

**CRESTWOOD SCHOOL DISTRICT  
TECHNOLOGY PLAN SUMMARY SHEET**

**YEARS COVERED: 6/2009 - 6/2012**

<b>Address:</b> 1501 N. Beech Daly Dearborn Heights, MI 48127	<b>Contact:</b> Dr. Richard Klee, Director of Curriculum and Instruction	
<b>Phone:</b> 313-278-0906	<b>Fax:</b> 313-278-4774	<b>Email:</b> rkleee@cscdm.k12.mi.us
<b>Intermediate School District:</b> WCRESA	<b>URL for Technology Plan:</b> www.cscdm.k12.mi.us	

**TABLE OF CONTENTS:**

	<u>Page</u>
Introductory Material - SECTION 2 .....	2
Vision and Goals - SECTION 3 .....	3
Curriculum Integration - SECTION 4 .....	3 - 5
Student Achievement - SECTION 5 .....	5 - 9
Technology Delivery - SECTION 6 .....	9 & 10
Parental Communications & Community Relations - SECTION 7 .....	11 & 12
Collaboration - SECTION 8 .....	13
Professional Development - SECTION 9 .....	14 - 16
Supporting Resources - SECTION 10 .....	17 & 18
Infrastructure Needs/Technical Specification & Design - SECTION 11 .....	19 & 20
Increase Access - SECTION 12 .....	20
Budget and Timetable - SECTION 13 .....	21
Coordination of Resources - SECTION 14 .....	21 & 22
Evaluation - SECTION 15 .....	22
Acceptable Use Policy - SECTION 16 .....	23

**INTRODUCTORY MATERIAL**

**Mission Statement**

*The mission of the Crestwood School District in partnership with parents and the community is to educate all students to high levels of academic performance and the skills and behaviors needed to prepare for their success. We believe that all students can learn and accept the responsibility to teach all students the essential curriculum.*

**CRESTWOOD SCHOOL DISTRICT** is a metro suburban community in western Wayne County. It is one of four school districts that serve the city of Dearborn Heights. It is predominately a residential community with some commercial facilities and no significant manufacturing. The socio-economic status is predominately in the middle-income range. There are approximately 185 teachers employed by the Crestwood School District that educates approximately 3400 students.



**School Buildings**

Crestwood High School  
1501 N. Beech Daly Rd  
Dearborn Heights, MI 48127

Riverside Middle School  
25900 W. Warren Rd  
Dearborn Heights, MI 48127

Kinloch Elementary School  
1505 Kinloch  
Dearborn Heights, MI 48127

Hillcrest Elementary School  
7500 Vernon  
Dearborn Heights, MI 48127

Highview Elementary School  
25225 Richardson  
Dearborn Heights, MI 48127

## VISION AND GOALS

Crestwood School District will provide technology skills seamlessly integrated into classroom learning. Students will use digital media forms to communicate, collaborate, research and produce student work. Classroom computer carts and computer labs will allow students frequent opportunities to construct knowledge while using technology. A full range of thinking skills will be enhanced and enforced through digital production of authentic products. Beginning in the earliest grades, students will become comfortable with digital forms of communication, learning tools and media. As the Crestwood student matures, the use of cutting edge technology products will be second nature and technology use will become as ubiquitous as reading books and writing on paper. The entire learning community will enhance collaboration and peer interaction from the daily incorporation of digital forms of communication. Discrete advanced technology skill pathways like networking will be offered as vocational pursuits to older students and online learning will be used to remediate and accelerate. The Crestwood School District will produce students that are fluent and expert in modern digital technologies so that their integration into the world of work, advanced education and citizenship is seamless and successful.

## CURRICULUM INTEGRATION

Technology is an integral part of how the classroom functions and should be transparent in its use. The Crestwood School district will develop tools and resources for staff to expand expectations for students and effectively integrate technology into the everyday classroom experience to meet our goal of graduating students who are:

- **ethical users**
- **competent information navigators**
- **critical thinkers and analyzers**
- **creators of knowledge**
- **effective communicators**
- **selectors of appropriate technology for specific purposes.**

Crestwood students will fluently transfer technological knowledge and skills and be prepared to assume life roles as responsible citizens, productive workers, savvy consumers, and lifelong learners in a technological age.

### **CURRICULUM ALIGNMENTS TO IMPROVE STUDENT ACADEMIC ACHIEVEMENT**

Michigan Educational Technology Standards and Expectations for four grade-level clusters: primary, intermediate, middle school, and high school will be imbedded in curriculum maps enabling curriculum, instruction and assessment to be developed and aligned with each other and used as a teacher-planning tool. The Crestwood School District supports productive and efficient management of a variety of student

assessments and evaluations evidenced in student portfolios (hopefully, migrating to digital portfolios). Student outcomes will be evaluated by methods such as such as teacher observations, rubrics, and formative and summative assessment tools. Staff will create and use databases and spreadsheets for gathering, storing, managing and evaluating data to insure accountability, as well as employ Zangle grading software.

