create an end of the year Portfolio for use of program. Create an end of time year review of classroom activities	PowerPoint	

## Technology Integration Ideas in All Curricular Areas Grade K-5

Language Arts	Mathematics	Social Studies	Science
<ul style="list-style-type: none"> <li>• Create a digital portfolio</li> <li>• Record student reading on audiotape.</li> <li>• Research information on an author or genre.</li> <li>• Publish a report on the computer.</li> <li>• Have students type, illustrate, and print their work.</li> <li>• Videotape a class play or performance.</li> <li>• Make a CD of class poems or stories.</li> <li>• Scan student illustrations into their writings.</li> <li>• Make a class book.</li> <li>• CCC</li> <li>• Bailey’s Book House</li> </ul>	<ul style="list-style-type: none"> <li>• Create Graph.</li> <li>• Enter and analyze data in a spreadsheet.</li> <li>• Research a famous mathematician.</li> <li>• Use internet resources to find mathematical games or online project.</li> <li>• Create a book of math puzzles.</li> <li>• CCC</li> <li>• Millie’s Math House</li> </ul>	<ul style="list-style-type: none"> <li>• Review related websites.</li> <li>• Publish reports on topics.</li> <li>• Create a Power Point presentation.</li> <li>• Video and Audio resources.</li> <li>• Digital camera photos and scanned photos for portfolios or students projects.</li> <li>• Create a timeline.</li> <li>• Use e-mail to communicate with various people related to units of study topics.</li> <li>• Trudy’s Time and Place House.</li> </ul>	<ul style="list-style-type: none"> <li>• Publish information form units.</li> <li>• Research relevant science.</li> <li>• Research and publish a report on a famous scientist.</li> <li>• CD-Rom and video resources related to instruction.</li> <li>• Simulation software and internet resources for problem solving.</li> <li>• Download and analyze data from weather satellites, animal research or other types of information.</li> <li>• Sammy’s Science House</li> <li>• Zap! Science</li> </ul>
Spanish	Music	Physical Education	Special Education
<ul style="list-style-type: none"> <li>• Publish a report on a topic related to Spanish.</li> <li>• Find online Spanish resources materials and websites.</li> <li>• E-mail to communicate with Spanish speaking pen pals.</li> <li>• Audio and video resources for Spanish instruction.</li> </ul>	<ul style="list-style-type: none"> <li>• Research in music appreciation and history from Internet and CD resources.</li> <li>• Audio music tapes and video presentations</li> <li>• Record student’s musical performances.</li> <li>• Have students create a musical piece digitally</li> </ul>	<ul style="list-style-type: none"> <li>• Research in health and PE topics.</li> <li>• Using spreadsheets to track progress in PE goals.</li> <li>• Video and audiotape resources related to instruction.</li> <li>• Student created reports or posters on health related topics.</li> </ul>	<ul style="list-style-type: none"> <li>• CCC</li> <li>• Peripherals and software for student assistance.</li> <li>• Student word processing and publishing.</li> <li>• Video and audiotape resource</li> <li>• Multimedia productions.</li> <li>• Create a class book.</li> <li>• Internet research.</li> <li>• Resources on CD-rom.</li> </ul>

### Strategies for Delivery

Three Oaks Public School Academy encourages students, faculty, and staff to employ creativity when designing personal WebPages. Space has been provided for these websites and we plan to add course information to a website design.

The Three Oaks Academy/CSA Curriculum program provides links to websites that provide information and interactive opportunities for students. The website also provides information for students and parents.

## **Parental Involvement and Communications with Parents**

Three Oaks Public School Academy uses a Technology Use Policy. Every effort is made to ensure that parents are aware of the use of technology in our school.

Three Oaks provides parents with a Code of Ethics in Technology and student safety tips and netiquette guidelines are provided along with parent guidelines and are discussed at parent meetings at the beginning of each school year. They are also provided to students and discussed at the beginning of each school year. Parents are required to sign a letter to acknowledge they are aware of electronic services at the school. Parents must give authorization for their child to use the Internet and parent permission is required for publication of student work or pictures.

