Technology Plan

Imlay City Community Schools
July 1, 2011 – June 30, 2014

School Code: 44060

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Imlay City, MI 48444
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Intermediate School District: Lapeer County Intermediate School District www.lcisd.k12.mi.us

Technology Plan URL: **http://imlay.k12.mi.us/technology/technologyplan2011-2014.pdf**

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District Mission Statement

The mission of the Imlay City Community Schools is to continuously develop a learning system whereby all achieve the highest quality of learning beyond their expectations.

Imlay City Community Schools

The Imlay City Community School District is committed to educational excellence and implementing instructional programs to accommodate the needs of all students. The district covers 154 square miles and consists of one high school, one alternative high school, one middle school and two elementary buildings.

District Profile

Instructional Staff **110**
Support Staff **106**
Administrators **14**
Other **4**

2010-2011 Student Enrollments per Building
Weston Elementary (Grades K-2) **530**
Borland Elementary (Grades 3-5) **521**
Middle School (Grades 6-8) **525**
High School (Grades 9-12) **661**
Venture High School (Alternative) **66**
Total Student Enrollment **2,303**

Free and Reduced Status – April 2011
Total Free and Reduced – **57%**
Free – **47%**
Reduced – **10%**

School Buildings:

Weston Elementary
275 Weston Street
Imlay City MI 48444
810-724-9812
Fax: 810-724-9895
Grades K-2

Borland Elementary
500 Borland Road
Imlay City MI 48444
810-724-9813
Fax: 810-724-9894
Grades 3-5

Imlay City Middle School
495 W. First Street
Imlay City, MI 48444
810-724-9811
Fax: 810-724-9896
Grades 6-8

Imlay City High School
1001 Norlin Drive
Imlay City, MI 48444
810-724-9810
Fax: 810-724-9897
Grades 9-12

Venture High School
2061 S. Almont Avenue
Imlay City, MI 48444
810-724-9814
Fax: 810-724-2315

Other Buildings:

Educational Service Center
634 Borland Road
Imlay City MI 48444
810-724-2765
Fax: 810-724-4307

Special Programs Center
2061 S. Almont Avenue
Imlay City, MI 48444
810-724-9853
Fax: 810-724-0711

Technology Planning Committee Members:

The Imlay City Community Schools Technology Planning Committee is a group of teachers and administrators representing each level and school. Teacher representatives are selected based on their commitment to technology and their expertise. Parents are also represented on the committee and are involved in the development process.

Trevor Kaeding	Director of Technology
Eric Whitney	Executive Director of Curriculum and Instruction – Parent
Florence Gyomory	High School Teacher
Doug Sloan	Venture High School Teacher
Erik Mason	Middle School Principal – Parent
Lori Dick	Borland Elementary Teacher – Parent
Nick Lange	Weston Elementary Teacher
Juliann Kent	Middle School Teacher – Parent

Background

The Imlay City Community School District has made great strides over the years in the field of technology. The District is committed to providing the latest technology and has come a long way in developing the overall technology structure.

One of our first strategies was enhanced with the assistance of the Goals 2000 grant. This grant was awarded from the state and the Technology Grant awarded from the Lapeer ISD, we have been able to link all our buildings via fiber optics and develop many labs, including "state of the art" high school and middle school technology labs. Since then we have been able to continue building our network infrastructure combining the Internet with our existing student, teacher, and administrative servers. We have expanded our network to over 600 computers in seven buildings.

We continue to monitor teaching our students and staff how to use the Internet and our technology. District wide we have made it a priority to keep current with the latest software and upgrade our hardware to meet the changing demands of technology. Each year we upgrade, improve, and enhance our already solid technological program. We are

constantly developing new course offerings and improving our K-12 curriculum and staff development in the field of technology (see Curriculum Section).

Most recently we have purchased new computers for teachers in their classrooms, installed data projectors in every classroom, implemented interactive learning devices, upgraded computer labs, improved district infrastructure, and installed a new district-wide telephone system. The district also has setup digital-video surveillance at all buildings to improve student safety and provide a safe learning environment. The district is also in a transition to a new student information system. The new student information system is PowerSchool and will be in production for the start of the 2011-2012 school year.

Technology Vision

We are dedicated to preparing students for the real world. We have a responsibility to research all aspects of technological skills required for employment as well as to prepare students for future studies and life utilizing the tools of technology. The practical applications of technology will become a skill each student will develop. Our K-12 curriculum will prepare our students for immediate employment or prepare them for future studies in the area of technology. By working together, listening to new ideas, and monitoring new technology, we will find better ways of meeting the demands of the future.

Learning with and about technology prepares learners to live responsibly in a democratic, technologically driven society. Learners will use technology for knowledge and skill acquisition, communication and information management, problem solving, creative expression, research, design, and product development. Learners become technologically capable when they apply technology across curricular areas and when technology is used throughout the learning process.

A technologically literate learner:

- Explores, evaluates, and uses technology to accomplish, independently and cooperatively, real world tasks;
- Develops knowledge, ability, and responsibility in the use of resources, processes, and systems of technology;
- Acquires, organizes, analyzes, and presents information;
- Expands the range and effectiveness of communication skills;
- Solves problems, accomplishes tasks, and expresses individual creativity; and
- Applies legal and ethical standards.