### **STRATEGIES TO IMPROVE ACADEMIC ACHIEVEMENT AND TECHNOLOGY LITERACY**

Next steps are to identify skills needed by teachers in order to enable students to meet these standards. The next step is to devise professional development by increasing support for emerging instructional strategies through inter-disciplinary, collaborative, and active learning options. As well as provide a system that helps students, parents and teachers to work together to support educational outcomes. Crestwood School District staff will model appropriately aligned integration strategies on a daily basis. Expanding classroom tools for teaching and learning will provide for the integration of multiple resources for existing and emerging curriculum. Involved partnerships within the school, among schools, and with other organizations, will link the classroom with educational resources within the building, community, and worldwide. These strategies will increase the productivity of students as they work toward attaining learning outcomes by creating a collaborative environment for project oriented activities and encourage the use of multimedia tools, enabling students to become active and experiential learners. Students will use technology resources to explore career paths and evaluate various job opportunities, including those in technology fields, thus making meeting standards and outcomes more meaningful and relevant to students' lives.

### **PROMOTE A CULTURE OF CONTINUOUS LEARNING FOR STAFF**

Incorporating technology literacy across curricula requires the collaborative efforts of administrators, teachers, librarian/media specialists, and tech support. Administrators will create opportunities for collaboration and staff development among teachers and other professionals by planning and budgeting for those programs, and provide ongoing resources to sustain them. Teacher teams will collaborate to facilitate and implement curriculum that includes methods and strategies for applying technology to maximize student learning. These strategies will use a variety of multi-media materials to more effectively differentiate instruction to reach students with diverse learning styles and needs and plan individualized learning programs based on assessment data. Librarians/media specialists will provide access to collegial support and best practice information from a wide variety of resources such as those on the Middle School and High School Library "Professional Links" pages. They will also assist educators in designing effective learning environments and experiences and monitoring students' progress to guide student research through High School and Middle School Library web links such as "Search Tools" and "Hotlists," and create online student research project modules to support the district-adopted curricula. Identified teacher team "tech gurus," librarian/media specialists and tech support personnel will facilitate the use of technology including "just in time" support for educational processes. Tech support personnel will enhance productivity and professional practice through the use of

networked technologies such as software applications, maintain hardware in classrooms, labs and mobile carts and provide connectivity, as well as manage Zangle, email, voice mail and the district web site to facilitate communications. Additional support will come through the use of SWAT (Students Working to Advance Technology) teams trained through an elective course approved by the board of education. These students will supplement teacher needs for “just in time” support.

## **STUDENT ACHIEVEMENT**

Technology will be integrated into K-12 curricula and instruction through the use of Compass Learning Odyssey programs. Compass Learning Odyssey is a comprehensive software program that includes assessment, prescriptive learning paths, instruction and a management database that records student progress and use of the program. The content is based on Michigan Grade Level Content Expectations in the areas of English Language Arts, Math, Social Studies and Science. The district purchased Compass licenses for use in grades K-8 during the 2005-2006 school years. Quarterly math assessments for students in grades one through fourth are currently being designed through Class A to determine if students are learning the Michigan Grade Level Content Expectations (GLCE's) in accordance with the district's pacing guide. Students take the assessments, either on-line or on paper, and the results of the assessments are housed in the Class A management program and are accessible by all teachers and the building administrators. Extended-day programs were offered through the State's Section 31a At-Risk grant to provide students with extra instructional time to meet their goals.

Compass math assessments based on Grade 8 Math Grade Level Content Expectations were developed and were administered to the ninth grade math classes beginning in Fall 2006. The results of the assessment provide a learning path and academic support for students to improve their math skills as they enter ninth grade. In the spring of 2007, eighth grade students took the math assessment and were given a learning path and access to Compass instruction over the summer months. At-risk students were offered Summer School classes to improve their skills and facilitate their transition into the high school. The Compass assessments assisted teachers in academic planning for individualized instruction in the fall.

Compass English Language Arts quarterly GLCE assessments were developed and implemented during the 2008-2009 school year. The assessments were based on the district's pacing guides. The results of the assessment are used to differentiate instruction within the ELA classrooms and across the curriculum.

