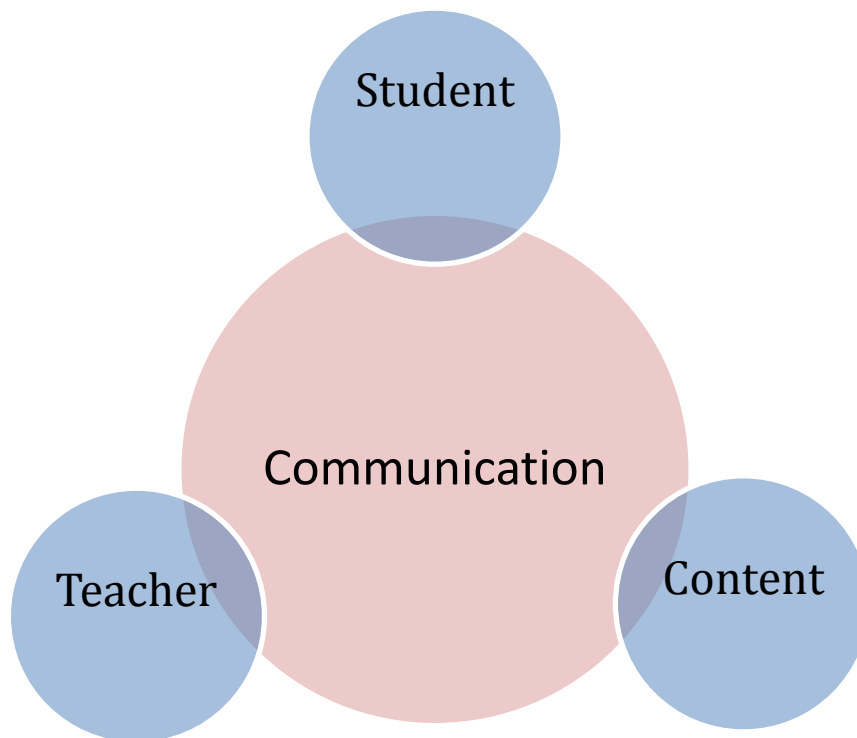


Allendale Public Schools

TECHNOLOGY PLAN

July 1, 2012-June 30, 2015



Allendale Public Schools
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Introduction

The mission of Allendale Public School is, in partnership with the community, to provide the best educational environment possible, challenging all students to reach their highest potential.

Allendale Public Schools is located about 15 miles west of Grand Rapids in a rapidly growing community. Currently, the school district is comprised of five physical school buildings where we educate approximately 2400 students with 142 teaching staff.

The Allendale community is primarily made up of Caucasian students, few of whom qualify for free and reduced lunch status. According to the US Census Bureau, the median household income is approximately \$ 51,823. During the 2011-2012 school year, the number of students enrolled in the Free and Reduced National School Lunch Program is approximately 30%.

District Buildings

Building	Address	City	State	Zip	Grades	Students
Evergreen Elementary	10690 Learning Lane	Allendale	MI	49401	DK – 3	793
Oakwood Intermediate	10505 Learning Lane	Allendale	MI	49401	4 – 5	365
Middle School	7161 Pleasant View Court	Allendale	MI	49401	6 - 8	522
High School	10760 68 th Avenue	Allendale	MI	49401	9 - 12	644
New Options High School	6633 Lake Michigan Drive	Allendale	MI	49401	9 - 12	85

Technology Vision

Our definition of technology goes beyond computers and encompasses many different electronic tools and devices including calculators, science probes, handhelds, TV's, VCR's, Distance Learning Equipment, and Compressed Video Equipment.

Our technology vision has two components. First, we seek to enable students to graduate with technology skills that allow them to be effective on the job, in daily life, and/or in college. Secondly, we seek to infuse and incorporate technology in such a way that it solidifies concepts taught and is used within the curriculum as part of a toolbox of choices for final products. Technology is not an 'add-on' rather, it is an integral component enabling personalized instruction. Appropriate electronic access to high quality data and resources enables all members of the learning community to be productive digital learners.

District Core Values

The district has articulated the following core values:

1. **Center** all decisions on what is best for **students**.
2. Maintain a **Compassionate** and **Nurturing** environment.
3. Set **High Standards** for staff and students.
4. Model **Integrity** in all interactions.
5. Show **Enthusiasm** and be an **Inspiration** to students and colleagues.

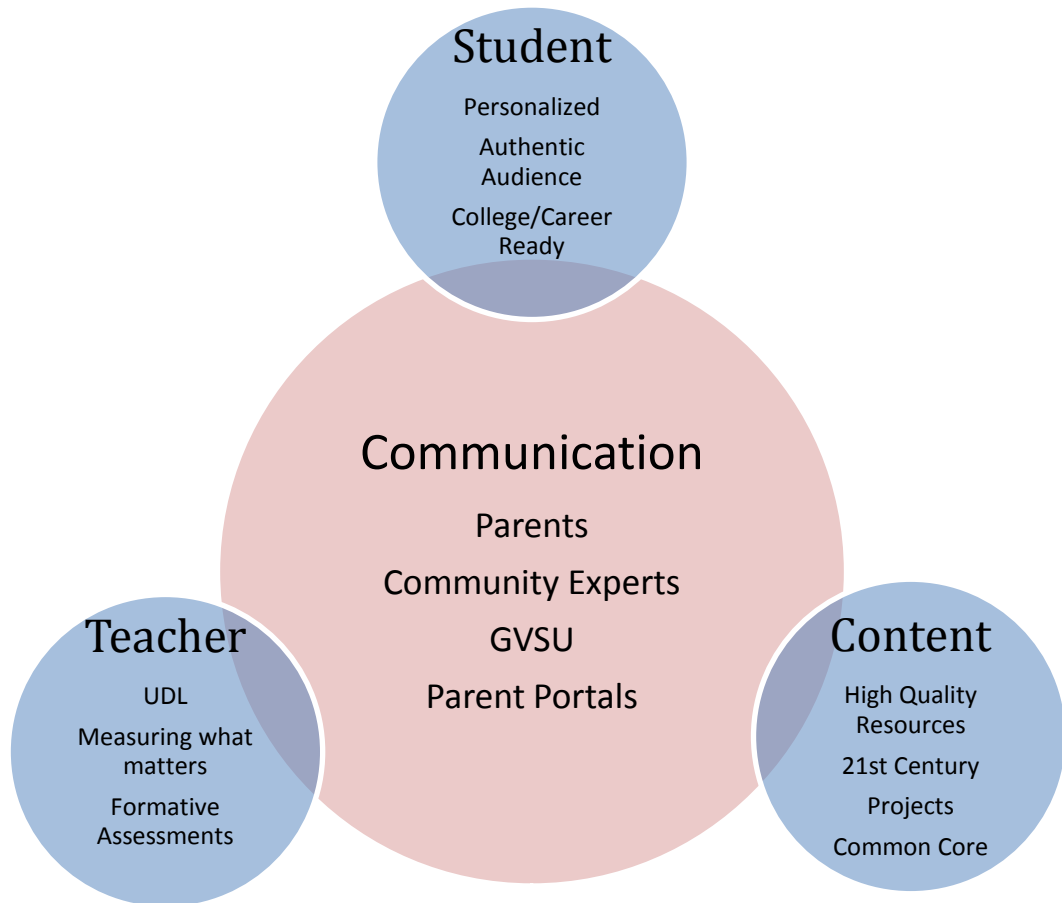
The school district's desire is to be West Michigan's premier center of educational innovations for students, staff, and community.

Allendale Public Schools has a history of educational technology innovativeness, supported by our community. Dating back to 1999, Allendale was the first school district in Ottawa County to establish a Distance Education program with the installation of a 2-way interactive system at the secondary level. This system allowed students to take advantage of classes being offered in other districts around the state as well as participate in virtual field trips across the country and connect with authors and other subject matter experts. A short time later, we were able to participate in a grant for a portable system that could be used in classrooms. Four years ago, our community supported us in the creation of the state's most comprehensive 21st Century Learning Environment. As part of this project, we were able to install Interactive Whiteboards in every classroom, including sound and video enhancements. Furthermore, we implemented a comprehensive One to One technology initiative for all students from 4th grade through 12th grade, providing students with individual learning devices.

These initiatives have provided us the opportunity to continue the process of innovating and transforming education in our district. This plan seeks to build on the successes of the past as we move into the future.

Broad goals, sometimes called 'Big Ideas' in educational circles, fit well within the 'Instructional Core' framework articulated by City, Elmore, Fiarman and Teitel in their seminal work titled *Instructional Rounds in Education*. The Instructional Core consists of three components: Student, Teacher, and Content. In order to increase student learning, one must see "improvements in the level of content, teachers' knowledge and skill, and student engagement." P.23 For the purposes of this plan, we have modified the model to include the idea of Communication.

Instructional Core Model with Big Ideas



Big Ideas

Students

Personalized Instruction

Page 12 of the 2010 National Technology Plan defines various types of learning. It states that “*Personalization refers to instruction that is paced to learning needs, tailored to learning preferences, and tailored to the specific interests of different learners...the learning objectives and content as well as the method and pace may all vary (so personalization encompasses differentiation and individualization).*” Over the last several years, teachers have been working hard to target instruction to the unique needs of our learners. This differentiation will serve as the foundation allowing teachers to build toward a personalized model. By personalizing our instruction, we will allow every student to explore their passions and seize opportunities for themselves!

College/Career Ready

The District Strategic Plan identifies College and Career Readiness as a key thrust. The district is collaborating with our local ISD to ensure that Allendale graduates exit our halls ready for college and/or career. The district is a founding partner of the Northwest Ottawa Early College Network, a partnership with local schools and colleges providing an early college option for our students. Additionally, we collaborate with our local university (GVSU) for dual enrollment purposes. Increasing dual enrollment is one of our strategic plan goals.

Authentic Audiences

A key theme identified by our technology planning team is the need for students to be able to have authentic audiences for the items they create in the learning process. The district will be identifying and promoting this, using resources such as <http://www.lulu.com> and the booklet stitching capability on our copy machines.

Teachers

Universal Design for Learning

One of the key methods a teacher can use to differentiate, individualize and personalize learning for each student is to design lessons using the Universal Design for Learning framework. This framework helps a teacher ensure that different learning needs are met as the instructional unit is designed. Teachers in all subject areas will use UDL principles in the design of their instruction. Teachers will increase their use of Moodle, a learning system designed with UDL principles.

Measuring what Matters

One of the essential areas identified in the 2010 National Technology Plan is Assessment – Measuring what Matters. The need to use data to focus instruction and meet individual needs is obvious. Teachers and administrators will hone their skills to maximize the use of data to drive good instruction, thereby improving student performance. Furthermore, teachers will use formative assessments to guide daily instruction. A strategic plan priority is to provide professional development in the use of formative assessments and then to implement the use of it consistently.

Content

High Quality Resources

High quality instructional content is a crucial component of rigorous instruction. As we move to using greater digital resources, we will be working to vetting the available resources to ensure that we are using the highest quality content that we can find.

21st Century Skills

In order for students to be college/career ready as articulated above, students will need to have 21st century skills embedded in the educational content. We are partnering with the Ottawa Area ISD and their Skills4Success framework to help our students achieve these skills.

