



UNIVERSITY**YES**
ACADEMY

3 Year Technology Plan

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SECTION 1. COVER PAGE

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SECTION 2. **Introductory Material**

2.1 Mission

The mission of the University YES Academy is to provide all students with the opportunity to develop their maximum potential through a positive computing experience. Each student is expected to be able to effectively communicate, both orally and in written form, to compute, and to understand the scientific world and environment. Students are also expected to set personal goals and develop the ability and attitude to achieve these goals.

- Students will use technology to prepare them for college
- Apply technology skills to become innovative learners
- Acquire the skills to become life-long learners
- Master a strong core of academic knowledge
- Become effective problem-solvers and decision-makers
- Become productive members of society.

We want our school system to:

- Recruit, retain, and support the best possible staff
- Provide opportunities for professional growth for all staff
- Produce students who are well prepared for college and careers
- Provide students and teachers with current and emerging technology to support teaching and learning
- Provide opportunities to support individual students through the creative use of technology
- Be recognized as an outstanding innovative technologically strong school system

2.2 Introduction

The University YES Academy Technology Committee believes that technology, in its current and future forms, presents students, teachers, leaders, and the community with powerful means to accomplish those aspirations we hold in common. Our purpose is to give our students, teachers, leaders, and the community the very best tools available as we work together to realize our aspirations for our students and for our school system. Technology is simply one of many tools, which can be utilized to achieve specific purposes and goals. Our plan utilizes the technology goals and needs for each unit established in each district building's school improvement plan. Specifically, we believe that technology can support our broad academic goals by:

- Providing 24/7 access to information, resources and technologies
- Enabling and stimulating users to express their creativity
- Facilitating individual learning and teaching to maximize student success
- Providing diverse modes of communication

- Promoting complex intellectual skills to solve challenging problems
- Providing efficient and cost effective use of time and resources for management, teaching, and learning
- Facilitating the development, organization, and presentation of new ideas
- Facilitating collaborative learning and teaching to maximize student success
- Promoting the integration of curriculum, disciplines, instruction, and modes of learning
- Promoting adult, parent, and community learning, communication and involvement
- Using and transferring technological knowledge and skills for life roles
- Using technologies to retrieve, organize, manipulate, evaluate, and communicate information

Technology is a powerful and essential tool in the education process for both students and staff of the University YES Academy. It has become an integral part of all areas of curriculum at every level of instruction. In addition, technology has become an integral process tool in both instruction and management. The application of technology is an important factor in improving student performance and achievement, increasing staff productivity, and assuring efficiency of the day-to-day operations of the school system.

SECTION 3. Technology Vision and Goals

3.1 Vision

Why Technology?

Public education is the last major labor-intensive industry to use technology in its everyday operations. While there is no instant solution, there is growing evidence that some of the most difficult challenges in education can be resolved through the use of education technology. With the tools of technology, students can dramatically raise knowledge levels, learn problem-solving techniques, develop the skills required to manage massive amounts of information, analyze concepts from several different perspectives, and develop the hard-to-quantify higher-order analytical and critical thinking skills that are required in the global marketplace. Students who are using technology learn the skills necessary for lifelong learning and productive careers.

This document is constantly being updated and requires input from all University YES Academy employees. By sharing ideas with each other, we can evaluate our current programs and needs and develop a framework that will ensure our graduates a firm foundation in the technology based skills that they will need to be successful, productive members of society.

3.2 Goals

GOAL ONE: UTILIZATION OF METS-S AND NETS FOR STUDENTS AND STAFF

Technology integration will be demonstrated through the application of the METS-S Technology Standards for Students and the NETS national standards for Staff and Administrators in all areas of instruction and curriculum. UYA believes in the development of students into lifelong learners, who are able to use tools and learning processes to take control of their learning, use higher order thinking skills and effectively communicate with a variety of people and audiences.

GOAL TWO: MANAGEMENT

To integrate technology into the management of the school district including classroom, media center, building and district management. To develop K-12 computer labs, portable laptop labs, iPad Carts, stand-alone classroom systems, and media centers as the main distribution for information retrieval and resources.

GOAL THREE: COMMUNITY INVOLVEMENT

To make technology available to the community by extending media center hours, include collaboration with student -technicians as a resource center for technology support. Assist in the development of community technology skill development through computer application courses in the future.

