MULTICULTURAL ACADEMY

Technology Plan
June 2024 - June 2027

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Table of Contents

Table of Contents

Multicultural Academy
Technology Plan
2024 - 2027

Section 2

Mission Statement:

Multicultural Academy to recognize that each child is an individual who needs to experience success to develop a love for learning. We celebrate the pursuit of lifelong learning and are committed to nurturing high self-esteem, respect for diversity and an appreciation for differences. We believe that everyone can learn and experience success given the opportunity to develop confidence and independence

ACADEMY DESCRIPTION:

Multicultural Academy is a Public School Academy that opened its doors in August, 2004. The Academy is serving approximately 200-250 students from Pre-Kindergarten through Grade 8 in Ann Arbor, Michigan. The Academy has been chartered through Bay Mills Community College, and contracted with Universal Management with assisting the operations of the school. Students come from communities throughout Wayne and Washtenaw Counties. Many of the students are considered at risk, with 86% qualifying for free or reduced lunch. A staff consisting of one administrator, one Teacher Mentor, 12 teachers, 1 administrative assistant, and 8 Title I para pros.

The Academy is located on 4 acres partial surrounded by natural environment with two separate playground areas. The building has two wings, West wing that consisting of the High School and the East wing that makes up the Elementary/Middle School.

Multicultural Academy offers a valuable alternative form of public education to its community by providing a learning environment that is designed to meet individual student needs through small multi-age classes and a nurturing atmosphere. As part of its charter, the Academy is committed to the inclusion of technology literacy which uses computer skills and the ability to use computers and other technology to improve learning, productivity, and performance.

Section 3: Visions and Goals

Vision Statement:

The Academy has adopted the following **Technology Vision Statement:**

Multicultural Academy will provide its students with a fully developed, current technology program to ensure that they are appropriately equipped to use new technologies for employment and continuing access to information.

Goal

The following four standards that ensures all students and teachers to have equitable access to and valuable use of technology:

- All teachers in the Academy will have training and support they need to help students learn using computers and the internet.
- All teachers and students will have access to updated multimedia computers and internet resources.
- Effective software and online learning resources will be an integral part of our school's curriculum.
- All classrooms and labs will be connected to the internet and upgraded as it becomes available.

Technology plays a fundamental part in meeting the goals of The Academy School Improvement Plan (SIP). The five areas of our SIP are:

- Writing
- Reading
- Mathematics
- Science
- Social Studies

The use of technology will be implemented in the development and improvement in all SIP areas. The staff plans to use technology to improve the goals though following technology resources:

- My-Access which is a writing tool that improves their writing ability and scores on standardized tests.
- MEAP online assessment given in the spring of the year.
- NWEA Testing which is given three times each year to determine student proficiency and growth in the core subject areas of reading and math.
- Text and comprehension, and software that provides text to speech used for special needs and ELL students.
- Lexia Software is software for K to adults with a high emphasis on ELL learners. This program helps students improve essential reading skills while supporting educators in monitoring and informing reading instruction in classroom.
- Unlimited access to online resources- IXL, Lexia, Imagine Math, Edgenuity, Ellevation, Khan Academy, Powerschool, etc.

I. CURRICULUM

Section 4: Curriculum Integration

MA at the present has multiple levels of technology integration in its curriculum and instruction.

The highest level of technology integration is at in all classrooms. Every room has a state of the art Quomo boards. All students have a chrome book. K-1 have them on a cart and can sign them out

when needed. In all other grade levels, the students each have a Chromebook that goes home with them. We offer a wide-range of computer-based programs. Students utilize multiple online resources during academic interventions, project-based learning and during classroom instruction.

All elementary students utilize multiple online resources during academic interventions, center based learning and during classroom instruction.