Project Based Learning

Our previous technology plan identified our One to One laptop program as a key area. In order to build on the success of that program, we will work to implement Project Based Learning (PBL) to a greater extent. Project Based Learning has been identified in research as a key instructional method that takes advantage of a ubiquitous computing environment to help students succeed in their learning.

Common Core Standards

The state of Michigan has signed on with the Common Core Standards. Our teachers will be working to align their instruction with this set of standards. As they do so, they will be seeking ways to use technology to support and empower their instruction.

Build Your Own Curriculum

We will be using the Build Your Own Curriculum software to assist us in maintaining a quality aligned curriculum in all areas. As we enter our curriculum into this product, we will also attach NETS Standards being addressed in each component ensuring that we are not only aligned with state standards but also with applicable technology standards.

Communication

Parents

Communication with the parents of our students is crucial to our student's success. Our recently adopted Strategic Plan appropriately targets parents as a key relationship to nurture. We "...emphasize the parents' involvement in their child's educational success". We are doing this using a variety of methods based on goals established in the Strategic Plan. We will establish outreach activities to engage and educate our parents. Key areas are to not only teach them about social networking, but to engage with them via social media tools such as Facebook, Blogs, and e-mails. Additionally, we are using digital survey methods to gain perception data and inform our decision making. Furthermore, we will continue to use and promote our parent portal to inform and communicate information about their child's education.

Community Experts/GVSU

Allendale is a university town. As a result, we have a plethora of experts in our own community. We will connect with professors of education courses and utilize their students in our classrooms to benefit our students. We will engage these experts wherever possible to improve the education of our students.

The Allendale educational community is on the cusp of a new and exciting time. While we have always sought the best for our students, we now have tools available that allow us to focus our efforts in ways we only dreamed of previously. We have a culture that has long valued each individual student. This has translated into a school culture that is both compassionate and nurturing while maintaining high standards. As professional educators, we wholeheartedly accept the moral imperative that is part and parcel of our educational community: that every student is valuable, can learn, and be successful.

School Improvement

Allendale's District Improvement Plan identifies three key subject areas to focus on to further student success. The identified areas are: Instruction in Math, instruction in Reading, and instruction in Writing. The District Improvement Plan identifies gaps based on assessment data, reasons that the gaps exist, and research based strategies to improve student performance and narrow the gaps. Our technology planning team is a sub-committee of the District Improvement Team and is tasked with identifying and advocating for technology goals that will assist our teachers with technology resources to improve instruction in these areas.

Math

Improving Curriculum Content

We will use the web based IXLMath product at the elementary level to assist students in their areas of relative weakness to improve their math skills. Students will be placed in tiered intervention groups based on their scores from the Delta Math screener, the math portion of the MAP test and other formative assessments. This software will also be available for student use at home. Furthermore, it will be used for identified at risk students at the middle school level based on the same assessments identified above.

Additionally, the high school math teachers will use a variety of multimedia resources to target instruction to various types of learners. In particular, they will use video segments from <http://khanacademay.org> and from <http://www.tylertarver.com> as resources in the "flipping the classroom" model as well as supplement their own teaching styles. Furthermore, these teachers will create and post video segments themselves to assist students who need a double or triple dosing of the instruction.

Moreover, we will use the Build Your Own Curriculum product to enter our curriculum, add instructional resources, and share these resources with colleagues.

We will know that we are successful by viewing logs of use in the various products identified, having data meetings where students are placed in their respective tiered instruction groups, and posting video segments to the district's Moodle server.

Improving Teaching Practice

Teachers will use data from the screeners and assessments mentioned above to identify students for tiered instruction to enable effective differentiation to occur. By using video segments from others and posting those of their own, teachers will allow students to have a say in how they learn, thus personalizing their own growth. The posting of videos will be done via the district's Moodle server, part of a collaborative effort with our local ISD.

Professional Development will be provided for teachers to improve their effectiveness in the following four areas:

1. Flipping Instruction
2. Use of Moodle
3. Training teachers in best practice
4. Use of Build Your Own Curriculum

We will measure success by logging professional development hours, by accessing logs of screeners and assessments, and by seeing video segments posted for their classes.

Improving Student Learning

Student learning will improve as a result of the tiered instruction model and the differentiation being provided. Extended learning opportunities will be provided to ESL students K-5 with an after school homework center and a summer program. Furthermore, homework centers at both the middle school and the high school provide students with extended learning opportunities. Students will personalize their learning with Internet resources previously mentioned as well as with websites identified on teacher's blog and weebly sites. We will observe this improvement by looking at our state MEAP scores, ACT Explore, Plan, and MME/ACT data in addition to the formative data being used with the NWEA MAP test and the OAISD Delta Math screener.

Communication

A child's math performance will be communicated to parents using a variety of methods. Teachers will routinely contact parents via personal phone calls and/or specific emails. Furthermore, teachers will update the child's information in the parent portal system which all parents have access to. Teachers will maintain logs of parental contacts and record those contacts in the student information system or provide them to their building principal. Parental access to the parent portal system is recorded in logs and can be used to track usage. Additionally, Parent Teacher conferences will be available.

Reading

Improving Curriculum Content

Students will be placed in tiered intervention groups based on their scores from multiple data points based on age appropriate use of the following assessments: the Dibels screener, Rigby reading score, Scholastic Reading Inventory lexile level, NWEA MAP lexile level, ACT Explore, ACT Plan and other formative assessments.

In addition to traditional reading material available in every classroom as well as the media center, we will take advantage of digital resources to enhance and expand our content. We currently use the web based product RazKids for intervention and differentiation. Our next step with this product will be to take advantage of additional capabilities for all students to address reading fluency, comprehension and vocabulary. Furthermore, we will take advantage of companion products A-Z Printable Books and A-Z Vocabulary. Additional digital content will come from Tumble books and the storyline products. We will continue our use of the Accelerated Reader product which addresses reading comprehension, vocabulary and literacy skills, particularly for our higher achieving readers. This product also sports a home connection option that we will make available for student use. At the secondary level, we will research and implement technology solutions to assist with reading intervention and support.

Furthermore, we will participate in appropriate author sessions of ASK (Authors, Specialists, Knowledge) from Macomb ISD. We will also research and implement a digital book solution in order to provide greater access to digital resources.

Moreover, we will use the Build Your Own Curriculum product to enter our curriculum, add instructional resources and share these resources with colleagues.

We will know that we are successful by viewing logs of use in the various products identified, having data meetings where students are placed in their respective tiered instruction groups based on disaggregated data from various assessments, and by seeing a digital book system in use.

Improving Teaching Practice

Teachers will use data from the screeners and assessments mentioned above to identify students for tiered instruction to enable effective differentiation to occur.

Professional Development will be provided for teachers to improve their effectiveness in the following four areas:

1. Use of the additional capabilities and best practices in RazKids
2. Use of MEL – www.mel.org
3. Use of other APS building media centers (above and below for high end and remedial content).
4. Use of Build Your Own Curriculum

We will measure success by logging professional development hours and by accessing logs of screeners and assessments.

Improving Student Learning

Student learning will improve as a result of the tiered instruction model and the differentiation being provided. Extended learning opportunities will be provided to ESL students K-5 with an after school homework center and a summer program. Furthermore, homework centers at both the middle school and the high school provide students with extended learning opportunities. Students in the elementary will personalize their learning by establishing quarterly goals in the Accelerated Reader product. We will observe this improvement by looking at our state MEAP scores, ACT Explore, Plan and MME/ACT data in addition to the formative data being used with the NWEA MAP test and the Dibels screener.

Communication

A child's reading performance will be communicated to parents using a variety of methods. Teachers will routinely contact parents via personal phone calls and/or specific emails. Furthermore, teachers will update the child's information in the parent portal system which all parents have access to. Teachers will maintain logs of parental contacts and record those contacts in the student information system or provide them to their building principal. Parental access to the parent portal system is recorded in logs and can be used to track usage. Additionally, Parent Teacher conferences will be available.

Writing

Improving Curriculum Content

Data that will inform curriculum content and teaching strategies for writing will be MEAP, MME and an extensive set of local common assessments that have been developed to further student success.

A variety of technology resources will be used by students in their writing. For the last several years, students have been using Open Office Writer as their primary resource when creating written material. We will re-visit this decision and research other solutions that have become available in the open source market and implement the best option. We will continue to support Google Docs in addition to an enterprise level word processing program in order to provide students with choice and the ability to easily work on collaborative and project based material. Use of these software products will enable students to efficiently write using the iterative process thereby addressing one of the identified causes for gaps in writing.

A key to effective writing is organization of ideas. We will research and implement an open source or web based version of concept mapping software to replace our outdated and limited license of Inspiration.

Research tools are an important component to quality writing at the secondary level. Our building media center web pages will post age appropriate and relevant research resources for students to use.

A student's ability to type is an important skill in the digital age. We will continue to use typing software at the elementary level to help students learn how to type well. We have recently chosen the Type to Learn product and will implement it as this plan begins. This particular product was chosen in part because the typing activities use topics from the Common Core allowing even typing practice to support core curriculum objectives. This product will be used to assist students in meeting the METS expectations which are also aligned with the ISTE NETS-S standards.

Moreover, we will use the Build Your Own Curriculum product to enter our curriculum, add instructional resources and share these resources with colleagues.

We will know that we are successful by selecting and implementing software products mentioned and observing curriculum entered in Build Your Own Curriculum.

Improving Teaching Practice

Teachers will use data from the assessments mentioned above to identify areas for improvement. They will then use the iterative process to identify specific improvements needed for each writing assignment. Teachers will use the classroom document cameras and/or projection equipment to show students examples of writing that meet criteria on the rubric used for assessment. At the older grade levels, teachers will provide web based resources to assist students in properly citing their work according to ALA guidelines. One such resource that will continue to be used is KnightCite; <http://www.calvin.edu/library/knightcite>.

Teachers will guide students in appropriate use of on-line tools including email and social networking sites. Teachers will use best practice for this instruction as defined by the Michigan METS standards and by the ISTE NETS-S standards.

Professional Development will be provided for teachers to improve their effectiveness in the following area:

1. Use of Build Your Own Curriculum
2. New teachers will be trained in media center resources applicable to research and writing.

We will measure success by professional development logs and lesson plans.

Improving Student Learning

Student learning will improve as a result of using concept mapping software to organize their ideas. They will be able to express themselves via a variety of digital writing tools. Students will have opportunities to have peers edit their writing via Google Docs. They will be able to publish finished work to authentic audiences via web resources such as blogs, weeblys and publishing sites such as <http://www.lulu.com>. Students will properly conduct research and cite their sources appropriately, taking advantage of web based citing resources such as Calvin College's KnightCite; <http://www.calvin.edu/library/knightcite>.

We will measure success by student's scoring at the 1 and 2 level on the state MEAP test or a score higher than 17 on the Writing portion of the ACT Test. Students will also score at the proficient level on the district writing rubric. We will also observe students receiving writing awards from various essay contests such as the President Gerald R. Ford Essay Challenge.

