

District code 78060

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This plan covers the period from July 2012 through June 2015. This plan was created beginning December 8, 2011. The plan may be found online at the Morrice Area Schools web site <http://www.morrice.k12.mi.us>.

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Shiawassee Regional Education Service District Code 78000

Our district must prepare students for today's workplace  
and the workplace of the future.

## **EXECUTIVE SUMMARY**

To construct this 3-year Technology Plan for the Morrice Area Schools, the Technology Committee has collaborated with state agencies, school districts, district staff, community members, and technology consultants to develop this plan. This plan conveys our vision, beliefs, goals, and action plans for the integration of technology into our district. Through this plan we strive to provide equitable access to the use of technology to enable students to become lifelong learners. Technology in this context includes: computers, telephones, data, video systems and networks to enhance our district's communication, information processing, and productivity needs.

We believe that education is a continuing lifetime pursuit and a shared responsibility of home, school, church and community. Our students are the center of community efforts for the improvement of the quality of living and learning for all citizens. This philosophy makes education a total process and a universal concern.

### ***We believe:***

- Students need to be able to use a wide variety of technological tools to enhance their future success as students and workers.
- It is essential for all learners, including educators, to process and manage information through the skillful use of technology.
- Networked technology systems permit efficient and effective communication within and outside the district.

- Technology allows us to better serve the diverse learning styles of our students and educate them for a wider range of intelligence (e.g., verbal, logical, mathematical, visual, musical, and interpersonal.)
- Technology maximizes productivity and efficiency and enables schools to better prepare students for future learning.
- It is imperative for all students to have access to information via technology as a basis for lifelong learning.

The development of lifelong learners assures skillful use of technology and process skills such as flexibility, adaptability, critical thinking, problem solving, and collaboration. These skills are essential to success in our rapidly changing information age.

***Lifelong Learners are:***

- Responsible for their own learning.
- Skilled in accessing and processing information.
- Confident in using technological tools.
- Able to solve complex problems alone or collaboratively.
- Capable of being creative and innovative.
- Able to communicate locally, nationally, and worldwide.

**Staff Applications for Implementing Technology Goals**

1. *Productivity:* Increase teaching time by using management programs to streamline grading processes and the taking of attendance, lunch count, etc. Utilize report card programs, databases, and spreadsheets for management of student data. Prepare high quality teaching materials quickly.
2. *Communication:* Use electronic mail systems to communicate between the buildings and throughout the county. Use network access to link up with other educators on specific topics through electronic bulletin boards. Increase communication with parents by phone and through computer links.
3. *Information:* Access current information to supplement teaching resources with electronic resources and online services. Utilize quality software programs that allow teachers to more easily evaluate and present information.
4. *Assessment:* Evaluate individual and class work using reporting options available on software programs. Report student achievement to parents. Review portfolios of student work and writing saved on the network. Prepare written assessments of student progress with report card programs.
5. *Instructional Resources:* Use a variety of multimedia materials to more effectively differentiate instruction to reach students with diverse learning styles. Plan individualized learning programs based on assessment data. Increase student motivation with expanded multimedia resources for class work and assignments. Provide opportunities for students to work collaboratively and actively.

## ***Mission Statements***

The Morrice Area Schools' mission statements explicitly identify the roles and mission of the school district in preparing students for life in this global society. Certainly some of the primary tools that enable this global economy to evolve are the advances in technology that have made global communications and the sharing of information possible.

It is the belief of the Morrice Area Schools' teachers, administrators and staff that enhancements to learning are made possible through the use of technology, and is paramount to providing the education necessary to prepare students for the global marketplace.

### **Technology Mission Statement**

Morrice Area Schools provides, through curriculum involving all areas of study, training and access to evolving technology with the opportunity to become part of the global community.

### **District Mission Statement**

Morrice Area Schools, a center for life-long community education, is committed to provide a safe, high-quality education that will prepare all individuals for their role in our global society.

## ***Demographics***

Morrice is a rural community centrally located between Flint and Lansing, Michigan. The school district has one elementary school building (pre-K through 6) and one secondary school building for grades 7-12. The district administration office is located beside the elementary building. Our 2011-2012 free/reduced student population is 47%.

Morrice has 551 students and 28 FTEs (full time employee) teachers.

## ***Technology Committee***

The Technology Committee consists of 10 members. These members represent parents, local business people, teachers, Board of Education and administrators. Technology Committee members volunteer their time throughout the year, meeting quarterly and when necessary to ensure that the district's technology needs are met.

The Technology Plan remains a living document, retaining its flexibility to be updated as new technology emerges and funding becomes available. As part of this process, the

Technology Committee will review the Vision and Goals of the district to assure the Technology Plan is in alignment with these as set forth in this document, or as modified by the Technology Committee and approved by the Board.

The Technology Committee monitors the progress and the use of technology within the district and is the central decision-making body for the development of new technology goals and planning activities for the district. The technology goals and planning activities, once approved by the Technology Committee, are presented to the Board of Education for review and final approval.

The district has a technology planning team at both the elementary and secondary facilities as well as a district technology committee. Members of these three committees as well as parents and local businesses participated in the development of this plan.

Technology Planning Participants:

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Technology Plan Content Developed, In Part,  
From The Following Sources:

Morrice Area Schools Technology Committee  
(<http://www.morrice.k12.mi.us>)

*Instructional Technology Across the Curriculum Sample Activities*,  
Michigan Department of Education with assistance from the  
East Grand Rapids Public Schools  
[www.techplan.org](http://www.techplan.org)

ISTE- Nets

*Michigan Technology Content Standards and Benchmarks*,  
Michigan Department of Education  
([www.michigan.gov/mde](http://www.michigan.gov/mde))

*Technology Plan, 2009-2012*, Morrice Area Schools

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## VISION AND GOALS

The vision for technology at Morrice Area Schools is to provide teachers, staff and students with the technical tools and skills needed to enhance student achievement in the core curricular areas.

Morrice technology will support the goals of the district as outlined in the School Improvement Plan (see Appendix A), the Strategic Goals (see Appendix B), and will remain flexible to accommodate the ever-changing needs of students, teachers and staff. In addition, the technology in the district will have widespread availability and a high degree of reliability to enhance the level of teacher, staff and student access.

The Technology Plan will be implemented with integrated district-wide and site-based delivery priorities.

## GOALS

This vision will be accomplished through the goals and action plans set forth in this plan. The primary goals include:

### I. CURRICULUM

- (1) Curriculum Integration: Highly integrate technology into teaching and learning.
- (2) Student Achievement: Annually raise student Michigan Educational Technology Standards for Students (METS-S) achievement resulting in an increase of 25% over the next three years.
- (3) Offer information to students concerning internet safety and cyber-bullying.

### II. PROFESSIONAL DEVELOPMENT

- (1) Sustain professional development for teachers and staff.
- (2) Encourage and sustain staff participation with technology educational opportunities, annually.

### III. INFRASTRUCTURE, HARDWARE, TECHNICAL SUPPORT AND SOFTWARE

- (1) Provide for current and future technology needs.
- (2) Provide free and equal access for the learning community.

### IV. FUNDING AND BUDGET

- (1) Determine funding opportunities to support our vision and action plans.
- (2) Seek grants to assist with funding of technology needs.

### V. MONITORING & EVALUATION

- (1) Provide the appropriate monitoring of the plan to determine its effectiveness at least annually.
- (2) Share results of annual evaluation with all stakeholders.

## I. CURRICULUM

### *Curriculum Integration*

Curricular integration plans for Morrice Area Schools are based on the National Educational Technology Standards for Students (NETS-S) and the METS-S. Each building's curricular department develops standards and benchmarks to meet the technology goals of the district. The district technology curriculum contains activities by grade-level, content knowledge area, and expected outcomes.

### **Support for Instructional Change and Curriculum Integration**

1. Expand the variety of teaching tools, classroom tools, and strategies to support diverse learning styles, including special education needs.
2. Increase support for emerging instructional strategies: interdisciplinary, collaborative, and active learning options.
3. Increase the productivity of students as they work toward attaining learning outcomes.

4. Provide for the integration of multiple resources for existing and emerging curriculum; and a system that helps students, parents, and teachers work together to support educational outcomes.
5. Create a collaborative environment for project-oriented activities.
6. Enable curriculum, instruction, and assessment to be developed and aligned.
7. Enable the learning community to communicate more effectively, access and process information, and work productively.
8. Enable learning to involve partnerships within the school, among schools, and with other organizations.
9. Support productive and efficient management of student assessment.
10. Facilitate access to collegial support and the best-practice information from a wide variety of resources.
11. Encourage the use of multimedia tools, enabling students to become active and experiential learners.
12. Link the classroom with educational resources within the building, community, and globally.

<b>Curriculum: Curriculum Integration</b>		
(1) <b>Goal:</b> Highly integrate technology into teaching and learning.		
<b>Action Plan #1</b>	Survey annually what is already being used in the classroom and computer labs and what is needed.	
<b>Action Steps:</b>	1.	Create a survey for measurement of technologies used.
	2.	Compile results using Excel or similar format.
	3.	Graph results.
	4.	Share with staff.
	5.	Compile list of technology needs and prioritize.
	6.	See what technology needs can be met using grants and those that need to be implemented through general funds budgeting.
<b>Tangible Benefits</b>	<ul style="list-style-type: none"> <li>• Committee does survey with immediate feedback.</li> </ul>	
<b>Intangible Benefits</b>	<ul style="list-style-type: none"> <li>• Identify strong and weak areas in technology applications.</li> </ul>	
<b>Measurement</b>	Use data to inform decision making process	
<b>Technologies Used</b>	<ul style="list-style-type: none"> <li>• Survey monkey</li> </ul>	
<b>Timing</b>	Annually through 2015	

<b>Curriculum: Curriculum Integration</b>		
<b>Goal:</b> Highly integrate technology into teaching and learning.		
<b>Action Plan #2</b>	Research new ways technology can be used in the curriculum.	
<b>Action Steps:</b>	1.	Meet by grade level in elementary to compare and compile information.
	2.	Meet with adjoining grade level teachers to compare and compile information.
	3.	Secondary staff meet by content areas, including art, music, phys. ed., and exploratory to compare and compile information.
	4.	6 <sup>th</sup> grade staff to meet with Jr. high staff to compare and compile information.
	5.	Jr. high staff meets with high school staff to compare and compile information.
<b>Tangible Benefits</b>		<ul style="list-style-type: none"> <li>Each content area will integrate at least one new technology in instruction each year.</li> </ul>
<b>Intangible Benefits</b>		<ul style="list-style-type: none"> <li>Motivation of Students</li> </ul>
<b>Measurement</b>	Teacher feedback/checklist—use SurveyMonkey through SRES D	
<b>Technologies Used</b>	<ul style="list-style-type: none"> <li>Wiki's, Edublogs, Moodle, U-tube, Teacher-tube, E-books, Teacher web pages, PowerSchool, SchoolFusion, Symphony, etc.</li> </ul>	
<b>Timing</b>	2012-2015	