Crestwood has approximately 200 students participating in Title III English Language Learners (ELL) programs. The English skills of these students range from non-English speaking to mildly deficient. Planning instructional programs for these students is difficult. The Technology Committee, ELL instructors, and administrators have reviewed the Compass ELL program and have recommended its purchase for use with ELL and language delayed students. The Compass ELL program is designed for preschool through 12th grade students and is integrated into the Compass ELA program; once students develop sufficient vocabulary, their learning path directs them into the ELA program, further integrating ELL instruction with Michigan's ELA standards.

Special education students will be using the Compass ELA, Math and ELL programs in the classrooms and at home. The sequential, horizontal, standards-based curriculum and instructional design allow teachers to provide direct, supplemental instruction for each child. Teachers can assess individual or numerous GLCE's allowing rapid teaching, assessment, and, if needed, re-teaching to special needs students. During the 2006-2007 school years, the Universal Reader software was installed to complement Compass and other programs and texts. The Universal Reader takes on-screen text and converts it to voice. In addition to use with software programs such as Compass, teachers will be able to scan and save pages of text and use the Universal Reader to voice the passages so that students who have vision or reading disabilities will have access to the written material available to all other students.

Students are encouraged to participate in their instruction and academic progress through Compass' electronic Student Portfolios. The portfolios are student files in which their assignments test scores and progress are recorded. Students have immediate feedback from the work they are doing and can direct their progress. Teachers can post messages and assignments to student in the portfolio.

The Compass program allows students to work at home through an Internet connection. Students can be assigned Compass assignments and assessments by teachers and the students can do the work at any location through an Internet connection. Teachers can monitor how much time and how many times students have accessed Compass through the management system. During the 2006-2007 school year, teachers piloted electronic homework assignments for those students with home Internet access.

Michigan's high school graduation and state assessment requirements have increased and the measurement of student progress is essential to guide and differentiate instruction.

The district purchased the WorkTrain assessment to determine student progress on the workability skills measured in the WorkKeys assessment. The WorkKeys assessment became a part of the state's high school assessment program beginning in the 2006-2007 school year. The results of the WorkTrain assessment will provide a learning path and instruction for students to improve those skills in which they are deficient.

The ACT assessment became a part of Michigan's high school assessment program beginning in 2006-2007. During the 2008-2009 school years, the district approved and started running an ACT prep trimester course with sample tests so that our students will be able to assess their anticipated level of success and increase their knowledge of the skills measured.

Remediation is done at the middle school level using Skills Tutor on-line instruction in the areas of English Language Arts and Mathematics and Carnegie Learning intervention in Mathematics at the high school level.

Career preparation is a primary function of high school. The use of Internet based career-investigation programs, such as My Dream Explorer and Career Cruising are being used at Crestwood High School and Riverside Middle School.

Credit recovery using Brigham Young University on-line courses began in the spring of 2008 and approximately 50-100 students are using this method to meet their graduation requirements. In addition, e2020 is being utilized to aid students in credit recovery.

The ability to conduct research is essential to learning and post-secondary education. The use of Internet subscriptions, such as, the MEL, Follett, and InfoTrac allows high school and middle school students investigate topics and the world around them.

Student progress, as measured through the MEAP and other standardized assessments is tracked through the use of MI Tracker, a subscription data disaggregation product. This product is used by teachers, administrators, and school improvement teams to analyze and graph student achievement, or lack thereof and take action to improve students learning. Learning strategies are devised and implemented based on MI Tracker analyses.

An additional method of performance analysis software called Class A was introduced in the spring of 2008 and will continue to be implemented over the 2008-09 school year. It is supported by WCRESA and will possibly supplant MI Tracker because it is free, allows the development of assessments from test banks or from local sources, scanning and scoring of those assessments and can be used to disaggregate testing data that is uploaded including MEAP, MME, and local assessments.

Student progress is accessible to parents through the use of Parent Connect, an Internet based electronic communication tool. Parents can access student grades and assignments, monitor lunch purchases, and contact middle and high school teachers and principals through Parent Connect, thereby digitally connecting the student-home-school triangulation of support for student achievement. Parent Connect will hopefully be expanded to the elementary schools in the 2009-2010 school years. Student Connect was added for high school students during the 2008-2009 school year.

Elementary, middle and high school report cards are generated electronically through Zangle, Wayne County RESA's student accounting management system. Elementary report cards were added in the beginning of the 2008-09 school year.