Communication

A child's writing performance will be communicated to parents using a variety of methods. Teachers will routinely contact parents via personal phone calls and/or specific emails. Furthermore, teachers will update the child's information in the parent portal system which all parents have access to. Teachers will maintain logs of parental contacts and record those contacts in the student information system or provide them to their building principal. Parental access to the parent portal system is recorded in logs and can be used to track usage. Additionally, Parent Teacher conferences will be available.

III. Curriculum – Other

Following are some additional curriculum items demonstrating an alignment with national standards. Some of the language that follows is written primarily with a professional school audience emphasis.

Goals for curriculum integration aligned with the NETS Standards:

Standards	Goals
Standard 1 Creativity and Innovation	Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.
Standard 2 Communication and Collaboration	Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
Standard 3 Research and Information Fluency	Students apply digital tools to gather, evaluate, and use information.
Standard 4 Critical Thinking, Problem Solving, and Decision Making	Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.
Standard 5 Digital Citizenship	Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.
Standard 6 Technology Operations and Concepts	Students demonstrate a sound understanding of technology concepts, systems, and operations.

Detailed NETS Standards can be found at <http://www.iste.org/standards/nets-for-students.aspx>. These standards are used to guide our K – 8 computer literacy curriculum.

Current Software sampling available for curriculum integration across subject areas:

- ✓ Inspiration and Kidspiration to concept map, brainstorm and plan
- ✓ Word Processing to compose, edit, revise and publish
- ✓ Spreadsheet and database to collect, analyze, and interpret data
- ✓ Presentation software to present
- ✓ Web page software to present to a world wide audience i.e. <http://www.lulu.com>
- ✓ Internet browser to access information around the globe
- ✓ Various software programs to enrich and extend curricular objectives
- ✓ Movie editing software
- ✓ RazKids
- ✓ IXLMath
- ✓ Audacity audio creation and editing software
- ✓ Adobe Creative Suite
- ✓ GIMP Image editing software
- ✓ Google Sketchup

Many of these instructional software items have been referenced in previous sections.

Current Instructional Practices for Curriculum Integration

- ✓ Computer literacy classes at the elementary and middle school level
- ✓ Portable distance learning equipment available for the entire district
- ✓ Keyboard training/typing skills beginning at the Third grade level
- ✓ DK-5 (Developmental Kindergarten) technology integration across multiple disciplines
- ✓ E-mail accounts for students in third grade thru High School
- ✓ Interactive White board in every classroom
- ✓ Multi-media classroom environment in every classroom
- ✓ 1:1 laptop initiative grades 4-12

Timeline for Technology Integration into Instruction and Curriculum and for Professional Development activities

2012-2013 school year

- ✓ Focus on further differentiation of instruction
 - Implementation responsibility: Curriculum Director, Professional Development committee, Building Principals, Teaching staff
- ✓ Switch to Common Core Standards
 - Implementation responsibility: Curriculum Director, Professional Development committee, Building Principals, Teaching staff
- ✓ Formative Assessments; ongoing each subsequent year
 - Implementation responsibility: Curriculum Director, Professional Development committee, Building Principals, Teaching staff
- ✓ Project Based Learning training, begin implementation – implementation ongoing each subsequent year

- Implementation responsibility: Curriculum Director, Professional Development committee, Building Principals, Teaching staff
- ✓ Build Your Own Curriculum Training – using Train the Trainer model – coaches trained 2011-2012 school year.
 - Implementation responsibility: Curriculum Director, Professional Development committee, Trainers
- ✓ Continuation of Parental Communication goals identified
 - Implementation responsibility: Superintendent, Building Administrators, Teachers
- ✓ Professional Development in Media Resources
 - Implementation responsibility: Media Specialist
- ✓ Launch of Northwest Ottawa Early College Network
 - Implementation responsibility: Superintendent, High School Principal

2013-2014

- ✓ Training and implementation of individualized learning opportunities
 - Implementation responsibility: Curriculum Director, Professional Development committee, Building Principals, Teaching staff
- ✓ Training and further implementation of Universal Design for Learning
 - Implementation responsibility: Curriculum Director, Professional Development committee, Building Principals, Teaching staff
- ✓ Search for high quality resources to reduce and eliminate dependence on printed textbooks
 - Implementation responsibility: Curriculum Director, Technology Director, Media Specialist, Media Resource people
- ✓ Training in full use of RazKids product and related products
 - Implementation responsibility: Media Specialist, Teaching staff
- ✓ Further training in use of MEL
 - Implementation responsibility: Media Specialist, Teaching staff

2014-2015

- ✓ Training and implementation of personalized instruction
 - Implementation responsibility: Curriculum Director, Professional Development committee, Building Principals, Teaching staff
- ✓ Using high quality resources identified last year, provide students with authentic audiences for their learning end products
 - Implementation responsibility: Teaching staff

Allendale has a district professional development committee that reviews and articulates professional development needs multiple times during each school year. This committee considers the learning needs of staff using technology to improve student instruction and plans professional development accordingly.

Technology Delivery

Allendale Public Schools was an early adopter of distance learning technologies. In 1999, we were the first in the county to install a compressed video distance learning classroom which we began using for advanced placement courses that we were unable to offer via traditional delivery methods. This system originally used long distance services to connect to other schools. We have since converted to an IP based system, reducing the cost to connect. In 2000, we participated in a grant from our Intermediate School District to add a portable compressed video system in our elementary school building. This system has also been converted to IP based communications, even using Internet2 to more reliably connect with other educational institutions. Additionally, we have participated in internet based advanced placement and remedial courses via PLATO, MIVHS, etc. We have seen a steady demand for these courses and will continue to encourage students to take advantage of these opportunities.

We continue to be involved with the ASK program originally developed by Macomb ISD in addition to participating in a plethora of two-way interactive field trip opportunities, many of which are facilitated by the TWICE organization.

Furthermore, we are participating in a county wide fiber network. Part of this initiative is designed to add distance education classes while guaranteeing a quality delivery system. Additionally, we continue to collaborate with our Intermediate School District and other schools by sharing costs for online services such as a Moodle server, a digitized video collection and delivery system, shared internet and filtering, etc.

Our One to One laptop initiative allows students in grades 6 – 12 to take their assigned laptop home with them providing the opportunity for learning to occur outside the walls of our classrooms. A brief survey of websites being visited and logs on our Moodle survey aptly demonstrates that learning is routinely occurring during morning and evening hours.

Parental Communications and Community Relations

Allendale Public Schools has for quite some time recognized the importance of parental communication and involvement. For years, our district web site has been a district priority, communicating much to the members of our community. All of our school based newsletters are on-line as well as board agendas and minutes, technology plans, curriculum, etc. In addition to posting the technology plan online, it will be provided to each member of the board of education and the URL will be included in an upcoming edition of the school newsletter sent to every district family. Teachers are expected to be using the telephone system to regularly communicate with parents. Many have also been utilizing the school email system to keep parents informed, sometimes sending daily progress reports. Furthermore, two parents are on the district technology committee, helping to author and implement this plan. These individuals have agreed to continue serving in this role as we annually review and evaluate the progress we make on this plan. We have also seen a tremendous increase in the use of technology for presentations, not only in the board meetings but also in parent curriculum informational meetings and other community forums. We will continue to maintain our parent portal option of our student record keeping software. Furthermore, we are developing

additional forms of communication including the use of social media such as Facebook and Twitter. Additionally, we will continue the use of a parent/teacher conference scheduler that was piloted during the 2011-12 school year and will add content to our recently released blog, Allendale Outlook. The district also utilizes an instant alert system to notify our stakeholders of events that are important for them.

Collaboration

Our computer technology is available to the community as well. There are a variety of community education courses which access the technology. The community education department offers classes in Office Word, Excel, and the Internet. Additionally, our alternative high school serves non-traditional students via its GED completion program. The Allendale Community Education department uses the same planning procedures as other departments in the district.

Supporting Resources

Allendale Public Schools continues to make a sizable commitment to supporting its technology program. Since technology inception, the district has ensured adequate policies are in place to manage its technology. All policies from Acceptable Use Policies to Internet/web page/CIPA policies can be found on our district server for staff use. Relevant policies for students and parents are maintained on the technology page as well. Additional web based resources maintained by the district include the entire district curriculum by grade level and subject area (currently on the district intranet but moving into the Build Your Own Curriculum software as mentioned in this plan), pertinent forms for teachers, and pertinent links for student and staff use. Our technology website also includes online manuals for some of the Open Source software in use.

Additionally, the district has provided its employees with secure remote access to both email as well as their individual files on the district server.

A sampling of our quickly growing online subscription services consist of: BrainPop, RazKids, IXLMath, Accelerated Reader, NWEA MAP, Dibels, IRIS Data warehouse, Virtual Paragon, Google Mail, Google Docs, Zimbra email, Infinite Campus, Honeywell Instant Messaging, Parent Portal, Web Help Desk, Moodle, Michigan Electronic Library, Opposing Viewpoints, KnightCite, and WorldBook On-line. Collaborative projects with our ISD and REMC continue and consist of a Moodle server, shared instructional technologists, a shared network administrator, shared internet connections with shared filtering costs, and related support. Further collaborative services include distance learning resources via Michigan Bridge support through the ISD.

IV. Infrastructure, Hardware, Technical Support and Software

Infrastructure Needs/Technical Specification and Design

Allendale Public Schools has been fortunate, enjoying the support of the community in its construction bonds whereby adequate dollars have been identified to replace aging technology equipment and infrastructure. The current infrastructure is adequate to support current needs as well as short term future needs. The district currently has a 10GB network backbone utilizing fiber optic cable both inside each building and to connect buildings together. Each network port has a minimum of switched 100MB capacity. Approximately 45% of the edge switch connections are 1GB. Currently, the district has over 3,300 network ports available for use. Additionally, the district has installed an 802.11a/b/g/n wireless network in each of its buildings. This wireless network boasts a private network as well as a public network allowing for maximum flexibility. A diagram of our Wide Area Network is included in Appendix I.

Each classroom is equipped with a telephone, data projector with connections to a teacher laptop computer, a DVD/VCR combo unit, and a document camera. The teacher computer is connected to an Interactive White Board in every instructional space. Each DK – 3rd grade elementary wing has one 31 station computer lab with ceiling mounted projector in addition to computers located in the media center. Buildings housing grades 4 – 12 have a laptop computer for every student.

All computer labs have high speed laser printers. Each building office has a networked color laser printer. Additionally, zone laser printers and copier/printers are available in each building allowing economical printing.

Each building has an intercampus connected phone switch allowing us to make campus to campus calls as well as to economize on the number of phone lines the district utilizes. The district also participates in the statewide Micta bid for phone service and uses USF reimbursements to keep the cost at a minimum.

Minimum standards for computers are currently Windows XP operating system on a Pentium IV or greater platform. The district heavily utilizes Novell Zenworks to efficiently manage its desktops.

Technical support is provided by three district technicians, the district network administrator, and the district technology director. The district media administrator also provides a baseline of technical assistance. By utilizing remote control capabilities and the phone system, most issues can be resolved from a central location.