GOAL FOUR: STAFF DEVELOPMENT

To provide ongoing training for all staff in multiple platforms of using and integrating Technology. The district will work to improve staff proficiency to use technology in the delivery of instruction and their ability to implement technology into the curriculum. Technology is an integral instructional tool and used effectively many new ideas and discoveries.

GOAL FIVE: RESOURCES

To provide an infrastructure, including hardware and software essential to achieve these goals. Grants will be sought to assist with the cost of system upgrades and implementation of new devices as the district continues to grow.

GOAL SIX: STAFFING

To provide the school district with coordination, management support and leadership.

GOAL SEVEN: FUNDING

To provide appropriate funding to realize goals, including grants to supplement local funding.

GOAL EIGHT: EVALUATION

To assess technology needs on a constant and systematic basis. Annual evaluations will be done with staff. Periodic evaluations will occur to determine future needs by polling students, parents, and community. Students with formal technology classes are assessed regularly on technology competencies to ensure progress. Classroom are also provided with the state technology standards to ensure the proper embedment into the curriculum and instruction.

I. CURRICULUM

SECTION 4. A. Curriculum Integration

Technology-based Learning

University YES Academy holds technology as an integral tool to help scholars reach their full potential. This creates unique learning opportunities where scholars can work at an individualized pace targeting specific areas of need.

The Academy integrates and incorporates technology across all facets of the organization, including within teaching and learning activities, in order to develop in students those skill sets deemed essential for achieving Information and Communication Technology (ICT) Literacy.

The following curriculum integration practices are in place or being implemented:

- Implement strategies that are in line with challenging State standards for using telecommunications and technology to improve teaching and learning.
- Strategies to use technology for thinking, learning and producing.
- University YES Academy will be implementing an integrated, aligned technology curriculum that will be a central part of the K-12 curriculum. Integration of technology into the K-12 curriculum will be both a learning and a teaching tool.
- Enhance content-area learning with technology-infused lessons.
 - www.brainpop.com
 - Online.carnegielearning.com
- Use a variety of technology resources to support learning (lessons on public drives).
 - www.betterlesson.com
 - Scholastic Nextpert
- Construct new meaning and knowledge by synthesizing information.
- Use computer modeling, image processing, simulations and data manipulation to develop understanding.

SECTION 5. B. Student Achievement

University YES Academy Educational Goal
 Prepare students academically for success in college and beyond.

Within the context of this goal, the Academy sets measurable targets by grade levels and subject areas in order to determine if students are on track to achieve the targets and thereby, make progress towards acquiring the skills and knowledge needed to succeed in college, work and life.

Measures for Determining Goal Achievement

To determine if the school is achieving or demonstrating measurable progress toward the achievement of this goal, the district annually assesses the school’s performance using the following measures.

Measure 1: Student Achievement. The academic achievement of all students in grades K-10, who have been enrolled for three or more years at the school, will be assessed using the following metrics and targets:

Measure 1: Student Achievement		
The academic achievement of all students in grades 2, 5, 8 and 11 who have been enrolled for three or more years at the Academy, will be assessed using the following metrics and targets:		
Grade(s)	Metric	Targets
K - 8	Median scaled scores on the NWEA MAP test.	Students enrolled for 3 or more years will achieve scaled scores equal to or greater than the national average.
Grade 8-9	Median composite score on the Explore® test by ACT®, Inc. administered in the spring.	Students enrolled for 3 or more years will achieve a composite score equal to or greater than 16, the Composite ACT® College Readiness Benchmark.
Grade 10	Aspire	TBD

Measure 2: Student Growth. The academic growth of all students in grades K through 10 at the school will be assessed using the following metrics and targets:

Measure 2: Student Growth		
The academic growth of all students in grades K through 10 at the Academy will be assessed using the following metrics and targets:		
Grade(s)	Metric	Targets
Grades K – 8	Median scaled scores on the NWEA MAP test reading, language arts and math tests administered in the fall and spring.	The growth scores from fall to spring will demonstrate students are on track to meet the student achievement targets.
Grades 8-9	Composite scores of Explore®, Plan® and ACT® tests by ACT®, Inc. administered in the spring.	The composite score gains between the Explore® and Plan® tests, and between the Plan® and ACT® tests, will demonstrate students are on track to achieve a composite score equal to or greater than 21 on the ACT®.
Grade 10	Aspire	TBD

