

Honey Creek Community School

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Honey Creek Community School Technology Planning Team

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SECTION 2: Introductory Material

Mission Statement

Honey Creek Community School provides an outstanding education of the whole child so individual students reach their academic potential through a rigorous, project-based curriculum and a community focus. Honey Creek students develop critical-thinking skills, a positive self-image, and an appreciation and respect for diversity.

Belief Statements

- We believe that students learn and flourish with experiential, integrated, and thematic instruction.
- We believe that there are experts of all ages in our community who contribute to student learning.
- We believe that the development of cooperative learning strategies and the ability to work successfully as a team member are essential life skills.
- We believe that every individual is entitled to a respectful environment that is both physically and emotionally safe in which he or she can develop to his or her full potential.
- We believe that it is essential for children and their families to be active participants in students' education, their school, and their community.
- We believe that celebrating academic, personal, and civic achievement promotes enthusiasm for learning and supports a positive self-image.
- We believe that fostering genuine relationships between the High Point and Honey Creek communities creates opportunities for students to share the joy of life viewed through a broad lens of human experience.
- We believe that curriculum-based service learning projects enhance student learning.
- We believe instruction is academically rigorous when students are challenged to research, explore, and synthesize complex topics to develop a deep understanding of core subjects.
- We believe students demonstrate their learning as they share, explain, and transfer their new knowledge.
- We believe that our intentional commitment to small, multi-age classrooms leads to strong relationships that promote the development of each student.

Background

Honey Creek Community School (HCCS), established in 1995, is a public, NCA accredited, educational institution sponsored by the Washtenaw Intermediate School District for children from kindergarten through eighth grade. HCCS is designed to guide the students in a multi-age setting emphasizing team and interpersonal skills, Academic Service-Learning, integrated academics, environmental studies and technology literacy.

Housed at the High Point Center, we are located on 40 acres with nature trails, playgrounds, indoor heated pool and a shared campus environment where our students interact with special-needs students and learn appreciation for those who are different from them. Each of our 240 students is a resident of one of Washtenaw County's ten school districts and is supported by 40+ full- and part-time staff members. Approximately 14% of the students participate in the free/reduced lunch program. The goals of HCCS are to nurture the child's positive self-image, to foster a keen enthusiasm for learning through meaningful community- and experience-based projects, and to develop a genuine appreciation and respect for the diversity in others and all life.

SECTION 3: Vision and Goals

Vision

At Honey Creek Community School, our vision is that all members of our school community (staff, students, and others) use technology as a transformative tool which helps us solve problems and engage in new opportunities that would otherwise be inaccessible. Technology can be defined as "the extension of human capabilities through the use of inanimate objects, based on human wants and needs". Based on this definition, we believe that technology is wide-ranging in its influence and usefulness, and spans a broad spectrum from the simplest tools through the most complex networked systems.

The following four touchstones have been identified as part of our vision. We believe that technology at Honey Creek must meet four criteria to advance our vision of technology to help solve problems and engage in new opportunities:

1. Available

Technology at Honey Creek must be available in necessary quantities to all staff and students when it is needed. Our goal is that the technologies that help our teachers teach and students learn should be permanently available in the classroom; in situations where it is impossible to meet that goal, it must be easy for staff and students to check out and reserve technology resources. Permanent availability in the classroom is desired because of the subtle but critical change in mindset that accompanies "always available" technology. The school's technology resources must be well maintained if they are to be effective.

2. Understood

Technology at Honey Creek must be understood if it is to be effective. Our staff must be trained to both use and teach technology. Our students must be trained to use technology. This takes two forms.

First, staff and students need to know how to use technology for specific applications. This could range from the use of a word processor to type an essay through the use of a hand tool for creating a scale model.

Secondly, staff and students need to know how to both solve problems using technology, as well as how to solve problems that may arise during the use of technology. It is important to distinguish this type of knowledge from the mechanics of how to use a piece of technology. The type of creative problem-solving in which technology can play such a vital role in cannot be learned by mere rote instruction; specific situations must be cultivated in order to teach this type of thinking and behavior. It is also important to acknowledge that technology itself can create problems even as we attempt to use it to solve problems. Staff and students are well aware of this fact, and we must be brave enough to teach staff and students how to solve the inevitable problems that arise when

using new tools.

3. Transparent

Technology usage at Honey Creek must be transparent if it is to meet our vision. The analogy of technology being as familiar as using a pencil and as ordinary as writing on a piece of paper applies here. Instead of technology usage being designated for a specific time and place, it should be a natural, transparent way of doing things.

Part of this notion of transparency points toward the fact that technology contains a broad spectrum of tools, from very low-tech and simple to very high-tech and complex. The right tools for the task at hand will vary based on the problem to be solved or opportunity in which be engaged.

4. Supported

In order for technology to have a transformative effect, the school must have the proper amount of technology support time and personnel built into the budget and staffing requirements. See Section 13 for detailed budget and timelines. In addition to staff, there must be process systems in place to make support requests fast and efficient to manage.

Goals

Technology plays an important part in meeting the goals of Honey Creek's School Improvement Plan (SIP). Three major areas of our SIP that include a technology component are:

1. Mathematics
2. Reading
3. Science

Mathematics is one area of the SIP where technology has much to offer, especially when mathematics and technology are treated as integrated subjects and co-taught. We have already had experience with this approach, and plan to expand the ways that technology can assist with math instruction. This can be as simple as providing graphing tools, or as complex as a fully-integrated math/technology project. Our SIP calls for growth in the conceptual & practical understanding of mathematics, and an integrated approach to further using technology in our mathematics instruction supports this.

Improving the reading abilities of Honey Creek students is a second area of the SIP. Reading Goal 1 refers to using our resources to support remediation efforts, and technology has a part to play in this, through the use of iPad apps and computer programs that support this. Reading Goal 2 refers to students using emerging technologies to communicate, and our technology usage directly relates to this goal in terms of providing the resources and knowledge to enable students to do this.

Also, there is a curriculum mapping component to this goal that our Atlas curriculum mapping software supports. We will continue to work closely with our reading teachers and teacher consultants to identify, purchase, and implement the necessary tools to further support these reading goals.

Finally, Science Goal 5.1.2 in our SIP is another place where technology has a part to play. Section 5.10 specifies that we will “provide technology infrastructure and equipment that is up-to-date and sufficient to accomplish the system’s goals”, and we strive to meet that need.

SECTION 4: Curriculum Integration

Honey Creek strives to integrate technology into its curriculum and instruction in ways that are pedagogically and developmentally appropriate.

Elementary (Grades K-5)

The elementary classes (grades K-5) grade levels make use of a number of computer-based programs, including Compass Learning Odyssey and Discovery United Streaming (described more fully in Section 6) to accomplish individualized education through the use of technology.

Elementary students also use technology resources to create presentations and projects, often using a more teacher-led approach.