<b>Curriculum: Curriculum Integration</b>		
<b>Goal:</b> Highly integrate technology into teaching and learning.		
<b>Action Plan #3</b>	Make additions or changes annually.	
<b>Action Steps:</b>	1.	Using the feedback, the secondary staff (including art, music, physical ed., and exploratory), administration, and tech coordinator from SRES D will meet to make additions or changes to technology.
	2.	Using the feedback, the elementary will meet by grade level with administration and tech coordinator from SRES D to make additions or changes to technology.
<b>Tangible Benefits</b>		<ul style="list-style-type: none"> <li>Plan for expansion to additional areas.</li> <li>Clarify district educational technology uses.</li> </ul>
<b>Intangible Benefits</b>		<ul style="list-style-type: none"> <li>Save personnel time in technology research.</li> <li>Avoid areas that are not working.</li> <li>Increase staff knowledge of available technology.</li> </ul>
<b>Measurement</b>	<ul style="list-style-type: none"> <li>Modify course/class descriptions/syllabi.</li> <li>Meeting the METS/NETS by grade level</li> </ul>	
<b>Timing</b>	2012-2015	

<b>Curriculum: Curriculum Integration</b>		
<b>Goal:</b> Highly integrate technology into teaching and learning.		
<b>Action Plan #4</b>	Actively pursue and implement an “Any time, any place, any way, any pace” (TPWP) learning model.	
<b>Action Steps:</b>	1.	Develop school policies to ensure access to all students
	2.	Build technology infrastructure to increase online learning opportunities
	3.	Increase the use of the following blended and online learning strategies to help build TPWP learning model. <ul style="list-style-type: none"> <li>• Digital intensive processes</li> <li>• Computer assisted learning</li> <li>• “Flipped” classes</li> <li>• Online and distance learning</li> <li>• Creative measures to effectively target students who benefit from TPWP</li> </ul>
	4.	Professional Development for staff
	5.	Advertise opportunities to students including targeting students who can benefit the most from this model.
	6.	Analyze success of TPWP and make adjustments
<b>Tangible Benefits</b>		<ul style="list-style-type: none"> <li>• Increase learning opportunities for students.</li> <li>• Development of tailored instruction based on student needs.</li> </ul>
<b>Intangible Benefits</b>		<ul style="list-style-type: none"> <li>• Identify strong and weak areas in current curriculum and instructional methods.</li> <li>• Increase school competitiveness and marketability</li> </ul>
<b>Measurement</b>		<ul style="list-style-type: none"> <li>• Students taking advantage of TPWP opportunities</li> <li>• Student pass/fail rates</li> </ul>
<b>Timing</b>		2012 - 2015

## ***Student Achievement***

The development of lifelong learners assures practiced use of technology and process skills including flexibility, adaptability, critical thinking, problem solving, and collaboration. These skills are essential to success in our rapidly changing information age.

### ***Lifelong Learners are:***

- Responsible for their own learning.
- Skilled in accessing and processing information.
- Confident in using technological tools.
- Able to solve complex problems alone or collaboratively.
- Capable of being creative and innovative.
- Able to communicate locally, nationally, and worldwide.

All students at Morrice are impacted by the technology within the district. Computer resources are available in the classrooms, computer labs, media centers, and through the district technology curriculum.

Curriculum and instruction may include the use of:

Elementary –

- Software: Windows XP, Office 2002/XP with compatibility pack 2007 (Word, PowerPoint, Excel, etc.), Inspiration 7.5, KidPix 4, Kidspiration 2, Jumpstart Network, Switch Zoo, Heartsoft Network Bundle, Edmark Math (Zoo Zillions, Carnival Countdown, Number Heroes, and Number Munchers), Disney Coaster, Oregon trail, ExamView, Audacity, Photostory.
- Interactive materials: interactive whiteboards, CPS, video visualizers, projectors
- Internet: Wiki's, TeacherTube, Discovery Education, SchoolFusion, PowerSchool, Moodle

Junior High –

- Software: Office (Word, PowerPoint, Excel, etc.), Inspiration, Printshop
- Interactive materials: projectors, interactive whiteboards, video visualizers, elmos
- Internet: e-mail, Moodle, Discovery Education, I-Safe, Career Cruising, PowerSchool, SchoolFusion, Symphony

High School –

- Software: Office 2007 (Word, PowerPoint, Excel, Access, Publisher), Inspiration, Printshop, Dreamweaver, /windows Movie Maker, Pazera.mp4 to .avi converter, PhotoStory 3, GIMP 2, Audacity, Pinnacle Studio, CutePDF Writer, Scratch, Camtasia.
- Interactive materials: ITV, projectors, interactive white boards, Video visualizers, digital cameras, laptops, ipads, smartphones, elmos
- Internet: On-line classes, e-mail, research, Career Cruising, Moodle, Discovery Education, PowerSchool, SchoolFusion, Symphony, GoogleApps, Glogster, Weebly, Present.me, ZooBurst, Flickr, SlideShare, SchoolTube, Podomatic, Screencast-o-Matic.

District technology currently is aligned with best practice standards as defined in the NETS-S and the METS-S.

<b>Curriculum: Student Achievement</b>		
<b>Goal:</b> Annually raise student Michigan Educational Technology Standards for Students (METS-S) achievement resulting in an increase of 25% over the next three years.		
<b>Action Plan # 1</b>		Assess student achievement in technology.
<b>Action Steps:</b>	1.	Use student and teacher generated rubrics for technology projects created in the computer lab and/or classroom.
	2.	Observation of student technology skills (i.e. keyboarding, research, use of software, use of Windows applications.)
<b>Tangible Benefits</b>		<ul style="list-style-type: none"> <li>• Updated evaluation skills for staff and students.</li> <li>• Make curriculum modifications based on student data.</li> <li>• Improvements in academic performance as observed by classroom teachers.</li> </ul>
<b>Measurement</b>		<ul style="list-style-type: none"> <li>• Adopt rubrics into curriculum</li> <li>• Grades in relation to METS and GLCE/HSCE and Common Cores.</li> </ul>
<b>Technologies Used</b>		8 <sup>th</sup> grade Technology Certification Assessment and Local Assessments.
<b>Timing</b>		2012-2015

<b>Curriculum: Student Achievement</b>		
<b>Goal:</b> To have all High School students pass High School Computers class and integrate the knowledge into projects for classes.		
<b>Action Plan # 2</b>	Provide opportunities for students to integrate computer skills.	
<b>Action Steps:</b>	1.	Teachers understand the skills taught in computer classes
	2.	Teachers will develop projects for students' skill integration
	3.	Teachers will develop a common technology rubric including documentation of sources (MLA/APA) and other media including creative commons.
<b>Tangible Benefits</b>	<ul style="list-style-type: none"> <li>• Students will increase their understanding and use of technology</li> <li>• Students will avoid plagiarism within technical projects</li> </ul>	
<b>Measurement</b>	<ul style="list-style-type: none"> <li>• Increased number of projects requiring technology.</li> <li>• Common technology rubric</li> </ul>	
	<ul style="list-style-type: none"> <li>• Student projects will contain documentation of sources.</li> </ul>	
<b>Timing</b>	2012-2015	

<b>Offer information to students concerning internet safety and cyber-bullying.</b>		
<b>Goal:</b> To raise awareness and reduce instances of cyber bullying through education of the issue.		
<b>Action Plan #1</b>	Integrate I-Safe or another Internet Safety Curriculum in Jr. High Computer classes.	
<b>Action Steps:</b>	1.	Teach lessons and complete activities provided by I-Safe.
	2.	Monitor and adjust the curriculum based on student feedback.
	3.	Investigate other, more current curriculum options to replace I-Safe.
	4.	Develop communications or advertisements rejecting the practice of cyber bullying as a result of this instruction.
<b>Tangible Benefits</b>	<ul style="list-style-type: none"> <li>• Students get first-hand accounts of the dangers of cyber bullying.</li> </ul>	
<b>Intangible Benefits</b>	<ul style="list-style-type: none"> <li>• The curriculum will reflect the most current uses of technology and avenues for cyber bullying.</li> </ul>	
<b>Measurement</b>	Anecdotal evidence and use of annual survey data of students.	
<b>Technologies Used</b>	<ul style="list-style-type: none"> <li>• Surveymonkey</li> </ul>	
<b>Timing</b>	2012-2015 semi-annually	

<b>Offer information to students concerning internet safety and cyber-bullying.</b>		
<b>Goal:</b> To raise awareness and reduce instances of cyber bullying through education of the issue.		
<b>Action Plan #2</b>	Expose students to more instances of collaboration, networking, and use of Web 2.0 resources.	
<b>Action Steps:</b>	1.	Incorporate (moderated) online discussion forums in courses for students in which they can participate with students/others in online discussions.
	2.	Investigate the use of wikis and other web content creation tools in the classroom.
	3.	Encourage the use of online communication tools available to students i.e. email, instant messenger, etc. and educate students on their use while modeling appropriate netiquette.
<b>Tangible Benefits</b>		<ul style="list-style-type: none"> <li>• Students get first-hand experience with online interactions for the purpose of work and practice with acceptable netiquette.</li> <li>• Teachers model acceptable use</li> </ul>
<b>Intangible Benefits</b>		<ul style="list-style-type: none"> <li>• Students gain experience and proper usage of tools often incorporated into online courses at the post-secondary level.</li> <li>• Students gain the ability to produce work incorporating multimedia elements.</li> </ul>
<b>Measurement</b>		The number of courses currently using 21 <sup>st</sup> Century Tools in the curricula.
<b>Technologies Used</b>		School Website Data on 21 <sup>st</sup> Century Tools usage, various Web 2.0 resources (i.e. Wikispaces)
<b>Timing</b>		2012-2015 annually

### ***Technology Delivery***

Morrice provides technology instruction through; video streaming (Discovery Education) across the district, internet access to resources (Michigan Electronic Library), CPS Units, interactive white boards, PLATO Learning System for credit recovery and tutoring, PowerSchool, and School Fusion. Morrice Area Schools also provides rigorous courses and curricula to students via the county Interactive Television System (SITES). Courses offered include: French I and II and AP Calculus.