Strategies to ensure that technology helps support all students in their progress toward achieving rigorous academic standards and goals include:

- 1) Expose students to a variety of technology tools beginning in Kindergarten and providing more advanced tools as they progress through the grade levels.
- 2) Utilize a variety of software – including both instructional and tool-based – in order to provide students with a variety of methods for practicing skills, acquiring new knowledge and reinforcing concepts.
- 3) Utilize computer-based adaptive assessments to zero in on students’ strengths and gaps in order reduce time spent on relearning skills already mastered so that student learning time is focused on learning and practicing new skills.
- 4) Utilize interactive and multi-media based instructional tools to making learning activities more exciting and motivating for students, including bringing learning “alive” through simulations, modeling, and interactive processes.

University Yes Academy was planned with integration in mind -- technology is integrated into classroom instruction, as well as made available through computers and laptops. UYA utilizes a server-based network (both hard-wired and wireless) so that data can be exchanged easily and

as needed, between and among all stakeholders. With a solid infrastructure in place, we are able to focus on student achievement using the following strategies:

- Improve classroom instructional capabilities: integrate the use of technology into instructional activities through the use of software applications and hardware that can be deployed for both groups and individual students.
- Incorporate computers as productivity tools: teach students and staff how to use computers, software and various hardware components to produce work products that demonstrate acquisition of core academic skills. Primary skill areas will include word processing, multimedia development, desktop publishing, and programming.
- Deploy computers as communication tools: teach students, staff and parents how to use technology to enhance the learning experience. Key activities will include inter-school collaboration, research, and school-to-home communication, all based on the use of the Internet and remote connections to the school's server(s).
- Enhance academic skill acquisition and when necessary, remediation: employ instructional software that provides instruction and remediation tailored to a student's specific needs and that provides them, as well as their teachers and parents, automated feedback on performance.

Timeline for Integration

Technology is already integrated throughout every classroom and the facility. During the next three years, the Academy team will ensure integration is maintained through purchases of new software and additional equipment as needed. Coordinating and completing software and hardware replacements will primarily be the responsibility of the IT Manager and IT service providers.

SECTION 6. C. Technology Delivery

The Academy incorporates numerous delivery methods across the curriculum and within instructional and communication activities, including the following:

- 1) Interactive Smart Boards with real-time connections between teachers' laptops and on-line and/or web-based lessons.
- 2) Elmo Document Cameras
- 3) Teacher classrooms have access to laptop and iPad carts for checkout depending upon availability.
- 4) Streaming video feeds to provide high quality examples across all subject areas when applicable.
- 5) Access to on-line learning modules (free and paid).
- 6) Incorporation of other multi-media tools for learning such as interactive listening centers and SMART Student Response systems.

STUDENT TECHNOLOGY EXPECTATIONS

Grades K-12 Technology Expectations

The middle school technology will develop through a gradual multi-year plan leading to a one-to-one technology implementation. A central component of the plan is accessibility of programs and web tools, development of web based learning and the implementation of online assessment. Ubiquitous access to technology will allow students to move from the 6th grade one-to-one classroom experience to a one-to-one 21st century mastery of technology integrated in their learning.

The 6th – 12th grade students will be assessed by using a middle school continuum. The continuum will be based on the 8th grade state technology literate profile so that all 8th graders will successfully acquire middle school competencies.

The Academy's educational goals and objectives, as required in our charter school application and contract, are aligned with the Michigan Curriculum Content Standards and Benchmarks, including the Michigan Educational Technology Standards (METS), all requirements under the No Child Left Behind Act of 2001, and the national technology goals. The Academy team references the following websites when creating teaching and learning activities which incorporate the use of technology:

www.techplan.org <http://www.ed.gov/technology/netp-2010>

In addition, the Academy team uses a variety of on-line resources already integrated with its overall educational program components. These include websites and resources supporting the following key program components and goals:

Scholastic Reading and Math 180

<http://read180.scholastic.com/>

<http://teacher.scholastic.com/products/math180/>

University YES Academy is dedicated to promoting and supporting educational progress of all of its scholars. The Scholastic READ 180 and MATH 180 programs provide a comprehensive system of instruction and assessment to raise the reading and math achievement of students in middle school. READ and MATH 180 employ proven instructional models with research-based designs that incorporate small and large group instruction as well as individualized intervention. University YES Academy Middle School utilizes these programs for our students performing in the bottom 30% in math and reading as a mechanism for helping these students close their performance gaps and get them on the path to college. These programs were chosen above other options because of the supporting research that shows the significant gains that can be made by students when the programs are used with fidelity.