Strategies & Goals

By the end of this 3-year cycle, our goals are that:

- The K/1 grades team will use Earobics software to increase the rate of phonemic awareness development in students reading below grade level. This usage is targeted toward individuals who qualify since the software is funded through IDEA funds; the goal is for the lowest 10% of readers being brought up to grade level.
- The 2nd/3rd grade team continue to investigate the use of Khan Academy to boost speed & accuracy of math facts. The goal is that 100% of 2nd graders will know their subtraction facts & 100% of 3rd graders will know their multiplication facts.
- The 4th/5th grade team plans to improve students' interpretation and understanding of informational text (as required by Common Core) through the use of technology such as SMARTBoards and document cameras. This technology allows for more kinetic interaction with text. It is targeted toward students who are below grade level in reading comprehension, and provides multiple opportunities each month to assess student growth and progress. Our goal is that all students will demonstrate one year's worth of growth in non-fiction text reading comprehension.
- We will seek to create additional opportunities for technology integration in the elementary classrooms, as well as supporting the integration that already exists. This will be accomplished through integration work with the Technology Specialist and the elementary teams.

- All classrooms will be Agile Classrooms, equipped with mounted projectors, document cameras, speaker systems, and other infrastructure. Agile Classrooms are defined more fully in Section 11 in the section entitled "Agile Classrooms".

Agile Classrooms will enable our teaching staff to make the most efficient use of their time by reducing the need to share projection equipment and eliminate setup time. Teachers will be able to show their class Internet research, videos, photos, and other material spontaneously, an essential component to being able to take advantage of teachable moments.

- Elementary teachers will be well-trained in the use of available technology resources.

One potential roadblock to more complete technology integration is a lack of awareness or understanding of the available technology resources. To address this, the Technology Specialist will develop a comprehensive overview of the school's technology resources, and schedule both group and one-on-one professional development sessions to increase staff competency in these areas. This development will be conducted by a combination of the Technology Specialist, vendors, and training organizations. More detailed information about this can be found in Section 9, "Professional Development".

- The Technology staff will support the elementary staff in the curriculum mapping and online grading tools (Atlas Rubicon and Akili).

Use of our curriculum mapping and online grading tools will enable staff, students and families to access current curriculum and student progress. This is a vital component to communicating student progress, and must be well-supported by the technology staff to ensure easy and effective use by teaching staff.

Middle School (Grades 6-8)

The four middle school classes have a high level of daily technology integration and usage. Each classroom has a projection system used often (every day in most cases). Three middle school classrooms have mounted projectors and document cameras; the other projection system is on a mobile cart.

Students use the mobile laptop lab or iPad cart frequently to create presentations and projects. Each middle school classroom also has either 4 or 5 classroom computers used by students to access the Internet and do project work.

Strategies & Goals

By the end of this 3-year cycle, our goals are that:

- The Middle School team (grades 6-8) are going to use Google Apps to improve

work completion for students who struggle with writing and/or organization. This is a strategy we have been using in the 2011-2012 school year and will continue to build upon. Our goal is that all students who struggle with writing and/or organization (as described by IEP or teacher observation) will show at least a 20% increase in work completion.

- All classrooms will be Agile Classrooms, equipped with mounted projectors, document cameras, speaker systems, and other infrastructure. Agile Classrooms are defined more fully in Section 11 in the section entitled "Agile Classrooms".

Agile classrooms are essential at this level for the same reasons described above in the "Elementary" section.

- Technology courses will be standards-based, using the Michigan Educational Technology Standards (METS) and International Technology and Engineering Education Association (ITEEA) standards as the content guidelines.

Having a standards-based Technology Education curriculum is essential to ensuring that our students are technologically literate in all facets of technology.

- 100% of 8th grade students will meet the MDE's Eighth Grade Technology Literacy Requirement.

This benchmark assesses students' technological literacy, and is a vital checkpoint to ensure that students are equipped with the skills needed for high school and beyond.

- Continue to support the Middle School Math curriculum's online math textbook, and identify one technology/math integrated project per year.

Past integrated math/technology projects have proven to have great success in cross-teaching concepts, and we plan to continue to support and expand these projects in the future.

- Support the middle school staff in the curriculum mapping and online grading tools (Atlas Rubicon and Akili).

Use of our curriculum mapping and online grading tools enables staff, students and families to access current curriculum and student progress. This is a vital component to communicating student progress, and must be well-supported by the technology staff to ensure easy and effective use by teaching staff.

SECTION 5: Student Achievement

As described in Section 4, "Curriculum Integration", we see great value in integrating technology into our curriculum. The areas listed below describe more fully how technology will be integrated into the curriculum, with specific examples from content

areas and grade levels.

Agile Classrooms

Agile Classrooms, which we define as teaching spaces equipped with mounted projectors, document cameras, speaker systems, and other technology infrastructure, allow classroom teachers to quickly and easily use electronic media to enhance their teaching in many ways. Several examples are listed below:

- Playing relevant videos
- Virtual field trips
- Computer-based maps & atlases (for example, Google Earth)
- Showing student work and allowing students to present to their classmates and teachers
- Displaying pictures related to the current topic
- Showing 3-dimensional objects or written text using a document camera

There are many, many other uses for the technology included in the Agile Classroom model. The key reason for integrating technology in this way is to engage student learners who have diverse learning modes (visual, auditory, kinesthetic) in ways above and beyond verbal directions and handed-out assignments. Students who are primarily visual, for example, benefit from seeing a picture of the place they're studying in Social Studies - it becomes real in a way that a verbal description could not be. Students who are auditory learners may finally "get it" when they hear a poem being read by the author. Kinesthetic learners who can manipulate objects under a document camera suddenly grasp a mathematical concept that might have otherwise remained mysterious.

“Flipped” Classrooms/Hybrid Learning

A new learning model, known as the “Flipped Classroom”, or sometimes called “Hybrid Learning” has been a growing area of interest for many teachers and schools in recent years. In essence, a “Flipped” model involves delivering direct instruction outside regular lecture time, and using class time for guided practice, projects, and application of knowledge.

Honey Creek is piloting several Flipped Classroom projects, and plans to continue evaluating and experimenting with this learning model, especially at the Middle School level. Having the technology in place to support this (such as Moodle, Compass Learning, our school Web site, video capture, screencasting, and interactive whiteboarding) will be a critical component to the success of these efforts.

Compass Learning Odyssey

We have used Compass Learning Odyssey for individual, independently paced learning, and we plan to continue our use of this system. Compass Learning Odyssey allows students to learn concepts at their own pace, providing repetition for students who require this, and the opportunity for students to work ahead.

Compass Learning Odyssey also works well for students with diverse learning styles, especially students on the Autism spectrum. The concepts that might otherwise prove difficult when delivered through traditional pencil-and-paper worksheets may suddenly come alive when delivered electronically.

PTO STEM Committee

Our school Parent-Teacher Organization (PTO) runs a number of theme committees, which are dedicated groups of parents and teachers who focus on a particular issue. One of the theme committees is focused on Enhancing Science, Technology, Engineering and Math (STEM) Education at Honey Creek. As a result, we expect this group to provide funding, support and inspiration for enhanced STEM programs, which will by definition be integrated across the curriculum.