The technology mission of the Imlay City Community School District is to use technology to:

- Prepare students for success in a technological society
- Meet the adopted High School Graduation requirement
- Provide equitable learning experiences for all students.

- Enhance teaching and learning.
- Maximize efficiency within district operations.
- Improve communication throughout the school, community, and world.

District Technology Goals

Curriculum: Our technology curriculum will be integrated into the curricula of all the other subjects in ways that improve student learning.

- Point our technology curriculum towards trends and needs in the employment field of technology.
- Improve keyboarding and computer math skills for our elementary and middle school students.
- Integrate technology to all subject areas
- Develop new course offerings in the field of technology
- Enhance opportunities for distance learning
- Regularly update our K-12 curriculum in technology to fit within the framework of our existing curriculum and future expansion and meet state curriculum requirements.
- Continue to improve computer labs by providing resources of high quality content that support learning opportunities by engaging every student regardless of background or ability.

Professional Development: We will provide ongoing, systemic professional development that incorporates instructional technology.

- Provide staff technology professional development as identified in Technology Plan.
- Provide professional development on the proper use of new interactive technology tools and how to integrate these tools into lesson design.
- Encourage all staff to apply for grants that fit our Technology Plan.
- Continue to develop our web site and increase the effectiveness of managing the web site.
- Better utilize file-sharing capacity between buildings and e-mail system.
- Expand technical support by mentoring building contacts and all staff.
- Evaluate staff technology survey and develop professional development based on staff needs. Professional development will help teachers integrate technology more effectively into lesson plans.

Infrastructure: We continue to look at the overall process of identifying and implementing cost-effective infrastructural improvements.

Funding and Budget: We look at new ways of funding to support hardware and software maintenance and improvement as well as ways to save money wherever possible by consolidating services and looking for cheaper ways of purchasing items.

Monitoring and Evaluation: We use a variety of data-gathering tools to evaluate the impact of technology on teaching and learning. By monitoring and gathering information we will also be able to look at ways to save money.

Curriculum Integration

The Imlay City Community School District has adopted the Michigan Educational Technology Standards (METS) and is working toward full implementation and integration. Please see http://www.techplan.org/ for a complete description of METS. The Technology Committee includes teacher and administrator representatives from each level and school. It is the ongoing duty of the Technology Committee to evaluate and update technology goals as needs are identified along with each building level department. Our technology objectives will be integrated into the curricula of all the other subjects in ways that improve student learning. Integration is the key for technology instruction in the Imlay City School District.

Standards:

Grades K-2

Creativity and Innovation

By the end of Grade 2 each student will:

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

Communication and Collaboration

By the end of Grade 2 each student will:

1. Work together when using digital tools (e.g., word processor, drawing, presentation software) to convey ideas or illustrate simple concepts relating to a specified project.
2. Use a variety of developmentally appropriate digital tools (e.g., word processors, paint programs) to communicate ideas to classmates, families, and others.

Research and Information Literacy

By the end of Grade 2 each student will:

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

Critical Thinking, Problem Solving, and Decision Making

By the end of Grade 2 each student will:

1. Explain ways that technology can be used to solve problems (e.g., cell phones, traffic lights, GPS units).
2. Use digital resources (e.g., dictionaries, encyclopedias, search engines, web sites) to solve developmentally appropriate problems, with assistance from teachers, parents, school media specialists, or student partners.

Digital Citizenship

By the end of Grade 2 each student will:

1. Describe appropriate and inappropriate uses of technology (e.g., computers, Internet, e-mail, cell phones) and describe consequences of inappropriate uses.
2. Know the Michigan Cyber Safety Initiative's three rules (Keep Safe, Keep Away, Keep Telling)
3. Identify personal information that should not be shared on the Internet (e.g. name, address, phone)
4. Know to inform a trusted adult if he/she receives or views an online communication which makes him/her feel uncomfortable, or if someone whom he/she doesn't know is trying to communicate with him/her or asking for personal information.

Technology Operations and Concepts

By the end of Grade 2 each student will:

1. Discuss advantages and disadvantages of using technology.
2. Be able to use basic menu commands to perform common operations (e.g., open, close, save, print).
3. Recognize and name the major hardware components in a computer system (e.g., computer, monitor, keyboard, mouse, printer).
4. Discuss the basic care for computer hardware and various media types (e.g., CDs, DVDs).
5. Use developmentally appropriate and accurate terminology when talking about technology.
6. Understand that technology is a tool to help him/her complete a task, and is a source of information, learning, and entertainment.
7. Demonstrate the ability to navigate in virtual environments (e.g., electronic books, games, simulation software, web sites).

Grades 3-5

Creativity and Innovation

By the end of grade 5 each student will:

1. Produce a media-rich digital project aligned to state curriculum standards (e.g., fable, folk tale, mystery, tall tale, historical fiction)
2. Use a variety of technology tools and applications to demonstrate his/her creativity by creating or modifying works of art, music, movies, or presentations
3. Participate in discussions about technologies (past, present, and future) to understand these technologies are the result of human creativity

Communication and Collaboration

By the end of grade 5 each student will:

1. Use digital communication tools (e.g., e-mail, wikis, blogs, IM, chat rooms, videoconferencing, Moodle, Blackboard) and online resources for group learning projects.
2. Identify how different software applications may be used to share similar information, based on the intended audience (e.g., presentations for classmates, newsletters for parents).
3. 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.