Parent / Child Literacy kits with books, tapes and activities are planned for parents to take home and allow meaningful literacy activities in the home. The kits will be modified based on feedback from parents. Audiotapes will be provided for parents who are not able readers so they may participate in these activities with their students.

After-school Parent / Child Computer use times have been provided and computer literacy classes are offered to parents and the community.

## **Collaboration**

Three Oaks Public School Academy strives to include collaborative efforts whenever possible. Some of the collaborative efforts we have or will soon offer include:

- Offering computer classes for adults.
- Holding family technology nights, which introduce parents to various technologies used in schools and available for personal use at home.
- Utilizing community volunteers to assist in school libraries, computer labs or classrooms.
- Creating a school website that will feature articles on school activities and include links for parents to educational websites that can help enhance their child's education.

The Academy is working to establish and strengthen community partnerships. We are also planning parent and child evenings that will focus on the integration of technology into the core curriculum areas. We will use these evenings to show parents how technologies accessible in their homes may benefit their child's education. Three Oaks has also offered and will continue to offer evening computer training classes for adults. These classes have focused on Internet, E-mail, Word Processing Skills, Spreadsheets and other topics of interest.

## **Technology Professional Development**

Three Oaks realizes that in order for technology to be successfully implemented in the classroom

and across the curriculum, professional development is a prerequisite. Without targeted, on-going training, successful implementation of even basic technology will not be successful. Due to this need, the following goals for professional development have been developed:

- To promote teacher and staff use of technology as an effective and integrated part of the curriculum, all staff will be trained in technology usage. In addition, staff will have opportunities to request and research new technologies.
- Build a technologically literate staff through a multi-modal training approach and generation of a core literacy requirement.
- Draft, implement, and assess a comprehensive training model addressing the varied needs of each teacher, staff and administrator. Utilize a combination of pre-service, in service, vendor, staff, online, CBT, and video-resources. Document and publish the training offerings and schedule. Utilize the Train-the-Trainer model where appropriate.
- Provide opportunities for staff/teacher training at school and home. Allow for self-directed interests in addition to addressing core literacy areas.
- Address, document, formulate, and measure the specific requirements of each staff member using a self-assessment survey. Administer assessment survey at the beginning and end of each school year.
- Staff development will emphasize training teachers in how to effectively use the electronic assessment and reporting systems, software available in the classroom, peripheral technologies such as digital cameras, scanners, and video cameras, and provide teachers with ideas for integrating current technology into daily teaching to further enhance and extend learning.
- Use of on-site formal and informal instruction for Academy staff on various technologies is available. Having a Technology Coordinator on site allows staff to have a person experienced with the technologies available on an as-needed basis so that problems can be solved in the least time possible, thus allowing for minimal disruption of classroom instruction and administrative tasks.

### **Increase Access Plans for 2010- 2013**

- 1) Code of Ethics in Technology and student safety tips and netiquette guidelines
  - a) Training and discussion during pre-service training
  - b) Discussion of the Technology Use Policy
  - c) Distribution of equipment
  - d) Information use of basic equipment available to classroom
  - e) Full implementation of Scantron Performance/Skill Connection Assessment/ tutorial program.
  - f) Training is provided by Choice Schools Associates.
  - g) A total of 3 training days are available.
  - h) One training day will be held during fall training. Two more (or equivalent in half days) are available during the year. Training may be done during preparation times.
  - i) Evaluation will consist of monitoring student growth during the year and teacher use of available reports and materials to individualize student instruction.

- 2) In-service and Train-the-Trainer models will be used to create local experts on Freedom to Learn.
  - a) Staff will receive in-service on the basic features of the program relevant to their job needs.
  - b) State Reporting Programs. The Administrative Assistant will learn about functions dealing with student information management, Immunizations, SRSD, Passport and REP.
  - c) Evaluation will consist of monitoring the use of the program in appropriate areas including attendance and grade entry, lunch program use, successful SRSD reporting, and using the program to successfully monitor and obtain student information.
  