Grade-level Technology Courses

Grades 2-8 at Honey Creek receive weekly hour-long technology classes, led by the technology specialist. The technology class is a METS-S and ITEEA standards-based course, with the goal of producing technologically literate students. Our goal is to produce thoughtful members of society who take joy in using technology to solve problems.

Middle School Technology Elective

In addition to the standard weekly technology class, middle school students (grades 6-8) may also choose to take an elective technology class. The elective technology class meets two hours per week, and gives students the opportunity to become deeply engaged in a specific area of technology. There will be 6 technology electives offered in this 3-year cycle.

Integrative STEM Lab

The concept of building a STEM Lab at Honey Creek to support integrated instruction in the four STEM areas (Science, Technology, Engineering and Math) is something that has been discussed for several years. This lab approach would be both a physical facility that supports the use of both digital and hands-on approaches to the STEM areas (through use of tools such as computers, fabrication, scientific experimentation, group design work, and so on), and a learning method that stresses the integrated, interrelated aspects of the 4 STEM areas.

There are currently 3 challenges that stand in the way of this initiative:

1. Space

Space is at a premium in our facility, due to high usage rates and our leasing arrangement. Questions include:

- Where could we house such a lab?
- How much does the space usage and equipment cost, and what remodeling would need to be done to make it usable for this purpose?
- Who uses it, and when?
- How does it affect our whole school space utilization?

2. Funding

Two components are involved in the funding aspect. They are:

- Initial funding (How much does it cost to set up such a lab, and what is included in the purchase?)
- Ongoing funding (What would our yearly costs be for equipment maintenance/upgrades, materials, etc?)

3. Time

Recognizing the integrative aspect of such a lab, our team would need to come up with answers to several questions:

- How would we need to revise our curriculum to support truly integrated instruction?
- How would teaching time work (team teaching? coaching/integration?)

As these 3 aspects have many unanswered questions, we cannot move forward with a STEM Lab proposal at this time, but would like to keep the vision for this facility and teaching model in mind during the next 3 years, seeking to identify ways to answer these questions in order to create a truly cutting-edge learning facility and opportunity for our students.

Grade Level Technology Integration Goals

The K/1 team has several technology integration goals. The team is starting to put up project descriptions & rubrics on the K/1 section of our school web site to improve access to project information from parents & students outside the classroom walls.

All K/1 classrooms are equipped with classroom technology such as online resources, desktop applications & tablet/iPad apps. One goal for the use of this technology would be to start tracking student performance and growth in order to have a easily accessible dashboard showing student performance.

The 2nd/3rd grade teachers plan to continue to build online resources for research projects. An example of this would be a list of targeted non-fiction reading materials gathered from online sites that is compiled by our Media Specialist and 2-3 teaching team. Making this available via our school Web site and Media Center allows students and families access both at school and home.

A goal for the 4th/5th Goal is to support seamless transitions between 2nd/3rd grade

to 4th/5th, and from 4th/5th grades to the Middle School. Helping students better understand how to do projects is a key part of this, due to our project-based curriculum.

The 4-5 teachers plan to continue using the online resources developed by our 2nd/3rd grade teams, with a goal toward helping students find safe, reliable sites, cite, quote and paraphrase information properly, and build understanding of why we use these strategies.

In addition, the 4th/5th grades will emphasize learning how to do independent learning & self-paced learning through use of tools they will see in the Middle School, including the Moodle course management system.

The Middle School plans to target one unit of instruction each year that integrates technology with the primary subject areas. We plan to create these units of instruction by collaborating with the Technology Specialist and Middle School teams. Examples projects include Green Chemistry, Sustainable House Design, and Alternate Energy Vehicles (integrating the STEM, Social Studies, and Language Arts subject areas).

Timeline for integration

The following timeline is provided for the efforts listed above.

Year 1 (2012-2013):

- Remaining 3 learning spaces (2nd/3rd grade classroom A10, MS classroom C9, and Media Center) will be set up as Agile Classrooms
- Continue to pilot & evaluate Flipped Classroom model
- Use of Compass Learning Odyssey will be evaluated for cost effectiveness
- Set up team to create/evaluate STEM Lab proposal
- Middle School Technology Electives offered: Appropriate Technology, Adaptive/ Assistive Technology
- Identify 2-3 apps for tracking student performance data (K/1)
- Build online resources for “Journeys” research project (2nd/3rd)
- Build online resources for helping students find safe, reliable sites, cite, quote and paraphrase information properly (4th/5th)
- Introduce Moodle-based online learning for at least one project (4th/5th)
- Build on integrative lessons for Alternate Energy Vehicles curriculum (MS)

Year 2 (2013-2014)

- Continue STEM Lab proposal team
- Evaluate Flipped Class pilot programs; expand if successful
- Middle School Technology Electives offered: Photo/Video Technology, Lego NXT Robotics
- Continue to build on tracking student performance data through online resources,

- classroom programs, and table apps (K/1)
- Revisit and update online resources for “How Things Work” research project (2nd/3rd)
 - Revisit and update online resources for helping students find safe, reliable sites, cite, quote and paraphrase information properly (4th/5th)
 - Build on Moodle-based online learning for at least one project (4th/5th)
 - Build on integrative lessons for Green Chemistry curriculum (MS)

Year 3 (2014-2015)

- Continue STEM Lab proposal team
- Middle School Technology Electives offered: Visual Programming, 3-D Modeling & Prototyping
- Continue to build on tracking student performance data through online resources, classroom programs, and table apps (K/1)
- Revisit and update online resources for “Journeys” research project (2nd/3rd)
- Revisit and update online resources for helping students find safe, reliable sites, cite, quote and paraphrase information properly (4th/5th)
- Build on Moodle-based online learning for at least one project (4th/5th)
- Build on integrative lessons for Alternative Energy Vehicles curriculum (MS)

SECTION 6: Technology Delivery

The use of technology to access content and learning experiences that would otherwise be unavailable is one of the most fundamental uses of technology at Honey Creek Community School. There are a number of different forms these experiences take.

All teaching spaces at HCCS (including classrooms, the Media Center, and other spaces) provide always-on Internet access, allowing our students to access text, photos, maps, video, and audio from all around the world. Teachers use this resource daily to make deep, relevant connections to the larger world. For example, using the Internet to research information for a project is a regular part of school life, especially in the later elementary and middle school grade levels.

Facilitating online learning experiences is an increasingly important role for technology in our school. We use Moodle, the open source learning management system, to provide teachers the ability to provide these experiences. METS-S Standard 6-8.CC.1. states that, by the end of Grade 8, students are to “use digital resources (e.g., discussion groups, blogs, podcasts, videoconferences, Moodle, Blackboard) to collaborate with peers, experts, and other audiences”.

We expect teacher and students usage of Moodle to continue to expand. Some teachers may use it only for discussion forums, for example, while others run their entire class through it. At the current time, Honey Creek maintains its own Moodle server; we will continue to evaluate if this is the most effective way to manage this resource, or if we should move to shared Moodle hosting through WISD.