While the district has long recognized the value in a sustainable regular technology replacement program, the district has struggled to implement one outside of bond funds. Given current state funding challenges and reductions, sustaining a solid technology program is extremely difficult. Fortunately, our district retired and sold a building a couple of years ago and the school board had the foresight to designate the funds

(almost \$ 1,000,000) for future technology needs. This money will hopefully allow us to sustain our existing programs for this technology plan but does not address our long term needs. Following is a chart laying out our expected needs for the foreseeable future.

	Laptops	Infrastructure	Copier/Printer	Multi-Media	Phones
2011-12	6th Grade	Imaging/App Deploy			
2012-13		Servers			
2013-14		SAN/Backup			
2014-15	4th-8th; 10th-12th, Teachers	Image/App License			
2015-16		HS/Sv/Ev Network			
2016-17					Full Replacement
2017-18		Wireless	Full Replacement		
2018-19		Servers		Projectors/Switcher	
2019-20	One Grade			Document Cameras	
2020-21	One Grade				
2021-22	One Grade	OW/MS Network			
2022-23	Six Grades, Teachers	Servers		Smart Boards	

	Laptops	Infrastructure	Copier/Printing	Multi-Media	Phones	Totals
2011-12	\$ 130,000	\$ 40,000				\$ 170,000
2012-13		\$ 50,000				\$ 50,000
2013-14		\$ 75,000				\$ 75,000
2014-15	\$1,120,000	\$ 40,000				\$1,160,000
2015-16		\$ 200,000				\$ 200,000
2016-17						\$ 250,000
2017-18		\$ 250,000	\$ 175,000			\$ 425,000
2018-19		\$ 50,000		\$ 400,000		\$ 450,000
2019-20	\$ 130,000			\$ 100,000		\$ 230,000
2020-21						\$ 0
2021-22		\$ 200,000				\$ 200,000
2022-23	\$1,120,000	\$ 50,000		\$ 200,000		\$1,370,000

Our immediate needs are for more headphone/microphone combo headsets to better use the RazKids software and to add 200 laptops for our 6th grade to continue our laptop initiative. These have been budgeted for in the capital expenditures above and in the budget below in the budget section.

The district uses the RFP process to ensure that interoperability standards are met. Furthermore, the district has now adopted a software license policy that includes a procurement process that ensures that software being purchased will work on district equipment.

Increase Access

Allendale Public Schools has been working hard to guarantee equitable access for all students and teachers regardless of ability. To that end, we have made remedial on-line classes available and we regularly provide assistive technologies to special needs students. Furthermore, we have implemented a One to One laptop program providing each student in grades 4 – 12 with access to a laptop computer. Students in grades 6 - 12 are allowed to take the laptop home, giving them anywhere, anytime access to electronic resources.

V. Funding and Budget

Budget and Timetable

	2012-13	2013-14	2014-15
Revenue Sources			
General Fund	\$ 543,800	\$ 547,400	\$ 551,100
E-rate	\$ 23,000	\$ 23,000	\$ 23,000
Capital Projects Fund	\$ 130,000		
Total Revenue	\$ 696,800	\$ 570,400	\$ 704,100
Expenses			
Salaries & Benefits	\$ 360,000	\$ 363,600	\$ 367,300
Communication-Phone/Fax	\$ 30,000	\$ 30,000	\$ 30,000
Hardware & Networking	\$ 130,000	\$ 0	\$ 0
Maintenance & Service	\$ 45,000	\$ 45,000	\$ 45,000
License Agreements	\$ 61,000	\$ 61,000	\$ 61,000
Software & Curriculum	\$ 0	\$ 0	\$ 0
Professional Development	\$ 38,000	\$ 38,000	\$ 38,000
Supplies	\$ 32,800	\$ 32,800	\$ 32,800
Total Expense	\$ 696,800	\$ 570,400	\$ 574,100

Coordination of Resources

Funding technology has historically been a challenge for most school districts including Allendale. We have, however, gained maximum advantage from those funds and programs available to us. We have and continue to make use of the USF funding. Furthermore, we collaborate with our ISD on many projects including sharing internet access and filtering, sharing instructional technology staff, sharing servers such as United Streaming, Moodle, Blog, Wiki, and participating in the county fiber network. Additionally, they are providing a grant to us for the IRIS data warehouse system for analyzing classroom and test data. We continue to evaluate new grants as they become available.

As discussed previously, our replacement strategy relies on our capital projects fund for the duration of this plan.

VI. Monitoring and Evaluation

Evaluation

This technology plan will be evaluated on an annual basis. The technology planning committee will include in the annual year-end technology report a written evaluation of the success of the components of this plan. The report will be provided to each board member as well as the superintendent. This evaluation shall include statements regarding each specific objective mentioned in this plan with a description of how we succeeded or failed to meet the objective. If we failed to meet the objective, reasons for failure will be given as well as a statement regarding how the objective will then be addressed in the following year.

Goal Area	Activity	Page Ref.	Evaluation of Success
Math	Video segments	9	Logs from Moodle, content posted
	Build Your Own Curriculum	9	Logs from BYOC, curriculum uploaded
	Professional Development	10	P.D. sessions offered, attendance logs
	Assessments	10	Tiered instruction groups, improved scores on MEAP, ACT, Map, & Delta Math assessments
	Extended Learning	10	Attendance Logs
	Communication	10	Teacher contact logs, portal access logs
Reading	Formative Assessments	11	Tiered instruction groups
	Secondary Reading Intervention	11	Implemented solution
	Participation in ASK	11	Logs of video conferences
	Research Digital Book solution	11	Implemented solution
	Build Your Own Curriculum	11	Logs from BYOC, curriculum uploaded
	Professional Development	12	P.D. sessions offered, attendance logs
	Assessments	12	Improved scores on MEAP, ACT, & Map tests
	Extended Learning	12	Attendance Logs
	Communication	12	Teacher contact logs, portal access logs
	Writing	Investigate Office Suite	13
Use of Google Docs		13	Logs of activity
Concept mapping solution		13	Implemented solution
Type to Learn		13	Implementation, lesson plans
Build Your Own Curriculum		13	Logs from BYOC, curriculum uploaded
Professional Development		14	P.D. sessions offered, attendance logs
Assessments		14	MEAP level 1 and 2, ACT 17 or higher
Extended Learning		14	Attendance Logs
Writing awards		14	Submitted essays
Communication		14	Teacher contact logs, portal access logs

Acceptable Use Policy

Allendale Public Schools has and will continue to comply with the requirements of the Children's Internet Protection Act, as codified at 47 U.S.C. § 254(h) and (l). The district is committed to assuring the safe conduct of all students while online and has a comprehensive policy about the proper use of our technological resources. At the beginning of each school year, students and staff are made aware of the district's Acceptable Use Policy and must sign an internet use agreement before they are allowed access to the Internet (see attached AUP's). It is the district's intent to preserve network bandwidth and improve network response times by limiting Internet access to educational-related sites. The filtering appliance used to block and filter access to the Internet from pornographic and obscene sites is provided by Palo Alto, ensuring compliance with district policies and maintaining a positive environment.

Allendale Public Schools – Student Acceptable Use Agreement

Computer, network, and Internet access is a privilege available to students at Allendale Public Schools. Our goal in providing this service is to facilitate learning, promote educational excellence by facilitating resource sharing, innovation, and communication. These guidelines are provided so students are aware of the responsibilities required to use this technology. Please read this document carefully. Computer use may be revoked if a student does not adhere to the guidelines below.

1. **Acceptable Use:** My use of laptops, computers, the Internet, technology devices and the school network must be in support of education and research within the educational goals and objectives of Allendale Public Schools. Transmission of any material in violation of any U.S., state, or school regulations is prohibited. This includes copyrighted material, threatening or obscene material, or material restricted by school policy or staff. The school network includes the use of school computers, and computer peripherals such as scanners, printers, cameras, as well as the use of school network services such as the Internet, school e-mail accounts, and network file folders. Students should have no expectation of computer privacy, as the school may monitor computer, e-mail, and Internet use. Students may also request permission to use personal technology devices on the school’s network at appropriate times.

2. **Personal Responsibility:** As a member of my school community, I will accept responsibility for proper use of school technology and for reporting any misuse of technology. My use of school technology will meet the guidelines below:
 - I will respect the privacy and dignity of students and teachers at all times and I will not use another user's password.
 - I will use appropriate language by refraining from the use of profanity or insulting language. Offensive messages that originate outside of school, but disrupt the school's educational process may be subject to school consequences.
 - I will respect school equipment; I will not vandalize or maliciously use the equipment.
 - I will only use software that is pre-approved by Allendale Public Schools. I will not attempt to add software to the computer.

3. **Internet Safety:** The Internet provides opportunities to access new resources, but it also provides unique risks to students. Allendale Public Schools provides filtered access to the Internet on all school computers, but to ensure my safety on the Internet, I will follow the guidelines below:
 - I will not give out on the Internet personal information such as my full name, phone number, or address.
 - I will not give out on the Internet personal information about someone else such as his or her name, phone number, or address.
 - I will show respect to other students when posting online. I will not engage in any form of cyber-bullying.
 - I will not correspond or meet with someone through the Internet without the pre-approval of a teacher.
 - I will only access or download sites appropriate for school classes or activities.
 - I will immediately report any technology use that makes me uncomfortable or violates school policies.

4. **E-Mail Safety:** Electronic mail (e-mail) also provides new opportunities for students, but it too requires careful use. I will follow the guideline below when using school computers or school e-mail accounts:
 - I will only use a school provided e-mail account when using e-mail at school. I will not use IM and chat during school hours without permission.
 - I will adhere to all of the guidelines in this Acceptable Use Policy when using a school provided e-mail account at school or another location.

5. **Laptop Use:** The school’s 1-1 laptop program is a bold move, providing students new opportunities to learn and enhance their education.
 - Use of the school owned laptop remains a privilege. This privilege can be taken away.
 - Use of the laptop must abide by all school policies at all times regardless of location.
 - The laptop handbook contains specific policies and guidelines.

Student Name: _____ Grade: _____

Student Signature: _____ Date: _____

Parent/Guardian Signature _____ Date: _____

INTERNET SAFETY POLICY ON SCHOOL EQUIPMENT/PREMISES

Allendale Public Schools, in cooperation with the Ottawa Area ISD, utilizes a common county-wide enterprise level Internet filtering system.

Staff will demonstrate good faith efforts to supervise and monitor students' use of technology, including the Internet under their charge.

Internet users are prohibited from maliciously using the computer technology to disrupt the use of technology by others, to harass or discriminate against others, to infiltrate or otherwise 'hack' into other computer systems or to engage in any illegal activity, including publishing material that could be considered immoral or subversive or "harmful to minors" as defined by the Children's Internet Protection Act and the Neighborhood Children's Internet Protection Act.

'Harmful to Minors' is defined in CIPA and means any picture, image, graphic image file, or other visual depiction that, with respect to minors:

- Taken as a whole, appeals to a prurient interest in nudity, sex, or excretion;
- Depicts, describes, or represents, in a patently offensive way, an actual or simulated sexual act or sexual contact, actual or simulated normal or perverted sexual acts, or a lewd exhibition of the genitals; and
- Taken as a whole, lacks serious literary, artistic, political, or scientific value.