Standards	k-5	5-8	9-11
Creativity and Innovation	1. Students will use a variety of tools such as; word processors, drawing tools, electronic books, and websites and paint programs to learn create and convey original ideas and illustrates concepts.	1. Students will use a variety of tools such as; word processors, drawing tools, to produce a media rich digital project. 2. Students will use technology tools to create works of art, movies, or presentation. 3. Students will understand that existing and future technology is the result of human creativity.	1. Students apply common software features such as; spellchecker, thesaurus, formulas, charts graphics to enhance communication with an audience and to support creative. 2.Students will use excel, Microsoft word, and publisher to Create web page, newsletter and information broacher. 3. Students will illustrate a content related concept using mapping software from excel.
Communication and Collaboration	1. Work together when using digital tools (e.g., word processor, drawing, presentation software) to convey ideas or illustrate simple concepts relating to a Specified project. 2. Use a variety of developmentally appropriate digital tools (e.g., word processors, Paint programs) to communicate ideas to classmates, families, and others.	1. Use digital communication tools (e.g., e-mail, wikis, blogs, IM, chat rooms, Videoconferencing, Moodle, Blackboard) and online resources for group learning projects. 2. Identify how different software applications may be used to share similar information, based on the intended audience (e.g., presentations for classmates, Newsletters for parents). 3. Use a variety of media and formats to create and edit products (e.g.,	1. Use digital resources (e.g., discussion groups, blogs, podcasts, videoconferences, Moodle, Blackboard) to collaborate with peers, experts, and other audiences. 2. Use collaborative digital tools to explore common curriculum content with learners from other cultures 2. Comm./Collab. 3. Identify effective uses of technology to support communication with peers, Family, or school personnel.

		presentations, newsletters, brochures, web pages) to communicate information And ideas to various audiences.	
Research and Information Fluency	1. Interact with Internet based resources. 2. Use digital resources (e.g., dictionaries, encyclopedias, graphs, graphical organizers) to locate and interpret information relating to a specific curricular topic, with assistance from teachers, school library media specialists, parents, or student partners.	1. Identify search strategies for locating information with support from teachers or School library media specialists. 2. Use digital tools to find, organize, analyze, synthesize, and evaluate information. 3. Understand and discuss that web sites and digital resources may contain Inaccurate or biased information. 4. Understand that using information from a single Internet source might result in the reporting of erroneous facts and that multiple sources should always be Researched.	1. Use a variety of digital resources to locate information. 2. Evaluate information from online information resources for accuracy and bias. 3. Understand that using information from a single Internet source might result in the reporting of erroneous facts and that multiple sources should always be Researched. 4. Identify types of web sites based on their domain names (e.g., edu, com, org, gov, net) 5. Employ data-collection technologies (e.g., probes, handheld devices, GPS units, geographic mapping systems) to gather, view, and analyze the results for a Content-related problem.
Critical Thinking, Problem Solving, and Decision Making	1. Explain ways that technology can be used to solve problems (e.g., cell phones, Traffic lights, GPS units). 2. Use digital resources (e.g., dictionaries, encyclopedias, search engines, web sites) to solve developmentally appropriate problems, with assistance from	Grade 5 each student will 1. Use digital resources to access information that can assist in making informed decisions about everyday matters (e.g., which movie to see, which product to Purchase). 2. Use information and communication technology tools (e.g., calculators, probes,	1. Use databases or spreadsheets to make predictions, develop strategies, and Evaluate decisions to assist with solving a problem. 2. Evaluate available digital resources and select the most appropriate application to accomplish a specific task (e, g., word processor, table, outline, spreadsheet, presentation program).