CARNEGIE LEARNING – <http://www.carnegielearning.com/>

Carnegie learning provides UYA scholars with comprehensive math tools differentiated by their math teachers to meet their specific math needs. The program provides teachers with tutorials for students and tracking features to monitor their growth and progress.

BRAINPOP - <http://www.brainpop.com/>

Founded in 1999, BrainPOP creates animated, curricular content that engages students, supports educators, and bolsters achievement. Our award-winning online educational resources include BrainPOP Jr. (K-3), BrainPOP, BrainPOP Español, and, for English language learners, BrainPOP ESL. BrainPOP is also home to GameUp, an educational games portal for the classroom.

SECTION 7. D. Parental Communication and Community Relations

University YES Academy’s Technology Plan is disseminated to the community through its website, via regularly scheduled monthly Board meetings held at the school (and open to the public), via SIP and Technology Planning Committee meetings (held at the school and at times conducive to parents’ schedules), through hard-copy format if requested (and made available at the Academy’s office), and during Parent-Teacher conferences.

The Academy also uses technology to actively engage parents in their children’s education through the PowerSchool Parent Portal, as well as parent workshops designed to help parents learn how to use the technology that their children are using. An example of this is an iPad training on apps and uses to help student comprehension at home.

School Reach, a mass communication system is used to contact all parents with important news and updates by pre-recorded messages, text messages and email as an option. School Reach calls go out as needed at the discretion of the school operations team and administration. Monthly school newsletters, help to keep parents informed and in touch with what is happening at the schools as well. Parents are actively involved in school planning and improvement efforts, including technology planning, through participation on the SIP Team when applicable.

SECTION 8. E. Collaboration

As a K-12 elementary school, there are currently no programs aimed at adult literacy or GED preparation. However, the Academy does provide space to other community organizations which help coordinate such services for the surrounding community and neighborhoods. When the Academy continues to expand, it will look at creating and implementing such programs.

II. PROFESSIONAL DEVELOPMENT

SECTION 9. F. Professional Development

The Academy focuses on the following professional development areas to ensure that all staff are effectively trained in the use of technology as a teaching, communication and task management tool:

- Training for all staff, scheduled regularly throughout the year and during the summer, in the use of PowerSchool and PowerGrade.
- One-on-one and small group workshops, as needed, for specific uses of PowerSchool, PowerGrade and the administrative modules.
- Comprehensive on-site teacher training in the use of computer-based instructional software such as Carnegie Math, BrainPOP and the SMART Notebook software.
- Small group training in how to use a computer, including word processing, spreadsheets, email, the Internet, and network administration.

Professional Development Type	Timeframes
PowerGrade/PowerSchool Training	Tri-Annually
SMART Board Integration Training	Tri-Annually
Teacher use of Laptops to increase Technology Integration	Every 4 Months, 4 to 6 hours sessions.
Identification of Lead Teacher(s) to work with Teacher Groups (Train the Trainer)	Develop teacher leader for each school interested in developing their SMART board expertise.

Computer-based Reading Programs	Annually
NWEA MAP Assessment	4 times a year
Internet Safety and Filtering	Annually
Technology Tips for Teachers	Quarterly Sessions / Peer Collaborations

Staff are surveyed annually about their technology and other professional development needs in order to prioritize each year’s training schedule. In addition, and based on yearly standardized assessment results (including MEAP trend data), and as part of our continuous improvement process, we identify additional training needs unique to our Academy that may change from year to year. Surveys will assist in assessing staff member’s technology competency and awareness as it relates to state, National Educational Technology Standards (NETS) and International Society for Technology in Education (ISTE). Once prioritized, training workshops and activities are determined and added to the budget and school calendar.