Honey Creek supports several online learning resources geared toward mathematics. Our middle school mathematics program offers and online math textbook through Holt McDougal, accessible at <http://my.hrw.com/>. Each student has a login that allows them access to direct instruction videos, example problems, and other content. We also are beginning the use of resources such as Khan Academy, to provide online learning and remediation. Finally, we offer high-achieving middle school students the opportunity to use Michigan Virtual University in order to offer Geometry and other advanced classes.

Honey Creek uses the Google Apps suite for student and staff email, document sharing & collaboration, and calendaring services. Middle school students are each issues Google Apps accounts through the school, which provide them with email, calendar, and other services. Staff all use this as well, and it has proven an excellent way to manage and provide these services. We do not anticipate any change to this in the near future.

HCCS uses our technology resources to provide access to a number of unique learning experiences. One of these is Compass Learning Odyssey, an online, comprehensive learning site that aligns with the Michigan Curriculum Framework. Compass Learning Odyssey enables personalized instruction and drill, reinforcement and practice opportunities, and provides the capability for diagnostic and pre and post

unit assessment of student achievement. Since the summer of 2003, the Compass Learning Odyssey software has been used as one of HCCS's strategies to meet its School Improvement Goals. We will continue to evaluate the cost effectiveness of this service during the 3 years of this plan versus the benefits of similar services.

HCCS also utilizes Discovery Education's Video-On-Demand. Washtenaw Intermediate School District (WISD) and Livingston Educational Service Agency (LESA) have worked closely with the school districts in Washtenaw and Livingston Counties to provide access to this digital online resource.

United Streaming is a scientifically proven, award-winning educational video streaming service. Providing over 44,000 video clips, quizzes, a resource center for teachers and writing prompts, United Streaming is correlated to Michigan's Standards. United Streaming also fulfills all mandates set by No Child Left Behind. We will continue to evaluate the cost effectiveness of this service during the 3 years of this plan versus the benefits of similar services such as Learn 360.

SECTION 7: Parental Communications & Community Relations

Honey Creek Community School, as our name so powerfully reminds us, is founded on ideals of building a strong school community. This is represented in all aspects of our school, including the creation and dissemination of this technology plan. As noted on Page 2, the Honey Creek Community School Technology Planning Team is composed of members from all areas of our school's adult community, including parents, teachers, and administrators.

At Honey Creek Community School, we use technology in many ways to communicate with and build our community. The school maintains a comprehensive set of e-mail lists, allowing individual classroom announcements, school-wide discussion, and specific groups to communicate quickly and effectively. All staff have access to their school e-mail, calendar and online documents via Google Apps for Education accounts, which provides access anywhere the staff member has an Internet connection and a Web browser.

Parents and community members will be informed of the technology to be used with students at the beginning of each school year. Students and parents/guardians are required to sign our acceptable use policy, which communicates our expectations about student use.

The school's Web site, built on the open source software WordPress, also plays a critical role in providing information to our community. The multi-user capabilities of WordPress allow for many different groups to have individualized access to update and maintain different areas of the site, including school administrators, individual classrooms, and student groups.

Our teaching staff uses their classroom Web sites to post homework assignments, link to resources, and communicate classroom news with parents. We expect this to continue to grow. All grade levels, K-8, are currently using our Web site for this purpose.

We maintain an active Flickr Pro account for sharing photos and videos with the larger community. All online student photos and videos are tightly managed to comply with the school's Photo Release Agreement, which each parent signs at the beginning of the year.

Honey Creek uses Rubicon's Akili software to manage student grades and issue progress reports and semester-end reporting. We anticipate that this will continue to be the case for the next 3 years, as Akili is tightly integrated with the Atlas curriculum mapping software we use (also provided by Rubicon).

Once completed, the school technology plan will be published on the Honey Creek

Community School Web site at the following URL:

<http://honeycreekschool.org/who-are-we/school-reports>

SECTION 8: Collaboration

Not Applicable

Honey Creek Community School serves students in grades K through 8. As a result, we do not serve populations that require Adult Ed/GED programs.

SECTION 9: Professional Development

Honey Creek is committed to the standards set down by the International Society for Technology in Education (ISTE) in the National Educational Technology Standards for Teachers. We will strive to meet these standards by encouraging a culture of ongoing independent professional development and providing specific, meaningful professional development opportunities for our staff.

We see 3 primary ways of delivering technology-oriented professional development to our staff: individual, small team, and whole-school.

Individual Professional Development

Technologies such as RSS readers, podcasts, social networks, video tutorials/screencasts, and distance learning via Webinars and video conferences will empower our staff to be continuously and independently plugged into professional development opportunities. Guidance and direction will be provided by the Technology Specialist, administrators, and other advocates for specific professional development opportunities.

Rubicon's Atlas curriculum mapping software will allow us to see a broad overview of our curriculum and will allow us to provide targeted professional development opportunities based on the units being taught during a given year. We will look for opportunities to use the curriculum maps as a guide to know what to focus our professional development time and resources on, and to know when the appropriate times are that professional development will be needed.

Small Team

Several ideas for delivering technology professional development to small teams are included in this section.

One idea is that we may seek to start a 21 Things for Teachers cohort at Honey Creek for a small group of interested teachers. We will need to work with school administration to develop incentives and expectations for this. This would take place outside of whole-school professional development time.

Additionally, we may engage staff in WISD's technology professional development offerings. For example, we currently have several Middle School teachers going through the Moodle for teachers training offered through WISD. As with the 21 Things for Teachers initiative described above, this type of professional development would take place outside of whole-school professional development time.

Another possibility that our team discussed includes developing in-house Technology

Coach/Technology Champion positions at each grade level to help engage & train staff in technology integration topics. Ideally, this would be a stipend position, with one paid Technology Coach per grade level. The feasibility of making this approach work would depend on having teachers who are interested in taking on this role, committing to the time and individual learning necessary to support their peers. Having funding to offer a stipend for this is also critical to the success of this approach.

Finally, our Technology Specialist will work to promote and announce state and regional technology-related PD opportunities (such as the MACUL conferences) to our staff on an ongoing basis.

Whole School

In addition to independent and small team professional development, we will provide specific, meaningful professional development opportunities for our staff. Some of this will be done in-house, through professional development sessions conducted by the Technology Specialist. Some of these opportunities will be provided using the resources of our chartering agency, the WISD.

In addition, specific tool-and-skill related professional development will be conducted by the vendors of various software and services that we use, including but not limited to:

- Rubicon - Atlas Curriculum Mapping / Akili Student Assessment
- Compass Learning - Compass Learning Odyssey

Finally, we believe that the use of team teaching is one strength of our environment that is designed to encourage development among teaching staff. As we continue to grow, we will look for additional team teaching opportunities that allow teachers to learn from one another.

Timeline

The timeline below indicates when specific professional development will take place.