Excerpt from <http://www.dpi.state.wi.us/dlcl/pld/cipafaq.html> (2001)

Adult users may not electronically disclose, use or disseminate personal identification information for minors via the internet without written parental consent according to board policy. Students who are minors may not disclose, use or disseminate personal identification information.

Users are responsible for any inappropriate material requested via the Internet under his/her user account and accepts responsibility for keeping all pornographic material, inappropriate text files, or files dangerous to the integrity of the school's network (i.e. sniffers, backdoors, etc.), equipment or software from entering the school computers via the Internet. E-mails that are pornographic, inappropriate or otherwise dangerous to the integrity of the school's system must be deleted immediately.

Students may be allowed to use Internet group discussion and chat areas as specified by their instructor.

Students who need to use e-mail for their education will use an e-mail account provided by the school.

Proactive measures Allendale Public Schools has taken are:

- Enterprise level Internet filtering system
- Staff monitoring and supervision
- School laptops purchased for 1-1 computing purchased in 2008 set to filter internet from home
- Parental choice regarding social networking on school laptops in the evening
- Encouraged use of predefined sites where appropriate

Revision History

September 14, 2001 – Public Hearing and Board Adoption

November, 2011 - Revision

In compliance with the Protecting Children in the 21st Century Act of 2009, Allendale Public Schools has a district-wide policy in place that ensures educating students on internet safety including appropriate on-line behavior, interacting with other individuals on social networking websites and in chat rooms, and cyber-bullying awareness response.

Staff Acceptable Use Policy

TECHNOLOGY CODE OF ETHICS

The use of technology in the Allendale Public Schools is a tool extended to staff members, student teachers, and volunteers to enhance learning and educational information exchange. Each user of technology shall read the following Guidelines, Responsibilities/Restrictions, and Disciplinary Action statements and sign the User's Responsibility Declaration form that follows prior to accessing and using technology.

GUIDELINES:

Staff may use all authorized hardware and software for which they have received training to facilitate learning and enhance educational information exchange.

Staff may access the Internet and information from outside resources which facilitates learning and enhances educational information exchange.

Staff must use the school email system. While every attempt will be made to keep emails private, the user should be aware that under certain circumstances, such as subpoena's from law enforcement, FOIA, or with probable cause, the school may need to view email history.

Staff may use school computers for personal use during non-working/non-instructional times provided that such use does not violate the other provisions in this policy or any other school policy.

RESPONSIBILITIES AND RESTRICTIONS:

Users are prohibited from the malicious use of the technology to disrupt the use of technology by others, to harass or discriminate against others, to infiltrate unauthorized computer systems or to engage in any illegal activity using the technology or to publish any material that could be considered immoral or subversive by community standards.

Users are responsible for upholding the copyright standards. Illegal copies of copyrighted programs may not be made or used on school equipment.

Users are responsible for utilizing technology in the school primarily for facilitating learning and enhancing educational information exchange consistent with the purposes of the school.

Users may have access to electronic student educational records governed by the Family Educational Rights and Privacy Act (FERPA). Users may access only those records for which they have the right and need to access and will protect them from unauthorized disclosure. Users will not compromise or disclose these records, electronically or otherwise, in accordance with FERPA stipulations.

Users will verify parental permissions before posting student photos and/or names on websites.

Users are expected to properly use and care for that hardware and software for which they have been trained to use and to seek assistance if necessary. Damage due to abuse or negligence is unacceptable. All damage to equipment should be immediately reported to the technology department.

Staff are expected to put forth a good faith effort to follow procedures established by the Technology Director.

Users are responsible for obtaining permission from the District Technology Director before bringing in their own software and using it on school equipment. In all cases, the user must abide by the licensing requirements of the software.

Users are responsible to take every possible precaution to keep all computer systems virus/malware free and are responsible for immediately reporting any suspected problems to the technology department.

Users are responsible for keeping hardware and software from being relocated, removed from school premises, or modified without permission from the technology director. Changes in hardware configuration must have approval from the technology director.

Intentionally wasting district resources with excessive or non-school related printing is unacceptable.

Users are responsible for maintaining the privacy of passwords and are prohibited from publishing or discussing passwords.

Users are responsible for any inappropriate material requested via the Internet under his/her user account and accepts responsibility for keeping all pornographic material, inappropriate text files, or files dangerous to the integrity of the school's network (i.e. sniffers, backdoors, etc.), equipment, or software from entering the school computers via the Internet. E-mail's that are pornographic, inappropriate or otherwise dangerous to the integrity of the school's mission must be deleted immediately.

Users are responsible for maintaining the integrity of the school's electronic mail (e-mail) systems (i.e. chain letters and spam are inappropriate), reporting any violations of privacy (i.e. password violation), and making primarily those e-mail contacts which facilitate learning and enhance educational information exchange consistent with the purposes of the school.

Users are prohibited from using the technology for private business, for product advertisement or political lobbying that violates election law.

Staff will demonstrate good faith efforts to supervise students' use of technology under their charge.

DISCIPLINARY ACTION:

Users violating any of these Rights and Responsibilities may face disciplinary action deemed appropriate in keeping with the disciplinary policies of the school district

Users will be required to make full financial restitution for any unauthorized expenses incurred or any intentional damages caused.

USERS RESPONSIBILITY DECLARATION

I have read the attached Allendale School District Technology Code of Ethics and agree to be responsible for and abide by all the Rights, Responsibilities, and Disciplinary Action outlined.

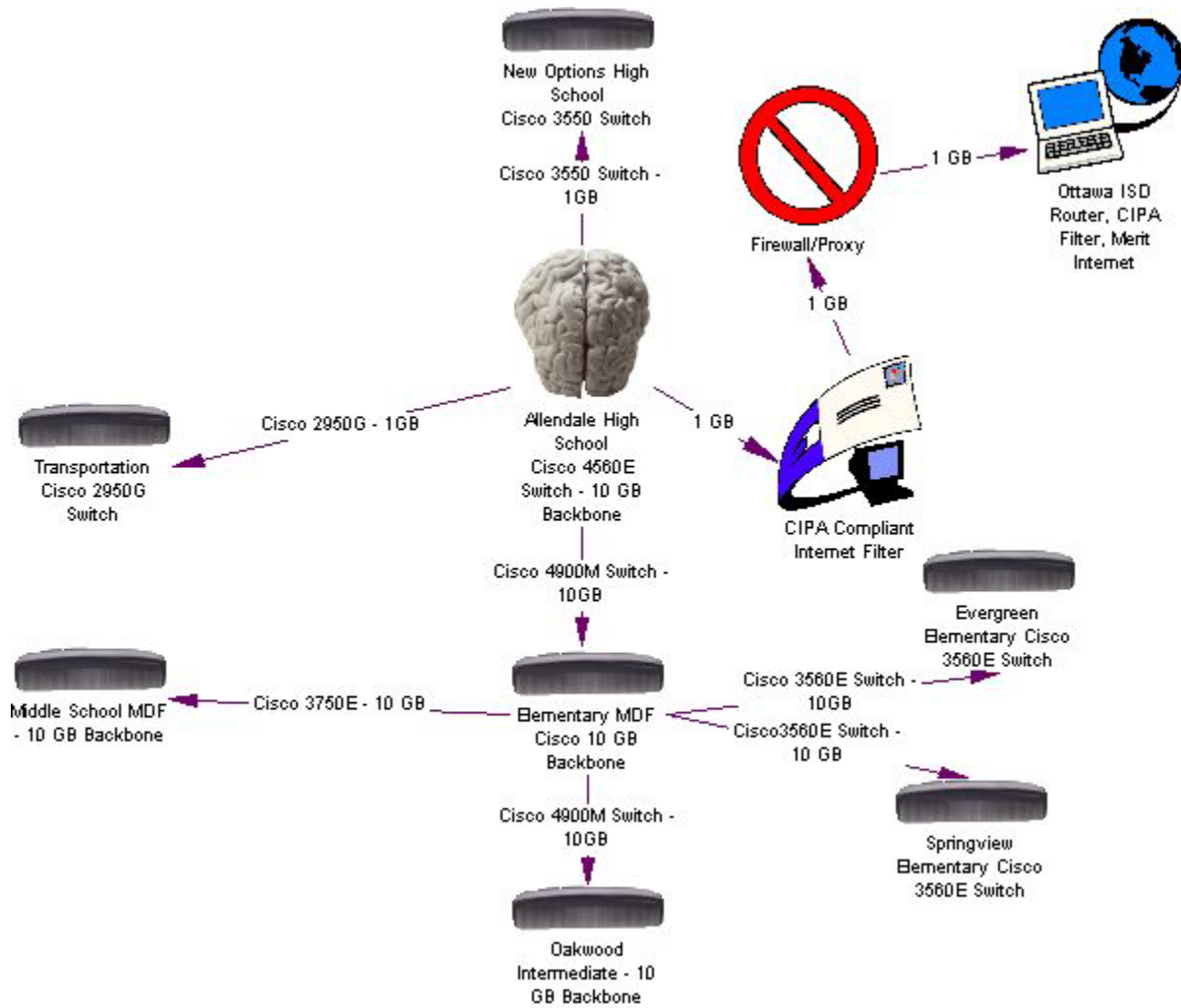
(Staff Signature)

(Date)

Conclusion

Allendale Public Schools has made great strides in providing technical training tools for their students and staff. The systems which are installed as part of this project are state-of-the-art and will be able to fulfill the needs of the school now and into the future. It is important to note that computers and computer systems require replacement much sooner than other assets that are in the school (such as desks and chairs). The useful life of a computer in the business world is three to five years; in a school environment, the life of a computer is usually pushed to seven or more years, providing ongoing proper maintenance takes place. If the school is committed to maintaining a state-of-the-art system, it must be prepared to budget an adequate amount of money for the ongoing replacement of computer systems. Using an expected life of five years, the school should budget at least one-fifth of the total new system cost per year toward replacement. If Allendale Public Schools is able to establish this in their budget, the school should be able to maintain this computer system in a good working condition for many years.

APPENDIX I



Appendix II

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Appendix III

District Improvement Plan

School Year: 2012 - 2013

District Name: Allendale Public School District

ISD/RESA: Ottawa Area ISD

Grades Served: PK,K,1,2,3,4,5,6,7,8,9,10,11,12

Dr. Daniel Jonker

Building Code: 70040

District Approval of Plan:

Authorized Official Signature and Date

Board of Education Approval of Plan:

Authorized Official Signature and Date

District Improvement Plan

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Introduction

The Michigan Department of Education, Office of Education Improvement and Innovation and Office of Field Services has developed a series of documents and tools that are designed to assist schools in the creation and use of an **Action Portfolio** that will guide and inform the school's Continuous School Improvement Planning Process.

The **Action Portfolio** begins with the **Michigan School Improvement Framework (MSIF)**. The Framework was designed to:

- Provide schools and districts with a comprehensive framework that describes the elements of effective schools.
- Provide schools and districts in our state with a common way of describing the processes and protocols of practice of effective schools.
- Give direction to, support, and enhance the school improvement planning process.