- 3) Data Analysis of SPC and MEAP data
  - a) Choice Schools Associates will provide free training to our school in the SPC program. This training will primarily be for the Director and Technology Coordinator, but can also be utilized by teachers who are interested.
  - b) BCISD and the State of Michigan provide training on use of the MEAP website. This training will be targeted at the Director and teachers of grades 3-5.
  - c) The MEAP Coordinator and Directors can provide training and support as needed.
  - d) The need for subs is not anticipated unless specific teachers are interested in receiving the training.
  
- 4) Evaluation will consist of seeing evidence that data analysis is being used to look at test scores and effectively target instruction and improve the curriculum. Ultimately, higher student performance on tests should be seen.
  - a) Training on available software programs.
  - b) Teachers and aides will have the opportunity to explore available software programs and to develop ideas for using these programs in their classrooms with the existing curriculum.
  - c) Training will be held on an on-going basis before school, during teacher prep times, after school and on weekends as well as on professional development days.
  - d) Teachers can complete an end of the year digital portfolio in which they recap the highlights of the school year. Examples of student work using the available software programs will also be collected and displayed.
  
- 5) Use of E-mail, Internet, Digital Cameras, Camcorder, Averkeys, and Scanners
  - a) All staff will receive an overview of the above technologies.
  - b) Training will be done by the Technology Coordinator and will be held during the Fall In-service.
  - c) Acceptable use Policies for staff as well as students will be discussed as well as CIPA compliance and student use of the Internet.
  - d) Use of this equipment will be monitored using a sign-in log when checking equipment in and out.
  
- 6) Students will receive older laptops and computers for home use.
  - a) We will establish a program that provides students with a home.
  - b) We plan to start a program giving parents access to the internet as well as their student's grade and homework online via Powerschool.
  - c) Students also will have the opportunity to use Michigan Port for math programs and various

other available programs.

**Detailed Professional Development Timeline**

Year	Program	What is to be Implemented
2010-2013	Scantron Performance Series/Skill Connection & MEAP Data Analysis	Introduction to Scantron Performance Series & MEAP understanding of data analysis and its use.
	Software	Evidence of each classroom creating 1 project using available software programs
	Digital Cameras, scanners, Averkeys, Camcorders	Log shows 90% of staff checking out a least one product during the school year.
	Email/ Internet	Staff can access and send e-mails to others. All staff will receive a basic understanding of CIPA compliance and Acceptable Use Policies for both students and staff. Basic internet will be reviewed.
	2010-2013 Three Year Review (Spring)	Study Island
Data Analysis Scantron & MEAP		Directors and Staff will use MEAP websites and SPC to track student progress, determine areas of skill weaknesses that need to be addressed, and aid with the grouping of students for instruction.
Software		Each classroom will be required to show proof of at least 1 project per marking period created with available software and resources. Directors will provide on-going training and support.
Digital Cameras, scanners, Averkeys, Camcorders		Log shows 90% of staff checking out a least one product during the school year.
Email/ Internet		All staff memos will be sent via e-mail. All staff will know how to access their e-mail accounts at school and via the internet. Teachers will show evidence of using the Internet for classroom projects and instruction.
2010-2013	Study Island	Teachers will be trained in using the reporting features of Study Island so that the available data is used to help guide classroom instruction.

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Data Analysis Scantron	Using SPC, the MEAP website and students progress can be tracked, grouping adjusted and instruction monitored. Gap analysis procedures will be introduced to further analyze data and influence instruction and teaching.
Software	Teachers will be required to show evidence of having completed at least one project per month created using available software. The Directors will provide on-going training and support.
Digital Cameras, scanners, Averkeys, Camcorders	Log shows 90% of staff checking out a least one product during the school year.
E-mail/ Internet	Where appropriate, teachers will provide parents with weekly updates on student performance and behavior using e-mail. Most communication within the school will take place via e-mail. Staff will learn the extended features of Microsoft Outlook to create their own distribution lists and create private and public folders and post to those folders. Interested staff and students will be involved in a school website development project.

**Professional Development Evaluation Instruments**

The following evaluation instruments will be given at the beginning and end of each school year. At the beginning of the school year, information from the surveys will be compiled by the Director. The Director will determine what areas will be the focus during teacher professional development training. Training that applies to all staff will be scheduled during in-service days. Training that only applies to a few staff may be scheduled on weekends, after school, or during preparation times. Other resources such as MIVU online training, training CD's, and training videos may be made available for independent use by staff members.

At the end of the school year, the evaluation instruments will again be administered. Teachers will be given the opportunity to re-evaluate their goals and determine to what extent they were met. Teachers may decide to modify or eliminate goals. The spring evaluation results will be compiled. Input from teachers on both the positive and negative aspects of technology training and integration, as well as information about goals still not met, will be used by the Director to determine the focus of training at the beginning of the next school year.

**Technology Infrastructure/ Technical Specification, and Design**

The Choice School IT Staff, in partnership with selected vendors, will support the infrastructure, routing, computer, and telecommunications equipment necessary to meet or exceed the technology application standards of the organization. In order to support the infrastructure most effectively, several goals have been set forth in this technology plan. These include:

- Deploying current-level technology uniformly across the entire organization.
- Documenting the infrastructure standards for network, telephone system, and video monitoring systems wiring. Drafting standards in accordance with industry standards for commercial cabling and adherence to current building codes. Ensuring full connectivity of required systems to every classroom and administrative area.
- Assessing and documenting current technology against the Technology Maturity Model. Provide a replacement/upgrade plan that reflects the reasonable usable life of each item. This will be used extensively in future budgeting and planning efforts.
- Generating and publishing annually the minimum equipment standards for new school integrations procurements. Generate and publish annually the needs analysis to maintain current equipment at a comparable level to meet the revised curriculum needs.
- Creating, compiling and maintaining all system designs centrally, under the technical management of the Senior Engineer. Any systems designed or provided by vendors will be reviewed for conformity with this plan, current network design, and operations. The Curriculum Design team or a designee will further review any systems impacting curriculum and technology integration.
- Choice Schools Education will publish standards in accordance with this plan for the ongoing purchase of new equipment and software.

## **BUDGET**

- Establish a full-time single-point helpdesk to answer student, teacher and staff questions and address Tier-1 support issues during working hours. Establish and document problem reporting methods and escalation guidelines for Tier-2 and Tier-3 support. Utilize selected sourcing to supplement support staff. Create a standard call management group with schedules and areas of responsibility ensuring adequate coverage of resources and user issues.
- Publish the recommended computer configurations for various uses incorporating the minimum standards of this plan. Refine configurations continually to keep pace with advances in technology.
- Continue proactive remote monitoring and deployment of support resources from NOC. Maintain the organization network infrastructure 24X7. Maintain adequate staff and vendor availability to accommodate emergence response to school sites.
- Expand the current capabilities and platforms in the system development plan. Maintain at least one of each deployed model of desktop and laptops for software integration testing and remote support item development.

Technology	Quantity
Overhead Projector	12
Desktops	25
Macintosh PCs	
TV/DVD Combination	26

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Scanner	2
Laser Printer	11
Laptop	75
Phone System / Voicemail	10
Laminator	1
Copy Machines	2
Projector	5
Radio/CD or Tape	14
Administrative PC	3
Servers	
Switches	
Routers	
Network Rooms	
Wireless AP	1
Internet access (type/bandwidth)	1
Software	2
Electrical capacity	

Classrooms in grade 4 are equipped with an overhead projector, a radio/CD player, TV VCR and 3 computers. They have either an inkjet printer in the room or capability of printing to a laser printer. The two resource rooms have four computers and an inkjet printer. The grade 5-6 classrooms have access to an overhead projector, a TV DVD and radio/CD player. They have priority usage of the 20 laptop computers in the middle school laptop lab. The Media Room computer lab is also equipped with 25 desktops an overhead projector, teacher use computer, web camera, laser printer, color inkjet printer and scanner. The slide projector, digital camera, and video recorder are available for checkout.