Timeline

2008-2009	2009-2010	2010-2011
Integrate of the METS standards at all grade levels	On-going	On-going
Implement quarterly assessments in math and reading in grades 1-8 to measure students achievement of GLCE's using Class A	Review assessments for quality of questions and alignment with GLCE's. Compare student achievement on MEAP assessments and quarterly assessment for validity. Revise curriculum and instruction as needed.	On-going
Administer Gr.8 Math GLCE assessment through Compass Learning to Gr. 9 students to determine individual academic needs of students (fall 2006)	On-going.	On-going
Administer Gr. 8 Math GLCE Compass assessment to Gr. 8 students to identify at-risk students and to prescribe learning paths	On-going	On-going
Develop and implement Gr. 1-8 quarterly GLCE Class A assessments in English Language Arts	Review assessments for quality of questions and alignment with GLCE's. Compare student achievement on MEAP assessments and quarterly assessments for validity. Revise curriculum and instruction as needed	On-going
Purchase and implement Compass ELL program for students in preschool through high school	Assess progress of ELL students using Compass and make appropriate instructional adaptations	On-going
Write grant to receive and install Universal Reader on all district computers	Completed	Completed
Introduce individualized GLCE Compass assessments and learning paths to special education students	Measure effectiveness of Compass assessments and learning paths; revise curriculum and instruction as indicated	On-going
Introduce students to Compass Student Portfolios so that they can track their achievement of GLCE's	On-going	On-going
Introduce parents to the use of Compass Learning at home through the district website	Support parents using Compass at home and introduce tool to new families	On-going

Pilot electronic homework assignments through the use of Blackboard teacher sites	Adopt, if appropriate use of electronic homework assignments	On-going use
Administer Key Train WorkKeys to high school students to assist them in reaching state benchmarks	Assess the effectiveness of Key Train WorkKeys and revise procedures/curriculum as indicated	On-going
Continue use of career development software, such as My Dream Explorer and Career Cruising	Initiate creation of electronic portfolios by CHS students	On-going
Integrate use web-based research software, such as MEL, Follett, and Infotrack into the high school curriculum	On-going	On-going
Expand use of MI Tracker for MEAP data disaggregation	On-going	On-going
Educate faculty on the use of Class A Performance Assessment software	Initiate lead teachers and administrators	On-going
	Expand use of Parent Connect to the parents of elementary school students	On-going

**TECHNOLOGY DELIVERY**

The district has Internet access in all K-12 classrooms and offices. Each elementary school has one computer lab and one laptop cart, all Internet connected. The middle and high school have six wireless Internet carts and three to four computer labs/classrooms. All media centers have Internet mini-labs that are used to enhance instruction and increase student achievement.

Crestwood has the following activities and strategies in place for the delivery of rigorous or specialized courses and curricula through the use of technology. These include the use of the Web, distance learning, and video-based technologies to deliver instruction.

- Enrollment in on-line distance learning/credit recovery courses through Brigham Young University was piloted in the spring of the 2008 school year. The on-line classes can be used for credit recovery or enhancement coursework.
- The district provides a subscription for video streaming through Discovery Education, which provides 2,600 on-line videos, accessible anytime, anywhere that are directly related to the curriculum.

- The district began providing a subscription for TeachingwithMovies, which is a library of lesson plans matching popularly used videos in the classroom.
- Career planning information is provided for middle and high school students through the district's on-line subscriptions to Career Cruising and My Dream Explorer. This software provides students and their families information regarding career options and preparation and is used in conjunction with the district's Comprehensive Guidance and Counseling program.
- Compass Odyssey Learning provides assessment and instruction to K-8 students in reading, writing, math, science, social studies and English Language Learning. It is a managed, individualized instruction program that students can access on-line at school and at home. This is especially valuable for our numerous students who spend their summers overseas with their extended families.
- Several teams of teachers were trained in project based learning practices in the fall of 2008 for implementation in the classroom.
- Carnegie Learning on-line high school intervention in mathematics was implemented for the 2007-2008 school year. The computer assistance was used to supplement areas of weakness in Algebra 1 and continues to be used.
- The Houghton Mifflin Reading series was adopted in the fall of 2006 and continues to be used. Parents and their students are still encouraged to access the Houghton Mifflin website for students. The website has a variety of English Language Arts activities for students to complete at home.
- Parent Connect, an informational, on-line communication tool is available for middle and high school students and their parents. The program will possibly be expanded to the elementary buildings during the 2009-2010 school year. Student assignments, grades, lunch accounts, and teacher contact information and messages are included in Parent Connect, which is a sub-program of Zangle, our student management program. Student Connect was added for high school students in the 2008-2009 school year.
- Key Train WorkKeys, an on-line preparation course for students who will be taking the WorkKeys assessment was purchased during the 2005-2006 school year and was used with at-risk students. The use of the program expanded to all students in grade 11 in preparation for the WorkKeys/ACT assessments in 2008-2009. The use of the course for lower classmen will be investigated for use during the 2009-2010 school year.

## **PARENTAL COMMUNICATIONS & COMMUNITY RELATIONS**

---

It is the district's goal to advise our parents and community about our technology plan. In order to accomplish this, we will post the technology plan on our district's website and highlight the plan in the district newsletter, *The Advisor*.

