DANSVILLE SCHOOLS

Technology Plan

July 1, 2006 – June 30, 2009

District Code: 33040
ISD: Ingham ISD

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URL for Technology Plan: http://www.dansville.org/district/techplan.pdf

TECHNOLOGY PLAN SUMMARY SHEET

District: Dansville Schools District Code: 33040

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Years Covered by this plan: 2006 to 2009

Date of next state review (3 years from start date) June 30, 2009

Intermediate School District: Ingham

URL for Technology Plan: http://www.dansville.org/district/techplan.htm

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Dansville

District Profile

- Dansville Schools is located in Dansville, Michigan. The Village of Dansville is a rural community on M36, seven miles SE of Mason, Michigan and 25 miles SE of Lansing, Michigan. The Dansville School District serves all or parts of seven Ingham County townships.
- The District enrolls approximately 950 students and is classified 'Class C' in sport and academic competitions.

School Buildings

Dansville Schools is comprised of 3 separate, but connected buildings. Dansville Elementary School houses K-5 students, Dansville Middle School houses grades 6-8, and Dansville High School has grades 9-12.
The mailing address for all buildings is:

Dansville Schools
1264 Adams St.
Dansville, MI 48819

District Mission Statement

It is within the heart of Ingham County where the best of yesterday is blended with today's instructional practices, yielding a comprehensive academic K-12 program. Through interactive activities, teacher and student master challenges are expressed by a well-defined curriculum. Dansville Schools is all about making a good program better - better for students, parents, and staff.

Dansville Schools
VISION AND GOALS

Background of technology planning initiative: This is the 4th technology plan for Dansville Schools. The first one was completed in 1997 and was designed to expire in 2002. Due to changes in state legislation that would only certify tech plans for three years, a 2nd technology plan was constructed. Due to additional changes in state legislation a 3rd technology plan was constructed in 2006.

District Technology Vision/Mission Statement: To improve student learning through the use of technology in teaching and through independent student use.

How the technology plan ties in with the district mission and school improvement plan: The technology plan is a complement to the district mission and school improvement plans. Our mission deals with state of the art technology and the school improvement plan involves wiring and other structure characteristics that are required to support current technology.

At Dansville Schools a variety of technology avenues will be explored to enhance learning for all students. While computers are the most popular form of technology, other technology such as the integrated voice mail system, local area network, DVD, CD-ROM, television, palm pilots, LCD projection systems, among others as they may be developed for the general market, will be used when appropriate.

Dansville Schools subscribes to the practice of purchasing equipment and materials just below the "cutting edge" of technology for efficiency in the use of fiscal resources.

At Dansville Schools all classrooms are equipped with computers and all teaching stations have telephones available. Dansville Schools provides open Internet access to the public for a minimal fee, which cover technical assistance costs. The Internet access will be used for teacher training, community training and education of adults as well as students. We will strive to make learning accessible to all students, regardless of their location. Dansville Schools is connected to the Internet in all labs, offices, and classrooms as appropriate.

Dansville Schools will resist bureaucratic efforts that take time and energy away from the job of providing services to students, when possible.

Dansville Schools will hire new personnel who are trained and familiar with technology applications. Dansville Schools will support and encourage integration of technology-based programs into the curriculum.

Dansville Schools, with the help of outside organizations, will provide training to staff and faculty that demonstrate a desire to enhance their productivity through the use of technology. Staff and faculty are expected to continue their learning outside paid seminars and classes to keep up with the changing requirements of their current position and the resources available through the world.

Dansville School will integrate technologies into the existing curriculum and all purchases of materials will under-go the "acid test" of "how is technology integrated into this educational program or curricula?"

Major goals of the technology plan: To use technology to make vast amounts of information available to students, faculty, administration and the public.

- To use technology to put learners in charge of their own learning within the bounds of requirements established by the district.
- To use technology to increase communication across the world for students, parents, faculty, administration and the public.
- To use technology to increase efficiency, productivity and a knowledge database for the administration, board, faculty and public.

Goal for district teachers and students: To increase computer use and implementation to the point where Dansville Schools receives a score of High Tech from the School Technology and Readiness Chart (Star Chart).

DISTRICT TECHNOLOGY PLANNING TEAM

The professional development steering committee composed of 3 teachers, 3 principals, one teacher at large and a DEA representative (teacher) will review the technology plan. A technology committee will review the technology plan when it is complete and use the information gained in evaluation to help formulate the new technology plan.

CURRICULUM

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

Dansville Elementary School has constructed a new, fully equipped computer lab for elementary technology instruction. In February 2006, the EasyTech curriculum was implemented for Grades 2-5. EasyTech is an on-line technology literacy curriculum from Learning.com. It is aligned with the standards for the Michigan Curriculum Framework for Technology for Grades 2-5. EasyTech is also aligned with ISTE's National Educational Technology Standards. All instruction is directed by certified teachers.

Students in Grades 2-5 are scheduled for 60 minutes weekly of technology instruction. Technology instruction is also integrated with core curriculum activities. The technology lab is also used as a language lab for Spanish instruction. Students in Grades 2-5 have 40 minutes per week of Spanish language lab instruction.

Dansville Middle School offers a computer basics class that will improve keyboarding speed and accuracy through daily practice and weekly timed tests. In addition, they will gain an introductory knowledge of the Internet, Microsoft Office and Windows. These programs will be utilized in producing quality documents. Students will also be introduced to digital photography. Computer Applications course will be an introductory class with units covering keyboarding, Microsoft Office, Windows, and Web page design. Students will use the computer for research and for creating a variety of multimedia presentations. Students will produce quality multi-media presentations. In the Media Production course, students will learn the benefits of and techniques in presenting information through digital and multi-media presentations. Digital photography and video production/editing, along with Web page design will be significant components of the class.