Research and Information Literacy

By the end of grade 5 each student will:

1. Identify search strategies for locating information with support from teachers or library media specialists.
2. Use digital tools to find, organize, analyze, synthesize, and evaluate information.
3. Understand and discuss that web sites and digital resources may contain inaccurate or biased information.
4. Understand that using information from a single Internet source might result in the reporting of erroneous facts and that multiple sources should always be researched.

Critical Thinking, Problem Solving, and Decision Making

By the end of grade 5 each student will:

1. Use digital resources to access information that can assist in making informed decisions about everyday matters (e.g., which movie to see, which product to purchase).
2. Use information and communication technology tools (e.g., calculators, probes, videos, DVDs, educational software) to collect, organize, and evaluate information to assist with solving problems.
3. Use digital resources to identify and investigate a state, national, or global issue (e.g., global warming, economy, environment).

Digital Citizenship

By the end of grade 5 each student will:

1. Discuss scenarios involving acceptable and unacceptable uses of technology (e.g., file-sharing, social networking, text messaging, cyber bullying, plagiarism).
2. Recognize issues involving ethical use of information (e.g., copyright adherence, source citation).
3. Describe precautions surrounding personal safety that should be taken when online.
4. Identify the types of personal information that should not be given out on the Internet (name, address, phone number, picture, school name).

Technology Operations and Concepts

By the end of grade 5 each student will:

1. Use basic input and output devices (e.g., printers, scanners, digital cameras, video recorders, projectors).
2. Describe ways technology has changed life at school and at home
3. Understand and discuss how assistive technologies can benefit all individuals
4. Demonstrate proper care in the use of computer hardware, software, peripherals, and storage media.
5. Know how to exchange files with other students using technology (e.g., network file sharing, flash drives).

Grades 6-8

Creativity and Innovation

By the end of grade 8 each student will:

1. Apply common software features (e.g., spellchecker, thesaurus, formulas, charts, graphics, sounds) to enhance communication with an audience and to support creativity.
2. Create an original project (e.g., presentation, web page, newsletter, information brochure) using a variety of media (e.g., animations, graphs, charts, audio, graphics, video) to present content information to an audience.
3. Illustrate a content-related concept using a model, simulation, or concept-mapping software.

Communication and Collaboration

By the end of grade 8 each student will:

1. Use digital resources (e.g., discussion groups, blogs, podcasts, videoconferences, Moodle, Blackboard) to collaborate with peers, experts, and other audiences.
2. Use collaborative digital tools to explore common curriculum content with learners from other cultures.
3. Identify effective uses of technology to support communication with peers, family, or school personnel.

Research and Information Literacy

By the end of grade 8 each student will:

1. Use a variety of digital resources to locate information.
2. Evaluate information from online information resources for accuracy and bias.
3. Understand that using information from a single Internet source might result in the reporting of erroneous facts and that multiple sources should always be researched.
4. Identify types of web sites based on their domain names (e.g., edu, com, org, gov, net).
5. Employ data-collection technologies (e.g., probes, handheld devices, GPS units, geographic mapping systems) to gather, view, and analyze the results for a content-related problem.

Critical Thinking, Problem Solving, and Decision Making

By the end of grade 8 each student will:

1. Use databases or spreadsheets to make predictions, develop strategies, and evaluate decisions to assist with solving a problem.
2. Evaluate available digital resources and select the most appropriate application to accomplish a specific task. (e, g., word processor, table, outline, spreadsheet, presentation program).
3. Gather data, examine patterns, and apply information for decision making using available digital resources.
4. Describe strategies for solving routine hardware and software problems.

Digital Citizenship

By the end of grade 8 each student will:

1. Provide accurate citations when referencing information sources.
2. Discuss issues related to acceptable and responsible use of technology (e.g., privacy, security, copyright, plagiarism, viruses, file-sharing).
3. Discuss the consequences related to unethical use of information and communication technologies.
4. Discuss possible societal impact of technology in the future and reflect on the importance of technology in the past.
5. Create media-rich presentations on the appropriate and ethical use of digital tools and resources.
6. Discuss the long term ramifications (digital footprint) of participating in questionable online activities (e.g., posting photos of risqué poses or underage drinking, making threats to others).
7. Describe the potential risks and dangers associated with online communications.

Technology Operations and Concepts

By the end of grade 8 each student will:

1. Identify file formats for a variety of applications (e.g., doc, xls, pdf, txt, jpg, mp3).
2. Use a variety of technology tools (e.g., dictionary, thesaurus, grammar-checker, calculator) to maximize the accuracy of technology-produced materials.
3. Perform queries on existing databases.
4. Know how to create and use various functions available in a database (e.g., filtering, sorting, charts).
5. Identify a variety of information storage devices (e.g., CDs, DVDs, flash drives, SD cards) and provide rationales for using a certain device for a specific purpose.
6. Use accurate technology terminology.
7. Use technology to identify and explore various occupations or careers, especially those related to science, technology, engineering, and mathematics.
8. Discuss possible uses of technology to support personal pursuits and lifelong learning.
9. Understand and discuss how assistive technologies can benefit all individuals.
10. Discuss security issues related to e-commerce.

Grades 9-12

Creativity and Innovation

By the end of grade 12 each student will:

1. Apply advanced software features (e.g. built-in thesaurus, templates, styles) to redesign the appearance of word processing documents, spreadsheets, and presentations.
2. Create a web page (e.g., Dreamweaver, iGoogle, Kompozer).
3. Use a variety of media and formats to design, develop, publish, and present projects (e.g., newsletters, websites, presentations, photo galleries).

