

Academic and Career Education Academy

Technology Plan



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Introductory Materials

District Profile

Academic and Career Education Academy (ACEA) is a charter high school, chartered by the Midland County Educational Service Agency. The school is located in the central part of Midland County, servicing the entire county and surrounding counties. ACEA offers high school students an alternative approach to receiving their high school diploma. Transportation is available for students.

Academic and Career Education Academy contracts with Education and Training Connection to provide technology support for the academy.

Many of the programs are targeted to help at risk students succeed and to assist all students in becoming computer literate. Most of all, the programs are designed to give student the self-esteem necessary to become productive in society.

Mission

We will provide innovative educational opportunities for achieving individual success through discovery, exploration, and the pursuit of student potential. Our unique, challenging, and flexible curriculum inspires excellence and confidence in career and academic endeavors.

Demographics

ACEA is centrally located in Education and Training Connection's main campus location in Midland County on M-20, five miles West of Midland Michigan. We are in the proximity of The Dow Chemical Company, Mid-Michigan Medical Center, MCV Cogeneration Enterprise, Dow Corning Company, Delta College, Saginaw Valley State University, Northwood University, and Davenport University. ACEA employs 7 teachers, two part-time counselors, two support staff and one part time counselor. ACEA's student count has averaged 111 over the past three years.

Special Populations Served 2012:

- 2012 Demographic data includes: 2% African American, 0% Asian American, 4% Hispanic/Latino, 1% Native American, 91% Caucasian, .5% Hawaiian/Pacific Islander. 61 % Qualify for free or reduced lunch; and 30% receive Special Education services.

Planning Team

Michelle Zielinski , ACEA Principal

Dana Draper, Teacher/Technology Support

Ken Bradbury, Technology Supervisor

Vision and Goals

Academic and Career Education Academy's technology vision is to provide technology literacy to all students and school personnel by providing access, training, and assistance in the use of technology. The purpose of this technology is to enhance ACEA's educational processes, and student's ability to keep current in the technology driven society of the 21st century.

People are empowered by learning the tools of information technologies, and the ability to share these resources and communicate in our local and global communities. It is imperative that ACEA prepare its students to confidently compete in an ever evolving, information-rich, technically oriented job market.

ACEA will integrate these tools within our academic model of teaching, ensuring that each student is instructed in appropriate methods of technology use and selection of the best applications for presenting and communicating the acquired information, increasing their ability to become a life-long learner and achiever.

District Technology Goals

- Expand integration of technology into teaching and learning
- Expand the use of technology more effectively communicate with District stakeholders
- To implement and continue an established plan for the evaluation, selection, purchase, maintenance, and periodic replacement of educational technology resources.

Curriculum Integration

This plan will provide for technology that will assist students in achieving educational and technology goals. ACEA believes that technology is a tool, which allows the curriculum to be taught in a new way that reaches all students throughout the learning process. The Michigan Education and Technical Standards were used as a guide for the development of the Academic and Career Education Academy technology program. Common Core Curriculum areas are being identified and technology uses implemented to provide for positive student commitment to the educational process and that students will demonstrate proficiency in the use of technology in critical learning, data analysis, research, and communication. Technology is an integral part of the curriculum at ACEA. This technology will provide for expanded educational opportunities. Staff participates in ongoing training in using and incorporating technology applications and equipment into the classroom as appropriate. Surveys and Needs Assessments are ongoing to assess the changing technology needs and opportunities for the entire school community. The technology plan also aligns with the School Improvement Plan.

The goals for each grade level will be coordinated by the requirements of the Michigan Merit Curriculum, and other State and National standards. In addition, exit outcomes for technology integration state that all students will:

- Use and transfer technological knowledge and skills for life roles (family member, citizen, worker, consumer, lifelong learner);
- Use technologies to input, retrieve, organize, manipulate, evaluate, and communicate information;
- Apply appropriate technologies for critical thinking, creative expression, and decision-making skills;
- Employ a systematic approach to technological solutions by using resources and processes to create, maintain, and improve products, systems, and environments;
- Apply ethical and legal standards in planning, using, and evaluating technology; and
- Evaluate the societal and environmental impacts of technology and forecast alternative uses and possible consequences to make informed civic, social, and economic decisions.
(ref. MDE Technology Standards –<http://www.techplan.org/>)
- Demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.
- Use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

- Apply digital tools to gather, evaluate, and use information.
 - Use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.
 - Understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.
 - Demonstrate a sound understanding of technology concepts, systems, and operations
- (ref. ISTE NETS for Students 2007 <http://www.iste.org/>)

Student Achievement

The focus with grades nine through twelve is the continued integration of technology tools. Teachers model the use of technology and integrate it within their content areas. ACEA uses technology to test students' abilities in academic areas using Northwest Educational Assessments. We use these results to place students in appropriate level classes and to assist us in specific teaching strategies. These tests are all aligned with state benchmarks. Staff has been trained on analyzing the data from NWEA and will use that data for assigning students to specific academic courses and individual classroom teaching. All students will complete a pre and post-test in three areas, Mathematics, Language Arts, and Reading. Staff will access data that is made available through the MDE Data Warehouse Mi SchoolData, data reports from NWEA which will help identify strength and weakness in all four content areas.