Dansville High School technology instruction is supported by the technology policy and guidelines as specified in the student handbook, and each computer instructor also distributes a class syllabus with additional information. All students taking computer classes must have a parent's or guardians written permission, as do all high school students who plan on using the internet.

Dansville High School offers three computer classes: Keyboarding, Business Computer Applications 1, and Business Computer Applications 2. Keyboarding class teaches students the proper way to type using interactive

software such as Mavis Beacon and Glencoe Keyboarding as well as manuals. Business Computer Applications 1 instructs students on using Microsoft Office in the business setting. Microsoft Word, Excel, PowerPoint, Windows Media Player and Windows Movie Maker are just a few of the programs utilized. Business Computer Applications 2 helps students construct interactive websites for business and personal usage. Adobe's Macromedia Dreamweaver, Flash! and Fireworks are some of the programs used. Software that cuts music, Windows Media Player, and Windows Movie Maker are also used. The focus on our high school technology is integrated multimedia projects.

Dansville Schools' technology instruction is supported by a Technology Policy and Guidelines which is aligned with the standards for the Michigan Curriculum Framework for Technology and with ISTE's National Educational Technology Standards. All instruction is directed by certified teachers.

Technology Curriculum

Standards (from ISTE NETS-S)	PK-2 (By the end of Grade 2)	Grades 3-5 (By the end of Grade 5)	Grades 6-8 (By the end of Grade 8)	Grades 9-12 (By the end of Grade 12)
1. Basic Operations and Concepts - a. Students demonstrate a sound understanding of the nature and operation of technology systems.	**1)** Students recognize, name, and can label the major hardware components in a computer system (e.g. computer, monitor, keyboard, mouse, and printer). **2)** Students identify the functions and care of the major hardware components in a computer system. **3)** Students identify common uses of technology found in daily life. **4)** Students identify simple functions represented by symbols and icons commonly found in application programs (e.g.	**1)** Students know how to use basic input and output devices; access network resources (e.g. printers, servers); and use various peripherals (e.g. scanners, digital cameras, video projectors). **2)** Students recognize and discuss ways technology has changed life at school and at home. **3)** Students recognize and discuss ways technology has changed business and government over the years. **4)** Students identify characteristics that suggest that the computer system	**1)** Students discuss common hardware and software difficulties and identify strategies for trouble-shooting and problem solving. **2)** Students describe strategies for identifying, and preventing routine hardware and software problems that may occur during everyday technology use. **3)** Students describe a variety of ways that information and technology resources can be combined to develop and promote understanding. **4)** Students identify changes in hardware and software systems over time and discuss how these changes affected various groups (e.g. individual users, education, government, and businesses). **5)** Students understand that new technology	**1)** Students describe new and/or advanced technology resources information dissemination options (e.g., video servers, webcasting, compressed video delivery, online file-sharing, graphing calculators, multifunction communications devices, global positioning software) and technology career opportunities. **2)** Students identify capabilities and limitations of contemporary and emerging technology resources and assess the potential of these systems and services to address personal, lifelong learning, and workplace needs. **3)** Students collaborate in teams to illustrate content related concepts integrating a variety of media (e.g., print, audio, video, graphic, probes, simulations, models) with presentation, word processing, publishing, database, graphics design software, or spreadsheet applications. **4)** Students routinely apply touch typing techniques with advanced facility, accuracy, speed, and efficiency as they complete their assignments. **5)** Students collaborate in teams to evaluate software, hardware, and networking systems to inform the development of a technology plan for a specific real-world business, educational entity, industry, organization, or other group.

Standards (from ISTE NETS-S)	PK-2 (By the end of Grade 2)	Grades 3-5 (By the end of Grade 5)	Grades 6-8 (By the end of Grade 8)	Grades 9-12 (By the end of Grade 12)
	font, size, bold, alignment, color). **5)** Students discuss basic care for computer hardware and various media types (e.g. diskettes, CDs, DVDs, videotapes). **6)** Students know that all people use technology in their daily tasks.	hardware or software needs to be upgraded. **5)** Students recognize and discuss the need for security applications (e.g. virus detection, spam defense, popup blockers, firewalls) to protect information and to keep the system functioning properly.	tools can be developed to do what could not be done without the use of technology.	
b. Students are proficient in the use of technology.	**1)** Students are aware of correct finger positions on the keyboard. **2)** Students recognize functions of basic file menu commands (e.g. new, open, close, save, print). **3)** Students use personal folders to manage computer files. **4)** Students use a variety of age-appropriate technologies for sharing information (e.g. drawing a picture, writing a story, creating a simple slide show). **5)** Students use various age-appropriate technologies for gathering information (e.g. dictionaries, encyclopedias, web resources).	**1)** Students know proper keyboarding positions and touch-typing techniques. **2)** Students demonstrate proper care in the use of the computer system, hardware, software, peripherals, and storage media. **3)** Students manage and maintain their own files on a hard drive or the network. **4)** Students know how to exchange files with other students using technology (e.g. e-mail attachments, network file sharing, diskettes, flash drives). **5)** Students identify software used for information management and know which types of software can be used most effectively for different types of data, for different information needs, and for conveying results to different audiences.	**1)** Students use proper keyboarding posture, finger positions, and touch-typing techniques to improve accuracy, speed, and general efficiency in computer operation. **2)** Students can identify appropriate file formats for a variety of applications. **3)** Students can use basic utility programs or built-in application functions to convert file formats, as necessary. **4)** Students use a variety of technology tools (e.g. dictionary, thesaurus, grammar-checker, calculator) to maximize the accuracy of technology-produced products. **5)** Students identify a variety of information storage devices (e.g. floppies, CDs, DVDs, flash drives, tapes) and provide rationales for using a certain device for a specific purpose (very large file, portability, permanent storage). **6)** Students use accurate terminology and select appropriate technology tools and resources to accomplish a variety of tasks. **7)** Students identify resources that assist with various consumer	**1)** Students know how to use advanced utilities (e.g., compression, antivirus) with computer files in a variety of different media and formats. **2)** Students know how to identify, assess, and solve advanced hardware, software, and network problems by using online help and other user documentation and support.

Standards (from ISTE NETS-S)	PK-2 (By the end of Grade 2)	Grades 3-5 (By the end of Grade 5)	Grades 6-8 (By the end of Grade 8)	Grades 9-12 (By the end of Grade 12)
		6) Students identify search strategies for locating needed information. **7)** Students identify resources that contribute to solving a specified problem.	related activities (e.g. purchases, banking transactions, product descriptions). **8)** Students discuss security issues related to e-commerce.	
2. Social, ethical, and human issues **a. Students understand the ethical, cultural, and societal issues related to technology.**	**1)** Students identify common uses of information and communication technologies. **2)** Students discuss advantages and disadvantages of using technology.	**1)** Students identify cultural and societal issues relating to technology. **2)** Students identify issues relating to how information and communication technology supports collaboration, productivity, and lifelong learning. **3)** Students understand and discuss how various assistive technologies can benefit individuals with disabilities. **4)** Students discuss the accuracy, relevance, appropriateness, and bias of electronic information sources.	**1)** Students identify legal and ethical issues related to use of information and communication technology, recognize consequences of its misuse, and predict possible long-range effects of ethical and unethical use of technology on culture and society.	**1)** Students analyze current trends in information and communication technology and assess the potential of emerging technologies for ethical and unethical uses in culture and society.
b. Students practice responsible use of technology systems, information, and software.	**1)** Students recognize that using a password protects the privacy of information. **2)** Students discuss scenarios describing acceptable and unacceptable uses of age-appropriate technology (e.g. computers, internet, and	**1)** Students discuss scenarios describing acceptable and unacceptable uses of technology (e.g. computers, digital cameras, cell-phones, PDAs, wireless connectivity) and describe consequences of inappropriate use. **2)** Students	**1)** Students provide accurate citations when referencing information from outside sources. **2)** Students discuss issues related to acceptable and responsible use of technology (e.g. privacy, security, copyright, plagiarism, spam, and viruses, file-sharing). **3)** Students discuss the consequences and costs related to unethical use of information and	**1)** Students analyze the consequences and costs of unethical use of information and computer technology and identify how individuals can protect their technology systems from the unethical and unscrupulous user.

Standards (from ISTE NETS-S)	PK-2 (By the end of Grade 2)	Grades 3-5 (By the end of Grade 5)	Grades 6-8 (By the end of Grade 8)	Grades 9-12 (By the end of Grade 12)
	email) and describe consequences of inappropriate use. **3)** Students describe appropriate and inappropriate uses of technology in the classroom. **4)** Students describe the consequences of irresponsible use of technology resources at home and at school.	discuss basic issues regarding appropriate and inappropriate uses of technology (e.g. copyright, privacy, file sharing, spam, viruses, and plagiarism) and related laws. **3)** Students discuss appropriate kinds of information that should be shared in public "chat rooms".	communication technology.	
c. Students develop positive attitudes toward technology uses that support lifelong learning, collaboration, personal pursuits, and productivity.	**1)** Students understand that technology is a tool to help them complete a task, and is a source of information, learning and entertainment. **2)** Students identify places in the community where one can access technology.	**1)** Students identify software or technology-delivered access that is valuable to them, and describe how it improves their ability to communicate, be productive, or achieve personal goals. **2)** Students identify their personal goals or pursuits and explore technology resources that may assist them in identifying paths leading to their goals or pursuits.	**1)** Students use technology to identify and explore various occupations or careers. **2)** Students discuss possible uses of technology (present and future) to support personal pursuits and lifelong learning. **3)** Students identify effective uses of technology to support effective communication with peers, family, or school personnel. **4)** Students discuss possible societal impact of technology in the future.	**1)** Students analyze current trends in information and communication technology and discuss how emerging technologies could affect collaboration, enhance personal productivity, meet the diverse needs of learners, and promote opportunities for lifelong learning among local and global communities.
3. Technology productivity tools **a. Students use technology tools to enhance learning, increase productivity, and promote creativity.**	**1)** Students know how to use a variety of productivity software (e.g. word processors, drawing tools, presentation software) to convey ideas and illustrate concepts. **2)** Students identify the best type of productivity software to use for a certain age-appropriate tasks	**1)** Students know how to use menu options in applications to print, format, add multimedia features; open, save, manage files; and use various grammar tools (e.g. dictionary, thesaurus, and spell-checker). **2)** Students know how to insert various objects	**1)** Students apply common software features (e.g. spellchecker, thesaurus, formulas, charts, graphics, sounds) to enhance communication to an audience and to support creativity. **2)** Students use a variety of resources, including the Internet, to enhance learning and increase productivity. **3)** Students explore basic applications that promote creativity (e.g.	**1)** Students understand and apply advanced software features such as templates and styles to improve the appearance of word processing documents, spreadsheets, and presentations and to provide evidence of learning, productivity, and creativity.

Standards (from ISTE NETS-S)	PK-2 (By the end of Grade 2)	Grades 3-5 (By the end of Grade 5)	Grades 6-8 (By the end of Grade 8)	Grades 9-12 (By the end of Grade 12)
	(e.g. word-processor, drawing, and browser).	(e.g. photos, graphics, sound, and video) into word-processing documents, presentations, or web documents. **3)** Students use a variety of technology tools and applications to promote their creativity. **4)** Students understand that existing (and future) technologies are the result of human creativity.	graphics, presentation, photo-editing, programming, video-editing). **4)** Students use available utilities for editing pictures, images, or charts.	
b. Students use productivity tools to collaborate in constructing technology-enhanced models, prepare publications, and produce other creative works.	**1)** Students are aware of how to work together when using technology tools (e.g. word processor, drawing, presentation software) to convey ideas or illustrate simple concepts relating to a specified project.	**1)** Students collaborate with classmates using a variety of technology tools to plan, organize, and create a group project.	**1)** Students describe how to use online environments or other collaborative tools to design, develop, and enhance materials, publications, or presentations.	**1)** Students analyze a plan and procedures for development of a multimedia product (e.g., model, presentation, publication, other creative work, web cast), and identify authoring tools, other hardware and software resources, research, and team personnel needed to plan, create, and edit.
4. Technology communications tools **a. Students use telecommunications to collaborate, publish, and interact with peers, experts, and other audiences.**	**1)** Students, with assistance from teacher, parents, or student partners, identify procedures for safely using basic telecommunication tools (e.g. e-mail, IM) to read or send electronic information.	**1)** Students use basic telecommunication tools (e.g. e-mail, Web Quests, IM, chat rooms, web conferencing) and online resources for collaborative projects with other students.	**1)** Students use a variety of telecommunication tools (e.g. e-mail, discussion groups, IM, chat rooms, blogs, video-conferences, and web conferences) and online resources to collaborate interactively with peers, experts, and other audiences.	**1)** Students plan and implement collaborative projects (with peers, experts, or other audiences) using advanced telecommunications tools (e.g., groupware, interactive Web sites, simulations, joint data collection, videoconferencing) to support curriculum concepts or benefit the local, regional, or global community.
b. Students use a variety of media and formats to communicate information and ideas effectively to multiple audiences.	**1)** Students know how to use a variety of age-appropriate media (e.g. presentation software, newsletters, word processors) to communicate ideas to classmates,	**1)** Students use a variety of media and formats to create and edit products (e.g. presentations, newsletters, brochures, web pages) to communicate information and	**1)** Students create a project (e.g. presentation, web page, newsletter, information brochure) using a variety of media and formats (e.g. graphs, charts, audio, graphics, video) to present content information to an audience.	**1)** Students know how to use a variety of media and formats to design, develop, publish, and present products, (e.g., presentations, newsletters, Web sites) that incorporate information from the curriculum and communicate original ideas to multiple audiences.

Standards (from ISTE NETS-S)	PK-2 (By the end of Grade 2)	Grades 3-5 (By the end of Grade 5)	Grades 6-8 (By the end of Grade 8)	Grades 9-12 (By the end of Grade 12)
	families, and others. **2)** Students, assisted by teachers, parents, or student partners, know how to select media formats (e.g. text, graphics, photos, video) to communicate and share ideas to classmates, families, and others.	ideas to various audiences. **2)** Students identify how different forms of media and formats may be used to share similar information, depending on the intended audience (e.g. presentations for classmates, newsletters for parents).		
5. Technology research tools **a. Students use technology to locate, evaluate, and collect information from a variety of sources.**	**1)** Students know how to recognize the Web browser and associate it with accessing resources on the Internet. **2)** Students, assisted by teachers, parents, or student parents, identify steps for using technology resources (e.g. CD-ROMs, DVDs, search engines, websites) to locate information relating to a specific curricular topic.	**1)** Students use Web search engines and built-in search functions of other various resources to locate information. **2)** Students describe basic guidelines for determining the validity of information accessed from various sources (e.g. web site, dictionary, on-line newspaper, CD-ROM).	**1)** Students use a variety of Web search engines to locate information. **2)** Students effectively evaluate information from various online resources for accuracy, bias, appropriateness, and comprehensiveness. **3)** Students can identify types of internet sites based on their domain names (e.g. edu, com, org, net, gov, au)	**1)** Students know how to locate, select, and use advanced technology resources (e.g., expert systems, intelligent agents, real-world models and simulations) to enhance their learning of curriculum topics selected.
b. Students use technology tools to process data and report results.	**1)** Students, assisted by teachers, parents, or student parents, know how to use existing electronic databases (e.g. dictionaries, encyclopedias, spreadsheets) to locate and interpret information.	**1)** Students know how to independently use existing databases (e.g. library catalogs, electronic dictionaries, encyclopedias) to locate, sort, and interpret information on an assigned topic. **2)** Students perform simple queries on existing databases and report results on an assigned topic.	**1)** Students know how to create and populate a database. **2)** Students perform queries on existing databases. **3)** Students know how to create, and modify a simple database report.	**1)** Students formulate a hypothesis or research question on a curriculum topic they choose; and design, create, and populate a database to process data and report results.

Standards (from ISTE NETS-S)	PK-2 (By the end of Grade 2)	Grades 3-5 (By the end of Grade 5)	Grades 6-8 (By the end of Grade 8)	Grades 9-12 (By the end of Grade 12)
c. Students evaluate and select new information resources and technological innovations based on the appropriateness for specific tasks.	**1)** Students provide a rationale for choosing one type of hardware or software over another for completing a specific assigned task.	**1)** Students identify appropriate technology tools and resources by evaluating the accuracy, appropriateness, and bias of the resource. **2)** Students compare and contrast the functions and capabilities of the word processor, database, and spreadsheet for gathering data, processing data, performing calculations, and reporting results.	**1)** Students evaluate new technology tools and resources, and select the most appropriate tool to use for accomplishing a specific task.	**1)** Students formulate a hypothesis or research question and select and use appropriate information and communication technology tools and resources for collecting and analyzing information and reporting results to multiple audiences.
6. Technology problem-solving and decision-making tools **a. Students use technology resources for solving problems and making informed decisions.**	**1)** Students know how to use technology resources (e.g. dictionaries, encyclopedias, search engines, websites) to solve age-appropriate problems.	**1)** Students use technology resources to access information that can assist them in making informed decisions about everyday matters (e.g. which movie to see, which product to purchase, perform "how-to" tasks).	**1)** Students use database or spreadsheet information to make predictions, develop strategies, and evaluate decisions to assist them with solving a basic problem. **2)** Students identify technology resources that can be used to: solve a specific problem; assist them with making an informed decision; and allow them to present the result.	**1)** Students describe integration of two or more information and communication technology tools and resources to collaborate with peers, community members, experts, and others to solve a problem and present results, or to present an informed rationale for a decision.
b. Students employ technology in the development of strategies for solving problems in the real world.	**1)** Students identify ways that technology has been used to address real-world problems.	**1)** Students use information and communication technology tools (e.g. calculators, probes, videos, DVDs, educational software) to collect, organize, and evaluate information to assist them with solving real-life problems.	**1)** Students describe the information and communication technology tools they might use to collect information from different sources, compare the data, analyze their findings, and draw conclusions for addressing real-world problems.	**1)** Students integrate information and communication technology to analyze a real-world problem, design and implement procedures to monitor information, set timelines, and evaluate progress toward the solution of a real-world problem.

Dansville Schools will continue to work through the technology committee to further align the curriculum with the standards set forth by the state and

federal governments and to adjust for changing technology requirements as the goals and objectives are revised.

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

All uses of technology at Dansville Schools are based on some form of research. Dansville Schools subscribes to video from universal streaming. This video comes with curriculum guides which tie directly into state benchmarks. We use the Microsoft Office Tutorial which is used worldwide. We have focused on integrating technology in all areas of the curricula and have done so in the Middle School.
The High School lab will be available all of the school day. There will be a big push to provide teachers with tech support, training, and reminders to get them to use the lab.

Timeline:
2006-2007

- Dansville Schools Technology Curriculum reviewed, revised and updated
- Continued acquisition of technology resources for teacher and student use
- Continued professional development

2007-2008

- Dansville Schools Technology Curriculum effectiveness evaluated
- Continued acquisition of technology resources for teacher and student use
- Continued professional development

2008-2009

- Dansville Schools Technology Curriculum effectiveness evaluated
- Continued acquisition of technology resources for teacher and student use
- Continued professional development

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

Dansville Middle School use a service called webquest and magickingdom to make using the internet far more efficient when doing search on various topics.
Dansville High School subscribes to and enrolls about 5% of its students in Virtual High School (VHS). VHS allows our students to take over 250

different classes online and receive high school and sometimes college credit.

Dansville High School takes part in the Star Institute program that features real-world worksite experience combined with creative classroom learning environments. STAR graduates will have options for employment, further education or a combination of both as they complete their studies at the Institute. STAR is a partnership that includes Lansing Community College, the Lansing School District, Ferris State University, General Motors, Dow Corning and other business and industry leaders in developing college-level curricula of advanced training for work in high-demand technical careers. High technology jobs of the future will require a well-educated, flexible workforce. The STAR Institute is designed to provide today's high school students with tools for success in demanding, rewarding careers. STAR Institute classes are Lansing Community College courses. Students earn college credit upon successful completion. STAR courses will be mainstream college courses that are currently part of the curricula at LCC. Instructional methods at the STAR will be customized to maximize the learning opportunity for students. The STAR Institute continues successful programs of Computer Information Technology and Geographic Information Systems.

Dansville High School takes part in LAMP, (Lansing Area Manufacturing Partnership) a career preparation program. It is the first of its type in the United States for high school seniors interested in exploring the world of manufacturing. In partnership with General Motors, the United Auto Workers, and Ingham ISD, students from 23 eligible school districts attend daily 2 ½ hour sessions at the UAW/GM Lansing Training Center. Concepts learned in the classroom setting are applied to the real world applications on the plant floor, providing students with first-hand knowledge and access to the automotive industry. All students, assisted by mentors, leave the program with a career plan and portfolio of accomplishments, ready to take on the world.

Dansville High School takes part in the offered dual enrollment opportunities for juniors and seniors at Lansing Community College and Michigan State University.

Dansville Schools currently does not offer classes for the community members to increase computer literacy.

Dansville Schools is part a larger regional consortium as well as reside within the Ingham County Intermediate School District.

Dansville is part of the REMC13 consortium. REMC 13, one of Michigan's 22 Regional Educational Media Centers, is a service of Clinton County RESA, Eaton and Ingham Intermediate School Districts. REMC provides instructional materials and support services to public and non-public K-12 schools within these counties. More information about REMC13 can be found at: http://www.remc13.org/

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

This technology plan will be made available to the Dansville community via the schools' Web site. A notice will be sent out via the schools' monthly newsletter informing the community the technology plan has been posted the schools' Web site. Technology will be used to effectively communicate with parents and community members by employing the schools' Web site. Parental involvement will be promoted by offering information to parents such as student grades and attendance records as well as classroom assignments. Community members and parents will be invited to serve on the technology plan committee and will be invited to contribute to the planning, implementation and ongoing assessment of the technology plan. Dansville Schools is always looking to increase community involvement within its buildings. We have a Web site which is updated daily. We also have a newsletter which goes out several times a year via mail and is also posted online. Dansville Middle School currently posts all assignments online to allow parents to view their child's grades and assignments and all teachers in the Middle School record their assignments on their voice mail so parents can hear if they call in. This also is quite helpful for students that forget what their assignments are or forget to bring home their assignments as they can print them off of the web site. Dansville Elementary School is creating a school improvement team made up of parents and staff members. The Elementary School has also created a team for technology made up of staff members.

E. Strategies for developing the program, where applicable, in collaboration with adult literacy service providers.

Dansville Schools does not have a current collaboration with adult literacy service providers, but is always looking for collaborations of any sort.

PROFESSIONAL DEVELOPMENT

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

- On-going professional development opportunities are provided to the staff at required weekly meetings. Effective integration of technology into the curriculum will be a focus of teachers and staff.
- Professional development opportunities for teachers will have as their focus the effective integration of technology into the curriculum.
- Throughout each school year, the following basic timeline will be followed:
    - Fall training sessions will focus on any new technologies which were acquired over the summer break as well as refresher courses on crucial technologies such as GradeQuick software.
    - Winter training sessions will provide refreshers on previously covered material as well as any new resources available to staff and teachers.
    - Spring training sessions will focus on any important technologies necessary for finalizing the school year as well as ideas for new technology to be made available during the following year.

- ISTE and other state and national standards for educational technology readiness will be consulted during preparation for professional development opportunities.

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

Schools have a great need for technology-related staff development opportunities. Currently, a wide variety of skill levels exist related to the application of technology in the classroom. We need to close the gap between the highly skilled and the under skilled technology users.
The goals of our professional development:

- Improving student achievement
- Improving staff and student competence with technology
- Implementing technology tools into new and existing curriculum and instruction
- Improved technology planning within schools

- Creating pilots and model projects for utilization of technology in learning
- Creating a learning community with respect to technology and education
- Enabling students to become quality users of technology

Staff development is necessary to assist teaching staff in making the paradigm shifts required to enable technology to best support instruction. Teachers often will use technology in a fashion that is consistent with prior teaching practices. Many times this produces a misapplication of technology to teaching and learning. For example, "high tech" worksheets and multiple-choice assessments are not the most effective use of web technology. It takes time and experience for teachers to learn to "think outside the box" when it comes to incorporating technology in teaching. Therefore, we must provide a variety of technology related staff development opportunities that focus on effective applications of technology in innovative ways. These opportunities need to be offered at times that are convenient to all staff members and at locations that are suitable for course offerings. The staff at Dansville Schools participates in professional development every Wednesday morning to comply with the state guideline relating to professional development. The goal is to have 1/3 of these sessions related to technology. This year we have classes on beginning and intermediate Excel as well as integrating technology into the classroom. In future years we plan to have training on Power Point, digital multimedia, or web page design.

Our Professional Development Plan Includes:

- Instruction by our Technology Coordinator on a periodic basis
- Hundreds of free classes offered through Michigan Virtual University
- Many free classes offered through REMC13
- Paying for staff to participate in the Ameritech Technology Academy
- Paying staff to participate in the ACT4 Project or the Teach for Tomorrow Program

Supporting Resources

- Best Practices of Technology Integration in Michigan http://www.remc11.k12.mi.us/bstpract
- Boster, J.J., Meyer, G.S., Roberto, A.J., & Inge, C.C. (2002). *A report on the effect of unitedstreaming* TM *application on educational performance.* Farmville, VA: Longwood University.
- Brown, M (2003) WPS Ed. Tech.
- CEO Forum on Education and Technology. (2001 June). *The CEO Forum school technology and readiness report: Key Building Blocks for student achievement in the 21st century.*

- enGuage: A Framework for Effective Technology Use in Schools http://www.ncrel.org/enguage/
- Means, B. & Olsen, K (1997). Technology and education reform. *Office of Educational Research and Improvement, Contract No. RP91-172020*
- Middleton, B.M. & Murray, R.K. (1999). The impact of instructional technology on student achievement in reading and mathematics. *International Journal of Instructional Media,* 26(1), 109.
- NCREL: Professional Development http://www.ncrel.org/pdtoolkit.htm
- NETS Standards for Teachers http://iste.org
- Technology Leaders Toolkit http://www.technologyleaders.org
- Technology Standards for School Administrators http://cnets.iste.org
- Zollman, A., Oldham, B., & Wyrick, J. (1989). Effects of computer-assisted instruction on reading and mathematics achievement of Chapter 1 students. *Resources in Education.* Columbus, OH.

Dansville Schools also utilizes the following resources:

- Online subscription services via the media center such as the CADL catalog, INFOTRAC, MEL, LibrarySpot, REMC Online, Occupational Outlook Handbook, NETLIBRARY, CIA World Fact Book and Bookbrowse.
- The Dansville Schools District Board Policies
- Ingham ISD Support
- REMC Services Support

INFRASTRUCTURE/TECH SUPPORT
HARDWARE – SOFTWARE

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

Dansville Schools has a full time Technology Coordinator who provides support for all three buildings. The Technology Coordinator's duties include, but are not limited to, computer hardware and software support and maintenance, video support and maintenance, telecommunication support and maintenance, and maintaining the district web site. The Technology Coordinator also identifies and pursues grants and other external funding for technology. The Technology Coordinator also trains students who receives school credit for his or her work during school hours. Time and costs required to maintain a PC over its useful lifetime (approximately three years) are underestimated by most people and organizations. According to the Gardner Group, in a paper published by the Digital Corporation, the cost of maintaining a computer in the

business environment over the three-year cycle is around $13,000 plus per year. The article further reveals that this cost is broken down on average to 21% for the cost of the PC, 36% to administer to it, and 43% for employee time spent maintaining, upgrading, and "tinkering" with it. Furthermore, when viewing the technical support issue from a district perspective, it becomes clear that a coordinated, organized approach will be necessary as we implement voice-video-data computer networks and deal with issues such as security and maintenance.