	Teachers, parents, school media specialists, or student partner.	videos, DVDs, educational software) to collect, organize, and evaluate Information to assist with solving problems. 3. Use digital resources to identify and investigate a state, national, or global issue (e.g., global warming, economy, environment.	3. Gather data, examine patterns, and apply information for decision making using. available digital resources 4. Describe strategies for solving routine hardware and software problems.
Digital Citizenship	1. Describe appropriate and inappropriate uses of technology (e.g., computers, Internet, e-mail, cell phones) and describe consequences of inappropriate uses. 2. Know the Michigan Cyber Safety Initiative's three rules (Keep Safe, Keep Away, Keep Telling). 3. Identify personal information that should not be shared on the Internet (e.g. name, address, phone number). 4. Know to inform a trusted adult if he/she receives or views an online communication which makes him/her feel uncomfortable, or if someone whom he/she doesn't know is trying to communicate with him/her or asking for personal information.	1. Discuss scenarios involving acceptable and unacceptable uses of technology (e.g., file-sharing, social networking, text messaging, cyber bullying, plagiarism). 2. Recognize issues involving ethical use of information (e.g., copyright adherence, source citation). 3. Describe precautions surrounding personal safety that should be taken when Online. 4. Identify the types of personal information that should not be given out on the Internet (name, address, phone number, picture, school name).	1. Provide accurate citations when referencing information sources 2. Discuss issues related to acceptable and responsible use of technology (e.g., privacy, security, copyright, plagiarism, viruses, file-sharing). 3. Discuss the consequences related to unethical use of information and communication technologies. 4. Discuss possible societal impact of technology in the future and reflect on the importance of technology in the past. 5. Create media-rich presentations on the appropriate and ethical use of digital tools and resources. 6. Discuss the long term ramifications (digital footprint) of participating in questionable online activities (e.g., posting photos of risqué poses or underage drinking, making threats to others).

			7. Describe the potential risks and dangers associated with online communications.
Technology Operations and Concepts	1. Discuss advantages and disadvantages of using technology. 2. Be able to use basic menu commands to perform common operations (e.g., open, close, save, print). 3. Recognize and name the major hardware components in a computer system (e.g., computer, monitor, keyboard, mouse, printer). 4. Discuss the basic care for computer hardware and various media types (e.g., CDs, DVDs). 5. Use developmentally appropriate and accurate terminology when talking about technology. 6. Understand that technology is a tool to help him/her complete a task, and is a source of information, learning, and entertainment. 7. Demonstrate the ability to navigate in virtual environments (e.g., electronic books, games simulation software, and web sites.	1. Use basic input and output devices (e.g., printers, scanners, digital cameras, video recorders, projectors). 2. Describe ways technology has changed life at school and at home. 3. Understand and discuss how assistive technologies can benefit all individuals. 4. Demonstrate proper care in the use of computer hardware, software, peripherals, and storage media. 5. Know how to exchange files with other students using technology (e.g., network file sharing, flash drives).	1. Identify file formats for a variety of applications (e.g., doc, xls, pdf, txt, jpg, mp3). 2. Use a variety of technology tools (e.g., dictionary, thesaurus, grammar-checker, calculator) to maximize the accuracy of technology-produced materials. 3. Perform queries on existing databases. 4. Know how to create and use various functions available in a database (e.g., filtering, sorting, charts). 5. Identify a variety of information storage devices (e.g., CDs, DVDs, flash drives, SD cards) and provide rationales for using a certain device for a specific purpose. 6. Use accurate technology terminology. 7. Use technology to identify and explore various occupations or careers, especially those related to science, technology, engineering, and mathematics . 8. Discuss possible uses of technology to support personal pursuits and lifelong learning.

			9. Understand and discuss how assistive technologies can benefit all individuals. 10.Discuss security issues related to e-commerce.

Strands	**9th -12th**
Creativity and Innovation	1. Apply advanced software features (e.g. built-in thesaurus, templates, styles) to redesign the appearance of word processing documents, spreadsheets, and presentations. 2. Create a web page (Go daddy). 3. Use a variety of media and formats to design, develop, publish, and present projects (e.g., newsletters, web sites, presentations, photo galleries).
Communication and Collaboration	1. Identify various collaboration technologies and describe their use (e.g., desktop conferencing, listserv, blog, wiki). 2. Use available technologies (e.g., desktop conferencing, e-mail, videoconferencing, instant messaging) to communicate with others on a class assignment or project. 3. Collaborate in content-related projects that integrate a variety of media (e.g., print, audio, video, graphic, simulations, and models). 4. Plan and implement a collaborative project using telecommunications tools (e.g., ePals, discussion boards, online groups, interactive web sites, videoconferencing). 5. Describe the potential risks and dangers associated with online communications. 6. Use technology tools for managing and communicating personal information (e.g., finances, contact information, schedules, purchases, correspondence).
Research and Information Fluency	1. Develop a plan to gather information using various research strategies (e.g., interviews, questionnaires, experiments, online surveys). 2. Identify, evaluate, and select appropriate online sources to answer content related questions. 3. Demonstrate the ability to use library and online databases for accessing information (e.g., MEL, ProQuest, Infosource, United Streaming). 4. Distinguish between fact, opinion, point of view, and inference 5. evaluate information found in selected online sources on the basis of accuracy and validity. 6. Evaluate resources for stereotyping, prejudice, and misrepresentation. 7. Understand that using information from a single internet source might result in the reporting of erroneous facts and that multiple sources must always be researched. 8. Research examples of inappropriate use of technologies and participate in related classroom activities (e.g., debates, reports, mock trials, presentations).
Critical Thinking, Problem Solving, and Decision Making	1. Use digital resources (e.g., educational software, simulations, models) for problem solving and independent learning.

	2. Analyze the capabilities and limitations of digital resources and evaluate their potential to address personal, social, lifelong learning, and career needs. 3. Devise a research question or hypothesis using information and communication technology resources, analyze the findings to make a decision based on the findings, and report the results.
Digital Citizenship	1. Identify legal and ethical issues related to the use of information and communication technologies (e.g., properly selecting and citing resources). 2. Discuss possible long-range effects of unethical uses of technology (e.g., virus spreading, file pirating, hacking) on cultures and society. 3. Discuss and demonstrate proper netiquette in online communications. 4. Identify ways that individuals can protect their technology systems from unethical or unscrupulous users. 5. Create appropriate citations for resources when presenting research findings 5. Digital Citizens. I, M, T Skills. 6. Discuss and adhere to fair use policies and copyright guidelines.
Technology Operations and Concepts	1. Complete at least one online credit, or non-credit, course or online learning experience. 2. Use an online tutorial and discuss the benefits and disadvantages of this method of learning. 3. Explore career opportunities, especially those related to science, technology, engineering, and mathematics and identify their related technology skill requirements. 4. Describe uses of various existing or emerging technology resources (e.g., podcasting, webcasting, videoconferencing, online file sharing, global positioning software). 5. Identify an example of an assistive technology and describe its potential purpose and use. 6. Participate in a virtual environment as a strategy to build 21st century learning skills. 7. Assess and solve hardware and software problems by using online help or other user documentation. 8. Explain the differences between freeware, shareware, open source, and commercial software. 9. Participate in experiences associated with technology-related careers. 10. Identify common graphic, audio, and video file formats (e.g., jpeg, gif, bmp, mpeg, wav, wmv, mp3, flv, avi, pdf). 11. Understand and discuss how assistive technologies can benefit all individuals. 12. Demonstrate how to import/export text, graphics, or audio files. 13. Proofread and edit a document using an application's spelling and grammar checking functions.

Section 5

Student Achievement

As stated in section four (Curriculum Integration), one of the main focus at the Academy is integrating technology. A description and timeline on how technology will be integrated into curricula and instruction is charted below:

	2024-2025	**2025-2026**	**2026-2027**
Web based typing	Used as direct instruction assessment (k-11)	Continue	Continue
Khan Academy	Used as direct instruction, support and enrichment (8-11)	Continue	Continue
Lexia	Used as direct instruction (K-11)	Continue	Continue
IXL	Used as direct instruction, support and enrichment (K – 11)	Continue	Continue
Imagine math	Used as direct instruction, support and enrichment (K – 11)	Continue	Continue
Engenuity	Used as direct instruction, support and enrichment (9 – 11)	Continue	Continue
Vocabulary A - Z	Used as direct instruction, support and enrichment (K – 5th)	Continue	Continue
	Used as direct instruction, support and enrichment (K – 11)	Continue	Continue
Office Applications: **Word** **Excel** **Powerpoint**	Used as direct instruction (2nd -11)	Continue	Continue

Northwestern Evaluation Association (NWEA) an assessment that is state aligned, computer based and provides an accurate snapshot of achievement and career readiness.

Section 6

Technology Delivery

MA technology delivery consists of specialized or rigorous educational resources to enhance and enrich learning.

One-to-One Chromebook – students are provided the opportunity for additional access to learning through the use of computers in the classrooms.

Video Streaming - Used to enhance existing curricular areas at all grade levels.

Compass Learning – is used for remediation, enrichment and assessment of students.

Section 7: Parental Communications & Community Relations

Multicultural Academy will promote parental involvement and increase communication with parents and community by doing the following:

Distribution of technology plan to the community.
The Academy technology plan will be distributed at a school board meeting and will be posted on the school website.

Communicating with parents through technology.

Current events and school information will be accessible to parents through:

- Internet Safety information events for parents
- PowerSchool parent portal demonstration on orientation evenings
- Multicultural Academy website
- Content Expectations
- Code of Conduct
- Acceptable use policy
- Student link to acceptable sites
- School calendar
- Afterschool events
- All school improvement plans
- Email

Section 8: Collaboration

Strategies for developing the program, where applicable, with adult literacy providers.

Multicultural Academy's do not serve populations that require Adult Ed/GED programs.

II. Professional Development

Section 9: Professional Development

Professional development in technological competencies is vital to the successful implementation of Multicultural Academy's Technology Plan. Staff development opportunities are provided individually, on an ongoing basis throughout the year. The Academy anticipates devoting about $2000 to professional development in the 2010-2011 school year, of which 10-15% will be directed to technology opportunities.

Professional Development Training Timeline:

	Users:	Office Applications: Word, Excel, Power Point	Compass Learning	NWEA	Power School(Student database & tracking)
2024-2025	New Staff	*Inquire / Introduce*	*Inquire/ Introduce*	*Inquire/ Introduce*	*Inquire/ Introduce*
	Beginner	*Introduce*	*Introduce*	*Introduce*	*Introduce*
	Intermediate	*Review*	*Review*	*Review*	*Review*
	Advanced	*Master*	*Master*	*Review*	*Master*
2025-2026	New Staff	*Inquire/Introduce*	*Inquire/Introduce*	*Inquire/Introduce*	*Inquire/ Introduce*
	Beginner	*Review*	*Review*	*Review*	*Review*
	Intermediate	*Master*	*Master*	*Review*	*Master*
	Advanced			*Master*	
2026-2027	New Staff	*Inquire/ Introduce*	*Inquire Introduce*	*Inquire/ Introduce*	*Inquire/ Introduce*
	Beginner	*Master*	*Master*	*Review*	*Master*
	Intermediate			*Master*	
	Advanced				

The following is a list of strategies intended to assist faculty members in elevating their technological competencies:

- Multicultural Academy has instituted a mentoring program for all new teachers. One component of the program involves the familiarization of new staff with the Academy's technological resources, as well as training.

- Staff members will be encouraged to upgrade their skills by accessing Microsoft on-line tutorials, which offer instruction in Word, Excel, Publisher, Access, and Power Point.
- In the coming year, the administration will institute a Professional Development Plan for the staff. Faculty members will be expected to devote 10% of their PD time to upgrading technology skills.
- Staff members are encouraged to make use of the resources available in the Computer Lab to polish their technology skills.
- Multicultural Academy teachers may participate in a range of technology PD offerings made available by the Washtenaw ISD.
- The staff will be encouraged to select workshops that will allow them to more effectively integrate technology into instruction across the curriculum.
- All staff members will be provided with the National Educational Technology Standards for Teachers at the beginning of each school year, to develop familiarity with expected technology competencies.

Section 10: Supporting Resources

Multicultural Academy relies on many sources for the resources that are required to support our professional development goals. As a Public Charter School member, our school has access to all of the resources available through the WISD. This includes, but is not limited to, online training classes, traditional professional development classes, a lending library, and a wealth of educational technology professionals who provide support and guidance. Financial support for our professional development program is also provided by state funding. Software, online subscriptions, videos/DVDs, and print material to support the program are purchased through the school. Teachers can take advantage of college level professional development courses offered through Learn Port.

III. Infrastructure, Hardware, Technical Support, and Software

Section 11: Infrastructure Needs/Technical Specification, and Design

Hardware

Classrooms:

- Each teacher has a laptop and/or ipad equipped with Windows11 Professional OS

- Administrative Offices:
- 3 PCs equipped with Windows 11 Professional OS
- 2 copy machines. One in the Ele/MS side and one on the HS side of the building
- 1 Business class fax machine
- 2 RICOH black/white copy machines in the main office

- Software Titles
- Microsoft Windows 11 Professional OS
- Powerschool – student record database

- Other Technology
- 1 color televisions
- 13 Quomo Electronic Boards
- 1 digital camera

Network Infrastructure

- 2 Ubiquiti Switches 24 port switch
- 1 Firewall Service Watch Guard Technologies
- 1 Dell Servers
- 2 Tripp-Lite Battery Back-up
- 9 Ubiquiti Wireless Access Points
- Arris TM6046 Router
- 24 Nortel Phones

Technical Support

Software and hardware support is provided by and performed by a Technology Support Specialist from Educational Reporting Solutions. The Technology Support Specialist is also available for ongoing technology implementation and training.

Future Technology Needs

There is an ongoing need for replacement and upgrading of the Academy's computers and software. The faculty has determined the following list of priorities for future acquisition:

- Replacement of 50-75% of the Chromebooks within the next three years.
- Accumulating a greater array of software for use in academic subjects. Specific requests include math, reference software, and typing. New software will be acquired annually, beginning in September 2024.

Section 12: Increase Access

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

It is the goal of Multicultural Academy to increase access to technology for all students and teachers. The strategies that will be used to do so are:

- Increase Chromebook access to all students.
- Connecting all classrooms to a wireless network to make access to software uniform for all grades. Doing this by adding additional Wireless Access Points in the future.
- Utilizing technology to raise achievement level of lower performing and/or higher poverty students.

IV. Funding and Budget

Section 13: Budget and Timetable

As a small Public School Academy, Multicultural Academy has limited funding within the budget that can be devoted to technology. Typically, Multicultural Academy directs approximately 5% of its annual budget to improving technology infrastructure and services.

The remainder of the funds necessary to make its technology plan a success must be received from grants. The administration of the Academy, along with the technology service provider, work on a continual basis to explore all possible sources of technology grants.

The proposed operation budget for technology is appended to this document.

OPERATION BUDGET FOR TECHNOLOGY

	2024-2025		2025-2026		2026/2027	
	Qty		Qty		Qty	
Laptops Computers						
Classroom (K-11)	11	$ 10,000.00	11	$10,000.00	4	$3,600.00
Chromebook Computers			5	$7,500.00	5	$8,500.00
Teachers	12	$ 7,200.00	3	1350.00	3	$1350.00
Servers	1	$		$ 6,600.00		$
Blocking Web Filter	1	$ 2,400.00		$ 3,600.00		$ 3,600.00
Virus Protection		$ 2,400.00		$ 3,600.00		$ 3,600.00
Backup system		$ 2,400.00		$ 3,600.00		$ 3,600.00
Internet	2	$ 2,400.00	2	$ 3,600.00	2	$ 3,600.00
KC 4						
Academic Software	12	$ 2,000.00		$ 1,000.00		$ 1,000.00
Enchanted Learning	1	$ 900.00		$		$
Learning A-Z	1	$ 300.00		$ 600.00		$ 600.00
Compass Learning	15	$ 975.00		$ 19,300.00		$ 19,300.00
Software Licensing Microsoft	1	$ 2,250.00		$ 3,000.00		$ 1,350.00
Power School	250	$ 2,000.00		$ 2,000.00		$ 2,000.00
NWEA	250	$ 4,000.00		$ 4,000.00		$ 4,000.00
				$		$
Professional Dev.		$ 600.00		$ 600.00		$ 600.00
		$39,825.00		$70,350.00		$ 56.700.00

Section 14: Coordination of Resources

Multicultural Academy is committed to providing the best educational opportunities available for our students. As part of our commitment, Multicultural Academy seeks to maximize its funding opportunities wherever and whenever possible. Multicultural Academy plans to tie into resources available through other professional organizations, such as:

- Discovery Streaming
- LearnPort
- Michigan Electronic Library databases (used for research)

- Multicultural Academy plans to tie into funding resources such as:

- E-Rate
- Private grants will be sought to assist in funding for professional development, software, and hardware.
- Resources will be explored for donation of useful equipment to help offset costs.

V. Monitoring and Evaluation

Section 15: Evaluation

Multicultural Academy is committed to developing technology that can be effectively integrated into curriculum and instruction, thereby increasing the ability of teachers to teach and enabling students to demonstrate academic excellence through performance on state assessments.

Curriculum/Technology Integration

Teachers are evaluated on their use of technologies within their content areas. Teachers will record their implementation of integrating technology at least once a quarter. The administrator will use Excel to track teachers progress on increasing the delivery of core content with the use of technology. Evaluations of the use of technology are to be a formal process conducted by the administrator.

Student Achievement

Multicultural Academy will use the Michigan's Educational Technology Standards(http://www.techplan.org/mets/) as an evaluation tool to assess student achievement on a yearly basis. Our eighth-grade students' technological literacy will be assessed yearly in accordance with the No Child Left Behind (NCLB) Act known as "Enhancing Education Through Technology Act of 2001". Multicultural Academy will also use the scores from standardized tests such as the MEAP and NWEA, to assess academic student achievement. The Technology Committee is responsible for reviewing the scores, identifying the strengths and weaknesses, and offering strategies to improve any area of weakness in order to increase student achievement.

The Technology Committee will discuss and develop strategies on how to address any unmet goals. They will then share those strategies with the Multicultural Academy staff at staff meetings or through professional development sessions.

Section 16: Acceptable Use Policy

Acceptable Use Policy

- Computers and data on the network and on the hard drive are the property of MA.
- Computers are to be used for MA school purposes only. No outside email or chat sources permitted.
- Any malicious damage to computers, hardware, software, or files will result in the termination of computer, and/or media center privileges.
- Students are not permitted to load any software, files, or CDs onto the computers. This includes no listening to CDs.
- Students are not to copy software or program files from any MA computer.
- All assignments are to be stored in the student's designated folder unless otherwise specified.
- The students will not be allowed to bring disks, CDs, or flash drives from home for use on school computers.
- Accessing another student's folder for the purpose of cheating or any other reason will result in suspension from the computer lab, and/or the media center or the failure of the course.
- Email and any other accounts on the network are not private. Account will be monitored randomly on a regular basis. Computer files are the sole property of MA.
- Students are prohibited from changing any settings on the computer including the screen saver.
- The computer or its' accessories are not to be moved by the student.
- Students are prohibited from bringing food, candy, or beverages into the computer lab or media center. Failure to comply will result in termination of computer privileges.
- Students are prohibited from applying hand or body lotion in the computer lab or media center.
- Internet access is monitored. Excessive or abusive use is prohibited and will result in the termination of computer privileges. The following websites are prohibited: pornography, sexually explicit material or lyrics, racial/ethnic hatred, gambling, weapons, or any other site containing content of a violent or sexual nature, which also includes and not limited to, Crushspot, Facebook, Myspace, and Youtube.
- It is the students' responsibility to report any missing equipment, software or computer related problems to the instructor immediately, at the beginning of the class period.
- Students are responsible for the care and cleaning of their assigned computer and workstation. This includes the care and cleaning of the desk, monitor, keyboard, mouse, and system unit.

Failure to comply with any of the above rules will result in termination of computer privileges

RETAIN THIS PAGE FOR REFERENCE AND RETURN THE NEXT PAGE TO THE INSTRUCTOR

Multicultural Academy

Student Computer Use/Internet Contract

I, _____, have received a copy of the Multicultural Academy Technology Rules and Regulations. I understand the use of the computers in the computer lab and the media center at EWMA is a privilege and is not to be taken for granted. I understand that any violation of the rules and regulations may result in termination of computer privileges suspension, and/or expulsion. I also understand the replacement costs. By signing this agreement, I agree to abide by rules and regulations set forth by EWMA for computer use.

Parent/Guardian Name:_____

Signature_____ Date_____

Student Name (printed)_____

Signature_____ _____ Date_____