Integration of Technology in the classroom

- The Multimedia class uses multiple formats and applications to produce authentic products
- Physics class uses Lego robots to learn basic programming in a hands-on obstacle course.
- Ipads are used to read digital books which is more cost effective for newer books, as graphic organizer such as Thinking Maps, Skymap for Science, Khan Academy, in all class to do simulations
- Implementation formative assessments tools such as Socrative and Thatquiz.org
- Math classes use Banzaii math to reinforce Personal Budgeting and Money Management.

Timeline for Technology Integration

Strategy	Action Plan	Timeline
Allow more flexibility for teachers to use technology to enhance student learning	Allow access of Ipad's for all staff and students	Fall 2014
Support and Maintain computer labs		
Improve communication of student progress with all stakeholders using technology	1. Purchase new student software program	June-July 2014
	2. All staff training on new software	June-August 2014
Staff will keep up with new technology and increase collaboration	Staff will have access and opportunities to attend MACUL and other Professional development and webinars	2014-15 school year - ongoing
Ensure students are technologically literate learners	<ol style="list-style-type: none"> 1. Teach students to apply legal and ethical standards when using technology 2. Offer a basic computer skills course for students who lack these skills 	2014-15 – ongoing

Technology Delivery

ACEA has three computer labs, one or more student computer are available in all classrooms. A mobile lab is available for teachers to use in their classrooms. Most classrooms have overhead projectors connected to the teacher stations. All teachers utilize online content whether it is going on a virtual field trip or having students utilize on-line learning through E2020 or Aleks (Math). Students have the ability to work on their E2020 courses at home, with the exception of completing on-line exams.

Parental Communications & Community Relations

Parents and community members are kept informed of our school and technology implementation by our annual report, which gives all of our accomplishments. We send a newsletter to parents at the end of each six week marking period and welcome all parental input. We have two parent teacher conferences per year. The use of on-line grading software allows parents and students to have access to their student progress and grades. A new website has allowed us the capability to have more up-to-date information as well as the school calendar, newsletters, and staff contact information. We have begun using social networking as a means of communicating, ie: Facebook.

Parent and community input was sought as the technology plan was developed and reviewed. A parent survey is posted on our website in order to gather feedback and suggestions to improve communication, instruction delivery, and policies and procedure, etc.

Collaboration

All technology enhancements to ACEA are currently and actively made in close cooperation with Education and Training Connection which is our Educational Service Provider. Technology will help assure equity of access of learners as it becomes easier to match tools to the unique learning needs of students. Collaboration with other service providers, business, and industry are important in to enrich technology resources in our school and enhance learning for all.

ACEA collaborates with:

Midland County ESA

Public Libraries

Great Lakes Bay Consortium

Local colleges and universities such as Delta College, SVSU, Davenport University

Greater Michigan Construction Academy

Clare-Gladwin ISD

Literacy Council

UCAN – Midland County College Access Network

Dow Corning Foundation SVSU STEM Partnership

ACEA and ETC offer Adult Education and GED preparation and testing. We are housed in the same building so we assist in providing a seamless transition to this program if a student does not achieve their diploma before they turn 20. Both ACEA and Adult Ed E2020 and students are allowed to finish their E2020 classes. We also continue to assist former students when needed.

Professional Development

Professional Development (PD) will be a top priority for the success of all learners. PD must be integrated within all content areas and grade levels. Also, PD must be ongoing due to the simultaneous learning of how to use technology, the integration of technology in instruction, and the continual emergence of new and improved technologies and practices. PD must be differentiated to address the needs, aptitudes, and styles of adult learners. ACEA is very fortunate to have a wide variety of resources to assist with the support of our entire technology program and support the appropriate use of technology at ACEA. Our resources include:

- Midland County ESA
- Mel.org
- MACUL
- Shared Midland Countywide Professional Development Day
- Professional Development opportunities through Great Lakes Bay Consortium
- Clare/Gladwin RESD
- Defined curriculum materials that accompany textbooks
- iTunes
- Knowledgeable staff
- Michigan Department of Education

Professional Development is a continuous process. Teachers are made aware of training opportunities in and outside the district as well as on-line training, distance learning, webinars, local workshops and Great Lakes Bay Consortium training. Efforts will be made to raise staff awareness of state and national standards for technology and how to align them within their content areas. Professional development is financed from the general funds and federal funds. To stay current with trends in technology, all staff members have the opportunity to attend MACUL as well as subscribe to technical magazines, attend training sessions in our region, and collaborate with Midland County ESA, Bay-Arenac ISD, Saginaw ISD and Clare-Gladwin RESD.