Each classroom and common area is equipped with a video camera hooked to a central monitor and control panel in the main office. Parents, staff, and administrators can use this video system to watch what is happening in individual classrooms and common areas. The video system allows parents to monitor their child in the classroom without interrupting the learning process. There are also monitors in the Director’s office and redirect office for monitoring for security reasons. The video system does not contain sound capabilities. Each teacher has either a laptop or desktop computer for planning and record keeping uses.

**Technical Assistance from Choice Schools Associates**

Choice Schools Associate also employs Data View IT who have the responsibility to rotate among the schools solving technical problems with network, hardware, or software programs as well as two directors whose main responsibilities are to ensure the full implementation of the school's curriculum including technology integration. These additional resources are vital in helping the schools maintain the technologies present and helping to ensure their utilization to enhance and enrich learning.

Each school managed by Choice Schools Associates contributes a percentage of their operating budget to Three Oaks Public School for the financial support Technology Coordinators, Technology Experts, accounting and human resources personnel, as well as many other services provided by the management company. Upgrades to existing equipment and network wiring are the responsibility of Three Oaks Public School Academy. Computer hardware was paid for in the 2005-2010 school year. Replacement and upgrades are due in the future. Choice Schools recommends new software. Three Oaks Public School Academy makes the decision about its purchase and implementation.

Training of staff in technology is provided by the Regional Technology Coordinators. Generally the Regional Technology Coordinator provides training to the school Technology Coordinator in a train-the-trainer model. The Technology Coordinator then provides the information to teachers.

## **Supporting Resources**

### **Information Resources**

All teachers at Three Oaks Public School Academy are given laptop or a desktop computer for their use in the classroom during their employment. The laptops are loaded with all software found in the classrooms as well as our student management program that includes grading and attendance features. Teachers each have their own email accounts that are available both at school and via the Internet. Teachers may request to borrow any of the available technologies and supporting software on an as needed basis.

Each classroom K-6 is equipped with one computer for use by students. All available software is loaded on each computer. All students and staff are required to read and sign Three Oaks Public School Academy's Acceptable Use Policy prior to be allowed to access the Internet at school. Three Oaks Public School Academy uses Dan's Guardian to comply with CIPA and provides parents and interested parties with a copy of the CIPA compliance statement.

### **Policies**

Technology personnel for Choice Schools Associates ultimately make software selection decisions. Individual schools are free to suggest or request the certain software applications be considered for implementation. Because Choice Schools Associate's technology committee is composed of technology experts, curriculum design experts, and School Director, the committee can adequately consider all aspects of software implementation into both the network and the curriculum. This helps ensure that software is not added simply as filler for teachers, but that it serves a valuable learning purpose that integrates itself across multiple curricular areas and therefore will positively impact student learning.

## **Strategies and Supporting Services Utilized by Three Oaks Public School Academy**

Resources in both Print and Web Format:

- Acceptable Use Policy

- Technical Support Procedures
- Application for E-Mail Account
- Application for Web Site Account/Folder
- District Technology Guidelines
- Request for Off Site Use of Computer Equipment
- Process for Technology Acquisition
- Electronic checkout system for library

Resources in Web Format Only:

- Scantron
- District Informational Web Site
- MDE
- DigitalCurriculum.com
- MarcoPolo.com
- Software Research Sites
- Media/Tech Notes (Tech Dept. Newsletter)
- REMC Video Checkout System
- REMC Online Bid Catalog
- MI Tracker (MEAP Analysis software)

**Infrastructure Needs/Technical Specification and Design -**

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.