SECTION 10. G. Supporting Resources

We employ the following strategies to ensure successful and effective uses of technology:

- Employ an IT Manager knowledgeable in technology to be responsible for learning most functions related to its deployment and use. This staff member will serve as primary contacts for interacting with all outside vendors and/or consultants, including, once trained, help train other staff.
- Ensure that one or more staff attend all technology-related training sessions and workshops offered by Wayne RESA.
- Contract with an outside vendor responsible for assisting with the maintenance of our network and equipment.
- Make available to our staff copies of all training materials via SharePoint.
- Teach staff how to access PowerSchool’s OnLine Help, including specialized courses available through PowerSchool’s Virtual University.
- Explore and identify on-line and web-based training modules, which meet the needs of our Academy as well as individual staff.
- Maintain an up-to-date Teacher Resource Center that includes books, CD-ROMS and other multi-media materials; providing examples, how-to's, lesson plans and teaching activities based on the use of various technologies.

- Identify and provide links to reputable on-line resources including Teacher Networks, the U.S. Department of Education, the Michigan Department of Education, and others.
- Ensure post-training evaluations are conducted for all workshops, sessions or classes in which our staff participate.
- Compare and analyze student achievement data, over time, and identify correlations between changes in such data, teachers, programs and professional development activities.

III. INFRASTRUCTURE, HARWARE, TECHNICAL SUPPORT AND SOFTWARE

SECTION 11. H. Infrastructure Needs / Technical Specifications and Design

Current Status

University YES Academy currently operates a Windows-based network to provide teachers, students, and administrators with reliable access to local and Internet-based services. Some details include:

- 2 local servers, one of which is the domain controller and the other utilized for server based applications and computer software installations / updates.
- The servers are stored in a secured rack to prevent tampering.
- 1 Gb switched network
- Each teacher has a laptop computer that can connect via wired or wireless networking.
- 2 media centers that are used for interactive assessments, technology integration, and support of general educational curriculum.
- Each classroom with the exception of 8, has an interactive SMART Board and each laptop has the SMART Notebook software installed on it.
- Comcast dedicated Fiber line provides 100mbps of Internet bandwidth.
- SonicWALL NSA 2400 firewall provides for secure access to the Internet. It also provides gateway antivirus, antispysware, and intrusion prevention services to further secure the network.
- SonicWALL firewall also provides user profile-based content filtering for teachers, students, and staff.
- Every employee has an email address (firstinitiallastname@universityyesacademy.org) provided via Microsoft Office 365. This system also supports shared contacts, shared calendars, and shared documents through Share Point sites.
- As referenced above, IT processes have been developed to support and strengthen quality in common processes including inventory management, procurement, help desk activities and more.
- IT training classes are available for the following topics:
 - SMART Technologies hardware and software, including: SMART Board and SMART Response software.
 - Microsoft Office Suite (Word, Excel, Outlook, PowerPoint).

- Formal training and personal coaching for the PowerSchool SIS.
- Mobile Laptop Lab usage and storage.
- Document Camera Operation
- iPad Classroom Management

University YES Academy has partnered primarily with the following vendors:

- Dell – Laptop computers, desktop computers, servers
- Cisco – Network switches, wireless access points
- Aruba – Wireless access points
- HP – Printers
- Konica Minolta – Multifunction copiers
- SMART – Interactive whiteboards and classroom response systems
- Epson – Projectors
- Bretford – Audio Visual carts and equipment
- Kaspersky – Desktop and server antivirus software
- Acronis – Server backup and computer imaging and rollout

Interoperability

The reason for standardizing on these vendors is to ensure consistency and interoperability of equipment. This standardization has helped to lighten the burden of technology support.