Resources are available through the REMC 14 online courses, GEN-Net courses. All classes are outfitted with video projectors, and all teacher workstations can burn DVDs. We continue to expand and implement new opportunities for student access to technology within our district. The district continues to invest in hardware to insure a student to computer ratio of approximately 3:1. We plan to work toward a one-to-one computing program as funding allows and as policies change (bring your own device).

<b>Curriculum: Technology Delivery</b>		
<b>Goal:</b> Make technology available to all students.		
<b>Action Plan #1</b>	To make technology available to all students.	
<b>Action Steps:</b>	1.	Purchase computers to achieve 4 computers in each classroom, with continued work toward 1-1.
	2.	Increase amount of education software in computer labs and classrooms.
	3.	Increase technology peripherals (i.e. digital projectors, digital cameras, digital camcorders, interactive white boards, scanners, video visualizer)
	4.	Purchase a wireless network for each school
<b>Tangible Benefits</b>		<ul style="list-style-type: none"> <li>• Increase student access to technology</li> <li>• Better prepare students for workforce</li> </ul>
<b>Intangible Benefits</b>		Increase student and teacher excitement, interest, and learning.
<b>Measurement</b>		<ul style="list-style-type: none"> <li>• Student and teacher comfort levels increased.</li> <li>• Student and teacher usage increased.</li> <li>• Increased knowledge of technology uses in real world.</li> </ul>
<b>Timing</b>		2012-2015

### ***Parental Communication and Community Relations***

Morrice views communication between the community and parents as a key element for success. The Technology Committee and administrative team will continue to keep the public informed about new technology initiatives. Communication takes place in a variety of formats such as: Honeywell Instant Alerts, Parent Portal in PowerSchool, news articles, newsletters, and regular updates to the district website and teacher pages. Plans to enhance communication to and from the community are underway and include the following action plans:

<b>Curriculum: Parental Communication and Community Relations</b>		
<b>Goal:</b> Improve internal and external communication.		
<b>Action Plan # 1</b>	Expand Website.	
<b>Action Steps:</b>	1.	Establish web teams for elementary and junior/senior high schools.
	2.	Expand use of Parent Portal/Web presence.
	3.	Newsletters posted to website and sent via email directly to parents.
	4.	Schedules posted to website for sports/events/concerts/school calendars.
	5.	Expand teacher pages.
	6.	Use of Instant Alerts through PowerSchool and Honeywell.
<b>Tangible Benefits</b>		<ul style="list-style-type: none"> <li>• Save paper, postage, and copier usage.</li> </ul>
<b>Intangible Benefits</b>		<ul style="list-style-type: none"> <li>• Easy access and storage of information.</li> <li>• Easy updates and changes for information.</li> </ul>
<b>Measurement</b>		<ul style="list-style-type: none"> <li>• Number of hits on website.</li> <li>• Teacher feedback.</li> <li>• Informal parent feedback.</li> <li>• Number of Instant Alerts sent.</li> </ul>
<b>Timing</b>		2012-2015

## II. PROFESSIONAL DEVELOPMENT

### *Professional Development*

District technology is available to students, teachers, and staff to meet instructional needs. Onsite workshops, as well as opportunities for other professional development, will be provided for teachers to become proficient in instructional technology.

Professional development for new software and hardware is provided to teachers and staff as needed. This instructional delivery includes: peer-to-peer training, formal training, and online computer-based training. Additional professional development opportunities are available through the county RESD and outside organizations such as MACUL.

Immediate needs include PowerSchool, School Fusion, Data Warehousing, and ExamView and will be addressed through our scheduled professional development days.

Professional development training, and its effectiveness, will be reported and evaluated on an annual basis. Instruction is designed so that staff and teachers know how to use new technologies and how to incorporate them into curricular activities. Our intention is to incorporate the NETS-S/METS-S into Professional Development.

Ongoing professional development for teachers and staff are outlined in the action plan below. Online courses are available for teachers and staff through the Michigan Virtual University's MI-Learnport.

<b>Professional Development</b>		
<b>Goal:</b> Sustain professional development for teachers and staff.		
<b>Action Plan #1</b>	To better enable the teachers and staff to meet the technology needs of Morrice students.	
<b>Action Steps:</b>	1.	Create needs assessment of staff (individually / area)
	2.	Use needs assessment to plan learning opportunities, that are prioritized by percentage of responses and requirements.
	3.	Implement professional development opportunities
<b>Tangible Benefits</b>		<ul style="list-style-type: none"> <li>Increase access to information for teachers, staff, and students.</li> </ul>
<b>Intangible Benefits</b>		<ul style="list-style-type: none"> <li>Students and teachers become more comfortable with technology in their environments.</li> </ul>
<b>Measurement</b>		<ul style="list-style-type: none"> <li>The number of PD opportunities available in technology.</li> <li>Percentage of staff members participating in the PD opportunities.</li> </ul>
<b>Timing</b>		2012-2015

<b>Professional Development</b>		
<b>Goal:</b> Encourage and sustain staff participation with technology educational opportunities, annually.		
<b>Action Plan #1</b>	Encourage staff participation at MACUL conferences.	
<b>Action Steps:</b>	1.	Inform staff of conference dates
	2.	
	3.	
<b>Tangible Benefits</b>		<ul style="list-style-type: none"> <li>• Increase access to information for teachers, staff, and students of new technology.</li> <li>• Increase the use of technology in the classroom.</li> </ul>
<b>Intangible Benefits</b>		<ul style="list-style-type: none"> <li>• Students and teachers become more confident with technology in their environments.</li> </ul>
<b>Measurement</b>		<ul style="list-style-type: none"> <li>• Percentage of staff members participating in the PD opportunities.</li> </ul>
<b>Timing</b>		2012-2015

<b>Professional Development</b>		
<b>Goal:</b> Encourage and sustain staff participation with technology educational opportunities, annually.		
<b>Action Plan #2</b>	Encourage staff participation at local/regional technology trainings.	
<b>Action Steps:</b>	1.	Inform staff of professional development opportunities
	2.	
	3.	
<b>Tangible Benefits</b>		<ul style="list-style-type: none"> <li>• Increase access to information for teachers, staff, and students of new technology.</li> <li>• Increase the use of technology in the classroom.</li> </ul>
<b>Intangible Benefits</b>		<ul style="list-style-type: none"> <li>• Students and teachers become more confident with technology in their environments.</li> </ul>
<b>Measurement</b>		<ul style="list-style-type: none"> <li>• Percentage of staff members participating in the PD opportunities.</li> </ul>
<b>Timing</b>		2012-2015

***Supporting Resources***

Annual reviews will take place at staff, board, and school improvement team meetings concerning the status of the Technology Plan and newly acquired technologies.

Students have access to technology through media center and classroom laboratories before, during, and after school hours. Other supporting resources include district web pages, traditional books/manuals, and Michigan Electronic Library (MeL) online (with at home access for students using your Michigan drivers license number to log in), and tutoring.

Specific resources include numerous software programs used by students in classrooms and computer labs. Student use of the Internet provides access to a large library of information for research and projects. District teachers have access to hundreds of videos, available for checkout through the RESD, supporting the curriculum. Streaming digital video content is being implemented with over 5000 educational video movies and clips available through every district computer.

### **III. INFRASTRUCTURE, HARDWARE, SOFTWARE, AND TECHNICAL SUPPORT**

#### **Technology Plan Implementation**

The Technology Plan will be implemented with integrated district-wide and site-based delivery priorities. The first priority is to establish a basic core of technology common to both buildings, and the second priority is to generate site-based delivery options to allow each building to address the unique mix of students and staff at that building.

#### **Basic Core of Technology**

The purpose of this component is to provide a basic computer and telecommunications network that will allow for maximum communications, providing universal connection between rooms and buildings, along with local and global applications. This component will consist of the following items:

##### Equipment and Software

1. Every building is wired to the district's voice and data network standard, thereby allowing access to the network from any classroom and/or workstation in the district.
2. Every classroom is provided with a computer connected to the network.
3. Each network computer is equipped with Windows XP, management tools, communications, and applications software.
4. Each building is equipped with at least one technology lab consisting of 30 computers.
5. Each building is equipped with a communication system, and each classroom with a phone and network hookup.
6. All user data storage is kept centrally and backed-up on a predetermined schedule to prevent loss of staff and student data.
7. All computers have security to prevent unauthorized access to network resources, and to assist with software license compliance regulations.
8. Every student in grades 4-12 has his/her own log-in with ability to store his/her data on a school server (housed at the RESD).
9. Each student and parent (4<sup>th</sup> grade and up) has a personal login to the student progress reporting section of PowerSchool.
10. Each classroom has data projection equipment for instruction in the classroom.
11. The District uses high-speed fiber connections between buildings and the RESD in Corunna.
12. Email is utilized by secondary students.

## **Site-Based Delivery**

This component will include the type of instructional technology equipment and curriculum software to be utilized at each building. Procedures will be developed and implemented for:

1. Identifying and selecting curriculum support software for building teachers and staff.
2. Identifying specific classroom hardware needs.

## ***Infrastructure Needs***

Specific goals are identified to meet the technical needs of the district by evaluating building requirements and respective action plans. The goals established for the technical infrastructure identify the key components necessary to provide Morrice with the hardware and software platforms needed to reliably implement this Technology Plan. The primary goals and action plans established for the infrastructure are:

- a. Evaluate and upgrade or replace desktop computers with current technology.
- b. Implement a technology refresh program to upgrade desktop platforms as needed.
- c. Utilizing data projection technology in each classroom for instruction, viewing of digital video content, and virtual field trips.
- d. Increase the reliability and decrease costs associated with printing.
- e. Increase the reliability and integrity of the technology used in the district.
- f. Upgrade or patch current software to function with newer standard operating systems.
- g. Evaluate and upgrade our wireless system.
- h. Look at options for Windows program licensing.
- i. Network all computers.
- j. Investigate and implement a remote-managed network.
- k. Update the Morrice server.
- l. Ensure adequate access to internet for staff and students.

## ***Technical Support/Service***

Morrice Area School contracts with the Shiawassee RESD for technical support. The majority of the processing for district functions is performed centrally at the RESD. Internet filtering and a district web server are located at the RESD.