- Dansville Schools employees 4 servers: one for Internet access, one deployed as a firewall with Internet site monitoring and blocking, one running the school lunch program P.O.S. software, and a file server running Novell. The file server has a multitude of shared drives that are accessed based on the users' rights. Dansville Schools also shares all of the printers on the network, with each office sharing a printer among the staff, and each classroom sharing one or more printers among computers.
- Every elementary and every middle school classroom has a television with a computer connected to it. All elementary classrooms have a DVD player and/or a VHS player attached to a television.
- All computers in Dansville Schools are configured to have a standard set-up that currently includes Microsoft Windows 98/XP and Microsoft Office 2000/2003.
- Dansville Schools is currently connected to the Internet via two T1 lines and all computers within Dansville Schools have Internet access via our local area network (LAN) and our two T1 line connection.
- As a member of the Ingham Intermediate School District Consortium, Dansville Schools will be connected to the ISD and receive all Internet services through the Consortium leased Wide Area Network. The approximate annual cost for the five year leased WAN and the Internet access contracts will be $6215.

	Computers	Printers	Network Hardware
Elementary School	87	31	8 switches
Middle School	58	22	7 switches
High School	86	12	8 switches
Administrative	18	10	7 switches
Average	62.25	18.75	7.5

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

Dansville School uses two mobile labs with 24 IBM thinkpad laptops on each to allow all classes to have increased access to technology. These laptops have a standard setup, internet access, and a shared laser printer. The High School teachers have consistently said that they need a lab they can access. Each school has a lab that is available for signup. There will be a big push to provide teachers with tech support, training, and reminders get them to use the lab. All total we have 3 labs with desktop computers, 2 mobile labs, a computer in every class room for teacher usage, and two computers in every class room in the elementary school. In addition, we have a mini lab in each of our three libraries.

The Dansville branch of the Capital Area District Library offers computer and Internet access to all area residents. Dansville Schools in conjunction with the Ingham ISD provides all required assistive technologies to any students who are in need of assistive technologies.

FUNDING AND BUDGET

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

Hardware Estimated Cost

Dansville Schools will follow this timeline for equipment acquisition/replacement:

- 2006-2007
  - Replace computers in the middle school computer lab. Move these older lab computers to classrooms to replace the oldest computers
  - Upgrade the remaining computers, that are running Windows 98, to Windows XP and Office 2003
  - Install five new LCD ceiling mounted projectors in classrooms in classrooms to yet be determined.
- 2007-2008
  - Replace computers in the high school computer lab. Move these older lab computers to classrooms to replace the oldest computers.
  - Acquire additional technologies as they become available.
- 2008-2009

- Replace computers in the elementary computer lab. Move these older lab computers to classrooms to replace the oldest computers.
- Acquire additional technologies as they become available.

2006-2007 Technology Budgets

Account	Projected Amount
Technology – Workshops/Conference	$5,000
Technology Purchase Services	$25,000
Technology Supplies	$11,000
Technology Repairs/Maintenance	$2,000
Technology Equipment	$20,000
Technology Salary and Benefits	$50,000
Total cost	$113,000

2007-2008 Technology Budgets

Account	Projected Amount
Technology – Workshops/Conference	$5,150
Technology Purchase Services	$25,750
Technology Supplies	$11,330
Technology Repairs/Maintenance	$2,060
Technology Equipment	$20,600
Technology Salary and Benefits	$51,500
Total cost	$116,390

2008-2009 Technology Budgets

Account	Projected Amount
Technology – Professional Development	$5,304
Technology Purchase Services	$26,522
Technology Supplies	$11,670
Technology Repairs/Maintenance	$2,122
Technology Equipment	$21,218
Technology Salary and Benefits	$53,045
Total cost	$119,881

Dansville Schools expects its budget to stay the same over the next three years, but this is subject to change with incongruity in student enrollment, state aid, grant money received, inflation, and cost of technology.

It is the goal of Dansville Schools to fund as much of the technology plan from outside sources as possible. Given that computer related technology has a limited life span; technology can be a black hole for spending our educational dollars. Dansville Schools will participate in the Universal Service Fund every year and apply for other Federal and State grants and funds that it is eligible for on an annual basis. An example of this is the Technology Literacy Challenge Fund Grant Program. Technology that cannot be funded via grants or within the school budget will either be funded by fund raising or removed from the Technology Plan. The Board of Education originally adopted a plan of replacement for technology equipment during the 2001-2002 school years, which is still in effect, with expectations that the replacement program will begin immediately and be fully funded within the general fund budget. The Board of Education coordinated money from a bond proposal, available grants and general fund monies, along with school organization fundraisers to purchase the equipment and programs available today.

A creative approach beyond traditional funding sources may open many doors. Outside of a school district's operating budget, money to purchase advanced technology is available from two sources:

- Public funds - federal, state and local money
- Private funds - grants and donations from corporations, foundations, and individuals

For technology budgets in today's schools, we must consider items like the following:

- Initial and replacement costs of equipment
- Desktop hardware
- Desktop software
- Network/WAN hardware
- Network/LAN software
- Software license
- Professional development
- Technical assistance staff
- Contracted engineering and network support

K. Coordination of Resources

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

The current resources are already in place to ensure successful and effective use of technologies that are required.

- Polices adopted by the board, ISD, State and Federal Government related to appropriate usage of resources.
- Printer and electronic manuals are kept on file with the Technology Coordinator for repair and training on resources.
- REMC13 has video and electronic resources that can be barrowed for usage.
- Ingham ISD in collaboration with other ISDs around the state provides training on using many forms of technology.
- REMC13 has a wide area of online database which all staff members can access
- Michigan Virtual University offers hundreds of free classes on several topics.

MONITORING AND EVALUATION

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

The professional development steering committee composed of 3 teachers, 3 principals, one teacher at large and a DEA representative (teacher) will review the technology plan yearly. A technology committee will be formed and will review the technology plan when it is complete and use the information gained in evaluation to help formulate the new technology plan.
Dansville Schools will use the following questions to examine the success of the plan:

- Has a reasonable timeline for the implementation of each of the action steps been identified? Does it provide support for a sustained effort (possibly as much as 3-5 years) to allow these interventions to become fully implemented?
- Have sufficient resources been allocated to support the implementation of the plan?
- Have specific individuals or committees/task forces been designated as responsible for monitoring the implementation of the technology plan and for disseminating periodic progress reports to the staff and community?
- Which action steps appear to have been successful? How can the district build on the success of these action steps?