Year 1 (2012-2013):

- Small Group: Mattawan Tech Camp summer professional development (August 2012)
- Small Group: MACUL state conference (March 2013)
- Technology Overview (to be conducted by the Technology Specialist; August 2012)
- One-on-one staff technology training (ongoing)
- Evaluate possibility of whole-school 21 Things for Teachers training in 2013-2014 school year (ongoing)

- Additional specific training as required; to be based on annual Staff Technology Surveys (described more fully in Section 15, Evaluation)

Year 2 (2013-2014):

- One-on-one staff technology training (ongoing)
- Small Group: MACUL state conference (March 2014)
- Whole Staff: Technology Overview (to be conducted by the Technology Specialist; August 2013)
- Whole Staff: Possible 21 Things for Teachers training (to be based on evaluation in 2012-2013 school year)
- Additional specific training as required; to be based on annual Staff Technology Surveys (described more fully in Section 15, Evaluation)

Year 3 (2014-2015):

- One-on-one staff technology training (ongoing)
- Small Group: MACUL state conference (March 2015)
- Whole Staff: Technology Overview (to be conducted by the Technology Specialist; August 2012)
- Additional specific training as required; to be based on annual Staff Technology Surveys (described more fully in Section 15, Evaluation)

SECTION 10: Supporting Resources

The overall technology program at Honey Creek is supported by a number of resources. These resources are summarized and described below.

One area of support is the relationship Honey Creek has with the Washtenaw Intermediate School District. As our authorizing organization, the WISD and associated REMC provide many resources, including professional development, technical expertise, and equipment. We are fortunate to be physically located directly across from the WISD, which allows for easy access and spontaneous collaboration to take place. Similarly, we enjoy excellent working relationships with High Point School staff, with whom we share our school building, and Gretchen's House, a preschool and early child learning facility. These relationships allow us to build expertise among a diverse group of teaching professionals, and give us opportunities to draw on technological and pedagogical expertise outside our core areas of knowledge.

As described in Section 6, Honey Creek maintains a number of online subscription services, including Compass Learning Odyssey and Discovery United Streaming. These offer resources and supports for our teaching staff that we would not be able to otherwise provide.

Our Media Center is a centralized resource available to the entire school (staff, students, and families). The school library program includes flexible and equitable access to physical and virtual collections of resources that support the school curriculum and meet the diverse needs of all learners. In terms of its technology infrastructure, the media center offers high-speed, reliable Internet access with adequate access points to accommodate the needs of students and teachers. The media center has an limited ongoing plan for improvement of technology, and we recognize the need to more fully integrate this resource in our planning and technology upgrades. The Technology Specialist and Media Specialist will meet on a recurring basis to work toward the goal of a more fully integrated Media Center.

Our media center uses Alexandria software for cataloging, circulation and inventory. Our school's media catalog is available via Web browser for students and staff to browse & search. Alexandria is currently run from a computer in the Media Center; moving this to our file server is planned for summer 2012. The Media Center will also be upgraded in summer 2012 with updated workstations (part of the comprehensive planning mentioned in the above paragraph).

All technology resources at Honey Creek are available for checkout by staff, and are scheduled with a reservations system powered by Google Calendar. This allows staff to see what resources are available for a given day and time, and easily reserve them for use in the classroom.

Another support is the Honey Creek Technology Program website. This is a new

resource that will be built up and added to in upcoming years, providing staff, students, and parents with up-to-date information about the technology program.

The Honey Creek Technology Program website is located at: <http://www.honeycreekschool.org/hctechnology/>

Another area of support for Honey Creek is our PTO and parent involvement. Due to the large proportion of our parents who work in highly technical areas of industry (including the University of Michigan), we have been fortunate to be able to draw on parent volunteers to offer expertise, provide donations of materials, resources and time, and build broad support for the technology program.

SECTION 11: Infrastructure Needs/Technical Specification, and Design

Current Overview

Honey Creek's IT services are based almost exclusively around the Mac OS X operating system, and networked throughout our school's campus with combination of hardwired Ethernet and 802.11 wireless.

Network/Server Infrastructure

All large-scale networking infrastructure (cable, routers, DNS, etc) is provided to Honey Creek via our authorizing entity, the Washtenaw Intermediate School District (WISD), which provides Internet access and grants Honey Creek a Class C block of IP addresses. Honey Creek provides wireless access points across our school campus, making Wi-Fi based Internet access available to staff and students in all parts of our campus. We will be upgrading one classroom (A10) to a newer Wi-Fi base station during this plan, and will continue to evaluate our Wi-Fi coverage, adjusting or adding capability as needed.

We maintain a Mac OS X 10.6 Server, which provides staff and students with networked home and group folders (accessible from any computer in the school running Mac OS X 10.4+). Our server also provides automated network backup facilities via Mac OS X's Time Machine system. All full-time teaching staff and administrator laptops are configured to use Time Machine for automated backups any time their laptops are on the school's network. The server also provides shared access to school photos via iPhoto's Photo Sharing service. Up to 5 users can browse the school's library of digital photo assets at a time.

Printers are available in all middle school classrooms. Elementary classrooms use shared printers, distributed throughout the campus. We currently maintain approximately 9 black-and-white laser printers and 1 color laser printer that are network-accessible for staff and student use, and 2 more black-and-white laser printers that are reserved for administration staff use.

Honey Creek's Web site is hosted by DreamHost, and is based on the open-source WordPress content management software. This allows non-experts to maintain and update areas of the site. Honey Creek's e-mail system is provided through Google Apps, under a free 200-user Education License. Staff have access to e-mail, calendars,

and Google Docs online tools anywhere they have a Web browser and an Internet connection.

Phone systems are provided and maintained by the WISD. Each office and classroom has a phone and extension.

Technology for Students & Classrooms

At Honey Creek, our classrooms are currently equipped with between 2 and 4 desktop computers, with each grade level also provided with several mobile devices (laptops and iPads).

In addition to the classroom computers, we have an Apple Mobile Learning Lab cart, which consists of 20 Apple MacBook laptops running Mac OS X 10.6. This cart was purchased in 2007, and is coming close to the end of its useful life. Replacement of this cart will be a priority for the 2013-2014 school year (see Section 14, “Coordination of Resources” for more information about this effort).

We also maintain a cart of 20 iPad 2 tablets running iOS 5, which were purchased in the 2011-2012 school year. We are planning to move to Apple’s Configurator system for imaging and maintaining our iOS devices, with this move planned for summer 2012.

Each classroom is equipped with a data projector. 11 of 14 are currently ceiling-mounted, with the rest to follow in the 3 years covered by this plan. Most classrooms also have document cameras; the remaining classrooms will be equipped with document cameras in the 3 years covered by this plan.

Each classroom is equipped with a point-and-shoot digital camera, which takes both digital photos as well as digital video. A lab of 9 additional digital cameras can be checked out by teachers, allowing 1 camera per 2 students in the classroom. A scanner and 2 television/VCR & DVD player carts are also available for checkout by classroom teachers.

In addition to IT/communications technology, students at Honey Creek learn with a number of hands-on technologies, including Lego Mindstorms robotics, power and manual tools (drill press, foam cutters, hot glue guns, etc), and others. A mobile hands-on cart containing materials and tools houses some of these resources, with other pieces distributed throughout classrooms or available for checkout. This hands-on approach is essential to our school’s philosophy of theme and activity-based curriculum.

A web-based calendar system is used by teachers to reserve the Mobile Learning Lab, iPad cart, hands-on cart, and other items for classroom use; individual laptops and iPads are also available for student use when the cart is not checked out.