Workstations

Quantity	Use	Brand	Model	Processor	Memory	Purchase Date
30	Laptop Cart 1	Dell	Latitude 3340	4th Gen Intel Core i3-4005U Processor 1.7 GHz	4 GB	1/2014
30	Laptop Cart 2	Dell	Latitude 3340	4th Gen Intel Core i3-4005U Processor 1.7 GHz	4 GB	1/2014
30	Laptop Cart 2	Dell	Latitude 3340	4th Gen Intel Core i3-4005U Processor 1.7 GHz	4 GB	1/2014
50	Teachers	Dell	Latitude E6410	2.4 GHz Core i5	4 GB	8/2010

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50	Media Center 1 (30 in use) Remaining available for temporary setup of testing labs.	Compaq	500B MT	Pentium Dual-Core E5400 2.7GHz	2 GB	8/2011
27	Media Center 2	Dell	OptiPlex 3011	2.4 GHz Core i5	4 GB	8/2010
9	Administration	Dell	E5430	2.5 GHz i5	4 GB	8/2013

30	Classroom	Dell	OptiPlex 780	3.06 GHz Core 2	4 GB	8/2010
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Servers

Brand	Model	Processor	Memory	Purchase Date
HP	(2) ProLiant DL320 G6	(2) 2.27 GHz Xeon E5506	24 GB	8/2012

Software	Licenses
Windows Server 2008 R2	2
Windows Server 2008 R2 CAL's	150
Windows 7 Professional	150
Office 2013 Professional	150
PowerSchool	350
Acronis Backup and Recovery 10 Advanced	1
Smart Deploy	150
Scholastic Read / Math 180	32
BrainPop	site
Carnegie Learning / Mathia	site
SMART Notebook 10	site

Replacement Planning and Upgrades

Pending budget restrictions, University YES Academy's goal is to implement a 3 year replacement plan for all laptop computers, a four year replacement plan for all desktop computers and a five year replacement plan for network servers. Because all of the current laptops and desktops are in excellent working condition, we will plan to start replacing them at the end of the 2016-2017 school year. All current desktops and laptops have a three year onsite warranty, so as these expire, we will begin replacing them.

School Expansion

University YES Academy is currently a K-10 school, by 2016 K-12. Over the next two years, we plan to expand to an additional location. As the physical locations of the school increase, we will insure that wired and wireless networks are installed to provide complete coverage in as many locations as the budget allows. We will also seek to standardize our networking equipment. Wherever possible, we will leverage and coordinate E-Rate funding with expansion projects to maximize the return on budget dollars spent on networking and Internet.

Technical Support

Help desk and technical support are provided by the IT Manager with continued technology support from an outside consulting vendor, Macro Connect. Macro Connect provides a full suite of services to University YES Academy including level one and two help desk support, PowerSchool consulting and implementation services, and technology management and planning. These services are provided under the auspices of an outsourcing contract. Macro Connect meets with the school IT Manager on a regular basis to review overall performance, set both near and long term priorities, and to ensure interoperability between various technology components.

The Academy intends to utilize the Technology Infrastructure Readiness Grant to help offset the costs of hardware maintenance costs incurred due to technology usage.

SECTION 12. I. Increase Access

As a primary strategy to increase and continually access technology needs for both students and teachers we evaluate new technologies and if beneficial deploy them into the classrooms. Another important strategy is to solidify our infrastructure so we can support new technologies as they become available and accommodate future growth. Some efforts to expand access internally and externally include:

- Purchase additional desktop, laptop, and tablet computers, as needed, per year.
- Provide staff with laptop computers that allow them to access the Internet and school resources while onsite and at home.
- Offer a purchase or donation program so that computers that the school phases out can be made available to parents or members of the local community.
- Identify for parents and students all public places within of geographic area that provide free Internet access or free use of computers.
- Coordinate school events and conferences with technology initiatives so that parents and other stakeholders remain committed to and supportive of technology expansion.

The Campus IT Manager is the first point of contact for teachers who require technology support or have ideas about new technologies to improve the educational environment. We will also solicit other staff members to participate in these sessions to maximize the number of perspectives expressed and ideas gathered.