The School Improvement Framework **Rubrics** assess the framework at the benchmark level, and provide a continuum of practice that allows buildings to identify gaps that exist between where they are in their current practice and where they want to be. The rubrics also include the EdYES! Performance Indicators that schools must use for their annual self-assessment.

The **Comprehensive Needs Assessment (CNA)** is another tool that has been developed as a part of the **Action Portfolio**. This process examines building demographics, system processes and protocols of practices, instructional program, and disaggregated student academic achievement data, so that the following questions can be answered:

- Who do we serve?
- How do we do business?
- Where are we now?
- Where do we want to be?
- What and where are the gaps?
- What is/are the root cause(s) for the gaps? How will we get to where we want to be?
- How will we evaluate our efforts and progress?

The CNA will help a school align these system challenges with the student achievement goals the school will establish. Ensuring that your systems are aligned with the elements of effective schools, to support your instructional program goals and objectives, is the first step to establishing the continuous school improvement process.

The **District Improvement Plan (DIP)** has been designed to provide schools and districts with a common planning template that addresses student learning and system needs that have been identified through the schools' Comprehensive Needs Assessment. It has also been designed to address any federal, state and locally required elements that must be contained in a School Improvement Plan.

The School Improvement Framework, Rubrics, CNA, and the School Improvement Planning template were developed as a comprehensive and continuous process that can provide schools and districts with a way to look at and discuss internal systems and assess where the school is, in relationship to these elements of effective schools.

Copies of these documents can be obtained on the web at: www.mi.gov/schoolimprovement

DRAFT

District Information

District:	Allendale Public School District
ISD/RESA:	Ottawa Area ISD
Public/Non-Public:	Public
Grades:	PK,K,1,2,3,4,5,6,7,8,9,10,11,12
District Code Number:	70040
City:	Allendale
State/Province:	Michigan
Country:	United States

DRAFT

Vision, Mission and Beliefs

Vision Statement

After graduation, students will approach life with confidence, competence, and commitment to community.

Mission Statement

The mission of Allendale Public Schools, in partnership with the community, is to provide the best educational environment possible, challenging all students to reach their highest potential.

Beliefs Statement

1. All students can learn, and learning is a life-long process.
2. Education involves a cooperative effort among students, parents, staff, and community.
3. The staff is committed to professional excellence.
4. The academic and emotional needs of all students should be met.
5. An atmosphere of respect for people, ideas, and property must prevail.
6. The educational environment must be safe, secure, welcoming, and challenging.
7. Students' success should be supported by the best possible facilities, programs, and services.
8. High expectations are essential to the development of skills needed to become responsible, productive citizens.
9. Policies need to be clear and fairly enforced.
10. Accountability is essential to success.

Goals

Name	Development Status	Progress Status
Math Proficiency	Complete	Open
Reading Comprehension	Complete	Open
Writing Proficiency	Complete	Open

Goal 1: Math Proficiency

Content Area: Math

Development Status: Complete

Student Goal Statement: All students will score at the proficient level on district-wide and standardized math assessments.

Gap Statement: Students With Disabilities' performance in math exhibits a widening gap as students move up through the grades as evidenced by the results in MEAP 2010-11 assessments (4th Grade: gap of 22 points, 5th Grade: gap of 24 points, 6th Grade: gap of 50 points, 7th Grade: gap of 32 points, and 8th Grade: gap of 46 points).

Hispanic students' performance in math also shows a gap in comparison to the overall student population as evidenced by the results in MEAP 2010-11 assessments (3rd Grade: gap of 4 points, 4th Grade: gap of 13 points, 5th Grade: gap of 13 points, 6th Grade: gap of 2 points, 7th Grade: gap of 11 points, and 8th Grade: gap of 17 points).

Economically Disadvantaged students' performance in math on the MME was 26 points below the overall performance of Allendale students.

Cause for Gap: Some lack of communication between general education and special education teachers in discussing intervention strategies for students with disabilities. Some lack of double-dosing and triple-dosing for at-risk students. There may be some incidents of lowering expectations for certain at-risk students.

Multiple measures/sources of data you used to identify this gap in student achievement: MEAP
MME/ACT
ACT PLAN

What are the criteria for success and what data or multiple measures of assessment will be used to monitor progress and success of this goal? All students will improve their math proficiency as measured by the Measurement of Academic Progress in grades 3-8.

All students will improve their math proficiency as measured by the MEAP in grades 3-8.

All students will improve their math proficiency as measured by the ACT Explore in grade 9, the ACT Plan in grade 10, and the MME/ACT in grade 11.

All students will improve their math proficiency as measured by the OAISD Math RtI assessments in grades 1-8.

Contact Name: Doug Bol

List of Objectives:

Name	Objective
Math Proficiency	All students will improve their proficiency in math as measured by the MEAP and the Measurement of Academic Progress in grades 3-8, OAISD assessments in grades 1-8, and the ACT Explore, Plan, and ACT in grades 9-11. The percentage of all students achieving proficiency will increase by 5 percent. The percentage of sub-group students achieving proficiency will increase by 20 percent by 2012-2013.

1.1. Objective: Math Proficiency

Measurable Objective Statement to Support Goal: All students will improve their proficiency in math as measured by the MEAP and the Measurement of Academic Progress in grades 3-8, OAISD assessments in grades 1-8, and the ACT Explore, Plan, and ACT in grades 9-11. The percentage of all students achieving proficiency will increase by 5 percent. The percentage of sub-group students achieving proficiency will increase by 20 percent by 2012-2013.

List of Strategies:

Name	Strategy
Response to Intervention & Strategic Instruction Model	District K-8 staff will implement Response to Intervention systems in math instruction to increase student math proficiency in grades K-8 as evidenced by training in data and technology integration, in math instructional strategies, and in NWEA MAP assessment administration and data disaggregation. District secondary staff will implement University of Kansas' Strategic Instruction Model to increase student math proficiency in grades 9-12.

1.1.1. Strategy: Response to Intervention & Strategic Instruction Model

Strategy Statement: District K-8 staff will implement Response to Intervention systems in math instruction to increase student math proficiency in grades K-8 as evidenced by training in data and technology integration, in math instructional strategies, and in NWEA MAP assessment administration and data disaggregation. District secondary staff will implement University of Kansas' Strategic Instruction Model to increase student math proficiency in grades 9-12.

Selected Target Areas

Indicator 1 The written curriculum incorporates the district's expectations for good instruction and essential content and affirms a common vision and understanding of the learning standards under which the district operates. Based on state standards, it is structured around a set of interrelated programs for students and staff, guided by a common framework, and pursued over a sustained period of time. The curriculum reflects a commitment to equity and diversity and its flexibility is designed to address the wide range of needs and abilities of all students.

Indicator 19 System-wide curricular and instructional decisions are based on data and research at all levels. The district structures the decision-making process so that disaggregated data provides the basis for a systematic analysis of instructional and organizational effectiveness, with the results of this analysis employed to improve student and system performance.

What research did you review to support the use of this strategy and action plan?

Educational Research Service (2007). Elements of Highly Effective Mathematics Programs. The Informed Educator Series.

Schumaker, J.B., & Deshler, D.D. (2010). Using a tiered intervention model in secondary schools to improve academic outcomes in subject-area courses. In Interventions for achievement and behavior problems in a three-tier model including RTI (pp. 609-632). Bethesda, MD: National Association of School Psychologists.

Scheuermann, A.M., Deshler, D.D., & Schumaker, J.B. (2009). The effects of the explicit inquiry routine on the performance of students with learning disabilities on one-variable equations. Learning Disability Quarter, 32(2), 103-120.

Miller, S. & Strawser, S. (1996). Promoting strategic math performance among students with learning disabilities. Learning Disability Forum, 21(2), 34-40.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Extended Learning Opportunities	2010-09-01	2013-06-30	Building principals, classroom teachers, and special education teachers.
Professional Development in Math	2010-09-01	2013-06-30	Building principals, Directors of Teaching and Learning and Special Education, classroom teachers, and special education teachers
Progress Monitoring	2010-09-01	2013-06-30	Building principals, Directors of Teaching and Learning and Special Education, classroom teachers, and special education teachers

1.1.1.1. Activity: Extended Learning Opportunities

Activity Description: Teachers/Staff will provide extended learning opportunities and intervention blocks with flexible groupings to build students' math proficiency. A summer school program will be implemented for K-5 at-risk students in math.

Planned staff responsible for implementing activity: Building principals, classroom teachers, and special education teachers.

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2010-09-01, End Date - 2013-06-30

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
General Funds	General Funds	50,000.00	0.00

1.1.1.2. Activity: Professional Development in Math

Activity Description: Teachers/Staff will participate in professional development in math strategies involving OAISD K-8 RtI (Delta Math) and University of Kansas content area strategies. Teachers will also be trained in how to use curriculum mapping software (Curriculum4Schools) to monitor concepts taught and assessed.

Planned staff responsible for implementing activity: Building principals, Directors of Teaching and Learning and Special Education, classroom teachers, and special education teachers

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2010-09-01, End Date - 2013-06-30

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Title II Part A	Title II Part A	3,500.00	0.00

1.1.1.3. Activity: Progress Monitoring

Activity Description: Teachers and staff will universally screen all 1st through 8th grade students and conduct regular progress monitoring of performance in relation to instructional strategies. Curriculum maps will also be monitored to insure that concepts are being taught and mastered.

Planned staff responsible for implementing activity: Building principals, Directors of Teaching and Learning and Special Education, classroom teachers, and special education teachers

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2010-09-01, End Date - 2013-06-30

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
General Funds	General Funds	20,000.00	0.00

Goal 2: Reading Comprehension

Content Area: English Language Arts

Development Status: Complete

Student Goal Statement: All students will improve their reading comprehension skills.

Gap Statement: In grades 3-8, Students With Disabilities performed below their peers in Reading as evidenced by 2010-11 MEAP scores --

8th Gr. Overall 88 percent vs. 8th Gr. Students with Disabilities at 60 percent. 7th Gr. Overall 88 percent vs. 7th Gr. Students with Disabilities at 57 percent. 6th Gr. Overall 88 percent vs. 6th Gr. Students with Disabilities at 64 percent. 5th Gr. Overall 91 percent vs. 5th Gr. Students with Disabilities at 45 percent. 4th Gr. Overall 88 percent vs. 4th Gr. Students with Disabilities at 45 percent. 3rd Gr. Overall 88 percent vs. 3rd Gr. Students with Disabilities at 46 percent.

Also, in several grade levels (3rd, 4th, 7th, and 8th) Hispanic students performed below their peers in Reading as evidenced by 2010-11 MEAP scores --

8th Gr. Overall 88 percent vs. 8th Gr. Hispanic Students at 82 percent. 7th Gr. Overall 88 percent vs. 7th Gr. Hispanic Students at 77 percent. 4th Gr. Overall 88 percent vs. 4th Gr. Hispanic Students at 59 percent. 3rd Gr. Overall 88 percent vs. 3rd Gr. Hispanic Students at 71 percent.

MME Results for 2010-11 showed three subgroups underperforming in relationship to the overall population. The overall reading performance on the MME was 71% proficient with Hispanic students at 60%, Economically Disadvantaged students at 57%, and Students with Disabilities at 18%.