Communication and Collaboration

By the end of grade 12 each student will:

1. Identify various collaboration technologies and describe their use (e.g., desktop conferencing, webinar, listserv, blog, wiki)
2. Use available technologies (e.g., desktop conferencing, e-mail, videoconferencing, instant messaging) to communicate with others on a class assignment or project.
3. Collaborate in content-related projects that integrate a variety of media (e.g., print, audio, video, graphic, simulations, and models).
4. Plan and implement a collaborative project using telecommunications tools (e.g., ePals, discussion boards, online groups, interactive web sites, videoconferencing).
5. Describe the potential risks and dangers associated with online communications.
6. Use technology tools for managing and communicating personal information (e.g., finances, contact information, schedules, purchases, correspondence)

Research and Information Literacy

By the end of grade 12 each student will:

1. Develop a plan to gather information using various research strategies (e.g., interviews, questionnaires, experiments, online surveys).
2. Identify, evaluate, and select appropriate online sources to answer content related questions.
3. Demonstrate the ability to use library and online databases for accessing information (e.g., MEL, Proquest, Infosource, United Streaming).
4. Distinguish between fact, opinion, point of view, and inference.
5. Evaluate information found in selected online sources on the basis of accuracy and validity.
6. Evaluate resources for stereotyping, prejudice, and misrepresentation.
7. Understand that using information from a single internet source might result in the reporting of erroneous facts and that multiple sources must always be researched.
8. Research examples of inappropriate use of technologies and participate in related classroom activities (e.g., debates, reports, mock trials, presentations).

Critical Thinking, Problem Solving, and Decision Making

By the end of grade 12 each student will:

1. Use digital resources (e.g., educational software, simulations, models) for problem solving and independent learning.

2. Analyze the capabilities and limitations of digital resources and evaluate their potential to address personal, social, lifelong learning, and career needs.
3. Devise a research question or hypothesis using information and communication technology resources, analyze the findings to make a decision based on the findings, and report the results.

Digital Citizenship

By the end of grade 12 each student will:

1. Identify legal and ethical issues related to the use of information and communication technologies (e.g., properly selecting and citing resources)
2. Discuss possible long-range effects of unethical uses of technology (e.g., virus spreading, file pirating, hacking) on cultures and society.
3. Discuss and demonstrate proper netiquette in online communications.
4. Identify ways that individuals can protect their technology systems from unethical or unscrupulous users.
5. Create appropriate citations for resources when presenting research findings.
6. Discuss and adhere to fair use policies and copyright guidelines.

Technology Operations and Concepts

By the end of grade 12 each student will:

1. Complete at least one online credit, or non-credit, course or online learning experience.
2. Use an online tutorial and discuss the benefits and disadvantages of this method of learning.
3. Explore career opportunities, especially those related to science, technology, engineering, and mathematics and identify their related technology skill requirements.
4. Describe uses of various existing or emerging technology resources (e.g., podcasting, webcasting, videoconferencing, , online file sharing, global positioning software).
5. Identify an example of an assistive technology and describe its potential purpose and use.
6. Participate in a virtual environment as a strategy to build 21st century learning skills.
7. Assess and solve hardware and software problems by using online help or other user documentation.
8. Explain the differences between freeware, shareware, open source, and commercial software.
9. Participate in experiences associated with technology-related careers.
10. Identify common graphic, audio, and video file formats (e.g., jpeg, gif, bmp, mpeg, wav, wmv, mp3, avi, pdf).
11. Understand and discuss how assistive technologies can benefit all individuals.
12. Demonstrate how to import/export text, graphics, or audio files.
13. Proofread and edit a document using an application’s spelling and grammar checking functions.

Strategies:

Our goal is to teach these standards across the curriculum and integrate technology into lesson design. This will be accomplished through ongoing staff professional development and technology training (see professional development). Our goals include:

- Striving to give all students as much access to the use of technology as a tool for research and collaboration.
- Giving students access to multimedia, online, and software resources.
- Providing teachers with Internet sites and resources.
- Encouraging teachers to integrate technology into lesson plans.
- Update software needs to fit with the current curriculum objectives.

Student Achievement:

The Imlay City Community School District is passionately committed to serving our students . Improving student achievement is something that district strives to achieve.

Special programs have been implemented in our district to provide resources for students to succeed and learn with the integrated technology. Our elementary students use a program called SuccessMaker® by Pearson to improve student literacy development. Other programs that are used in the district include Rosetta Stone®, Lexia, Accelerated Reader™, STAR Reading™ and STAR Math™. STAR Math™ and STAR Reading™ assess reading and math levels and track development. As children use these diagnostic learning programs, their skills improve. Teacher assessment tools are also available to assist teachers to individualize strategies for each child.

The District also uses Pearson Inform™ a powerful data analysis program. Pearson Inform™ provides one-click access to clear, intuitive reports on student and school performance. Powerful graphs and charts-predefined or customized-make it easy to target assistance, measure progress, and inform decisions.