Currently, technology is used in communicating with parents of secondary students through the use of Zangle, our district's on-line record and grade-keeping program and a voluntary parent listserv. Parents can regularly check on the academic progress through the use of Parent Connect. The program also offers information about courses, daily schedules, upcoming assignments, and classroom news. Parents can also check on their child's attendance and dietary habits at lunch. All teachers have email accounts and classroom phones with a personal voicemail system. Parents can have immediate and regular contact with their child's teachers through these means of communication. For non-urgent and routine communication, the use of school planners and printed progress reports generated by the Zangle program are used on a regular basis. The high school course offerings are available through the district's website. High school athletic events and other extra-curricular activities are posted on the high school's web page. Plans are being developed to broaden the use of the Parent Connect feature at the elementary level.

The district website underwent a major overhaul in 2006. The website now includes enhanced parent resources and posted information from individual schools and departments. Information regarding courses, school activities, calendars, and contacts has been greatly improved. Through the website students can find links to teacher assignments and curriculum tools. Teachers and staff can use the district website as a resource for links to teaching tools and classroom management applications. Newsletters highlighting recent activities and student achievement have become commonplace. The website continues to be an interface between the school and the community.

The district has a technology steering committee that meets to discuss the current and future needs of the district. The committee includes parent and community representation acting in an advisory role for the planning, implementation, and ongoing assessment of technology plan initiatives.

**Technology Committee 08/09**

Dr. Richard E. Klee	Director of Curriculum & Instruction
Mrs. Joanne Walega	Technology Supervisor
Mrs. Delores Elswick	Principal – Crestwood
Mrs. Mary Kerwin	Principal - Riverside
Mrs. Marilee Camerer	Principal – Hillcrest
Mrs. Dianne Laura	Principal – Kinloch
Mrs. Dee Levine	Principal – Highview
Mrs. Linda Garrett	Media Specialist – Crestwood
Mr. Mark Milewski	Teacher – Crestwood
Mr. Pete Marabeas	Technology Teacher – Riverside
Mr. Michael Moore	Technology Teacher – Riverside
Mr. Ken Bajorek	Teacher – Hillcrest
Mrs. Jessica Hilling	Teacher – Highview
Mr. Barry Manning	Teacher – Kinloch
Mrs. Jen Deprez	Technology Teacher – Elementary
Mr. Anthony DeMarco	Board Member
Mr. Ed Garcia	Board Member
Ms. Lynne Senia	Board Member
Mrs. Kathy Susanka	Parent/Staff – District

**COLLABORATION**

Community education, adult literacy and adult education GED for the Crestwood School District is provided through other LEA's in nearby communities. Garden City School District, Redford School District, and Dearborn Public Schools provide these programs for Crestwood community members in need of these services. The District contracts with Garden City School District to provide an alternative education program for students at the Cambridge Adult and Community Center.

Business and service club partnerships are evident in all buildings and demonstrated through volunteers in the schools, monetary and equipment supply donations, job shadowing opportunities, and sharing of resources and facilities.

Agency collaborations include the City of Dearborn Heights, the Dearborn Heights Police and Fire Departments, the Dearborn Heights public libraries, the Guidance Center, Starfish, Hegira Programs, Inc., and the Livonia Counseling Center.

Crestwood collaborates with local parochial schools in the area for the management of federal grants and special education services as required by federal law. These schools include Divine Child High School and St. Linus School. These schools and other organizations rent Crestwood building and athletic facilities.

The Dearborn Heights Career Consortium, a collaborative effort of the Westwood, Dearborn Heights #7 and Crestwood School Districts, provides vocational education. Crestwood also contracts with the Wayne Westland Community Schools to provide vocational programs for special education students at the William D. Ford Center.

## **PROFESSIONAL DEVELOPMENT**

---

The goal of the Crestwood School District Professional Development Plan is to implement a plan based on district's school improvement and technology plans, which support the integration of curriculum and technology for teachers, building administrators and students. The district is aware that staff members have a wide range of technical competencies, as a result, specific training and support is required to advance their use and integrate technology into the curriculum to enhance student learning.