The school will benefit from the addition of a Windows based network server and as well as the anti-virus licenses. Current operable IMAC's will run as a supplement. All PCs at this site should be reformatted as well.

Help Desk software, add'l copy .....	\$ 300.00
Software audit, estimate.....	\$ 150.00
Security Audit, estimate.....	\$1,440.00
Total Estimate:	\$1,890.00

**Current Status, Equipment Interoperability, Tech Support and Upgrade Timeline:**

A systematic plan for technical support and evaluation of hardware, software, network infrastructure and other technology services is being conducted. The primary aspects of concern are the student computer lab, technology access for all staff, upgrading software, and increasing hardware networking capability throughout the building. The Academy has a T1 internet access line and will be pursuing quotes for a 2<sup>nd</sup> T1 line and other networking upgrade installations. Currently the Academy uses DataView IT (formerly named TroyTech Services, Inc.) to provide technology

support and regular maintenance as needed. From this point on, the status of Three Oaks PSA’s technology quality will be systematically and thoroughly evaluated once every three years.

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

Three Oaks Public School Academy will attempt to provide access to technology for all staff and students. All classrooms and media centers have at least one network drop and will have 2-4 multimedia computers. Strategies for continuing, as well as increasing access include:

- Continue to expand wireless conductivity.
- Continue to expand software library.
- Upgrade Internet protection systems.
- Upgrade main frame.

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

<b>Budget Item</b>	<b>Funding Source</b>	<b>Cost 2011</b>	<b>Cost 2012</b>	<b>Cost 2013</b>
Hardware - Computers	Operational Budget & Grants	\$40,000	\$20,000	\$25,000
Hardware - Printers	Operational Budget & Grants	\$5,000	\$5,000	\$5,000
Hardware - Smart Boards	Operational Budget & Grants	\$20,000	\$1,000	\$1,000
Hardware - LCD Projectors	Operational Budget & Grants	\$10,000	\$1,000	\$1,000

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Software Licensing	Operational Budget & Grants	\$5,000	\$20,000	\$10,000
Professional Development	Operational Budget & Grants	\$1,500	\$5,500	\$5,500
Technical Support	Operational Budget	\$5,000	\$5,000	\$5,000
<b>Totals</b>		<b>\$86,500</b>	<b>\$57,500</b>	<b>\$52,500</b>

\*All infrastructure and equipment purchases are outlined in the plan’s Infrastructure section.

\*\*Much of our professional development is provided by our local MAISD and our management company at no or little additional cost to our district.

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

Three Oaks Public School Academy has established a structured method of planning for the acquisitions of the technology resources:

- The implementation of activities and acquisitions prescribed in the plan will be prioritized in order of greatest impact on instruction.
- Costs are associated with each project.
- The CAO and Principal develop a plan including budget and timeline for completing each project for the upcoming school year.
- The Instructional Technology Committee evaluates and approves the plan.
- If necessary, the school district initiates a bidding process for technology acquisitions.
- The Board of Education evaluates the plan, approves the budget, and awards any bids.

Muskegon Area Intermediate School District

In the past, our ISD has provided technical services, professional development, and instructional support. The district will continue to collaborate and share resources with our local ISD.

Grants

Three Oaks Public School Academy has aggressively sought out grants to finance special projects concerning the integration of technology into our classrooms. Numerous individual grants have been awarded to teachers for various projects involving technology incorporation. Our district will continue the practice of obtaining grants in order to further implement technology into the curriculum.

Alignment of Technology Plan

Three Oaks Public School Academy will continually monitor state and national technology plans to ensure that the district's goals and objectives coordinate with state and national guidelines and requirements. The district's technology plan will be revised and amended as needed.

## **MONITORING AND 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 to teachers to teach, and enabling students to reach challenging State academic standards

**Goal:**

A monitoring and evaluation process will be implemented to ensure that technology is being utilized in a way that best enhances teaching and learning.