Technology Integration Timeline:

2011-2012	2012-2013	2013-2014
Technology will continue to be introduced into lesson design at all instructional levels. Technology will be used to assist in evaluation of programs and student achievement	Technology will be integrated into lesson design at all instructional levels. Technology will be integrated in the process of evaluation of programs and student achievement	Technology will be fully integrated into lesson design at all instructional levels. Technology will be fully integrated into the process of evaluation of programs and student achievement.
The Technology Department will utilize all available resources to assist staff in implementation of METS and NETS, through product training and professional development.		

Technology Delivery:

Imlay City Community School District has nearly 600 networked computers attached to Local Area Networks and a Wide Area Network. All classrooms contain a teacher computer equipped with a ceiling mounted video data projector. Each classroom is also equipped with a wireless interactive learning device called an InterwriteMobi™. Additional workstations are in school media centers and computer labs. There are technology classes at both the Middle School and High School level.

The district subscribes to United Streaming video-on-demand service, which provides a web-based collection of educational videos. Approximately 200 IP telephones are located within district classrooms, offices and conference rooms. All district employees are given a private extension for local and long distance calling as well as voice mail access.

Imlay City Community Schools employs alternative methods of instructional delivery through distance learning using various technologies (when/if available), including (but not limited to):

- Virtual Field Trips
  Individual classrooms will utilize opportunities to explore educational topics electronically. Virtual field trips will be created in which students visit a variety of websites that relate to the current topic being studied.
- Career Exploration Website:
  Careercruising.com a career, post high school exploration and scheduling program

• Web based learning programs such as but not limited to
  StudyIsland.com
  Math and Language Arts learning programs
  Explorelearning.com
  Starfall.com
• Online learning through eduction2020.com

Parental Communications and Community Relations:

Imlay City Community School District uses many strategies to promote and increase parental involvement and communication. The current educational technology plan for Imlay City Community Schools is provided for review by the local community online at: **http://imlay.k12.mi.us/technology/technologyplan2011-2014.pdf**. Imlay City Community Schools will increase communication with parents and the community by continuing existing methods of communication and implementing new projects, including:

• Maintaining the district web page (http://imlay.k12.mi.us) to inform parents and the community about general news, activities, policies and other bulletins. The district web page also supplies interlinks to common visited websites.

• Updating the district web page to include curriculum maps reflecting technology standards that are embedded in existing curriculum.

• Maintaining Voice Mail systems in all buildings, providing access to voice mail to necessary school district employees.

• Continuing to expand our current e-mail system for teachers, administrators, and other instructional staff in order to provide effective communication between staff, parents, and community members.

• Reporting progress annually to the school board on the meeting of goals and objectives.

• Informing parents and community members about school happenings through the quarterly newsletter, *Growing Together*.

• Continuing to include parents and community members in district-level and building-level technology committees. The technology committee includes parents of Imlay City students.

• Providing on-line access to the district's technology plan.

• Instant Alert™ is used to inform parents, students, and staff of important school information and closings.

• The district's new student information system powered by PowerSchool will allow parent and teacher communication on student progress.

Collaboration:

Imlay City Community Schools is dedicated to continuous collaboration with the agencies listed below in an effort to provide services and training in the fields of general, special, alternative, and adult education. Representatives from these service providers will continue to contribute to the implementation and assessment of the district technology plan.

Lapeer County Intermediate School District

The Lapeer County ISD offers a number of services to students, teachers, administrators, and the community. The LCISD provides a number of classes for students at its Education and Technology Center that are not offered at our high schools. Many of these classes are technology related, including CAD and Cisco Certification classes.

The LCISD also offers high school completion courses for high school aged students that have fallen behind in credits. In addition, Adult Education classes are offered at the Educational Technology Center.

The LCISD also plays a vital role in our professional development, providing in-service topics and offering additional training for staff. Our district also relies on the LCISD for the administration of the county's Wide Area Network.

The LCISD also supplies teacher training and resources for Moodle (an online virtual learning environment). A LISTSERV links agencies throughout the county with technical assistance as well as technology information.

Michigan eLibrary

The Michigan eLibrary is a project of the Library of Michigan, giving access to several databases to the citizens of Michigan through their libraries. Home access is available for some of these databases.

Channel One Network®

The Channel One Network® satellite channel will continue to be used as part of the curriculum both at the middle and high school levels.

Discovery Education™ *streaming*

The District uses a digital on-demand teaching system through Discovery Education™ *streaming*. The district receives a reduced rate by collaborating with the LCISD as well as the St. Clair Intermediate School District.

Professional Development

Professional development is an essential component of the district's plan to integrate technology into the curricula along with integrating the use of technology into lesson design. Professional development for teachers, principals, administrators and support staff will include awareness of ongoing state and national standards addressing technology competencies as well as development of technology skills and strategies to integrate technology into practice. The Imlay City Community School District will use a staff needs assessment to determine and monitor the progress of staff technology development.

A staff needs assessment will be given every year and will be completed by all teachers and school administrators. The district will be using the 21 Things for 21st Century Educators assessment which is a professional development program sponsored by the Regional Educational Media Centers (REMCs). This assessment will help us:

- Verify that technology integration goals are being met;
- Identify weaknesses in current strategies to integrate technology into the curriculum;
- Determine if implemented strategies are improving standardized test scores;
- Plan for 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.

After completing our first assessment in the fall of 2011, we will disaggregate the results and identify the highest areas in need of improvement. The highest areas of professional need will be implemented into the timeline.