Technology for Staff

All teaching staff and administrators at Honey Creek are equipped with Apple MacBook laptops, running Mac OS X 10.6 or 10.7. Adding a laptop for our Media Specialist is included in the technology plan for the 2012-2013 school year. All staff and administrators are configured to use Time Machine for automated backups any time their laptops are on the school's network.

Future Planning

In keeping with our goals that technology at Honey Creek should be available, understood, transparent, and supported, we see the need for a number of future upgrades and changes.

Agile Classrooms

One of the most significant changes that we made in the past 3 years is to transform our classrooms into Agile Classrooms. An Agile Classroom allows technology resources to be brought into the classroom quickly and efficiently, and provides the necessary infrastructure to support those needs. Some examples of necessary infrastructure in the Agile Classroom are:

- permanently mounted projector
- speakers
- projector screen
- document camera
- ceiling electrical drops
- mobile tables for rapid reconfiguration

This setup allows additional technology to be brought in on carts as necessary, on a project-by-project basis. Setting up for a hands-on activity with hand tools is as easy as setting up for 1-to-1 laptop usage; the appropriate cart is wheeled in and plugged in, the instructor plugs a laptop into the projection system, and the session begins.

We currently have 11 of 14 learning spaces configured as Agile Classrooms, and will be upgrading the remaining 3 learning spaces to meet this specification during the time covered by the 2012-2015 Technology Plan.

Additionally, we will continue to work to make the computing devices in the classroom more agile as well. We have begun that work in the K/1 and 2nd/3rd grade classrooms, replacing several desktops with iPads and laptops. Making computing devices more portable allows for greater flexibility, which is part of the Agile Classroom ideal.

Student Information System

Adding a Student Information System is a goal for the 2012-1015 period. Our most recent accreditation review called this out specifically as a goal, and we recognize the need for a comprehensive Student Information System in the teaching staff. We plan to begin this process during the 2012-2015 school year by forming a committee to investigate the needs of our school, and working to identify vendors whose products meet those needs.

Several issues stand in the way of implementing a Student Information System at the current time. From a prefatory review, most Student Information Systems appear to be quite expensive compared to our school budget. We will need to identify a path for sustainability for any system that may be purchased. Also, we will need to identify a plan for implementing this that recognizes the numerous other efforts already under way by many of the key players (Executive Director, Technology Specialist, etc).

Unknowns

Issues listed in this section pose a high degree of uncertainty, for various reasons.

One area of uncertainty relates to the content filtering requirements and technology impacts. Currently, Honey Creek uses the 8E6 content filter provided by WISD. However, with the move away from this technology by WISD, it is unclear at this time what will replace this. Also, there is some uncertainty regarding content filtering requirements as posed by the MDE. If all devices must be content filtered regardless of their usage on the school campus or off-campus, this will require a significant change to the way Honey Creek has approached content filtering, including investigating new software and hardware solutions and involving budget to pay for this new expense.

The other area of uncertainty involves the forthcoming Smarter Balanced Assessment. Honey Creek is currently using the Assessment Tool provided by Smarter Balanced in order to report on its technology capabilities. With the move to online testing required by this transition, it is unclear how Honey Creek will support this testing, as we do not have the capabilities to provide 1:1 computing for all students in the school at the same time.

We will carefully monitor the progress of these two issues as they evolve, knowing they have the potential to require significant additional planning, purchases, and work.

Computing Device Upgrade/Replacement

Eventually, we will need to add additional mobile laptop and iPad carts to support the level of technology use that we see throughout the school, especially by the Middle

School. An additional mobile cart of 20 laptops is a priority, but we recognize that funding this purchase lies outside of what can be provided by the school budget. This priority will likely need to be funded by external sources such as grants, fund-raising, and corporate donations. More information about this initiative is provided in Section 14, "Coordination of Resources".

Our goal is to attain a 5-year replacement cycle for computing devices. Our budget constraints, however, make this difficult, if not impossible. See Section 13, "Budget and Timetable" for more detailed information.

Infrastructure, Networking, and Storage

We are currently assigned 2 Class C blocks of IP addresses through WISD, distributed through a VLAN system. This allows us 512 IP addresses, which we see as sufficient for the 3 years covered by this Technology Plan.

We will need to upgrade our available network backup storage from 3TB to 5-6 TB during the time covered by this Plan.

Technical Support

Technical support at Honey Creek is provided by our school's Technology Specialist. The Technology Specialist has responsibilities for both technical support and classroom teaching; approximately 50% of his time is allocated to providing technical support. Honey Creek uses an automated issue-tracking system, FogBugz, to track support issues and maintain a database of past issues.

With the rapid growth in Honey Creek's technological capabilities and resources, the required support has grown as well. This has stretched thin the ability of our Technology Specialist to provide adequate support for all areas of responsibility. Currently, the list of responsibilities of the Technology Specialist include:

- Technology instruction (approximately 12 classroom hours/week, not inclusive of planning, prep, grading, etc)
- Curriculum development
- Professional Development
- Technology Integration/Coaching
- Strategic Planning
- New Initiatives (ex: Data/Student Information System, new website, etc)
- Technical Support
 - classroom computer support (computers, printers, etc)
 - teacher/staff computer support (computers, printers, etc)
 - network support, setup, maintenance
 - yearly equipment deployment to classrooms (September)

- yearly equipment teardown (June)
 - yearly equipment inventory (June/July)
- Systems Maintenance/Support
 - File/Backup server
 - Compass Learning
 - Discover/United Streaming
 - Google Apps
 - Website/Hosted Apps
- Special Ed/Assistive Technology support
- Misc
 - School PA/video setup for events
 - Photo/video documentation
 - Website maintenance

The list of responsibilities currently assigned to the Technology Specialist should be analyzed, and tasks which could be done by students, volunteers, an intern, or temporary admin support should be identified, with the long-term goal of building a plan for paid part-time assistance to relieve some of the current Technology Specialist's support duties. Adding a part-time Technology Support position will necessarily be constrained by the financial impact on the school.

In addition to our Technology Specialist, Honey Creek's focus on Academic Service-Learning (AS-L) allows us to offer a unique experience to middle school students. The Middle School Tech Squad is a group of 6th through 8th graders who volunteer to assist in maintaining the school's technology resources. Students are given instruction and receive mentoring from the Technology Specialist, and take on the responsibility for a wide range of duties, including updating computers, helping in classrooms, and repairing technology assets.

It is crucial for Honey Creek to build and maintain strong professional relationships with the WISD Technology Department. Good relationships currently exist, and should be built upon and strengthened in upcoming years to allow for even more meaningful exchange of ideas and collaborations.

SECTION 12: Increase Access

As time passes, a number of things will be happening simultaneously. First, the technology program at Honey Creek will continue to grow and become more robust through careful planning and hard work. Second, available technologies will become cheaper, and new and innovative technology will become available. Third, the access to technology enjoyed by students will be increased in a variety of ways.