The Committee identified specific technologies in support of the Technology Plan and set corresponding priorities. These goals and action plans are illustrated in the charts following:

<b>Infrastructure, Hardware, Technical Support &amp; Software: Infrastructure Needs/Technical Specification and Design</b>		
<b>Goal:</b> To provide for current and future technology needs.		
<b>Action Plan #1</b>		Evaluate and upgrade or replace desktop computers with current hardware and software. Implement a technology refresh program to maintain current desktop platforms.
<b>Action Steps:</b>	1.	Perform an inventory
	2.	Identify desktop rotation and replacement cycles.
	3.	Obtain board approval for implementation of the plan and expenditures.
<b>Tangible Benefits</b>		<ul style="list-style-type: none"> <li>Maintain up-to-date technology for students and teachers.</li> </ul>
<b>Intangible Benefits</b>		<ul style="list-style-type: none"> <li>Maintain competitiveness.</li> </ul>
<b>Measurement</b>		<ul style="list-style-type: none"> <li>Inventory computers / software.</li> <li>Monitor refresh cycle plan.</li> </ul>
<b>Timing</b>		2012 and continuing to establish the five-year refresh cycle/ tiered cycle

<b>Infrastructure, Hardware, Technical Support &amp; Software: Infrastructure Needs/Technical Specification and Design</b>		
<b>Goal:</b> To provide for current and future technology needs.		
<b>Action Plan #2</b>		Develop the technology infrastructure necessary for the implementation of pupil academic growth assessments (Smarter Balanced Assessment Consortium)
<b>Action Steps:</b>	1.	Complete the Smarter Balanced Assessment (SBAC) technology readiness survey
	2.	Identify hardware, software, and network connectivity needed to effectively implement SBAC
	3.	Research and apply for potential grants to help off-set cost of implementation
	4.	Purchase and integrate needed hardware/software including increasing network connectivity.
<b>Tangible Benefits</b>		<ul style="list-style-type: none"> <li>Maintain up-to-date technology for students and teachers.</li> <li>Allow district to participate in mandatory and optional SBAC testing</li> </ul>
<b>Intangible Benefits</b>		<ul style="list-style-type: none"> <li>Maintain competitiveness.</li> </ul>
<b>Measurement</b>		<ul style="list-style-type: none"> <li>SBAC technology readiness survey</li> <li>Inventory computers / software.</li> </ul>
<b>Timing</b>		2014-2015

<b>Infrastructure, Hardware, Technical Support &amp; Software: Infrastructure Needs/Technical Specification and Design</b>		
<b>Goal:</b> To provide for current and future technology needs.		
<b>Action Plan #3</b>	Incorporate emerging technology in each classroom for instruction and real world experience.	
<b>Action Steps:</b>	1.	Update and maintain data projection technology plan.
	2.	Look for options for software licensing.
	3.	Seek additional grants for new and updated technologies.
<b>Tangible Benefits</b>		<ul style="list-style-type: none"> <li>▪ Lower costs for licensing and updates</li> <li>▪ More up-to-date technologies</li> </ul>
<b>Intangible Benefits</b>		<ul style="list-style-type: none"> <li>• Maintain competitiveness.</li> </ul>
<b>Measurement</b>		<ul style="list-style-type: none"> <li>• Monitor progress of use in classroom.</li> </ul>
<b>Timing</b>		2012-2015

<b>Infrastructure, Hardware, Technical Support &amp; Software: Infrastructure Needs/Technical Specification and Design</b>		
<b>Goal:</b> To provide for current and future technology needs.		
<b>Action Plan #4</b>	Increase the reliability and decrease costs associated with printing.	
<b>Action Steps:</b>	1.	Update a strategic plan for district printing needs.
	2.	Update cost analysis to implement plan.
	3.	Obtain bids for changes to the plan before current contract expires (Jan.2013)
	4.	Obtain approval for plan and expenditures.
	5.	Implement district printer plan.
<b>Tangible Benefits</b>		<ul style="list-style-type: none"> <li>• Will provide students and teachers with the capability to print with a higher reliability and lower cost to the district.</li> </ul>
<b>Intangible Benefits</b>		<ul style="list-style-type: none"> <li>• Maintain competitiveness.</li> </ul>
<b>Measurement</b>		<ul style="list-style-type: none"> <li>• Monitor printer expenditures and usage.</li> </ul>
<b>Timing</b>		2012 - 2015

**Increase Access**

1. Assure that all students and staff will be provided with, and have equal access to, minimum standards of hardware and software.
2. Identify and expand current adaptive technology resources.
3. Provide the learning community with greater opportunity for interaction, collaboration, and information exchange. The school will become a vital meeting place for a host of community services.
4. Implement grade level technology goals identified to insure equity of delivery to all students.

5. Enable students, parents, and community access to school learning resources, classroom lessons/assignments, school information and electronic mail messages 24 hours a day via the Internet.
6. Promote equitable access to learning technology as a community investment and encourage an active partnership between schools, businesses, homes and the community.

<b>Infrastructure, Hardware, Technical Support &amp; Software: Increase Access</b>		
<b>Goal:</b> Provide equal access		
<b>Action Plan #1</b>	Identify and expand current adaptive technology resources.	
<b>Action Steps:</b>	1.	Inventory district resources
	2.	Survey student/staff needs
	3.	Implement strategies.
<b>Tangible Benefits</b>		<ul style="list-style-type: none"> <li>• Develop skills.</li> <li>• Prepare for workforce.</li> </ul>
<b>Intangible Benefits</b>		<ul style="list-style-type: none"> <li>• Self-confidence.</li> </ul>
<b>Measurement</b>		<ul style="list-style-type: none"> <li>• Actual implementation</li> <li>• Student/staff success</li> </ul>
<b>Timing</b>	2012 and ongoing as students' needs and technologies change.	

<b>Infrastructure, Hardware, Technical Support &amp; Software: Increase Access</b>		
<b>Goal:</b> Provide equal access		
<b>Action Plan #2</b>	Increase access to technology for high-poverty/high-needs students.	
<b>Action Steps:</b>	1.	Identify the needs.
	2.	Develop strategies for access and support.
	3.	Implement strategies.
<b>Tangible Benefits</b>		<ul style="list-style-type: none"> <li>• Increase student achievement.</li> <li>• Develop skills and use of technology.</li> <li>• Prepare for workforce.</li> </ul>
<b>Intangible Benefits</b>		<ul style="list-style-type: none"> <li>• Self-confidence.</li> <li>• Increase positive school/community relationship.</li> </ul>
<b>Measurement</b>		<ul style="list-style-type: none"> <li>• Increased student achievement.</li> <li>• Number of additional times computers are accessed outside regular class times (sign-up sheets).</li> </ul>
<b>Timing</b>	2012-2015	

## IV. FUNDING AND BUDGET

### *Timetable*

The general timeline for the Technology Plan implementation is illustrated below.

**2009-2010**

Items not currently covered in previous action plans:

1. Evaluate student/staff needs and course offerings and adjust accordingly.
2. Make enhancements to the district website.
3. Expand telephone system for improved reliability.
4. Maintain licensing compliancy for the district computer network.

**2010-2012**

Items not currently covered in previous action plans:

1. Update and revise the Technology Plan as necessary.
2. Continue to review software applications for integration into the classroom.
3. Continue to provide resources for teachers.
4. Continue to evaluate and recommend new technologies that enhance the learning process.
5. Continue technical support to ensure reliability and timely response to end user troubles.
6. Continue to evaluate student proficiency in the use of technology.

**2012-2015**

Items not currently covered in previous action plans:

1. Update hardware and software inventories.
2. Update and replace server.
3. Update technology curriculum to reflect current issues (ie. Cyber- bullying).
4. Obtain and incorporate emerging technologies that enhance classroom learning.

**Total Cost**

Estimated expenditures for technology in the Morrice district are outlined below. These expenditures may change based on district needs and funding opportunities.

<b>Expenditure</b>	<b>FY 12-13</b>	<b>FY 13-14</b>	<b>FY 14-15</b>
Salaries/Benefiits	82,459.00	82,459.00	82,459.00
Server Support-SRES D	1,600.00	1,600.00	1,600.00
Contracted Services/Annual Billing-SRES D	30,952.00	34,047	37,452
Technician (SRES D 11/2 days per week)	15,000.00	15,000.00	15,000.00
School Fusion Website	2,100.00	2,100.00	2,100.00
PowerSchool	12,575.00	12,575.00	12,575.00
Toner	2,750.00	3,025.00	3,330.00
Supplies	1,293.00	1,423.00	1,566.00
Hardware/software	5,000.00	5,500.00	6,000.00
Training	2,000.00	2,000.00	2,000.00
Maintenance	10,000.00	5,000.00	5,000.00
<b>Total Expenditures</b>	<b>165,729.00</b>	<b>164,729.00</b>	<b>169,082.00</b>

Professional development expenses for technology are covered under the centralized district professional development budget.

**Coordination of Resources**

Technology needs are funded, for the most part, from General Fund operating revenues. Universal Services Funds are used for the purchase of telephone services and Internet services. Grant opportunities are an additional source of technology funding. Action plans to enhance funding of technology needs are illustrated below. Morrice is also part of a regional consortium to leverage technology services through the SRES D.

<b>Funding and Budget: Coordination of Resources</b>		
<b>Goal:</b> Determine funding opportunities to support the technology vision and action plans.		
<b>Action Plan #1</b>	Find new and ongoing sources of funding for hardware, software, and training within, and separate from, the annual budget sufficient to meet the mission statement.	
<b>Action Steps:</b>	1	Explore and utilize grant opportunities at the local, state and federal levels.
	2.	Explore partnerships with local business and community.
	3.	Continue to expand collaborative partnerships through out the county.
<b>Tangible Benefits</b>		<ul style="list-style-type: none"> <li>• Maintain up-to-date technology.</li> <li>• Financial restructuring.</li> </ul>
<b>Intangible Benefits</b>		<ul style="list-style-type: none"> <li>• Enhanced community/district involvement.</li> </ul>
<b>Measurement</b>		<ul style="list-style-type: none"> <li>• Allocation/funding from outside sources.</li> </ul>
<b>Timing</b>		2012-2015

<b>Funding and Budget: Coordination of Resources</b>		
<b>Goal:</b> Determine funding opportunities to support the technology vision and action plans.		
<b>Action Plan #2</b>	Develop a financial plan for long-term investment and sustainability.	
<b>Action Steps:</b>	1	Assess long-term needs and costs.
	2.	Establish priorities.
	3.	Develop plan to meet goals based on priorities.
<b>Tangible Benefits</b>		<ul style="list-style-type: none"> <li>• Maintain up-to-date technology.</li> <li>• Financial restructuring.</li> </ul>
<b>Intangible Benefits</b>		<ul style="list-style-type: none"> <li>• Enhanced community/district involvement.</li> </ul>
<b>Measurement</b>		<ul style="list-style-type: none"> <li>• Allocation/funding from outside sources.</li> </ul>
<b>Timing</b>		2012-2015

## V. MONITORING AND EVALUATION

### *Evaluation*

Morrice will provide the appropriate level of monitoring of the Plan to determine its effectiveness on student achievement. This assessment will be done on an ongoing basis by building/district teams. If it is deemed that any action is necessary within curricula, this will be the responsibility of the building teachers and administration.