IV. FUNDING AND BUDGET

SECTION 13. J. Budget and Timetable

	Total	Year 1	Year 2	Year 3	% of Budget
GRAND TOTALS	\$254,301	\$69,567	\$100,967	\$83,767	
Computer Hardware	68,000	12,000	42,000	14,000	27%
Software	29,800	9,400	10,000	10,400	12%
Web Services	4,400	1,200	1,500	1,700	2%
Printers	10,800	7,200	2,400	1,200	4%
Network Equipment	6,000	1,500	2,000	2,500	2%
Infrastructure	4,500	1,500	1,500	1,500	2%
Security Technology	7,500	2,500	2,500	2,500	3%
Professional Development	11,400	1,700	4,500	5,200	4%
Parental Involvement	14,001	4,667	4,667	4,667	6%
Technical Support	36,000	12,000	12,000	12,000	14%
Services	12,100	4,200	1,400	6,500	5%
Other Hardware	24,500	4,500	8,000	12,000	10%
Supplies/ Materials	25,300	7,200	8,500	9,600	10%

SECTION 14. K. Coordination of Resources

Coordination of state and local resources is handled using a team approach. Our administrative team meets regularly with the staff, IT and educational consultants, and vendors to develop yearly annual budgets and to prioritize projects. We comply with state and federal guidelines for adoption of budgets, approval of major purchases, and any modifications to significant programs. Our Board of Directors provides oversight for these resource coordination efforts.

University YES Academy expects its budget to grow over the 2014-2017 period as enrollment increases and we add new grade levels to our school. We will also continue to apply for available grants to supplement this budget and to promote and sustain the academic program and program developments specific to the school needs.

In addition to general funds, other revenue streams that help support technology integration include Title I A, Title II A, Section 31.A State At-Risk Funding, and state Special Education Funding.

V. MONITORING AND EVALUATION

SECTION 15. L. Evaluation

University YES Academy will follow a straight-forward process to evaluate the ongoing success of the Information Technology Plan. The plan will be continually referred to throughout the year to ensure action steps are being taken to fulfill the goals and objectives. Every 6-12 months the plan will be put through a formal review process. The IT Team will be responsible for ensuring that the formal review process takes place.

The IT Manager will schedule a meeting in advance with the IT Team. All members of the IT Team will be asked to read the Information Technology Plan in advance of the meeting so they are prepared to discuss, update and alter the plan as necessary during the review meeting. Team members will also bring new ideas (such as emerging technologies) to the meeting. During the review meeting the IT Team will 1) update the plan so that it reflects current needs and requirements and 2) set the path for the next year to ensure the corresponding goals and objectives are met. Specific notes will be made as to who is responsible for accomplishing said tasks and each person will be held accountable for completing his or her tasks. Any unmet tasks will be discussed and addressed directly.

The IT Manager will take the feedback of the IT Team and make the appropriate updates and changes to the plan. Changes made during the December review process will be incorporated into the annual budget process. Once the changes are made, the new revision of the Information Technology Plan will indicate the revision number and date.

The IT Manager will assemble and conduct surveys with all stakeholders (Employees, Parents, and Students) during the Third and Seventh reviews. The results of the surveys will be used to further improve the plan and address unmet goals. Stakeholder input into Technology Planning will occur through the School Improvement Planning process, as well as separate Technology Planning sessions, and also via the University YES Academy Board of Directors meeting which allow for and encourage participation by staff, community members and parents.

SECTION 16. M. Acceptable Use Policy

University YES Academy has adopted an Acceptable Use Policy that fully conforms to federal law. In order to monitor compliance, the Academy will take the following steps:

- Explore the use of software that enables access to computer log files
- Maintain and monitor a content filtering system to limit student exposure to inappropriate Internet content.
- Provide Internet training sessions to students and teachers which focus on safety and privacy issues.
- Post student Internet use rules throughout the school.
- Provide training to staff on how to monitor students' use of the computing environment.
- Add the Acceptable Use Policy to the student handbook, parent workshops, and other communication mediums shared with students, families, and teachers.
- Update the Student Discipline Policy and Code of Conduct to include provisions for violation of the Acceptable Use Policy.

Acceptable Use Policy

Technology is an integrated component in the lives and education of the students and staff. It is also in a state of constant change. Applications and hardware are continually developing. It is the District's responsibility to give access to technology, teach students how to use technology and information access responsibly, protect students from inappropriate content, and assure students use technology responsibly.

As an educational system, we will prepare our students to effectively and responsibly use technology in their daily lives.

To that end, we must balance the need to understand and use technology while protecting our students from inappropriate content. We will allow the use of the technology, but review the content. We must provide access to the technology tools –such as e-mail, social networking sites, video archives, music sites, animations, and ensure that the students understand how to use them in an acceptable, safe manner.