Understanding that, the vision of the technology program at Honey Creek is based upon a continuum of technology, driven by the needs of our staff and students. An example of the technology spectrum is given below:

- Calculator
- AlphaSmart/Neo writing tool
- Cell Phone
- Smartphone (iPhone/Android, etc)
- Pocket Computer (for example, iPod Touch)
- Tablet (ex: iPad)
- Netbook
- Laptop
- Desktop

Reviewing this list, we currently provide technology at the low end (calculators, AlphaSmarts) and at the high end (laptops, desktops), and have recently added a number of devices in the middle (our iPad cart, for example). Each type of device on the spectrum provides different capabilities at different price points; our goal is to maximize the capabilities we can provide at a reasonable cost. With the introduction of the middle-area devices (iPads, in our case), 80% of the computing & communication device needs seem to be met at around 60-80% of the cost of a higher-end device. For many situations, this is an acceptable and worthwhile trade-off. We expect to continue to add a range of devices along this spectrum as we upgrade and replace our current technology.

There is significant interest in adding another laptop or iPad cart to the school's available technology resources, especially at the Middle School level. While this is a high priority for our teaching staff, procuring the funding for this will prove difficult. This will likely need to be funded by external sources such as grants, fund-raising, and corporate donations.

Honey Creek has an excellent working relationship with the WISD and High Point School, and will continue to use that relationship to strengthen our understanding of how to best provide assistive technology to students who need it. At the present time, we provide a number of different assistive technologies to our students, including Neo writing tablets, projection systems in the classroom (for visually impaired and dysgraphic students), and speech-to-text software for writing disabled students. For

example, our Middle School will use speech-to-text software, such as Dragon Dictate, to improve work completion for students who struggle with writing. This is a strategy we have been working on and will continue to build upon. We will continue to identify and seek technological solutions to assist students.

One strategy we use, and will continue to use, is to solicit teacher feedback on a regular and consistent basis to help understand the needs of the student population. Our technology checkout system also helps the teaching staff locate and secure the resources needed to be effective.

SECTION 13: Budget and Timetable

Honey Creek Technology Budget 2012-2015

	2012-2013	2013-2014	2014-2015
Full-Time Technology Specialist w/benefits	\$68,169	\$71,169	\$73,169
New Equipment purchases/ Equipment Replacement	\$12,000	\$12,000	\$12,000
Software	\$2000	\$2000	\$2000
Professional Development	\$300	\$300	\$300
Web hosting & support	\$0 (Free hosting via DreamHost 501(3)C)	\$0 (Free hosting via DreamHost 501(3)C)	\$0 (Free hosting via DreamHost 501(3)C)
Rubicon Atlas & Akili Curriculum Mapping & Student Assessment software	\$4000	\$4000	\$4000
Compass Learning	\$5000	\$5000	\$5000
Discovery United Streaming	\$635	\$635	\$635
Phone Service	included in rent from WISD	included in rent from WISD	included in rent from WISD
Internet Access	included in rent from WISD	included in rent from WISD	included in rent from WISD
Technology Class supplies	\$1000	\$1000	\$1000
Technology Supplies (toner, batteries, etc)	\$1000	\$1000	\$1000

Honey Creek Equipment Upgrade/Replacement Plan 2012-2015

	2012-2013	2013-2014	2014-2015
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Administration	2 new laptops (Media Specialist, Special Ed staff)		
Teaching Staff	Replace batteries in staff laptops (10-20 batteries)	Replace staff laptops purchased 2007-2008 (approximately 14 laptops)	Replace remaining staff laptops (approximately 5 laptops)
Other Staff			
Classroom Computers	Replace 6 classroom computers (3 iPads, 3 laptops)	Replace 6 classroom computers (3 iPads, 3 laptops)	Replace 6 classroom computers (3 iPads, 3 laptops)
Mobile Computers	Replace batteries in mobile lab laptops (10-20 batteries)	Replace mobile laptop cart purchased 2007- 2008 (20 laptops)	
Server/Network Infrastructure		Add 2TB drive (network backups, media storage)	

2012-2015 Computer Replacement Cycle

Assumption: It is presumed that 25% of the machines listed as "Possibly Available" will need to be replaced during a given school year.

	- Covered by AppleCare
	- Expected to be in good working order
	- Possibly Available
	- Presumed out of service

Assumption: This presumes a 5-year replacement cycle for equipment. Funding will determine feasibility of replacing based on this cycle.

Machine Class	Quantity	Purchase Date	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
CURRENTLY OWN							
15"/17" iMac (round base G4)	14						
Mac Mini (1.83 GHz Intel)	12	2007-2008					
MacBook (Mobile Lab - 1.83 GHz Intel)	20	2007-2008					
MacBook (Staff - 2.0GHz Intel)	16	2007-2008					
20" iMac (Media Center)	3	2008-2009					
Mac Mini (2.0 GHz Intel)	14	2008-2009					
Unibody MacBook (Specials, Staff)	5	2009-2011					
iPad 2	20	2011-2012					
21.5" iMac (Media Center, Classrooms)	6	2011-2012					
TO BE PURCHASED							
iPad 2	6	2012-2013					
Mac Mini	6	2012-2013					
New Machines (spec TBD)	20	2013-2014					
Laptop Cart Replacement	20	2013-2014					
Staff Laptop Replacement	14	2013-2014					
Staff Laptop Replacement	5	2014-2015					
New Machines (spec TBD)	20	2014-2015					

SECTION 14: Coordination of Resources

We must have a sound financial plan in place to fund the activities and equipment described in this plan. We anticipate drawing upon a number of resources to fund the Technology Plan.

Our first, and primary, source of funding is the school budget, which is provided by state per-pupil funding. Using this funding source, we have allocated for new equipment acquisition, equipment replacement, and other necessary expenses. Our overview budget, found in Section 13, is based on this funding source. However, based on current budget estimates, this level of replacement is not possible.

Grant-based funding will also become a higher priority during the 3 years covered by this plan. Difficulties with grant funding are the uncertain nature of locating funding that is a good match for both the grant source as well as the school, and the time involved in preparing grant proposals. We will need work to develop a more detailed plan to identify and pursue these grants during the 3 years covered by this plan.

We are well positioned to draw on the resources made available through our community because of our community-driven approach to education. The Phoenix Rising fund raising campaign is the focal point for these efforts. Families at the school are asked to donate to support the school financially, and a number of families have specifically targeted technology needs for their donations. We will use these funds to offset costs that would otherwise be paid out of the school budget as well as adding new and valuable resources that would have been previously unavailable due to budget shortfalls.

We will specifically target replacement of our current laptop cart & staff laptops for the 2013-2014 school year for concerted fundraising through Phoenix Rising. This is an ambitious goal, with a total cost of approximately \$40,000. Close coordination with the Phoenix Rising team will be essential to success in meeting this goal.

Our school's Parent-Teacher Organization (PTO) has been an invaluable supporter of the technology program, and we expect this to continue in the future. Integrated STEM (Science, Technology, Engineering and Math) is one of the PTO's theme committees and we expect to use this to help increase the relevance and use of technology in these core areas. These efforts will be supported both in financial terms as well as community volunteering.