Strategies to obtain this goal include:

- Analyze the district school improvement, technology plans and needs assessments.
- Improved classroom practice; all targeted toward improved student learning in the classroom and how technology can help students learn required content.
- Design district standards for the use of technology by teachers, administrators and students and align them with the new Michigan Educational Technology Standards.
- Provide staff with the Michigan Educational Technology Standards for students so they may begin aligning their integrated technology lessons to those standards.
- Develop and provide units and lessons of study that integrate technology and are linked to GLCE's, as determined by formal and informal assessment needs.
- Provide time for job-embedded learning experiences, demonstrations, hands-on experiences, planning time for development of integrated technology lessons, reflection and follow-up for district personnel.
- Provide clear instructional expectations for teachers regarding the integration of technology into their daily lessons by focusing on the Michigan Educational Technology Standards being aligned with curriculum maps.
- Develop strategies for encouraging teachers to become more proficient in the use of technology.
- Evaluate the effectiveness of professional development regularly. The evaluation is used to improve its content and form and to provide data for future planning.

The district will continue to make the commitment to professional development by providing the necessary support resources, time for teachers to learn how to use technology, and demonstrate projects in specific curriculum areas to help teachers integrate technology into the content.

The district will continue to conduct in-house professional development sessions for technology during district professional development, based on assessment needs. District technology teachers will conduct these sessions. They will be held during half day, professional development days and after school sessions. The district also allows staff to attend technology-training sessions provided through Wayne County RESA. The district will also use online technology course through the Michigan Department of Education. They have created a new statewide online professional development portal for Michigan educators called Michigan LearnPort (MiLP). MiLP will create new Michigan-specific courses, acquire high-quality content from respected national content providers, conduct workshops, and provide technical assistance and support to MiLP users

To increase the effectiveness of professional development training, the district recognizes the need for increased dedicated staff members to create one-on-one training sessions with teachers, develop integrated technology lessons, and support staff on special technology related projects.

**Timeline:**

Technology	Professional Development	Timeframe
Compass Learning Odyssey	Training for staff on creation of customized assessments, classroom maintenance, assigning learning assessments, monitoring student progress, scanning assessments and evaluating results.	On-going
Copiers/Printers/Scanners	Training for staff on the use of new networked copiers/printers	On-going
Zangle Report Card for Elementary	Training for elementary staff on updated report card procedures	On-going
Microsoft Office Integration	Training for all staff to expand their knowledge base of applications and increase basic skill use.	On-going
Evaluation of Standards/Technology Integration	Assessment given to staff to develop future technology integrated lessons	Spring 2009 Spring 2010 Spring 2011
Secretarial Training	Advanced Microsoft Office Training	Ongoing
Computer Services Staff Training	Continuing Educational Opportunities through ISD, State, and individual progressive skill development.	Ongoing

Professional Development Goals	Responsible Parties	Timeframe
Analyze the district school improvement, technology plans and needs assessments.	School Improvement Teams	Annually
Provide staff with the METS for students so they may begin aligning their integrated technology lessons to those standards	Technology Committee	On-going
Provide clear instructional expectations for teachers regarding the integration of technology into their daily lessons by focusing on the Michigan Educational Technology Standards being aligned with curriculum maps.	Technology Committee Building Principals	On-going
Develop units and lessons of study that integrate technology and are linked to GLCE's, as determined by formal and informal assessment needs.	Classroom Teacher	On-going
Integrate METS and ISTE Standards at building level for teachers, administrators and other relevant educators.	Curriculum Council, Technology Committee (together)	By 2009
Educate staff and develop assessments using the Class A Performance software supported by WCRESA	Lead teachers and an administrator in each building	ongoing
Educate staff on the use of e2020 online learning	Selected teachers	Begin Spring 2009, ongoing

## SUPPORTING RESOURCES

### District Policies

- District website posts the Acceptable Use Policy regarding appropriate use of technology.

### Manuals and printed materials

- Professional technology education lending library available in the district and at ISD.

### Video lending library or access to REMC materials

- Professional technology education lending library available in the district and at ISD.

### Informational school web site

- [www.csdm.k12.mi.us](http://www.csdm.k12.mi.us)

### Instructional/training software

- Microsoft Office
- Windows XP
- Internet Explorer
- Accelerated Reader
- Inspiration
- Kidspiration
- KidPix
- Numerous CD-ROM programs for curriculum support
- Compass Learning Odyssey
- Acrobat Reader

### Online subscription services

- Brain Pop [www.brainpop.com](http://www.brainpop.com)
- Reading A-Z [www.readinga-z.com](http://www.readinga-z.com)
- School Notes [www.schoolnotes.com](http://www.schoolnotes.com)
- InfoTrac <http://infotrac.galegroup.com/>
- Follett [www.follett.com/](http://www.follett.com/)
- Michigan Electronic Library [www.mel.org](http://www.mel.org)
- Discovery Education <http://streaming.discoveryeducation.com/>

## ISD, RESA, REMC support

- Additional Technical Support
- Zangle (Classroom Utilities)
- District e-mail services
- District Internet Filtering
- Internet Service Provider
- Ongoing Professional Development (Seminar/Workshops)
- Professional Libraries