The use of technology in the district is a service extended to students, staff, and community members to enhance learning and educational information exchange. For the purpose of this policy, technology includes, but not limited to laptop and desktop computers, headphones, printers, SMART Boards, document cameras, student response systems, video equipment, the telephone system, district software and various other equipment. Each user of technology shall read this document and sign the User's Responsibility Declaration form. The intent of this policy

is to recognize and comply with existing federal requirements for privacy and Internet Safety, The Children’s Internet Protection Act, and to ensure a safe and responsible use of district technology within the school.

User Privileges:

Users have the privilege to:

- use all authorized hardware and software for which they have received training
- access the Internet and outside resources to retrieve information
- use approved *personal* equipment in school to facilitate learning and enhance educational information exchange.

User Responsibilities and Restrictions:

The following technology equipment and activities are allowed when they are used to facilitate learning with permission of the classroom teacher: computers, personal digital assistants, e-mail, instant messaging, blogging, music/video, cell communication, cameras, and media players.

Personal technology being used during school functions or on school property will fall under the same rules as though the equipment is provided by the District.

User Responsibilities:

- for properly using and caring for hardware and software which they have received training
- refraining from using technology for which they have not received training
- for obtaining permission from the District Technology Coordinator or support before bringing in personal software and/or hardware for use on school equipment
- to keep computer systems virus free and are responsible for reporting any suspected virus to the District IT Manager or support
- for keeping hardware and software from being removed from school premises, or modified without permission from the principal or the District Technology Coordinator or support
- for using the printer resources appropriately
- for maintaining the privacy of passwords and are prohibited from publishing or discussing passwords
- for all material received via the Internet under his/her user account and accepts responsibility for keeping all pornographic material, inappropriate files, or files dangerous to the integrity of the school’s network, equipment, or software from entering the school via the Internet

- for maintaining the integrity of the electronic mail (e-mail) system, reporting any violations of privacy, and making only those e-mail contacts that facilitate learning and enhance educational information exchange
- for adhering to the copyright laws in the use of software and in the transmission or copying of text or files from Internet or other resources

Educational Staff Responsibilities:

- Staff will monitor students while they are using computers and other technology
- Staff will ensure that the students are using technology with an educational purpose
- Staff will guide research
- Staff will notify students of the regulations within the Acceptable Use Policy (AUP)

Most students are aware of material and applications of technology that are not appropriate for school. Students choosing to access that material and those applications may lose access to district technology.

Users are prohibited:

- from the malicious use of the technology to disrupt the use of technology by others
- from using technology to harass or discriminate against others
- from using technology to infiltrate unauthorized computer systems
- from using technology to engage in any illegal activity
- from using technology to publish any material that could be considered immoral or subversive by community standards
- from using technology for personal or private business, for product advertisement or political lobbying
- from making financial commitments on the Internet. This includes bidding for large purchases, starting online auctions or placing classified ads

Corrective Action:

Users violating the Acceptable Use Policy will be subject to the corrective actions described below. They may also be required to make full financial restitution for any unauthorized expenses incurred or any damages caused.

Corrective Action for Minor Violations:

Minor Violations are those violations considered disrespectful or bothersome. They may include, but are not limited to the following:

- accessing game, video, photo, social networking, and animation websites without permission
- accessing other sites for non-educational use
- using the technology without permission
- misusing equipment
- disconnecting hardware
- non-educational use of communication
- making disruptive settings changes (background images, sounds)

Minor violations will be enforced by the teacher. In addition, an AUP Violation slip will be completed by the teacher and given to the principal. The form will be kept as part of the student's disciplinary record. The principal will review the incident and determine the need for further action.

Corrective Action for Flagrant Violations of AUP:

Flagrant Violations are activities that are dangerous, destructive, immoral, or disruptive to classroom activities and instruction. They may include, but are not limited to the following:

- accessing inappropriate websites
- posting inappropriate material
- modifying hardware or software
- removing hardware or software
- damaging hardware or software
- harassing others or cyber-bullying

Flagrant violations will result in the student being sent to the principal's office and technology privileges suspended until a parent meeting takes place. Technology privileges may be suspended for a period of time as determined by the principal.