Cause for Gap: The causes for the gap include: (1) mobility of students from one district to another, (2) limited communication between general education and special education teachers regarding strategies and interventions attempted and progress monitoring of those strategies and interventions, and (3) a possible lowering of expectations for performance of at-risk students.

Multiple measures/sources of data you used to identify this gap in student achievement: MEAP

MME

Scholastic Reading Inventory

Rigby Reading Inventory Johns

Reading Inventory

What are the criteria for success and what data or multiple measures of assessment will be used to monitor progress and success of this goal? All students will improve their performance from the beginning of the year to the end of the year in reading as measured by the Measurement of Academic Progress in grades 3-8.

All students will improve their performance from the beginning of the year to the end of the year on the Rigby Reading Inventory in grades K-4

All students will improve their reading scores as measured by the ACT EXPLORE (9th), the ACT PLAN (10th), and the ACT (11th).

All students will improve their reading fluency from the beginning of the year to the end of the year as measured by AIMSWEB in grades 6-8.

All students will improve their reading fluency from the beginning of the year to the end of the year as measured by DIBELS in grades K-5.

All students will score a 1 or 2 on the MEAP Reading Test in grades 3-8.

Contact Name: Daniel Jonker

List of Objectives:

Name	Objective
Reading Proficiency Assessment	All students will improve their proficiency in reading as measured by the DIBELS Next Assessment in grades K-2, the Measurement of Academic Progress and the MEAP in grades 3-8, and the ACT Explore, Plan, and ACT in grades 9-11. The percentage of all students achieving proficiency will increase by 5 percent and the percentage of subgroup students achieving proficiency will increase by 20 percent by 2012-2013.

2.1. Objective: Reading Proficiency

Measurable Objective Statement to Support Goal: All students will improve their proficiency in reading as measured by the DIBELS Next Assessment in grades K-2, the Measurement of Academic Progress and the MEAP in grades 3-8, and the ACT Explore, Plan, and ACT in grades 9-11. The percentage of all students achieving proficiency will increase by 5 percent and the percentage of subgroup students achieving proficiency will increase by 20 percent by 2012-2013.

List of Strategies:

Name	Strategy
Positive Behavior Support Systems	District K-5 staff will implement Positive Behavior Support Systems to improve reading comprehension.
Response to Intervention & Strategic Instruction Model	District elementary staff will implement Response to Intervention systems in reading instruction to increase student reading proficiency in grades K-5 as evidenced by Literacy Coach and Title I Parapro support, training in data analysis and technology integration, in Dibels and NWEA MAP assessment administration and data disaggregation. District secondary staff will implement University of Kansas' Strategic Instruction Model to increase student reading proficiency in grades 6-12.

2.1.1. Strategy: Positive Behavior Support Systems

Strategy Statement: District K-5 staff will implement Positive Behavior Support Systems to improve reading comprehension.

Selected Target Areas

Indicator 7 District leaders are continually seeking to build a culture of mutual respect, collaboration, trust and shared responsibility for system as well as school improvement. A common value throughout the district is that adults, as well as students, are continuous learners. As a result, Professional Learning Communities exist at all levels of the organization.

What research did you review to support the use of this strategy and action plan?

Models of integrated behavior and reading supports produce larger gains in literacy skills than the reading-only model

Stewart, Benner, Martella, & Marchand-Martella, (2007)

Behavioral function and oral reading fluency

McIntosh, Horner, Chard & Braun, (2008)

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Progress Monitoring	2010-09-01	2013-06-30	Building principals, classroom teachers, professional support staff (social workers, behavior specialists, school psychologist, and special education teachers), and other support staff (custodians, bus drivers, food service, etc.).

2.1.1.1. Activity: Progress Monitoring

Activity Description: Teachers/Staff will monitor the progress of students using the SWIS system.

Planned staff responsible for implementing activity: Building principals, classroom teachers, professional support staff (social workers, behavior specialists, school psychologist, and special education teachers), and other support staff (custodians, bus drivers, food service, etc.).

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2010-09-01, End Date - 2013-06-30

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
MiBLSI grant	Other	9,000.00	0.00

2.1.2. Strategy: Response to Intervention & Strategic Instruction Model

Strategy Statement: District elementary staff will implement Response to Intervention systems in reading instruction to increase student reading proficiency in grades K-5 as evidenced by Literacy Coach and Title I Parapro support, training in data analysis and technology integration, in Dibels and NWEA MAP assessment administration and data disaggregation. District secondary staff will implement University of Kansas' Strategic Instruction Model to increase student reading proficiency in grades 6-12.

Selected Target Areas

Indicator 7 District leaders are continually seeking to build a culture of mutual respect, collaboration, trust and shared responsibility for system as well as school improvement. A common value throughout the district is that adults, as well as students, are continuous learners. As a result, Professional Learning Communities exist at all levels of the organization.
Indicator 17 Through the use of multiple types and sources of disaggregated data, the system informs efforts to close achievement gaps. This data is readily accessible to stakeholders directly involved in data- based decision-making.

What research did you review to support the use of this strategy and action plan?

Response to Intervention Models

Field Studies of RTI Programs/Models, Selecting a Scientifically Based Core Curriculum for Tier 1, Universal Screening Within A Response-To-Intervention Model and Progress Monitoring Within a Response-to-Intervention Model

Strategic Instruction Model

Palincsar, A.S., Nair, M., Deshler, D.D., & Biancarosa, G. (2007). Characteristics and supports of adolescent literacy instruction. In Deshler, D.D., Palincsar, A.S., Biancarosa, G., & Nair, M., Informed Choices for Struggling Adolescent Readers: A Research-Based Guide to Instructional Programs and Practices (pp. 49-60). Newark, DE: International Reading Association.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Extended Learning Opportunities	2010-09-01	2013-06-30	Building principals, classroom teachers and professional support staff (literacy coaches, Title I paraprofessionals, school psychologist, and special education teachers)

Professional Development in Reading Support	2010-01-01	2013-06-30	Building principals, Directors of Curriculum and Special Education, classroom teachers and professional support staff (literacy coaches, Title I paraprofessionals, school psychologist, and special education teachers)
Progress Monitoring	2010-09-01	2013-06-30	Building principals and assessment trainers along with classroom teachers and professional support staff (literacy coaches, reading specialists, school psychologist, and special education teachers)

2.1.2.1. Activity: Extended Learning Opportunities

Activity Description: Teachers/Staff will provide extended learning opportunities and intervention blocks with flexible groupings to support student reading comprehension. Teachers will use curriculum mapping software to monitor concepts taught and assessed. A K-5 at-risk summer school will be offered for reading.

Planned staff responsible for implementing activity: Building principals, classroom teachers and professional support staff (literacy coaches, Title I paraprofessionals, school psychologist, and special education teachers)

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2010-09-01, End Date - 2013-06-30

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Title II Part A	Title II Part A	38,000.00	0.00

2.1.2.2. Activity: Professional Development in Reading Support

Activity Description: Teachers/Staff will learn how to use research-based strategies to improve students' reading comprehension (Leveled Literacy Intervention, Reading Workshop). Teachers will also be trained in how to use curriculum mapping software (Curriculum4Schools) to monitor concepts taught and assessed.

Planned staff responsible for implementing activity: Building principals, Directors of Curriculum and Special Education, classroom teachers and professional support staff (literacy coaches, Title I paraprofessionals, school psychologist, and special education teachers)

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2010-09-01, End Date - 2013-06-30

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Title II Part A	Title II Part A	4,000.00	0.00

2.1.2.3. Activity: Progress Monitoring

Activity Description: Teachers/Staff will administer universal screeners and progress monitoring assessments to diagnose student performance, adjust instruction, and evaluate the effectiveness of instructional strategies and interventions.

Planned staff responsible for implementing activity: Building principals and assessment trainers along with classroom teachers and professional support staff (literacy coaches, reading specialists, school psychologist, and special education teachers)

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2010-09-01, End Date - 2013-06-30

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
General Funds	General Funds	20,000.00	0.00

Goal 3: Writing Proficiency

Content Area: English Language Arts

Development Status: Complete

Student Goal Statement: All students will write proficiently.

Gap Statement: Several subgroups performed below the proficiency level of all students as measured the the MME and MEAP in 2010-11.

MME Writing for all students was at 51% proficient while Hispanic students' proficiency was at 40% and Economically Disadvantaged students' proficiency was at 26%.

MEAP Writing at 7th Grade and 4th Grade showed that the Hispanic (HIS), Economically Disadvantaged (E.D.),

and Students with Disabilities (SWD) subgroups all performed below the proficiency level for all students.

7th Grade Overall -- 72%, His. -- 62%, E.D. -- 63%, SWD -- 36%

4th Grade Overall -- 52%, His. -- 24%, E.D. -- 39%, SWD -- 14% and Males -- 43%

Cause for Gap: Some lack of alignment in writing instruction between grade levels and teachers within grade levels. A lack of persuasive writing in the general education curriculum. A lack of double-dosing of writing instruction for at-risk students. A lack of progress monitoring data to determine writing improvement. A lack of engaging prompts. A lack of use of the iterative process for writing.

Multiple measures/sources of data you used to identify this gap in student achievement: MEAP

MME

Local common assessments

What are the criteria for success and what data or multiple measures of assessment will be used to monitor progress and success of this goal? Students will achieve a 1 or 2 on the MEAP writing assessment in grades 4 and 7 beginning in 2010-11.

Students will achieve a minimum of 18 on the English score of the ACT assessment in grade 11.

Students will achieve a proficient level on the rubric for district common writing assessments in grades K-12.

Contact Name: Doug Bol

List of Objectives:

Name	Objective
Narrative and Expository Writing	All students will improve their proficiency in narrative and expository writing as measured by the MEAP in grades 4 and 7, common local writing assessments in grades 2-8, and the ACT in grade 11. The percentage of all students achieving proficiency will increase by 5 percent. The percentage of subgroup students achieving proficiency will increase by 20 percent by 2012-2013.

3.1. Objective: Narrative and Expository Writing

Measurable Objective Statement to Support Goal: All students will improve their proficiency in narrative and expository writing as measured by the MEAP in grades 4 and 7, common local writing assessments in grades 2-8, and the ACT in grade 11. The percentage of all students achieving proficiency will increase by 5 percent. The percentage of subgroup students achieving proficiency will increase by 20 percent by 2012-2013.

List of Strategies:

Name	Strategy
Lucy Calkins Units of Study & the Strategic Instruction Model	District elementary staff will implement Lucy Calkins Units of Study in writing instruction to increase student writing proficiency in grades K-5 as evidenced by training in Units of Study in writing. District secondary staff will implement University of Kansas' Strategic Instruction Model to increase student writing proficiency in grades 6-12.

3.1.1. Strategy: Lucy Calkins Units of Study & the Strategic Instruction Model

Strategy Statement: District elementary staff will implement Lucy Calkins Units of Study in writing instruction to increase student writing proficiency in grades K-5 as evidenced by training in Units of Study in writing. District secondary staff will implement University of Kansas' Strategic Instruction Model to increase student writing proficiency in grades 6-12.