Professional Development Timeline:

2011-2012	2012-2013	2013-2014
• Give assessment • Target weak key areas	• Give assessment • Evaluate if targeted areas have improved. • Look for new skills that need improvement	• Give assessment. • Continue to evaluate targeted areas. • Look for new ways to improve skills development.
The Technology Department is also going to publish a newsletter focusing on key technology areas and helping tutorials for the entire staff.		

Supporting Resources

Imlay City Community Schools will provide access to technology for all staff and students through a variety of resources that are used to support the technology program.

- District Technology Policy
- Acceptable Use Policy
- Webpage that specifically addresses technology support for staff – this instructional technology web site contains resources for teachers and students.
- Media Centers and student computer labs will continue to be used as a key technology tools in each building. All media center and technology workstations designated for student use are easily accessible to persons with disabilities.
- Assistive technology will be used in accordance with the IEP for students with special needs.
- At least one computer lab in each secondary building will be designated as an "open lab" available for entire classrooms to use. Classroom teachers will continue to signup for scheduled times for lab usage.

- Specialized programs for bilingual and monolingual students are available for those students requiring specialized instruction. The District uses software by Rosetta Stone®.

- District involvement with REMC.

- Lapeer ISD resources and informational newsletters.

- Online sites like Study Island and CareerCruising.

- Imlay City Homepage access.

Infrastructure and Hardware

The Imlay City Community School District has developed a technology infrastructure for the high-speed transmission of data, voice, and video services to district staff, students, and the community. A fiber optic WAN has been established that connects all seven Imlay City School buildings directly to the district head-end via fiber optic cable. The Lapeer Intermediate School District provides ISP services through Merit. The Lapeer ISD also supplies access to AS/400 financial and student data information. Recent upgrades included a 1GB full duplex backbone to the ISD.

At the building level, 100% of all LAN based communications are 100MB switched network. Network based copiers/scanners have been placed in eight strategic locations to minimize the cost of printing services and maximize collaboration between departments. Approximately 200 IP telephones are located within district classrooms, offices and conference rooms. All district employees are given a private extension for local and long distance calling as well as voice mail access. Every classroom in the district is equipped with a computer connected to a ceiling mounted video data projector.

The Imlay City Community School District houses approximately 600 networked computers. Every teacher has a desktop computer and each building has at least one student computer lab. Network printers are used to save on printing costs and are placed in key locations shared by multiple users. The district also utilizes virtualization to help with the cost of increased hardware purchases with many of the district's servers. The district has virtualized many servers that provide file sharing, network applications, printing, email, web, DNS, and firewall services.

Future improvements include continuing to upgrade the districts infrastructure and upgrade district network switches. The district is looking at wireless options for all buildings that will open up many new applications for the entire district. The idea behind creating a wireless environment will help the district create a environment of "Any Time, Any Place, Any Way, Any Pace," learning. With this infrastructure in place the district hopes to have more ways to deploy technology into the classroom.

All requests for computer hardware and software support are processed through tech support at Imlay City Community Schools. The technology staff relies on an email based technical support system. There are two employees employed in the technology department. There is one Technology Director and one technician that service the entire district. Staff and students are encouraged to email the department with any technology related problems or concerns. Once the problem has been resolved, the end user receives an email stating the problem and tentative resolution of the issue.

Increased Access to Technology

The Imlay City Community Schools will provide access to technology for all staff and students. All classrooms and media centers have at least one network drop with a multimedia computer. Strategies for continuing, as well as increasing access include:

• Improve network infrastructure and look at district wireless options to have more available technology resources for all students.

• Specialized programs for bilingual and monolingual students are available for those students requiring specialized instruction. The District uses Rosetta Stone® and SuccessMaker™ programs to meet these needs.

• All general education classrooms at Weston Elementary and most at Borland Elementary utilize LightSPEED classroom sound field amplification systems. This system ensures that the teacher's voice is clearly audible above background sounds at all instructional locations within the room. The extra amplification of the teacher's voice ensures a more suitable speech-to-noise ratio.

• Our Technology Plan's goals support the use of our telephone, long-distance system, and cellular phone usage throughout the district. Our general telephone system/ infrastructure is in our technology plan goals, safety plan, and budget.

Imlay City Community Schools, Consortium for Exceptional Children and the LCISD Assistive Technology Lending Library provide students with disabilities access to all available technologies. Assistive technology enables students with disabilities access to the general education curriculum and progress towards goals and objectives. The consideration for assistive technology is a required component of the IEP process for all students who are eligible for special education. There are Low, Mid and High technology tools and resources available through the lending library of LCISD Assistive Technology Department and a growing lending library from the Consortium.