- Which action steps appeared to be promising, but did not fulfill their expectations? How can these steps be most appropriately modified without compromising the goal of achieving the objectives of the school improvement plan?
- Are there any additional action steps that need to be incorporated in the district's technology plan to achieve the objective for improvement?
- Have there been any surprises? If so, what lessons have been learned?
- Success will be achieved when it is determined that at least 75% of the feedback from investors indicates that the plan has been positive and effective.
- Unmet goals will be revisited by the administration and the technology committee. These goals will be reviewed for effectiveness and readdressed as needed.

M. Acceptable Use Policy

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

In accordance with CIPA, Dansville School uses Surf-Control Web filter to monitor and block the use of Web sites deemed inappropriate for school usage. Surf-Control automatically checks for updates to its category database every night. Updates on new sites are obtained and applied daily, so as to offer the very best in protecting our students. In addition, other sites deemed inappropriate can be manually added to and blocked by BorderManager which Dansville Schools uses as a Firewall.

ACCEPTABLE USE POLICY

INFORMATION CONTENT AND USES: Students and employees of Dansville Schools and the parents of students of Dansville Schools under 18 years of age are advised that some outside systems may contain defamatory, inaccurate, abusive, obscene, profane, sexually oriented, threatening, racially offensive, or illegal materials. Dansville Schools and the System Administrators do not condone the use of such materials and do not permit usage of such materials in the school environment. Parents of minors having accounts should monitor home usage of the system. Students or employees of Dansville Schools knowingly bringing such materials into the school environment will be dealt with according to the discipline policies of the district. The internet is provided on an "as is, as available" basis.
THIRD PARTY SUPPLIED INFORMATION: Students and employees of Dansville Schools are urged to use caution (Buyer Beware!) when considering the purchase of goods or services from people over the Internet. Dansville Schools is not liable for any purchases made.

ONLINE CONDUCT: Any action by a student/employee of Dansville Schools that is determined by a System Administrator to constitute an inappropriate use of the network or to improperly restrict or inhibit other students/employees of Dansville Schools from using and enjoying the network is strictly prohibited. Students and employees of Dansville Schools specifically agree not to submit, publish, or display on the network any defamatory, inaccurate, abusive, obscene, profane, sexually oriented, threatening, racially offensive or illegal material; nor shall they encourage the use of controlled substances. Transmission of material, information or software in violation of any local, state or federal law is prohibited. The network is to be used by the student/employee of Dansville Schools for his/her personal use only. Students and employees of Dansville Schools may not make use of the network for any personal gain. Commercial uses of the network are strictly prohibited unless prior written consent from the System Administrators has been granted.
COPYRIGHTED MATERIAL: Copyrighted material must not be placed on any system connected to the network without the author's permission. Only the owner(s) or persons they specifically authorize may upload copyrighted material to the network. Students and employees of Dansville Schools may download copyrighted material for their own use with the expressed permission of the owner or authorized person.
PUBLIC DOMAIN MATERIALS: Any student/employee of Dansville Schools may download public domain programs for his/her own use or non-commercially redistribute a public domain program. Students and employees of Dansville Schools assume all risks regarding the determination of whether a program is in the public domain.
ELECTRONIC MAIL: Electronic Mail ("E-Mail") is a private electronic message sent by or to a student/employee of Dansville Schools in correspondence with another person having Internet mail access. Students and employees of Dansville Schools are expected to remove old messages in a timely fashion and the System Administrators may remove such messages if not attended to regularly by the student/employee of Dansville Schools. The System Administrators will not normally inspect the contents of E-Mail sent by one student/employee of Dansville Schools to an identified addressee, or disclose such contents to other than the sender, or the intended recipient, without the consent of the sender or an intended recipient, unless required to do so by law or policies of Dansville Schools, or to investigate complaints.
SECURITY: If a student/employee of Dansville Schools identifies a security problem on the network, the student/employee of Dansville Schools must notify a System Administrator. The student/employee of Dansville Schools should not demonstrate the problem to others. Attempts to login to the system using another student/employee of Dansville Schools account or as a System Administrator are prohibited. Allowing another person to use your member login name and password is prohibited. Any student/employee of Dansville Schools identified as a security risk or having a history of problems with other computer systems may be denied access.

VANDALISM: Vandalism is prohibited. It is defined as any malicious attempt to harm or destroy data of another member, the network, or any of the agencies or other networks that are connected to the Internet backbone. This includes, but is not limited to, the uploading or creation of computer viruses.
TERMINATION OF ACCOUNT: The System Administrators reserve the right, at their sole discretion, to suspend or terminate a student/employee of Dansville Schools/employee of Dansville Schools' access to and use of the network upon any breach of the Terms and Conditions by the member. Prior to a suspension or termination, or as soon as it is practical, the System Administrator will inform the student/employee of Dansville Schools of the suspected breach and give the person an opportunity to present an explanation. Access to the network is a privilege and may be revoked or denied by the school district at the sole discretion of the System Administrator. The person(s) denied access may appeal the action through the appropriate channels.
ENFORCEMENT PROVISIONS: In order to ensure adherence to these Terms and Conditions, the System Administrators reserve the right to monitor all activity on the network and to inspect any files, including E-Mail, stored on the system. Privacy is not guaranteed.
OTHER PROVISIONS: The Terms and Conditions shall be interpreted, construed and enforced in all respects in accordance with the laws of the State of Michigan.