Evaluation of professional development, technical infrastructure, and support systems will be the responsibility of the technology committee.

These evaluations will identify accomplishments, progress, and areas for improvement.

<b>Monitoring and Evaluation</b>		
<b>Goal:</b> Develop strategies to evaluate and integrate technology.		
<b>Action Plan #1</b>		Develop an updated evaluation process.
<b>Action Steps:</b>	1	Determine the frequency of evaluations based on current standards.
	2.	Annually determine the members of the committee.
	3.	Develop the strategies to address unmet goals.
<b>Tangible Benefits</b>		<ul style="list-style-type: none"> <li>Maintain an up-to-date Technology Plan.</li> </ul>
<b>Intangible Benefits</b>		<ul style="list-style-type: none"> <li>Staff and community involvement.</li> </ul>
<b>Measurement</b>		<ul style="list-style-type: none"> <li>Implementation of the tenets of the Technology Plan.</li> </ul>
<b>Timing</b>		2012-2015

### ***Acceptable Use Policy***

The district's Acceptable Use Policy is reviewed annually for content. Updates to this policy are made in compliance with federal and state laws governing the use of technology in public education and includes such issues as cyber-bullying. Review of the district's Acceptable Use Policy (AUP) by parents and students is mandated at the beginning of each school year prior to students being given access to the district computer network and resources. The Shiawassee County consortium provides Internet content filtering in compliance with the recent Child Internet Protection Act (CIPA) for all school computers accessing the Internet. Computer and Internet privileges are revoked (in accordance with district policy) for those students in violation of the district's AUP.

## Student Internet Safety/Acceptable Use Policy

To access e-mail and/or the Internet at school, students under the age of eighteen (18) must obtain parent permission and must sign and return this form. Students eighteen (18) and over may sign their own forms.

**Use of the Internet is a privilege, not a right. The Board's Internet connection is provided for educational purposes only. Unauthorized and inappropriate use will result in a cancellation of this privilege.**

The Board has implemented technology protection measures which block/filter Internet access to visual displays that are obscene, child pornography or harmful to minors. The Board also monitors online activity of students in an effort to restrict access to child pornography and other material that is obscene, objectionable, inappropriate and/or harmful to minors. Nevertheless, parents/guardians are advised that determined users may be able to gain access to information, communication and/or services on the Internet which the Board of Education has not authorized for educational purposes and/or which they and/or their parents/guardians may find inappropriate, offensive, objectionable or controversial. Parents/Guardians assume this risk by consenting to allow their students to participate in the use of the Internet. Student's accessing the Internet through the school's computers assume personal responsibility and liability, both civil and criminal, for unauthorized or inappropriate use of the Internet.

The Board has the right to monitor, review and inspect any directories, files and/or messages residing on or sent using the Board's computers/networks. Messages relating to or in support of illegal activities will be reported to the appropriate authorities.

**Please complete the following information:**

Student User's Full Name (please print):

\_\_\_\_\_

School: \_\_\_\_\_ Grade: \_\_\_\_\_

Parent/Guardian's Name:

\_\_\_\_\_

**Parent/Guardian**

As the parent/guardian of this student, I have read the Student Network and Internet Acceptable Use and Safety Policy and Guidelines, and have discussed them with my child. I understand that student access to the Internet is designed for educational purposes and that the Board has taken available precautions to restrict and/or control student access to material on the Internet that is obscene, objectionable, inappropriate and/or harmful to minors. However, I recognize that it is impossible for the Board to restrict access to all objectionable and/or controversial materials that may be found on the Internet. I will not hold the Board (or any of its employees, administrators or officers) responsible for materials my child may acquire or come in contact with while on the Internet.

Additionally, I accept responsibility for communicating to my child guidance concerning his/her acceptable use of the Internet - i.e., setting and conveying standards for my daughter/son to follow when selecting, sharing and exploring information and resources on the Internet. I further understand that individuals and families may be liable for violations.

To the extent that proprietary rights in the design of a web site hosted on the Board's servers would vest in my child upon creation, I agree to assign those rights to the Board.

Please check each that applies:

- I give permission for my child to use and access the Internet at school and for the Board to issue an Internet/e-mail account to my child.
- I give permission for my child's image (photograph) to be published online, provided only his/her first name is used.
- I give permission for the Board to transmit "live" images of my child (as part of a group) over the Internet via a web cam.
- I authorize and license the Board to post my child's class work on the Internet without infringing upon any copyright my child may own with respect to such class work. I understand only my child's first name will accompany such class work.

Parent/Guardian's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Student**

I have read and agree to abide by the Student Network and Internet Acceptable Use and Safety Policy and Guidelines. I understand that any violation of the terms and conditions set forth in the Policy and Guidelines is inappropriate and may constitute a criminal offense. As a user of the Board's computers/network and the Internet, I agree to communicate over the Internet and the Network in an appropriate manner, honoring all relevant laws, restrictions and guidelines.

Student's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Teachers and building principals are responsible for determining what is unauthorized or inappropriate use. The principal may deny, revoke or suspend access to the network/Internet to individuals who violate the Board's Student Network and Internet Acceptable Use and Safety Policy and related Guidelines, and take such other disciplinary action as is appropriate pursuant to the Student Code of Conduct.**

# Staff Acceptable Use Policy

To access e-mail and/or the Internet at school, staff members must sign and return this form.

**Use of the Internet is a privilege, not a right. The Board's Internet connection is provided for business and educational purposes only. Unauthorized or inappropriate use will result in a cancellation of this privilege.**

The Board has implemented technology protection measures which block/filter Internet access to visual displays that are obscene, child pornography or harmful to minors. The Board also monitors online activity of staff members in an effort to restrict access to child pornography and other material that is obscene, objectionable, inappropriate and/or harmful to minors. ( ) The Superintendent or SRES D Technician may disable the technology protection measure to enable access for bona fide research or other lawful purposes.

Staff members accessing the Internet through the Board's computers/network assume personal responsibility and liability, both civil and criminal, for unauthorized or inappropriate use of the Internet. The Board reserves the right to monitor, review and inspect any directories, files and/or messages residing on or sent using the Board's computers/networks. Messages relating to or in support of illegal activities will be reported to the appropriate authorities.

( ) To the extent that proprietary rights in the design of a web site hosted on the Board's servers would vest in a staff member upon creation, the staff member agrees to license the use of the web site by the Board without further compensation.

- ( ) Social Networking
- ( ) Cyber Bullying

**Please complete the following information:**

Staff Member's Full Name (please print):

\_\_\_\_\_

School: \_\_\_\_\_

I have read and agree to abide by the Staff Network and Internet Acceptable Use and Safety Policy and Guidelines. I understand that any violation of the terms and conditions set forth in the Policy is inappropriate and may constitute a criminal offense. As a user of the Board's computers/network and the Internet, I agree to communicate over the Internet and the Network in an appropriate manner, honoring all relevant laws, restrictions and guidelines.

Staff Member's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**The Superintendent is responsible for determining what is unauthorized or inappropriate use. The Superintendent may deny, revoke or suspend access to the Network/Internet to individuals who violate the Board's Staff Network and Internet Acceptable Use and Safety Policy and related Guidelines and take such other disciplinary action as is appropriate pursuant to the applicable collective bargaining agreement and/or Board Policy.**

## Appendix A -- School Improvement Plan 2012-2015

### MORRICE AREA SCHOOLS SCHOOL IMPROVEMENT PLAN 2012-2015

#### **Mission Statement:**

The mission of Morrice Area Schools is to prepare all students for career and college success and to foster a sense of community service and responsibility.

#### **District Strategic Goals:**

1. Improve student achievement in all subject areas with continued growth each year.
2. Morrice Area Schools will promote opportunities to strengthen the partnership between the district and the community.
3. Morrice Area Schools will improve district communication using multiple sources (e.g. district website, newspapers, newsletters, PowerSchool, Honeywell Instant Alerts, etc.)
4. Morrice Area Schools will operate the district in a cost effective manner by allocating resources appropriately.

#### **School Improvement Goals and Objectives:**

All students will be proficient in Math, Reading, Science, Social Studies.

##### ***Measureable Objectives:***

- a. All students will improve proficiency levels consistently and perform at a higher rate than the AYP performance levels as measured by state and federally mandated tests( MEAP/MME).
  - b. Teachers will receive professional development and access to a coach to help develop strategies that will improve classroom instruction.
2. All students will Increase proficiency in Writing.
 

##### ***Measureable Objectives:***

    - a. Students will use research based best practices in writing strategies to increase student achievement.
    - b. Teachers will have an instructional coach to help develop strategies that will improve writing instruction.

#### **Curriculum Alignment Corresponds with Goals:**

Morrice Area Schools' written curriculum in all core academic areas is based upon the Michigan Curriculum Framework, Grade Level Content Expectations (GLCEs) and the High School Content Expectations (HSCEs) and Common Core Standards. The curriculum continues to be aligned to match Michigan's Standards and

Content Expectations in order to achieve the stated goals. Subject area and grade level committees meet on a regular basis to work on curriculum alignment.

**Strategies to Accomplish the School Improvement goals:**

1. Increase staff's GLCE/HSCE depth of understanding and resource alignment. Conduct curriculum alignment within courses/grades and produce curriculum guides.
2. Conduct an Assessment Inventory to discover what assessments are in place and where the gaps are in each grade/course.
3. Create Common Assessments.
4. Create a balanced assessment system.
5. Train staff in a variety of best-practices that will improve the instructional process and the school culture.
6. Conduct parent, student and staff surveys.
7. Use data to make instructional decisions. Analyze achievement, demographic, perception and process data with the entire staff. Monitor and adjust instruction based on the data.
8. Ongoing school improvement meetings focused on improving school culture and student achievement using data.

**Evaluation Processes:**

The school improvement evaluation process in Morrice Area Schools uses ongoing data analysis to determine impact. Impact is measured by student performance on MEAP/PLAN/ EXPLORE/MME, standardized tests, MLPP, DIBELS, DRA, common county assessments, teacher made tests, writing assessments, grade level assessments, performance assessments, discipline referrals, as well as community, student and staff feedback.