Selected Target Areas

Indicator 1 The written curriculum incorporates the district's expectations for good instruction and essential content and affirms a common vision and understanding of the learning standards under which the district operates. Based on state standards, it is structured around a set of interrelated programs for students and staff, guided by a common framework, and pursued over a sustained period of time. The curriculum reflects a commitment to equity and diversity and its flexibility is designed to address the wide range of needs and abilities of all students.

Indicator 11 The district is a learning organization committed to long-term improvement. As a result, it establishes a system-wide strategic plan, fueled by data, with clear goals and accountability for results. All schools in the district are, in turn, learning organizations committed to long-term data-driven reform and all staff is held accountable for student achievement results.

Indicator 14 The system provides job-embedded, on-going, interrelated learning opportunities for all staff to improve their effectiveness. The intent of professional development is to help build capacity and implement new skills system-wide emphasizing their application in the classroom.

What research did you review to support the use of this strategy and action plan?

Institute for Research on Adolescent Learning, University of Kansas Center for Research on Learning, "Strategies Related to Expressing Information," April, 2009

Research Base: Units of Study
Teachers College Reading and Writing Project at Columbia University

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Professional Development in Writing	2010-09-01	2013-06-30	Building Principals, Directors of Teaching and Learning and Special Education, classroom teachers, and professional support staff (special education teachers)
Trimester Assessment of Writing	2010-09-01	2013-06-30	Building Principals, Directors of Teaching and Learning and Special Education, classroom teachers, and professional support staff (special education teachers)

3.1.1.1. Activity: Professional Development in Writing

Activity Description: Teachers and staff will participate in professional development to learn how to implement Lucy Calkins Units of Study and Writing in the Common Core(K-5) and the Strategic Instruction Model for Expressing Information (6-12)using the Writers' Workshop process. Teachers will be trained in curriculum mapping software to monitor concepts taught and assessed.

Planned staff responsible for implementing activity: Building Principals, Directors of Teaching and Learning and Special Education, classroom teachers, and professional support staff (special education teachers)

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2010-09-01, End Date - 2013-06-30

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Title II Part A	Title II Part A	7,000.00	0.00

3.1.1.2. Activity: Trimester Assessment of Writing

Activity Description: Teachers/Staff will assess writing proficiency each trimester with common writing prompts evaluated against common writing rubrics at each grade level.

Planned staff responsible for implementing activity: Building Principals, Directors of Teaching and Learning and Special Education, classroom teachers, and professional support staff (special education teachers)

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2010-09-01, End Date - 2013-06-30

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
General Funds	General Funds	2,500.00	0.00

Resource Profile

Funding Source	Planned Amount	Actual Amount
General Funds	\$92,500.00	\$0.00
Title II Part A	\$52,500.00	\$0.00
Other	\$9,000.00	\$0.00

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Assurances

Special Education

1. The District School Improvement Team reviews the CIMS data.

Response: *Yes*

Comments:

2. CIMS data is used to prepare the District Improvement Plan.

Response: *Yes*

Comments:

Technology

1. The District Technology Protection Measure blocks or filters adult and student internet access to inappropriate materials (visual depictions that are obscene, child pornography, or harmful to minors).

Response: *Yes*

Comments:

2. The district has a process to monitor adult and student use of the internet.

Response: *Yes*

Comments:

3. The district has an Internet Safety Policy in place.

Response: *Yes*

Comments:

4. The Internet Safety Policy meets the requirements as outlined in the state Technology Planning and CIPA requirements.

Response: *Yes*

Comments:

5. The district has a process to provide public notice and hearings about the Internet Safety Policy.

Response: *Yes*

Comments:

6. The district uses school-wide assessments to determine the telecommunication services and hardware support that are needed to support teaching and learning in all schools.

Response: *Yes*

Comments:

7. The district uses the school-wide assessment data to identify the needs of the schools in the following areas: infrastructure (wiring, internet connections T1, etc.) in all classrooms, in all labs, in all media centers, in the main office, in counseling offices, in support staff offices; hardware; software; professional development. If "yes", specify the needs in the comments section.

Response: *Yes*

Comments: *All identified needs have been addressed in our most recent District Technology Plan and bond issue (voted on in May 2007 and completed in June 2011).*

8. The district has identified specific actions that promote curriculum and teaching strategies to effectively integrate technology. If "yes", specify the actions in the comments section.

Response: *Yes*

Comments: *Teachers are surveyed regularly to determine needs and areas of integration for professional learning. Annually, the teachers complete a Technology Integration matrix to determine their progress on a continuum from minimal integration to full integration with students and teachers using the technology to add value to the learning process.*

9. The district adjusts its curriculum to include technology literacy for all students.

Response: *Yes*

Comments: *Differentiation is done in all content areas. Online materials are used which allow for appropriate reading levels and academic readiness levels. The Michigan Educational Technology Standards are taught in grades K-8.*

10. The district adjusts its instructional program to promote technology literacy. If "yes", specify the adjustments in the comments section.

Response: *Yes*

Comments: *Professional learning is done regularly to insure the NETS/METS are addressed in content areas and technology literacy classes. Teachers in grades 6-12 meet by department content area quarterly to learn and discuss how to integrate technology more effectively in their instruction and assessment.*

Stakeholders

List of names, positions and e-mail addresses of the stakeholders (staff, parents, community/business members and, as appropriate, students) who were involved in the planning, design, monitoring, and evaluation of this plan.

Title	First Name	Last Name	Position	E-mail
Dr.	Daniel	Jonker	Superintendent	jonkerdan@allendale.k12.mi.us
Ms.	Karen	Mosier	Director of Teaching and	mosierkar@allendale.k12.mi.us
Mr.	Dan	Remenap	AHS Principal	remenapdan@allendale.k12.mi.us
Mr.	Chuck	Bailey	NOAHS Principal	baileychu@allendale.k12.mi.us
Mr.	Rocky	Thompson	AMS Principal	thompsonroc@allendale.k12.mi.us
Mr.	Doug	Bol	Oakwood Intermediate Prin	boldou@allendale.k12.mi.us
Mr.	Steve	VanderPloeg	Evergreen Principal	vanderploegste@allendale.k12.mi.us
Ms.	Jill	Wilson	Springview Principal	wilsonjil@allendale.k12.mi.us
Ms.	Lanette	Devitt	Director of Special Educa	devittlan@allendale.k12.mi.us
Mr.	Paul	Mulder	Director of Technology	mulderpau@allendale.k12.mi.us
Ms.	Sheryl	Pineiro	Parent	pineiroshe@allendale.k12.mi.us
Ms.	Becky	Karnes	AHS English Teacher	karnesbec@allendale.k12.mi.us
Ms.	Molly	Carpenter	AMS Special Education Tea	carpentermol@allendale.k12.mi.us
Ms.	Julie	Hilzey	Springview Special Educat	hilzeyjul@allendale.k12.mi.us
Ms.	Melissa	Byker	Springview Special Educat	bykermel@allendale.k12.mi.us
Ms.	Jennifer	Blaha	AMS Special Education Tea	blahajen@allendale.k12.mi.us
Mr.	Eric	Packer	Parent	packerereri@allendale.k12.mi.us

1. Describe how all stakeholders are involved in the planning, design, monitoring and evaluation of this institution improvement plan.

Stakeholders are asked to review the District Process Rubrics in relation to current practice and submit their individual opinions as part of an electronic survey of district processes. Stakeholders are also asked to provide data from their particular buildings and departments regarding achievement, perception, and process. Finally, stakeholders are asked to analyze the data in the District Data Profile and provide their collective opinions regarding the planning and design of the district improvement process.

2. Describe how decisions about curriculum, instruction and assessment are made at this institution, and how all stakeholders are involved in the process.

Decisions regarding curriculum, instruction, and assessment begin either with building initiatives from individual educators or departments/grade level teams; or from cross-building design teams with representatives from each building and grade level. Once an initiative is introduced, teams design the plan for implementation and professional learning and bring it for approval to the building faculties. Once faculties have given their approval, the initiative moves to the district level for discussion and approval at the District Improvement/Curriculum team. Once that team gives approval, it is presented to the Board of Education for information or for approval depending on the type of initiative. Finally, it is brought to the administrative team for budget considerations and professional development planning.

3. Describe how institution and student information and progress will be shared with all stakeholders in a language that they can understand.

Institution and student information are shared with all stakeholders through building and district newsletters, the district website, and annual reports from each building and the district. Spanish versions of newsletters are provided and interpreters are provided at parent-teacher conferences and major events.

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Statement of Non-Discrimination

Federal Office for Civil Rights

The institution complies with all federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. It is the policy of this school that no person on the basis of race, color, religion, national origin or ancestry, age, gender, height, weight, marital status or disability shall be subjected to discrimination in any program, service or activity for which the district/school is responsible, or for which it receives financial assistance from the U.S. Department of Education.

Contact Information

Schools/Districts are required to designate an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities.

Name/Position:	Business Manager
Address:	10505 Learning Lane, Allendale, MI 49401
Telephone Number:	616-892-5570

References

- Title VI of the Civil Rights Act of 1964
- The Age Discrimination Act of 1975
- The Americans with Disabilities Act of 1990
- Elliott-Larsen prohibits discrimination against religion

Supporting Documentation

No documentation was attached.

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Conclusion

1. What Professional Learning activities will you need to provide to support the successful implementation of this school improvement plan?

Under the Reading Comprehension goal, we will be providing training in DIBELs, Leveled Literacy Interventions, the University of Kansas Strategic Instruction Model (SIM), and Reader's Workshop. Staff will also be trained in the Response to Intervention (RtI) process using universal screeners and progress monitors to adjust instruction.

Under our Writing Proficiency goal, we will provide training in the Lucy Calkins Units of Study and the University of Kansas Strategic Instruction Model (SIM).

Under our Math Proficiency goal, we will provide training in the Delta Math Response to Intervention (RtI) process using universal screeners and progress monitors to adjust instruction. Staff will also be trained in the Elements of Highly Effective Math Instruction.

Teachers in grades 3-8 will be trained in how to interpret the Measurement of Academic Progress (MAP) data to adjust instruction.

2. How has the institution integrated its available fiscal resources to support this school improvement plan?

The general fund budget for 2010-11 includes funds for new assessment tools such as DIBELs, NWEA Measurement of Academic Progress (MAP), and ACT Explore and Plan. Funds are also included to provide additional leveled books and materials in various content areas.

We will be using Title I ARRA funds and Special Education Flowthrough ARRA funds to support professional development such as Lucy Calkins Units of Study training, Response to Intervention (RtI) training and University of Kansas Strategic Instruction Model (SIM) training.

Dedicated professional development time within the district's contract will be focused on RtI, SIM, and Delta Math training.

3. How has the institution assessed the need for and integrated the use of technology to support this school improvement plan?

We have a district-wide technology plan focused on improving curriculum, instruction, and assessment. Our district's Strategic Plan also places an emphasis on using technology to support the learning process.

We will use technology to assess students through NWEA Measurement of Academic Progress (MAP) testing, Scholastic Reading Inventory (SRI) testing, and Delta Math testing. We will also use technology for data collection, disaggregation, and reporting. Technological resources (software or web-based) that help to differentiate instruction for students will be utilized to enhance the learning process.