Professional Development Timeline

Training	Presenter	For Whom	When
SDS – New student Software	Vendor	Administrative Staff	June/July 2014 – ongoing
SDS	Vendor	Teachers	August 2014
NWEA	Vendor	Data Coach	Ongoing
E2020	Vendor/Staff	Teachers	Ongoing
Great Expectations	Great Expectations Trainer/Great Lakes Bay	Teachers and Principal	June-August 2014 - ongoing
Dow Corning Foundation STEM Fellowship	Consortium	Science Teacher	Summer 2014
MACUL	Conference presenters	Teachers/Administrative staff	Annually in March

Supporting Resources

We recently launched a new website (aceaofmidland.org) giving it a better look and friendlier format as well as ability to meet website posting requirements through PA25. Administrators have resources such as student accounting, personnel, and other functions that are available through the school's student information system, SDS. Teachers have access to attendance, discipline, gradebook within the student software program, SDS.

Supporting Resources include:

- Acceptable Computer Use Policy
- Student Code of Conduct
- Staff websites
- Career Cruising
- Instructional Training guides
- One full time and one part time IT Technician
- District/School Webpage
- MiSchool Data
- School Facebook page

Infrastructure, Hardware, Technical Support and Software

The district incorporates a local area Ethernet network connecting all computer systems operating at 10/100/1000 mbs/sec. A fiber-optic backbone is used to provide service to the building. Windows OS file 2008R2 and print servers are incorporated to provide storage space, email, web-content filtering to users on the network. Internet access is provided through the network, including wireless capability; content is filtered to comply with the Child Internet Protection Act requirements. All classrooms are currently equipped with network connections. Each user, including both staff and students, are provided with a network account providing them with the digital resources needed to facilitate teaching and learning. These resources included access to network connected hardware such as printers and photocopiers, and software such as Microsoft Office, e-mail and web browsers, and courseware systems such as Education2020 and Plato. Individual workstations are protected from harmful software through the use of virus scanners and spam blocking tools. The operational integrity of workstations is insured through the use of tools such as Clean Slate and Lanschool. The district workstations are standardized on PCs running Microsoft Windows. These PCs are a combination of desktop and notebook computers. One general purpose wireless notebook cart is available to supplement the computer labs, providing increased accessibility and greater opportunities for technology integration.

Current Technology:

Labs, Classrooms, and Offices

70 Desktop Computers

13 Laptops

17 Student Ipads

10 Staff Ipads

All systems running Windows 7 or XP

9 Projectors

Network, Printers, and Servers: All components are the responsibility of our partner, Education and Training Connection (Details can be provided upon request)

Software: CS3, A+CAD, ArchiCAD, SolidWorks, Aleks, Banzaii Math, Microsoft Office Applications, E2020, SketchUp, LanSchool Monitoring Software

TECHNOLOGY PLAN COMPONENTS 2014-17:

1. Seek and apply for grants to increase availability of technology for all students and staff.
2. Maintain a replacement schedule for existing equipment including computers monitors, peripherals, etc
3. Maintain an appropriate acceptable use policy for staff and students.
4. Obtain software that aligns with the curriculum.
5. Enhance and support the ongoing curriculum.

Technical Support

The Information Technology Department is made up of one full-time technician and a part-time technician who are share with multiple sites. We also have a teacher who acts as a first responder to minor technology issues within our building.

Increase Access

The technology-related needs of all staff and students, which includes our high-need, high poverty, and special education population, are routinely considered when implementing and supporting technologies. For example, our Title I staff and Special Education personnel are involved in processes in decision-making that impact their staff and students. We will continue to collaborate with such stakeholders as well as our entire staff and school community.