**Staff Development/Professional Development:**

The equivalent of five days of Professional Development will be provided to the teaching staff annually including monthly early release sessions. In addition, teachers will be encouraged to attend conferences and professional development offered by the Shiawassee Regional Education Service District, the Michigan Department of Education, and other agencies.

The District Professional Development Plan, based on school improvement goals, will focus on strategies to accomplish the goals. These include curriculum

alignment, teaching methods and strategies, assessment (design/analysis/use), and technology. (Examples: MLPP, DIBELS, DRA, reading strategies, content expectations, MEAP workshops and work sessions, MiBLSi, "Reach and Teach", writing across the curriculum, ExamView, PowerSchool, Data 4SS, TetraData warehouse, MiSchoolData portal, etc.)

**Development and Utilization of Community Resources and Volunteers:**

Volunteers have a big role in the Morrice Area School district. The PTO provides the elementary with field trips, playground equipment, classroom supplies, dictionaries, assemblies, and many other items and services. Parents, grandparents, and community members volunteer in classrooms. In the secondary building parents are active as members of the band and athletic boosters and after-school clubs. Community members are active with school improvement initiatives as well as serve on the technology committee, health committee, and various career and safe schools committees.

**Role of Adult and Community Education, Libraries and Community Colleges:**

The mission of the Morrice Area Schools Adult Education program, a partnership of students and community, is to ensure the development of self-directed, productive citizens as life-long learners in an environment responsible to individual needs by people committed to excellence. Various educational opportunities are available to our adult learning population. Options include: High School Completion (HSC), preparation for GED, and Adult Basic Education (ABE). Both the High School/Middle School Library and the Elementary Library are automated and have Internet access. The libraries have used the databases made available through the State of Michigan. The district offers articulated classes through Lansing Community College, Mott Community College, and Baker College.

**Building Level Decision Making:**

Decision making at the building level is a collaborative effort between the building administrator(s) and the teaching staff with many decisions being made during periodic staff meetings. Decisions that require more research are delegated to a subcommittee which may consist of teachers, administrators, and other staff or community members.

**Additional Assessment Measures:**

In the classroom we have identified several assessment tools to be used in the evaluation of our students and our school improvement process. This list includes, but is not limited to, the following types of assessments: MEAP, MME, MLPP, DIBELS, DRA, AIMS web, SWIS, county common assessments, writing assessments, individualized assessments, teacher observation, projects,

portfolios, standardized tests, homework planning sheets, computer presentations, Young Authors' Day books, lab experience, and cooperative learning activities.

Title I identifies at-risk students through teacher recommendations, MLPP Assessments, DRA and other assessments as needed.

### **Methods for Effective Use of Technology:**

Morrice Elementary School uses technology at all grade levels. The Technology Learning Center (TLC) is well equipped with computers (internet access), printers, scanners, a computer projection system and digital cameras. Each classroom is also equipped with at least one computer that has internet access, a printer and access to a digital camera and interactive white boards. All K-6 children have the opportunity to go to the TLC for thirty-five minutes twice weekly. The students also have access to the classroom computers, printers, and digital cameras.

The secondary building has three computer labs. All secondary students achieve the online learning requirement through the required computers course. Additionally, students are able to access a variety of online courses to obtain high school credit.

Morrice Area Schools has a Technology Curriculum that ensures that technology is integrated into the curriculum and is being used to improve learning. Students learn to safely use technology to communicate, process information, and to maximize productivity and skill development. All teachers receive ongoing staff development in the use of technology through a variety of on- or off-site professional development activities.

### **Practical Opportunities for Structured On-the-Job Learning:**

Morrice Area Schools is part of a consortium that partners with Lansing Community College and is a part of the State of Michigan Career Preparation System. Applied academic courses are available to our students. Students also have an opportunity to participate in a day-on-the-job program.

The Morrice Elementary provides opportunities for on-the-job learning/classroom instruction in the following ways: fundraisers for charity, environmental issues, field trips, Transportation Assistance Program, cross-age buddies, Young Authors' Day, Career Day, school beautification projects, and classroom projects.

### **Required Stakeholders**

Stakeholders are invited to participate in the development, review and evaluation of the district school improvement plans. Stakeholders include parents, school board members, teachers, support staff, and administration.

**Progress towards School Improvement Goals**

*\*\*This plan is a continuation of efforts begun during the 2007-2008 school year.*

Goal	Strategy	Status
<b>All students will meet or exceed state standards in all core subject areas.</b>	Increase staff's GLCE/HSCE depth of understanding and resource alignment.	Complete
	Conduct Curriculum alignment within courses/grades and produce curriculum guides	50% completed by June '09 All to be completed by June 2010
	Conduct an Assessment Inventory to discover what assessments are in place and where the gaps are in each grade/course	50% completed by June '09  All to be completed by June 2010
	Create Common Assessments (Using ExamView)	Identify and train key teacher from the elementary and secondary buildings –by June '09  Train staff in the use of the tool – 2009-2010 School Year  Create assessments –June 2010
	Create a balanced assessment system	Beginning 2008-09 Ongoing
	Train staff in a variety of best practices that will improve the instructional process and school culture	Beginning 2008-09 Ongoing
	Conduct parent, student and staff surveys	Yearly
	Use data to make instructional decisions. Analyze achievement, demographic, perception and process data with the entire staff. Monitor and adjust instruction based on the data.	Beginning 2008-09 Ongoing
	Ongoing school improvement meetings focused on improving school culture and student achievement using data.	Beginning 2008-09 Ongoing
	<b>All Students will see themselves as participants of a larger community</b>	Train staff in a variety of best practices that will improve the instructional process and school culture
Conduct parent, student and staff surveys		Yearly
Ongoing school improvement meetings focused on improving school culture and student achievement using data.		Beginning 2008-09 Ongoing
Train Elementary and Middle School staff on Positive Behavior Support and maintain structures		Beginning 2007-08 Ongoing

## Appendix B- Strategic Goals 2012-2014

### Morrice Area Schools Board of Education Strategic Goals 2012-2015

#### Morrice Area Schools Strategic Plans 2011-2014

**BOARD GOAL:** Cultivate a quality learning environment that supports, challenges, and inspires all students and staff to reach their full potential through a fully aligned curriculum and extra-curricular activities.

**BOARD GOAL:** All students will demonstrate one year's growth annually.

**Goal Area:** *Improving Achievement "Instruction"*

**Objective:** Improve student achievement in all subject areas with continued growth each year to make AYP

Specific Action Steps/	Performance Indicator (s)	Assigned To	Starting Date	Review/ Completion Date	Funding Priority/ Need
All students will be proficient in reading by: <ul style="list-style-type: none"> <li>• Evaluating by using formative and summative assessment tools</li> <li>• Provide Staff Training</li> <li>• Reviewing data results at Grade level meetings</li> <li>• Use data to drive curriculum change</li> <li>• Communicating with stakeholders as appropriate</li> <li>• Sending Honeywell alert testing dates and how to help students do their best</li> <li>• Implement Curriculum with fidelity (Literacy by Design, REWARDS )</li> </ul>	Yearly increase in: <ul style="list-style-type: none"> <li>• MEAP/MME scores in grades 3-11.</li> <li>• Increase in DRA/MLPP in grades K-6</li> <li>• Increase in AimsWeb (7-8)</li> <li>• Increase in DIBELS Next (K-6)</li> <li>• Explore/PLAN (9-10)</li> </ul>	Building Principals  Teaching Staff  Instructional Coach  Paraprofessionals	Fall 2011	Ongoing	General Funds  REAP funds  Title 1 funds  31A funds  Title IIA funds  MiBIsi funds

<p>All students will be proficient in mathematics by:</p> <ul style="list-style-type: none"> <li>Evaluating by using formative and summative assessment tools</li> <li>Provide Staff Training</li> <li>Reviewing data results at Grade level meetings</li> <li>Use data to drive curriculum change</li> <li>Communicating with stakeholders as appropriate</li> <li>Sending Honeywell alert testing dates and how to help students do their best</li> <li>Implement Aligned Curriculum with fidelity (Common Core, GLCE, HSCE</li> <li>Math Gap Analysis</li> </ul>	<p>Yearly increase:</p> <ul style="list-style-type: none"> <li>MEAP , MME scores, and county wide assessment.</li> <li>Explore/PLAN</li> </ul>	<p>Building Principals</p> <p>Teaching Staff</p> <p>Instructional Coach</p> <p>Paraprofessionals</p>	<p>Fall 2011</p>	<p>Ongoing</p>	<p>General Funds</p> <p>REAP funds</p> <p>Title 1 funds</p> <p>31A funds</p> <p>Title II funds</p>
<p>All students will be proficient in ELA (Combination of reading and writing) by:</p> <ul style="list-style-type: none"> <li>Evaluating by using formative and summative assessment tools</li> <li>Provide Staff Training</li> <li>Reviewing data results at Grade level meetings</li> <li>Use data to drive curriculum change</li> <li>Communicating with stakeholders as appropriate</li> <li>Sending Honeywell alert testing dates and how to help students do their best</li> <li>Implement Curriculum with</li> </ul>	<p>Yearly increase:</p> <ul style="list-style-type: none"> <li>MEAP, MME, and county assessments.</li> <li>DRA/MLPP</li> <li>AimsWeb</li> <li>DIBELS Next</li> <li>Explore/PLAN</li> </ul>	<p>Building Principals</p> <p>Teaching Staff</p> <p>Instructional Coach</p> <p>Paraprofessionals</p>	<p>Fall 2011</p>	<p>Ongoing</p>	<p>General Funds</p> <p>REAP funds</p> <p>Title 1 funds</p> <p>31A funds</p> <p>Title IIA funds</p> <p>MiBIsi funds</p>

fidelity (Literacy by Design, REWARDS )					
All students will be proficient in Science by: <ul style="list-style-type: none"> <li>• Evaluating by using formative and summative assessment tools</li> <li>• Provide Staff Training</li> <li>• Reviewing data results at Grade level meetings</li> <li>• Use data to drive curriculum change</li> <li>• Communicating with stakeholders as appropriate</li> <li>• Sending Honeywell alert testing dates and how to help students do their best</li> <li>• Implement Aligned Curriculum with fidelity ( GLCE, HSCE)</li> <li>•</li> </ul>	Yearly increase: <ul style="list-style-type: none"> <li>• MEAP (grades 5 &amp; 8)</li> <li>• Explore/PLAN</li> <li>• ACT/MME</li> </ul>	Building Principals  Teaching Staff  Instructional Coach	Fall 2011	Ongoing	General Funds  REAP funds  Title 1 funds  31A funds  Title II funds
All students will be proficient in Social Studies by <ul style="list-style-type: none"> <li>• Evaluating by using formative and summative assessment tools</li> <li>• Provide Staff Training</li> <li>• Reviewing data results at Grade level meetings</li> <li>• Use data to drive curriculum change</li> <li>• Communicating with stakeholders as appropriate</li> <li>• Sending Honeywell alert testing dates and how to help students do their best</li> <li>• Implement Aligned Curriculum with</li> </ul>	Yearly increase: <ul style="list-style-type: none"> <li>• MEAP (grades 6 &amp;9)</li> <li>• Explore/PLAN</li> <li>• ACT/MME</li> </ul>	Building Principals  Teaching Staff  Instructional Coach	Fall 2011	Ongoing	General Funds  REAP funds  Title IIA funds

fidelity (GLCE, HSCE)					
•					
Coordination of early release days monthly focused on professional development					

**BOARD GOAL: Nurture community pride in the schools that provides for strong community support by seeking input, valuing diversity of thought, and demonstrating the value of quality public education.**

**Goal Area: *Community Involvement***

**Objective:** Morrice Area Schools will promote opportunities to strengthen the partnership between the district and the community.

Specific Action Steps	Performance Indicator (s)	Assigned To	Starting Date	Completion Date	Funding Priority/Need
Advance service and leadership opportunities within the MAS community.	Red Cross food drops; NHS Blood Drives; Food drives at the holidays;	Athletic boosters; Band Boosters; PTO; NHS; Admin team	Fall 2011	Ongoing	
Utilize Morrice Pride group to share district and community activities/ goals.	Number of participants from Village, bank, businesses, and school groups	Pride Group	Fall 2011	Ongoing-Quarterly	
Keeping the Morrice Alumni Association updated on district activities and needs	Number of items in the Alumni newsletters and Number of students from the Senior class that participate at the banquet	Superintendent HS Principal; Alumni Officers	Fall 2011	Ongoing	
Maintaining an annual Career Day utilizing our Alumni	Number of Community participants	Superintendent, HS Principal, HS Counselor Alumni Officers	Fall 2011	Ongoing	

**BOARD GOAL: Maintain and improve relationships between the Board of Education, administration, staff, and the community through effective and collaborative communication.**

**Goal Area: Communication**

**Objective:** Improve district communication using multiple sources (e.g. district website, newspaper, newsletters, Powerschool,, Honeywell, etc.)

Specific Action Steps	Performance Indicator (s)	Assigned To	Starting Date	Completion Date	Funding Priority/Need
Open houses to occur before the first day of school. Open House for Transportation Department	Built into yearly district calendar	BOE Superintendent Principals Teaching Staff Support Staff	August 2012	Annual Review	
District calendar adopted by BOE and released by the end of May each year for the upcoming school year.	Posted on website and made available in building offices	BOE Superintendent Building Administration Teachers	May 2012	Annual Review	
Teachers will proactively use Powerschool, district website, emails, and other sources of technology to increase parent involvement.	All teachers will be trained in the use of listed technologies.	Building Principals Teachers	Fall 2011	Ongoing	
Communicate student and district data to parents and the community in a meaningful way: <ul style="list-style-type: none"> <li>• Annual Report</li> <li>• Building Level Summaries</li> <li>• BOE open meetings</li> <li>• School Improvement Plans</li> <li>• District website</li> <li>• Honeywell Alerts</li> <li>• Community Surveys given at conferences and discussed at March workshop and staff meets</li> </ul>	All district reports will be posted on the district's webpage and made available in each applicable building.  Bernhardt Surveys	BOE Central Office Administration Team Teaching Staff	Fall 2011	Ongoing	

**BOARD GOAL: Prudently allocate resources in a way that maximizes their value and allows the district to meet its obligations and improve long term financial health by growing fund equity 1% of budget per year.**

**Goal Area:** *Maintain the district in a fiscally responsible manner*

**Objective:** Operate the district in a cost effective manner by allocating resources appropriately.

Specific Action Steps	Performance Indicator (s)	Assigned To	Starting Date	Completion Date	Funding Priority/Need
Create a monthly meeting between Superintendent and Accounting Clerk to review budget	<ul style="list-style-type: none"> <li>Gage the % Used column of monthly statements against the previous year at same time</li> <li>Check patterns of spending</li> <li>Check patterns of increases in costs</li> </ul>	Superintendent and Accounting Clerk		Ongoing	General Funds
Creatively seek Grant Opportunities	<ul style="list-style-type: none"> <li>more grants</li> <li>REAP (last year of 3<sup>rd</sup> year grant 2011-12)</li> <li>EduJobs(one time only grant 2011-12)</li> </ul>	Superintendent Principals Grants Coordinator Staff Parents		Ongoing	Separate Accounting for each grant
Look at options within the Consolidated Application to better utilize all funds appropriated	<ul style="list-style-type: none"> <li>Utilize all dollars allocated</li> </ul>	Superintendent Principals Grants Coordinator		Ongoing	Specified allocations within General Fund Accounts
Look at Bond Proposal Options for specific NEEDS	<ul style="list-style-type: none"> <li>County-wide Technology Bond</li> <li>Updating Sports Facilities</li> </ul>	Superintendent Principals Grants Coordinator Staff Parents	<ul style="list-style-type: none"> <li>2012-13</li> <li>Ongoing</li> </ul>	Ongoing	Based on our tax base-separate accounting for bond monies used

## **Appendix C- NETS for Students**

<http://www.iste.org/standards/nets-for-students.aspx>

### **1. Creativity and Innovation**

Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.

- a. Apply existing knowledge to generate new ideas, products, or processes
- b. Create original works as a means of personal or group expression
- c. Use models and simulations to explore complex systems and issues
- d. Identify trends and forecast possibilities

### **2. Communication and Collaboration**

Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

- a. Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media
- b. Communicate information and ideas effectively to multiple audiences using a variety of media and formats
- c. Develop cultural understanding and global awareness by engaging with learners of other cultures
- d. Contribute to project teams to produce original works or solve problems

### **3. Research and Information Fluency**

Students apply digital tools to gather, evaluate, and use information.

- a. Plan strategies to guide inquiry
- b. Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media
- c. Evaluate and select information sources and digital tools based on the appropriateness to specific tasks

d. Process data and report results

#### 4. Critical Thinking, Problem Solving, and Decision Making

Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

- a. Identify and define authentic problems and significant questions for investigation
- b. Plan and manage activities to develop a solution or complete a project
- c. Collect and analyze data to identify solutions and/or make informed decisions
- d. Use multiple processes and diverse perspectives to explore alternative solutions

#### 5. Digital Citizenship

Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.

- a. Advocate and practice safe, legal, and responsible use of information and technology
- b. Exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity
- c. Demonstrate personal responsibility for lifelong learning
- d. Exhibit leadership for digital citizenship

#### 6. Technology Operations and Concepts

Students demonstrate a sound understanding of technology concepts, systems, and operations.

- a. Understand and use technology systems
- b. Select and use applications effectively and productively
- c. Troubleshoot systems and applications
- d. Transfer current knowledge to learning of new technologies

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## Appendix D- METS

**A goal of No Child Left Behind** is that schools will “assist every student in crossing the digital divide by ensuring that every student is technologically literate by the time the student finishes the eighth grade, regardless of the student’s race, ethnicity, gender, family income, geographic location, or disability.”

The Michigan Educational Technology Standards for Students (METS-S) are aligned with the International Society for Technology in Education’s (ISTE) National Educational Technology Standards for Students (NETS-S) and the Framework for 21st Century Learning. The Michigan standards are intended to provide educators with a specific set of learning expectations that can be used to drive educational technology literacy assessments. These standards are best delivered by authentic instruction and assessment with direct curricular ties and it is intended that these Standards will be integrated into all content areas. The preparation of our students to the successful in the 21st Century is the responsibility of all educators.

### Technology Literacy

Technology literacy is the ability to responsibly use appropriate technology to communicate, solve problems, and access, manage, integrate, evaluate, and create information to improve learning in all subject areas and to acquire lifelong knowledge and skills in the 21st century.

2009 Michigan Educational Technology Standards for Students

Approved by the State Board of Education - October 2009

## Grades PK-2

<http://techplan.edzone.net/METS/METS2009PK2.pdf>

### Universal Design for Learning (UDL)

CAST (the Center for Applied Special Technology) offers three principles to guide UDL: provide multiple means of representation; provide multiple means of expression; and provide multiple means of engagement. CAST asserts that “These UDL Guidelines will assist curriculum developers (these may include teachers, publishers, and others) in designing flexible curricula that reduce barriers to learning and provide robust learning supports to meet the needs of all learners.” Educational technologies can be valuable resources for educators in addressing the UDL guidelines. For additional information on UDL, visit the CAST website: [www.cast.org](http://www.cast.org).

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For additional information and resources relating to the 2009 METS-S, please visit:

<http://www.techplan.org/METS>

Approved by the Michigan State Board of Education—October 2009

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PK-2.CI.1. use a variety of digital tools (e.g., word processors, drawing tools, simulations, presentation software,

graphical organizers) to learn, create, and convey original ideas or illustrate concepts

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

PK-2.CC.1. work together when using digital tools (e.g., word processor, drawing, presentation software) to convey

ideas or illustrate simple concepts relating to a specified project

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

ideas to classmates, families, and others

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

PK-2.RI.1. interact with Internet based resources

PK-2.RI.2. use digital resources (e.g., dictionaries, encyclopedias, graphs, graphical organizers) to locate and interpret

information relating to a specific curricular topic, with assistance from teachers, school library media specialists, parents,

or student partners

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

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

PK-2.CT.2. use digital resources (e.g., dictionaries, encyclopedias, search engines, web sites) to solve developmentally

appropriate problems, with assistance from teachers, parents, school media specialists, or student partners

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

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

and describe consequences of inappropriate uses

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

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

PK-2.DC.4. know to inform a trusted adult if he/she receives or views an online communication which makes him/her

feel uncomfortable, or if someone whom he/she doesn't know is trying to communicate with him/her or asking for

personal information

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

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

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

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

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

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

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

and entertainment

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

**PK-2.TC. Technology Operations and Concepts**—By the end of grade 2 each student will:  
**2009 Michigan Educational Technology Standards—Grades PK -2**

**A goal of No Child Left Behind** is that schools will “assist every student in crossing the digital divide by ensuring that every student is technologically literate by the time the student finishes the eighth grade, regardless of the student’s race, ethnicity, gender, family income, geographic location, or disability.”

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### **Technology Literacy**

Technology literacy is the ability to responsibly use appropriate technology to communicate, solve problems, and access, manage, integrate, evaluate, and create information to improve learning in all subject areas and to acquire lifelong knowledge and skills in the 21st century.

2009 Michigan Educational Technology Standards for Students

Approved by the State Board of Education - October 2009

## Grades 3-

<http://techplan.edzone.net/METS/METS200935.pdf>

### **Universal Design for Learning (UDL)**

CAST (the Center for Applied Special Technology) offers three principles to guide UDL: provide multiple means of representation; provide multiple means of expression; and provide multiple means of engagement. CAST asserts that “These UDL Guidelines will assist curriculum developers (these may include teachers, publishers, and others) in designing flexible curricula that reduce barriers to learning and provide robust learning supports to meet the needs of all learners.” Educational technologies can be valuable resources for educators in addressing the UDL guidelines. For additional information on UDL, visit the CAST website: [www.cast.org](http://www.cast.org).

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For additional information and resources relating to the 2009 METS-S, please visit:

<http://www.techplan.org/METS>

Approved by Page 2 of 2 the Michigan State Board of Education—October 2009

3-5.CC.1. use digital communication tools (e.g., e-mail, wikis, blogs, IM, chat rooms, videoconferencing, Moodle,

Blackboard) and online resources for group learning projects

3-5-2.CC.2. identify how different software applications may be used to share similar information, based on the intended

audience (e.g., presentations for classmates, newsletters for parents)

3-5-2.CC.3. use a variety of media and formats to create and edit products (e.g., presentations, newsletters, brochures,

web pages) to communicate information and ideas to various audiences

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

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

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

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

3-5.RI.4. understand that using information from a single Internet source might result in the reporting of erroneous

facts and that multiple sources should always be researched

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

3-5.CT.1. use digital resources to access information that can assist in making informed decisions about everyday matters

(e.g., which movie to see, which product to purchase)

3-5.CT.2. use information and communication technology tools (e.g., calculators, probes, videos, DVDs, educational

software) to collect, organize, and evaluate information to assist with solving problems

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

environment)

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

3-5.DC.1. discuss scenarios involving acceptable and unacceptable uses of technology (e.g., file-sharing, social networking,

text messaging, cyber bullying, plagiarism)

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

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

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

phone number, picture, school name)

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

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

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

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

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

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

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

**2009 Michigan Educational Technology Standards—Grades 3-5**

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

tale, historical fiction)

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

works of art, music, movies, or presentations

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

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

**A goal of No Child Left Behind** is that schools will “assist every student in crossing the digital divide by ensuring that every student is technologically literate by the time the student finishes the eighth grade, regardless of the student’s race, ethnicity, gender, family income, geographic location, or disability.”

The Michigan Educational Technology Standards for Students (METS-S) are aligned with the International Society for Technology in Education’s (ISTE) National Educational Technology Standards for Students (NETS-S) and the Framework for 21st Century Learning. The Michigan standards are intended to provide educators with a specific set of learning expectations that can be used to drive educational technology literacy assessments. These standards are best delivered by authentic instruction and assessment with direct curricular ties and it is intended that these Standards will be integrated into all content areas. The preparation of our students to the successful in the 21st Century is the responsibility of all educators.

### **Technology Literacy**

Technology literacy is the ability to responsibly use appropriate technology to communicate, solve problems, and access, manage, integrate, evaluate, and create information to improve learning in all subject areas and to acquire lifelong knowledge and skills in the 21st century.

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## **Grades 6-8**

<http://techplan.edzone.net/METS/METS200968.pdf>

### **Universal Design for Learning (UDL)**

CAST (the Center for Applied Special Technology) offers three principles to guide UDL: provide multiple means of representation; provide multiple means of expression; and provide multiple means of engagement. CAST asserts that “These UDL Guidelines will assist curriculum developers (these may include teachers, publishers, and others) in designing flexible curricula that reduce barriers to learning and provide robust learning supports to meet the needs of all learners.” Educational technologies can be valuable resources for educators in addressing the UDL guidelines. For additional information on UDL, visit the CAST website: [www.cast.org](http://www.cast.org).

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6-8.CC.1. use digital resources (e.g., discussion groups, blogs, podcasts, videoconferences, Moodle, Blackboard) to

collaborate with peers, experts, and other audiences

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

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

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

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

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

6-8.RI.3. understand that using information from a single Internet source might result in the reporting of erroneous

facts and that multiple sources should always be researched

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

6-8.RI.5. employ data-collection technologies (e.g., probes, handheld devices, GPS units, geographic mapping systems) to

gather, view, and analyze the results for a content-related problem

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

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

6-8.CT.2. evaluate available digital resources and select the most appropriate application to accomplish a specific task

(e.g., word processor, table, outline, spreadsheet, presentation program)

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

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

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

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

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

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

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

the past

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

6-8.DC.6. discuss the long term ramifications (digital footprint) of participating in questionable online activities (e.g.,

posting photos of risqué poses or underage drinking, making threats to others)

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

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

**2009 Michigan Educational Technology Standards—Grades 6-8**

6-8.CI.1. apply common software features (e.g., spellchecker, thesaurus, formulas, charts, graphics, sounds) to enhance

communication with an audience and to support creativity

6-8.CI.2. create an original project (e.g., presentation, web page, newsletter, information brochure) using a variety of

media (e.g., animations, graphs, charts, audio, graphics, video) to present content information to an audience

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

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

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

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

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

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### **2009 Michigan Educational Technology Standards—Grades 6-8**

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### **2009 Michigan Educational Technology Standards for Students**

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## **Grades 9-12**

<http://techplan.edzone.net/METS/METS2009912.pdf>

### **Universal Design for Learning (UDL)**

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designing flexible curricula that reduce barriers to learning and provide robust learning supports to meet the needs of all learners.” Educational technologies can be valuable resources for educators in addressing the UDL guidelines. For additional information on UDL, visit the CAST website: [www.cast.org](http://www.cast.org).

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9-12.CC.1. identify various collaboration technologies and describe their use (e.g., desktop conferencing, webinar, listserv, blog, wiki)

9-12.CC.2. use available technologies (e.g., desktop conferencing, e-mail, videoconferencing, instant messaging) to communicate with others on a class assignment or project

9-12.CC.3. collaborate in content-related projects that integrate a variety of media (e.g., print, audio, video, graphic, simulations, and models)

9-12.CC.4. plan and implement a collaborative project using telecommunications tools (e.g., ePals, discussion boards, online groups, interactive web sites, videoconferencing)

9-12.CC.5. describe the potential risks and dangers associated with online communications

9-12.CC.6. use technology tools for managing and communicating personal information (e.g., finances, contact information, schedules, purchases, correspondence)

### **9-12.CC. Communication and Collaboration—By the end of grade 12 each student will:**

9-12.RI.1. develop a plan to gather information using various research strategies (e.g., interviews, questionnaires, experiments, online surveys)

9-12.RI.2. identify, evaluate, and select appropriate online sources to answer content related questions

9-12.RI.3. demonstrate the ability to use library and online databases for accessing information (e.g., MEL, Proquest, InfSOURCE, United Streaming)

9-12.RI.4. distinguish between fact, opinion, point of view, and inference

9-12.RI.5. evaluate information found in selected online sources on the basis of accuracy and validity

9-12.RI.6. evaluate resources for stereotyping, prejudice, and misrepresentation

9-12.RI.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

9-12.RI.8. research examples of inappropriate use of technologies and participate in related classroom activities (e.g., debates, reports, mock trials, presentations)

### **9-12.RI. Research and Information Literacy—By the end of grade 12 each student will: 2009 Michigan Educational Technology Standards—Grades 9-12**

9-12.CI.1. apply advanced software features (e.g. built-in thesaurus, templates, styles) to redesign the appearance of word processing documents, spreadsheets, and presentations

9-12.CI.2. create a web page (e.g., Dreamweaver, iGoogle, Kompozer)

9-12.CI.3. use a variety of media and formats to design, develop, publish, and present projects (e.g., newsletters, web sites, presentations, photo galleries)

**9-12.CI. Creativity and Innovation**—By the end of grade 12 each student will:

9-12.CT.1. use digital resources (e.g., educational software, simulations, models) for problem solving and independent learning

9-12.CT.2. analyze the capabilities and limitations of digital resources and evaluate their potential to address personal, social, lifelong learning, and career needs

9-12.CT.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

**9-12.CT. Critical Thinking, Problem Solving, and Decision Making**—By the end of grade 12 each student will:

9-12.DC.1. identify legal and ethical issues related to the use of information and communication technologies (e.g., properly selecting and citing resources)

9-12.DC.2. discuss possible long-range effects of unethical uses of technology (e.g., virus spreading, file pirating, hacking) on cultures and society

9-12.DC.3. discuss and demonstrate proper netiquette in online communications

9-12.DC.4. identify ways that individuals can protect their technology systems from unethical or unscrupulous users

9-12.DC.5. create appropriate citations for resources when presenting research findings

9-12.DC.6. discuss and adhere to fair use policies and copyright guidelines

**9-12.DC. Digital Citizenship**—By the end of grade 12 each student will:

9-12.TC.1. complete at least one online credit, or non-credit, course or online learning experience

9-12.TC.2. use an online tutorial and discuss the benefits and disadvantages of this method of learning

9-12.TC.3. explore career opportunities, especially those related to science, technology, engineering, and mathematics and identify their related technology skill requirements

9-12.TC.4. describe uses of various existing or emerging technology resources (e.g., podcasting, webcasting, videoconferencing, , online file sharing, global positioning software)

9-12.TC.5. identify an example of an assistive technology and describe its potential purpose and use

9-12.TC.6. participate in a virtual environment as a strategy to build 21st century learning skills

9-12.TC.7. assess and solve hardware and software problems by using online help or other user documentation

9-12.TC.8. explain the differences between freeware, shareware, open source, and commercial software

9-12.TC.9. participate in experiences associated with technology-related careers

9-12.TC.10. identify common graphic, audio, and video file formats (e.g., jpeg, gif, bmp, mpeg, wav, wmv, mp3, avi, pdf)

9-12.TC.11. understand and discuss how assistive technologies can benefit all individuals

9-12.TC.12. demonstrate how to import/export text, graphics, or audio files

9-12.TC.13. proofread and edit a document using an application's spelling and grammar checking functions

**9-12.TC. Technology Operations and Concepts**—By the end of grade 12 each student will:

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**2009 Michigan Educational Technology Standards—Grades 9-12**

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