**Staff Needs Assessment:**

A Staff Needs Assessment will be created and implemented. The results will be shared and allow the district to:

- Verify that technology integration goals are being met
- Identify weaknesses I current strategies to integrate technology into the curriculum
- Determine if implemented strategies are improving standardized test scores
- Plan future professional development

As the district identifies goals that are not being met, strategies will be reevaluated to determine how to best meet staff needs in order to improve technology integration.

### Questions for Staff Need Survey

1. Is the technology available and working correctly to perform the task?
2. Do staff members have enough time to implement technology-related projects?
3. Have goals and objectives been explained to instructional staff?
4. Has staff completed sufficient training to implement the technology?

5. Has staff willingly accepted the integration of the particular technology?
6. Are students able to utilize the technology proficiently?
7. Are technology-related lesson plans grade-level appropriate?
8. Has technology integration resulted in increased student creativity and problem solving skills?
9. Has technology integration resulted in increased productivity?

#### StaR Chart Self-Diagnostic Tool

Taken from the CEO Forum Website (<http://ceoforum.org>), the StaR Chart can help our district answer three critical questions:

1. Is our district using technology effectively to ensure the best possible teaching and learning?
2. What is our district's current education technology profile?
3. What areas should our district focus on to improve its level of technology integration?

#### **Instructional Technology Committee**

A technology committee will be formed to meet.

#### **Strategies are in place to monitor the Districts' Acceptable Use Policy for staff and student use of the technologies**

The appropriate use of school technology is monitored on a regular basis. No student will be allowed access to the internet without staff supervision. Approved monitoring software such as web Watcher, eBlaster, or Net Nanny will be put in place by the end of the current school year when the lab is upgraded. An acceptable use policy has been developed and is included with this plan.



### **Three Oaks Public School Academy Acceptable Use Policy Agreement**

Three Oaks Public School Academy provides a full range of electronic information services, including Internet access, to students and faculty. Three Oaks Public School Academy strongly believes in the educational value of such electronic services and recognizes their potential in support of our curriculum and student learning goals of our school. Our goal in providing this service is to promote educational excellence by facilitating resource sharing, innovation, and communication. Three Oaks Public School Academy will make every effort to protect students from computer use that is harmful to minors, including but not limited to sexually explicit matter or any other illegal activities. Technology protection measures ("filters") will be employed.

Internet, Network, Electronic Communication (please read this document carefully)

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Computers here at Three Oaks Public School Academy are intended for students to use responsibly for research and schoolwork.

By signing this agreement, the student takes full responsibility for their actions and will abide by the rules set forth. Internet usage will be strictly monitored for appropriateness that is related to schoolwork.

**Network Etiquette Rules:**

- I will not visit inappropriate Internet sites. These are any site not directly related to my research in school and those that are possibly infected by viruses.
- I will not put any food or drinks by the computers at any time.
- I will not use metallic or magnetic objects by computers.
- I will use time wisely and quickly-let the next person use the computer when I have completed my research.
- I will not surf the net without the permission of my teacher or administrator.

Violation of any of the above may result in termination of current use and future technology access and discipline. Students or their parents/guardians will be responsible for all costs of damage to the school's equipment or technology system including fees to restore the school's computer system due to the damage.

The signature(s) at the end of this document indicate the party (parties) who sign have read the terms and conditions carefully and understand the policy.

**STUDENT:**

I understand and will abide by the above acceptable Use Agreement. Should I commit any violation, my access privileges may be revoked, school disciplinary action may be taken, and/or appropriate legal action.

Student Name (print): \_\_\_\_\_ Date: \_\_\_\_\_

Student Signature: \_\_\_\_\_

**PARENT/GUARDIAN:**

As the parent/guardian, I have read this agreement and understand that this access is designed for educational purposes. I understand that my child's privileges may be revoked. I recognize it is impossible to restrict access to all controversial materials and I will not hold Three Oaks Public School Academy responsible for materials acquired on the network.

Parent/Guardian's Name (print): \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_