## Higher education involvement/support

- Technology course work

## Professional Organizations/Memberships

- Michigan Association of Computer Users and Learners [www.macul.org](http://www.macul.org)
- Michigan Association of Media Educators [www.mame.gen.mi.us](http://www.mame.gen.mi.us)
- American Library Association [www.ala.org](http://www.ala.org)

## Other Technology Resources

- TV/DVD/VCR
- Digital Cameras
- Digital Camcorders
- Document cameras
- Scanners
- CD/DVD Burners
- Data Projectors
- Phonic Ear Systems
- Interactive Whiteboard

## **INFRASTRUCTURE NEEDS/TECHNICAL SPECIFICATION AND DESIGN**

---

A wide-area network connects each of our five buildings. All our buildings are connected via OptEMan service, which is essentially a leased fiber line. Since the district participates in ERate, these services are provided at discounted rates. Each building is wired using CAT 5/5e wiring along with fiber where it was necessary. The majority of our network consists of Cisco devices. Wireless networking is installed and working throughout the district.

Each classroom in the district has two network drops for computer/Internet utilization and email. Internet access, including filtering, and email is provided by Wayne County RESA. One network drop in each classroom provides power for a Cisco IP phone. There is a phone in every classroom. The Cisco IP phone system provides each teacher with a voicemail account.

The majority of our computers are PCs that are running Windows XP. We have approximately 18 MACs that are running system 9.04 – 10.46. Each classroom PC computer has Office 2000 (Word, Excel, Access, Publisher) professional installed on it. All teachers have access to Zangle desktop for attendance. The high school and middle school use Zangle for grades and report cards. The elementary schools use Zangle for report cards only. At the high school and middle school level, the Parent Connect portion of Zangle is in place. Parent Connect provides parents with information about their students grades, homework assignments, attendance record, email link to each teacher, and food service purchases and balance.

The district has five application file servers, one for each building, which provides automation for the library media centers. Other software housed on these servers includes Accelerated Reader and Star Reading at the middle and elementary schools. The technology in our district is only useful if kept current. Determining the level of need depends on what the equipment is used for. In an effort to keep student and staff computers at the level they need, we maintain a replacement schedule. Most computers are replaced approximately every five years. As a group of computers are replaced, they are reallocated to a different user. In addition, no computers are disposed of unless they are determined to be unusable.

Following is a summary of the approximate number of computers we maintain throughout the district:

- 311 – computers at the **Crestwood High School/Board of Education**
- 3 – PC Laptop carts with 34 laptops in each
- 2 – PC Math Laptop carts with 30 laptops in each
- 1 – MAC Laptop cart with 17 iMac laptops
- 296 – computers at the **Riverside Middle School**
- 2 – PC Laptop carts with 32 laptops in each
- 1 – PC Laptop cart with 30 laptops
- 1 – PC Laptop cart with 16 laptops
- 2 – PC Title 1 Laptop carts with 32 laptops in each
- 281 – computers at **Highview, Hillcrest, and Kinloch** schools combined
- 3 – PC Laptop carts with 30 laptops in each (1 for each bldg.)

Following is a summary of the network equipment we maintain throughout the district:

- 7 – application file servers
- 3 – phone system file servers
- 5 – routers
- 45 – switches
- 42 – wireless access points

Crestwood School District employs four full-time technical support staff who are committed to the maintenance, upgrading of networks, computer hardware, software and other technical related resources. In addition, Wayne RESA is utilized as a resource for support as needed, along with vendors for occasional configuration changes and maintenance issues.

### **INCREASE ACCESS**

Our elementary Educational Technology Specialist has worked in cooperation with Wayne County RESA's Assistive Technology Department to implement Intelitools. Professional development was provided to all elementary teachers. Special education computer labs are available at the high school and middle school level. These labs provide use of software and printers.

**BUDGET AND TIMETABLE**

<b>Item</b>	<b>09/10</b>	<b>10/11</b>	<b>11/12</b>
Salaries	\$164,800	\$169,744	\$174,836
Benefits	\$80,340	\$82,750	\$85,233
Professional Development	\$1,030	\$1,061	\$1,093
Equipment	\$123,600	\$127,308	\$131,127
Technology/Printing Supplies	\$12,360	\$12,731	\$13,113
Software (sub placement system)	\$16,480	\$16,974	\$17,483
Maintenance	\$92,700	\$95,481	\$98,345
Contracted Services	\$0	\$0	\$0
<b>Total</b>	<b>\$491,310.00</b>	<b>\$506,049.00</b>	<b>\$521,230.00</b>