IMLAY CITY COMMUNITY SCHOOLS
LONG RANGE TECHNOLOGY BUDGET

	2011-2012	2012-2013	2013-2014
EXPENDITURES:			
ISD COSTS			
Internet Access	$ 5,400.00	$ 5,800.00	$ 6,200.00
Financial/Student Software Support	$ 43,172.00	$ 43,500.00	$ 43,500.00
Barracuda Update (Spam)		$ 1,000.00	
Content Filter		$ 8,000.00	
Data Backup w/ Annual Support	$ 1,000.00	$ 1,100.00	$ 1,200.00
INFRASTRUCTURE/CONNECTVITY			
Switches	$ 1,000.00	$ 2,000.00	$ 2,500.00
Network Implementation	$ 2,000.00	$ 20,000.00	$ 20,000.00
Telecommunications/Phones	$ 500.00	$ 500.00	$ 500.00
PERSONNEL			
Current Personnel	$ 75,000.00	$ 75,000.00	$ 75,000.00
HARDWARE			
Computers		$ 60,000.00	$ 130,000.00
Peripherals and Parts	$ 2,000.00	$ 2,000.00	$ 2,000.00
Server Upgrade		$ 12,000.00	
SOFTWARE			
Exchange Licenses			$ 1,000.00
Exchange Server			$ 250.00
Microsoft Office		$ 3,120.00	$ 6,760.00
DISTRICT COSTS			
Telephone/Cell Phone Services	$ 10,500.00	$ 11,000.00	$ 11,500.00
Data Analysis	$ 1,700.00	$ 1,800.00	$ 1,900.00
Ink/Toner Usage	$ 9,000.00	$ 9,400.00	$ 9,800.00
United Streaming	$ 1,500.00	$ 1,500.00	$ 1,500.00
AntiVirus Update		$ 5,000.00	
PowerSchool	$ 10,260.00	$ 10,500.00	$ 10,700.00
Instant Alert	$ 4,280.00	$ 4,280.00	$ 4,280.00
TOTAL EXPENDITURES	*$ 167,312.00*	*$277,500.00*	*$ 328,590.00*

Coordination of Resources

Strategies that are employed to coordinate state and local resources to implement activities and acquisitions prescribed in the technology plan:

1. Line items for salaries and benefits, technical support, professional development, maintenance and service costs, and other areas as recommended by our technology plan will be included in the Imlay City Community School District Annual Budget.
2. The Imlay City Community School District partners with the Lapeer Intermediate School District on technical support and professional development as well as all appropriate shared needs for software, capital, and infrastructure expenditures. All funding opportunities are explored either on an individual or consortia basis.
3. All appropriate local, state, and federal grant opportunities are investigated and researched. Application and funding will be secured when and where possible.
4. The Federal Universal Service Fund for Schools and Libraries, also known as the E-rate Program, provides discounts on telecommunication services for the district. The rebates from this program are used to reduce operational costs.

Monitoring and Evaluation

A significant step in creating and maintaining a technology plan is the monitoring and evaluation process in regards to both hardware deployment and the impact technology has on the classroom environment. It is important not only to have technology available, but also in working order. It is important not only to have appropriate software, but also to have a literate staff able to use the technology integrated into the district's curriculum to accomplish our technology standards. Technology plan evaluation assures that resources are being used to accomplish the mission of the school district. Imlay City Community Schools will review this plan annually and make changes as necessary. The purpose of evaluating the plan is to make sure students are receiving a quality education. We will evaluate this plan by tracking a number of different areas.

To monitor student/teacher progress, we will:

Assess Staff Needs

A Staff Needs Assessment will be given every year and will be completed by all teachers and school administrators. The district will be using the 21 Things for 21st Century Educators assessment which is a professional development program sponsored by the Regional Educational Media Centers (REMCs). The results will be shared with the district technology committee and allow the district to:

• Verify that technology integration goals are being met
• Identify weaknesses in current strategies to integrate technology into the curriculum
• Determine if implemented strategies are improving standardized test scores

• Plan for 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.

Coordinate District Technology Planning

The District Technology Committee meets to provide planning, direction, and evaluation of instructional technology in the district. The committee plays an increasingly vital role in identifying methods of integrating technology into the curriculum. All technology-related projects, policies, goals, and objectives are set in place by the committee, which in turn evaluates progress and suggests changes accordingly.

To monitor equipment problems, we will:

Provide technical support

The technology department will monitor the technology support email and keep track of equipment problems, in addition to software questions. This will help determine if there is a link between repeated calls for the same type of technical support. The technology department will use this information to help create more self help tutorials on the district website that all users will be able to use.

Acceptable Use Policy

Below is the acceptable use policy that students and parents sign and acknowledge every time they enter a new school building at Imlay City Schools. It makes them aware that the use of the district's computer network, the internet and e-mail is a privilege being extended to them. It also grants permission for student's names, pictures or original work to be used on the district website.

IMLAY CITY COMMUNITY SCHOOLS
STUDENT COMPUTER WORKSTATION, NETWORK AND INTERNET AGREEMENT

2011-2012

The use of the district's computer network and the internet is a privilege being extended to staff, students, and community members. The following rules and guidelines will apply to all individuals using school district computers.

Internet Rules

The district reserves the right to amend these basic rules and guidelines on a regular, or as-needed, basis. The following rules and guidelines apply:

1. Access only those places on the internet, which are intended to be used for appropriate information retrieval, correspondence, and communication. Appropriate is defined as morally correct, free of antisocial behaviors, pornography, and any form of abusive or obscene behavior.
2. Follow the copyright laws dictated by current governmental regulations. Many things found on the internet are public domain.
3. Visiting internet sites that may charge for services, software, literature, or other products is against school policy and is not allowed.
4. Altering or defacing the district's web pages in any way will subject one to disciplinary action.
5. Downloading of unapproved files, programs, or applications is not allowed. Any downloading requires approval of the lab supervisor/teacher who will check for acceptability, legality, and lack of possible virus.
6. In the case of accidental involvement with a questionable site or situation, consult the lab supervisor/teacher.
7. Representing oneself as another person on the internet is not allowed.
8. Personal profit gain by using the district's system is not allowed. It is possible to create advertisements for local businesses with permission of the lab supervisor/teacher.
9. Follow all outlined federal, state, and local laws pertaining to the Internet.

Computer Workstation and Network Rules

It is the sole intent of school district policy to provide and maintain the finest equipment and technology available to benefit students, staff, and community members. To maintain this standard and preserve equipment, the following rules apply:

1. Treat all equipment as required by the lab supervisor/teacher.
2. Authorization by the system administrator is required for access to the Control Panel or the Command Prompt.
3. Run only those programs you know how to operate; get help with any others. Do not make alterations to the system. This is the job of the system administrator.
4. Login or falsification as another user is not allowed. The security system protects the records and software of the district from unauthorized use.
5. Do not open, alter, or erase work files that do not belong to you. Due to the need to move large files a share directory has been established on both the student and administrative servers. **Do not alter or view files which are not yours**.
6. Make sure all computers and related lab equipment are attached to surge protection strips.
7. Always store your files in **two places**. The student share is for temporary storage only.

Consequences of Breaking the Rules

Rules, as listed in the student handbook, apply. In addition, failure to comply with the computer and internet rules and guidelines may result in a loss of computer and/or internet privileges.

Reinstating Privileges

The guidelines outlined by the school administration will be used to reinstate internet, computer workstation, and network privileges.

Fill out the Form on the Following Page and Return it to Your Teacher

Please Print Neatly:

Student Name: _____ Grade: _____

Parent Name: _____

❑ **I have received, read, and understand the Imlay City Community Schools Computer Workstation, Network, and Internet Agreement.**

_____ _____
(Student Signature) *(Date)*

_____ _____
(Parent Signature) *(Date)*

❑ **I understand the agreement and give my son/daughter permission to use the internet.**

_____ _____

(Parent Signature) *(Date)*

❑ **I also give Imlay City Community Schools permission to use my child's name, picture, and original work on the district's website. At no time will home address, e-mail address, or phone number be published on the school district's website.**

_____ _____

(Parent Signature) *(Date)*

Below is the acceptable use policy that staff sign and acknowledge. It makes them aware that the use of the district's computer network, the internet and e-mail is a privilege being extended to them.

Imlay City Community Schools
Computer Workstation, Network, and Internet Agreement for Staff Members

The use of the District's computer network, the internet and e-mail is a privilege being extended to staff. The following rules and guidelines will apply to those individuals using school district computers.

Internet and Email-Mail Rules

The District reserves the right to amend these basic rules and guidelines on a regular, or as needed, basis. The following rules and guidelines apply:

1. Access only those places on the internet, which are intended to be used for appropriate information retrieval, correspondence, and communication. Appropriate is defined as morally correct, free of antisocial behaviors, pornography, and any form of abusive or obscene behavior. Appropriate is also defined as what is relevant to your work assignment.
2. Follow the copyright laws dictated by current government regulations. Many things found on the internet are public domain. Downloading pictures, videos, articles, or sound files and the use of these files are subject to all copyright laws.
3. Visiting Internet sites that may charge for services, software, literature, or other products is against school policy and is not allowed.
4. Altering or defacing the District's web page in any way will subject on to disciplinary action.
5. Downloading of unapproved files, programs, or applications is not allowed. Any downloading requires approval of the technology department who will check for acceptability, legality, and lack of possible virus.
6. The District cannot be responsible for what others in the outside world say to us. We expect that our policy be followed to the fullest, while we also understand that others on the outside may violate our basic principles in communications to us.
7. In the case of accidental involvement with a questionable site or situation, consult the technology department.
8. Representing oneself as another person on the Internet is not allowed.
9. Personal profit making by using the District's system is not allowed. Follow all outlined federal, state, and local laws pertaining to the internet.
10. Personal use of the Internet will be acceptable only during non-duty hours in compliance with the above rules.

----------*Return to School Office*----------

I have read and understand the Imlay City Community School District's Computer Workstation, Network, and Internet Agreement for Staff Members.

Staff Member's Name _____
(Please Print Neatly)

Staff Member's Signature _____Date _____

Implementation of the Children's Internet Protection Act

The Imlay City Community School District shall provide technology protection measures that protect against inappropriate Internet access by adults and minors to visual depictions that are obscene, contain child pornography, or with respect to use of the computers by students, harmful to students. The protective measures shall also include monitoring the online activities of students. Limits, controls, and prohibitions shall be placed on students:

- Access to inappropriate matter.
- Safety and security in direct electronic communications.
- Unauthorized online access or activities.
- Unauthorized disclosure, use, and dissemination of personal information.

The Imlay City Community School District staff is responsible for supervising student electronic information service use, and providing reasonable guidance and instruction to such use. The Imlay City Community School District will make reasonable effort to create content filters to prevent student access to inappropriate information, but such measures are not foolproof. The Superintendent is responsible for establishing and enforcing the electronic information services guidelines and procedures for appropriate technology protection measures (filters), monitoring, and use.

The Imlay City Community Schools has sponsored the Michigan Cyber Safety Initiative to help promote cyber safety among students at Imlay City Community Schools. The Michigan Cyber Safety Initiative (Michigan CSI) is an Internet safety education program with customized presentations for kindergarten through eighth-grade students and a community seminar.