One thing that may require a change in our 3-year planning approach is the possible creation of a Foundation / Fund Development organization that would supplant or replace our current PTO and Phoenix Rising fundraising campaign. There is no clear understanding yet of what changes this new organization, if created, would have on the structure of our current PTO/Phoenix Rising efforts to support technology.

In addition to PTO and Phoenix Rising, we also have an active Community Donations program, which has provided a number of equipment donations (monitors, computers,

digital cameras, etc), and we will continue to solicit these donations in the future.

Finally, University/Staff partnerships are another area where available resources can be used to help fund and grow our school's technology program. University or government-based professional development opportunities that offer teacher stipends toward purchasing equipment and teacher reimbursement can be a valuable way of bringing new technology, strategies and pedagogy into the classroom.

SECTION 15: Evaluation

Understanding how effectively technology has been integrated and used is a vital component of our plan. To accomplish this, we will look at a number of different assessment tools.

The first stage of student assessment will be a continual, informal, anecdotal-based approach, conducted by the technology specialist. This will take many forms, including our bi-yearly Curriculum Celebration, materials posted to our Web site, photos and videos captured by members of our staff, and teacher observation. This layer of informal, ongoing assessment is the "finger on the pulse" of how technology is being used and integrated.

In addition to this ongoing informal assessment, a number of more formal assessment tools will also be used. One of these is our curriculum mapping tool, Atlas Rubicon, which allows for a comprehensive overview of all curriculum that is planned and which standards that are met. Units of instruction will be evaluated on a yearly basis to examine which technology standards are being addressed, and the technology specialist and classroom teachers will work together to identify areas that technology can be integrated effectively to increase student achievement and interest.

We will conduct yearly staff technology surveys. These will be a formal assessment tool judging attitudes, knowledge and implementation, given to teaching staff at the beginning and end of each school year. These will allow us to judge how the teaching staff is integrating technology, what their areas of knowledge and interest are, and guide us in making decisions about what directions to pursue in terms of professional development and technical support. The staff technology survey will be created & administered by the technology specialist, with input from teachers and administration.

One way of assessing student technological literacy is by using the standards set down in the MDE 8th Grade Technology Literacy Requirement. At this point, this assessment is conducted via continual teacher observation.

In addition to teacher observation, we are also considering adoption of the "21 Things for Students" program. We see this as a valuable grouping of the METS-S standards, but one that will likely need to be adapted to fit our multi-age, project-based learning approach. This content will be reviewed and discussed with the middle school instructional team during integrated project and lesson planning, and will be folded into the instruction as appropriate. If adopted, the goal will likely be to complete 7 of the 21 modules each year of a student's 3 years in the middle school.

Similarly, we are reviewing and considering adopting the "21 Things for Teachers" program as a platform for staff professional development in the area of technology. This could take several approaches. One approach is that motivated teachers could go through the training offered by WISD on their own, in fulfillment of professional

development time for continuing professional development (SB-CEUs). Another approach would be to do a whole-staff training. The logistics of offering this program to the entire staff would need to be carefully planned for, as many other professional development and school improvement efforts are already underway. The possibility of running this in the 2012-2013 school year is relatively low; if it were decided to take this on for the entire staff, it would likely be in the 2013-2014 or 2014-2015 school year.

SECTION 16: Acceptable Use Policy

Honey Creek's Acceptable Use Policy (AUP) is included as Appendix B, "Honey Creek Community School Acceptable Use Policy". This policy is explained by the school Technology Specialist to students at the beginning of each school year, and students are required to sign before using the school's technology resources.

Honey Creek is committed to following the guidelines set in place by the Children's Internet Protection Act (CIPA) and all Internet usage policies are in compliance with the CIPA requirements.

In addition to the policy set forth by the AUP, Honey Creek relies on county-wide content filtering provided through the WISD. A crucial aspect of this usage is maintaining strong professional relationships with the WISD technical staff to allow for our school's specific content filtering requirements. WISD staff has been responsive and cooperative, and we expect this relationship to continue.

Appendix A: Links & References

ISTE NETS for Teachers 2008

http://www.iste.org/Content/NavigationMenu/NETS/ForTeachers/2008Standards/NETS_for_Teachers_2008.htm

Appendix B: Honey Creek Acceptable Use Policy

Honey Creek Community School
Student Technology* Acceptable Use Policy
Revised June 26, 2008

Honey Creek Community School provides access to technology resources including access to the Internet. These resources allow interaction internally within the district and externally to systems located all over the world. These resources have a limited educational purpose. This purpose is to provide access to electronic resources to promote and enhance student learning consistent with school educational goals and objectives. This acceptable use policy ensures that use of the network by students is done in an appropriate manner. Network use is a privilege and not a right. Users are obligated to respect and protect the rights of every other user and act in a responsible, ethical and legal manner. Users are expected to:

Use a computer or other technology resources only when educationally beneficial and when permitted by a staff member. In other words, use the Internet only for appropriate learning activities.

Respect others while they are using the computer.

Ask for help when you do not understand something about the computer.

Respect the computer environment by not eating, drinking, using glue or using magnets around the computer.

Ask permission from a staff member to print if you're printing in color or printing more than a few pages.

Respect the work of other authors. If you use their words, include their name.

Keep your passwords private. Passwords should only be shared with your teachers and parents.

Use the computers under your own login name only.

Protect your identity when using e-mail or web pages by not including your full name, address, phone number or photograph.

Use only school-approved e-mail systems for assignments, correspondences, etc. Use of personal email sites may be restricted at a staff member's discretion.

Report security risks or violations to a staff member or network administrator.

The following activities are specifically prohibited. Students may not:
Illegally copy, send, or distribute any copyrighted software, work, or other material.
Send, publish, download, access, or retrieve any communication or material that may be defamatory, abusive, obscene, profane, sexually explicit, threatening, racially or ethnically offensive, harassing, or illegal, or anything that violates or infringes on the rights of any person.

Use the network for any commercial purpose or financial gain.

Access, attempt to access, modify, or delete any record or file without permission or authorization.

Attempt to harm or destroy the data of any other user or any system on the network, including creating or sending computer viruses, Trojan horses, or similar computer code.

Use electronic mail to send unsolicited, bulk, chain, harassing, anonymous, or other messages, commonly considered an annoyance to recipients or to degrade system performance.

Use vulgarity, obscenity, or swearing in messages or electronic postings, or send e-mail/ message "flames" or other attacks.

Attempt to access material or sites, which are blocked by the Academy, or attempt to use the network while access privileges are suspended.

Violating or demonstrating the intent to violate any of the guidelines set forth in this acceptable use policy may lead to disciplinary action. Depending on the nature and severity of the policy violation or number of past violations, Honey Creek Community School may take one or more of the following disciplinary actions (possible consequences may be, but are not limited to, the following):

Restriction or loss of use of technology resources and/or privileges

Restitution

Law enforcement notification / legal action

The above rules have been explained to me and discussed. I understand these guidelines and agree to follow them.

Student Signature

Date

I have discussed these guidelines with my student and my student understands and agrees to follow them.

Parent Signature

Date

*Technology refers to any technology device used at Honey Creek Community School including scanners, digital cameras, software, video cameras, computers and printers.