**COORDINATION OF RESOURCES**

The Crestwood School District is committed to supporting the acquisition and effective implementation of technology. The district internally uses the technology committee, building principals, and technical staff to develop both short and long-term plans for technologies for support under the coordination and administration of the Assistant Superintendent. Currently the district has developed a budget, which adequately provides for its technology needs and to which the Universal Service Fund E-Rate rebate has been added

The district has secured a limited number of public and private grants. Staff members continue to apply for available grants for which we are eligible and will meet our instructional goals. Our grant eligibility is somewhat limited as we are not a high-priority, low-achieving district. A small grant from School Matters was received in 2006 to improve the district website. Crestwood schools use the following ESEA funds as allocated to support instruction and technology:

Title I Part A	Building level expenditures for improving basic programs
Title II Part A	Teacher and Principal Training
Title II Part D	Enhancing Education through Technology
Title V	Innovative Education Program Strategies

Title I-A, Title II-A and Title II-D funds have been utilized to provide professional development for staff members in the area of technology integration. Title V funds have been used to purchase instructional hardware, such a data projectors for use in science classrooms. As a component of the district's School Improvement Plan, this use of Title funds will be sustained in future years is grant funds are allocated to the district.

## EVALUATION OF PROGRESS

### Evaluation of Progress

The district's technology committee meets regularly during the school year. The committee conducts an evaluation of the technology plan and its accomplishments annually. The committee has two objectives:

- The first objective is to determine how to best integrate technology into the curriculum for the maximum benefit of Crestwood students.
- The second objective is to assess the stated goals contained within the Technology Plan. Annual goals are evaluated by collecting relevant data such as teacher assessment of student skills and conducting teacher surveys. The district's Content Achievement Test, relevant parts of the MEAP and the Grade 8 Technology Literacy Assessment are used to assess progress in the improvement of student achievement and the mastery of the Grade Level Educational Technology Standards and Expectations. The focus of the evaluation is to identify which goals have been accomplished and which need special attention. Those, which have been identified for further attention, will be rolled into the goals for the subsequent year, and re-measured and assessed at that year.

**ACCEPTABLE USE POLICY**

**ACCEPTABLE TECHNOLOGY USE GUIDELINES  
ON-LINE CODE OF ETHICS**

The Crestwood School District believes that the Internet's information resources and opportunities for collaboration, are of great benefit to students and it's skillful use is necessary to success. Students of the Crestwood School District may use authorized hardware and software tools to prepare to be information literate life-long learners. However, the Internet is, by its nature, an unregulated medium, which requires appropriate self-discipline by student users. To establish appropriate limits, the Crestwood School District requires that all Internet use by students be for an educationally approved activity. To retain this right, students need to behave responsibly, ethically, and legally, consistent with the mission and philosophy of the school. Users behaving irresponsibly will face disciplinary action deemed appropriate in keeping with the policies of the school which may include but not be limited to denying access and making financial restitution for unauthorized expenses incurred or damages caused.

Responsibilities include:

- Following the Student Code of Conduct set forth in the Student Handbook.
- Forfeiting use of equipment to students with specific course assignments.
- Proper use of authorized hardware and software with staff designated supervision.
- Downloading, sending, storing, printing or displaying materials appropriate to an educational setting.
- Using e-mail, chat modes, list serves or newsgroups only in an authorized educational setting.
- Following acceptable use and state and federal copyright laws.
- Keeping all food and drink away from hardware and software.

Misuse shall include but not be limited to:

- Loading software directly on computers or downloading files, including games, over the Internet without network administrator approval.
- Modifying or damaging hardware, software or network.
- Moving hardware or software from its designated location without administrator approval.
- Using another's password with or without permission.
- Trespassing in other's files or folders.
- Plagiarizing others work or ideas.
- Wasting consumable resources.
- Using obscene language.
- Disrupting, harassing, insulting, attacking or discriminating against others.
- Infiltrating unauthorized computer systems.
- Using computers, software or on-line services for financial or commercial gain.
- Revealing personal information about yourself or another person without staff permission.

Safe use includes:

- Never give out personal information such as full name, phone number, address or age.
- Never arrange an in-person meeting without adult approval or supervision.
- Never share a password, even with friends.
- Never give out a credit card number online without a parent/guardian present.
- Read before you click (evaluate addresses and abstracts before opening sites).
- End an uncomfortable online experience by pressing the back key and tell a trusted adult.
- Be aware that people online are not always who they say they are.
- Understand that online information is not always accurate.

Crestwood School District subscribes with WCRESA to provide Sentian filtering software as required by the state. Crestwood School District is in compliance with and is working within the guidelines of CIPA.

Parent Signature \_\_\_\_\_ Date \_\_\_\_\_ Student Signature \_\_\_\_\_ Date \_\_\_\_\_