Funding and Budget

	2014-15	2015-16	2016-17
Contracted Services	\$7,265	\$7,365	\$7,465
Hardware	\$ 5,000	\$ 5,000	\$ 5,000
Software	\$12,000 On-line software*	\$12,000 On-line software*	\$12,000 On-line software*
Replacement/Repairs	\$ 2,000	\$ 2,000	\$ 2,000

Coordination of Resources

Coordination of resources will occur through the cooperative efforts of the Principal, the partnering Technology Department, and the technical instructors. District funding of technology resources will be supplemented through partnerships with local, state, and federal agencies and technology education organizations and commercial grant opportunities. The following are potential partnerships to procure additional funding and technology resources:

- State partnerships with organizations such as MACUL and other resources and training opportunities
- Commercial grant opportunities encouraged for staff to apply
- Midland County Foundations grant opportunities

Monitoring and Evaluation

ACEA realizes that an effective plan requires a process that utilizes evaluation findings to guide ongoing review and modification of the plan to meet the changing needs of learners with consideration for new environmental demands, educational reforms, and emerging technologies. Evaluating and changing technology as needed on a yearly basis depending on the future needs of the district. We will address weakness areas through our standing technology committee and report out those recommendations and results. Each year the goals that have not been achieved will be reviewed and modified with the school improvement teams and the technology committee. A specific plan will be developed to address the goals that were not met and strategies that will be used during the next year to ensure their completion.

ACCEPTABLE USE POLICY FOR TECHNOLOGY

INTRODUCTION

The Academic and Career Education Academy place of learning believes that technology can positively affect the work and educational experience for students and staff. It is a goal of all of us to make current technology available and accessible to all students and staff

In order to fulfill this commitment, it is essential for the computer hardware, software, files, networks, or any other technology to be maintained in a secure environment and be used in a responsible manner.

All students and staff in the buildings have the privilege to access and use the various technologies with certain parameters. This privilege extends the use of computers, printers, software, video equipment, the Internet, and any other available equipment in support of the educational goals or work requirements within the realm of Education and Training Connection.

This document outlines the guidelines and responsibilities of users. It applies to all technology: networks, computers, video equipment, etc.

RESPONSIBILITIES

By exercising the privilege to access technology, all staff and students imply acceptance of their responsibility to maintain systems and to respect the property that is in use. Specifically:

1. All use of technology must be in support of education and be consistent with the educational purposes of the institution.
2. It is the responsibility of all users to assure that they do not introduce any software to the systems that have not been approved by the system administrator.
3. Even though Academic and Career Education Academy will attempt to maintain the operational system of all technology, this does not guarantee that the functions of these systems will meet any specific requirements or that it will be error free or uninterrupted. Nor will it be liable for any direct or indirect, incidental, or consequential damages (including lost data, information, or time) sustained or incurred in connection with the use, operation, or inability to use the system.
4. All users have the responsibility to refrain from damaging or altering equipment or files. This includes physical damage, changing files or software configurations,

or any other act of vandalism.

5. It is the responsibility of all users to not access any files or programs for which they have not been given specific permission or authorization. User accounts are established for the private use of the person for whom they are created. All users have the responsibility to refrain from using other people's accounts. Sharing of passwords is prohibited.

NETWORK INTERNET GUIDELINES

1. When on-line in the Internet, students and staff will be required to sign in. File transfers must be pre-authorized.
2. Extensive use of technology for personal and private business is prohibited, this includes social media and email unless authorized by ACEA staff
3. Children's Internet Protection Act (CIPA)
 - a. All A.C.E.A. Students will access the Internet through an appropriate filter that blocks inappropriate and harmful behavior.
 - b. All web traffic is monitored and filtered continuously through a Barracuda web filter.
4. Use of technology to cyberbully or to send hate, harassing, or discriminatory remarks or using any other antisocial behaviors through e-mail or social media is prohibited.
5. Users have the responsibility to not misrepresent themselves as another person, to use or alter files or accounts that belong to other users, or alter passwords that belong to others.
6. Users have the responsibility to refrain from playing interactive or other types of games except as authorized by school personnel.

TERMS OF AGREEMENT

Academic and Career Education Academy reserves the right to monitor usage of all technology. Students and staff use of the systems will be monitored to insure that all users are adhering to their responsibilities. ETC further reserves the right to take appropriate disciplinary action against individuals who fail to comply with this Acceptable Use Policy.

1. ETC reserves all rights to any materials stored in files and will remove any materials that we believe may be unlawful, obscene, pornographic, abusive, or otherwise objectionable.

2. The system administrator reserves the right to set quotas for disk usage on the network. Users will have the responsibility to delete mail messages and personal files on a regular basis to avoid excessive use of disk space.

3. The violations on the preceding pages are not all-inclusive, but only representative and illustrative. A user who commits a transgression that is deemed misconduct will be subject to disciplinary action.

ACCEPTABLE USE POLICY

Because access and use of technology is a privilege for the user, ACEA has developed this Acceptable Use Policy for Technology.

I have read and understand the Acceptable Use Policy for Technology and agree to comply with the responsibilities and abide by all rules and regulations of this agreement. I understand that failure to fulfill my responsibilities as they relate to the use of technologies in the school district may result in disciplinary action

Print Name:

Signature:

Parent/Guardian Signature:

Date: