



**MULTICULTURAL
ACADEMY**

**Technology Plan
June 2019 - June 2022**

**5550 Platt Road
Ann Arbor, MI 48108
Ph: 734.677.0732
Fax: 734.677.0740**

**<http://www.macademyk8.com>
Tech Plan Contact: Naji A. Jaber**

**Washtenaw County Intermediate School District
District Code: 81908
<http://www.macademyk8.com>**

Technology Planning Team

Mohana Mukherjee, Principal
Dr. Robert McTyre, Board Member
Tami Phelps, Technology Consultant
Terry Farha, Parent

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**Multicultural Academy
Technology Plan
2019-2022**

Section 2

Mission Statement:

The mission at Multicultural Academy is to create and maintain a learning environment that maximizes the potential of our diverse learners

ACADEMY DESCRIPTION:

Multicultural Academy was established as a Public School Academy in August of 2004. The Academy is serving approximately 190 students from Pre-Kindergarten through grade eight in Ann Arbor, Michigan. The Academy is chartered through Bay Mills Community College, and is contracted by Universal Management Company. Students come from communities throughout Washtenaw County. Many of the students are considered At Risk, and Multicultural Academy qualifies so that the whole school is free lunch.

The staff consists of an administrator, an ELL Director, a Title I Coordinator, eleven teachers, one school secretary, and three paraprofessionals.

The Academy is located on four acres of land that is partially surrounded by natural environment with two separate playground areas. The building has two wings; the West Wing consists of the Middle School and the East Wing that houses the elementary students.

Multicultural Academy has a warm culture and offers a valuable alternative form of public education for the community. The Academy is dedicated to providing a learning environment which meets the needs of each individual student. The curriculum framework consists of four components: Standards-based instruction, Morning Meeting, Center-based Instruction, and Targeted and Focused Instruction.

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. Also, the program encourages lifelong learning.

Goal

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

1. All teachers in the Academy will have training and support they need to help students learn to use computers and the Internet.
2. All teachers and students will have access to updated multimedia computers and Internet resources.

3. Effective software and online learning resources will be integral part of our school's curriculum.
4. All classrooms and labs will be connected to the Internet and upgraded as access becomes available.

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

- Reading
- Mathematics
- Science
- Social Studies
- Active Learning

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 through the following technology resources:

- M-Step online assessment given in the spring of the year.
- Northwestern Evaluation Association (NWEA) testing which is given three times each year to determine student proficiency and growth in the core subject areas of reading and math. (NWEA is an assessment that is state aligned, computer based and provides an accurate snapshot of achievement and career readiness.)
- Text and comprehension, and software that provides text to speech used for special needs and ELL students.
- Lexia Software is software for pre-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 the classroom.
- Unlimited access to online resources such as Khan Academy, Raz Kids, Reading A to Z, Learning A - Z, Vocabulary A – Z, News ELA, Readworks, Michigan Electronic Library, Weekly Readers, Soft Schools,, 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 the middle school (grades 6-8). A lot of the classrooms have Smart board and/or interactive boards, audio system and two workstations. All middle school classes have a schedule for computer use which offers a wide-range of computer-based programs. Students utilize multiple online resources during academic interventions, project-based learning and during classroom instruction.

The second level of technology integration is at the elementary level (grades pre-K 5). All classrooms have a mounted projector and audio system and two workstations. The school also purchased 175 chrome books for students. Each grade level has a scheduled period to visit the computer lab. All elementary students utilize multiple online resources during academic interventions, center-based learning and during classroom instruction. Also purchased were 4 mobile interactive boards for teachers.

Standards	PreK-2nd By the end of grade 2 each student will:	3rd-5th	6th-8th
Creativity and Innovation	<p>PK-2.CI.1. Use a variety of digital tools (e.g., word processors, drawing tools, simulations, presentation software, graphical organizers) to learn, create, and convey original ideas or illustrate concepts.</p>	<p>3-5.CI.1. Produce a media-rich digital project aligned to state curriculum standards (e.g., fable, folk tale, mystery, tall tale, historical fiction).</p> <p>3-5.CI.2. Use a variety of technology tools and applications to demonstrate his/her creativity by creating or modifying works of art, music movies, or presentations.</p> <p>3-5.CI.3. Participate in discussions about technologies (past, present, and future) to understand these technologies are the result of human creativity.</p>	<p>6-8.CI.1. Apply common software features (e.g., spellchecker, thesaurus, formulas, charts, graphics, sounds) to enhance communication with an audience and to support creativity.</p> <p>6-8.CI.2. Create an original project (e.g., presentation, web page, newsletter, information brochure) using a variety of media (e.g., animations, graphs, charts, audio, graphics, video) to present content information to an audience.</p> <p>6-8.CI.3. Illustrate a content-related concept using a model, simulation, or concept-mapping software.</p>
Communication and Collaboration	<p>PK-2.CC.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.</p> <p>PK-2.CC.2. Use a variety of developmentally appropriate digital tools (e.g., word processors, paint programs) to communicate ideas to classmates, families, and others.</p>	<p>3-5.CC.1. Use digital communication tools (e.g., e-mail, wikis, blogs, IM, chat rooms, video conferencing, Moodle, Blackboard) and online resources for group learning projects.</p> <p>3-5.CC.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).</p>	<p>6-8.CC.1. Use digital resources (e.g., discussion groups, blogs, podcasts, videoconferences, Moodle, Blackboard) to collaborate with peers, experts, and other audiences.</p> <p>6-8.CC.2. Use collaborative digital tools to explore common curriculum content with learners from other cultures.</p> <p>6-8.CC.3. Identify effective uses of technology to support communication with peers, family, or school personnel.</p>

		3-5.CC.3. Use a variety of media and formats to create and edit products (e.g., presentations, newsletters, brochures, web pages) to communicate information and ideas to various audiences.	
Research and Information Fluency	<p>PK-2.RI.1. Interact with Internet based resources.</p> <p>PK-2.RI.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.</p>	<p>3-5.RI.1. Identify search strategies for locating information with support from teachers or library media specialists.</p> <p>3-5.RI.2. Use digital tools to find, organize, analyze, synthesize, and evaluate information.</p> <p>3-5.RI.3. Understand and discuss that web sites and digital resources may contain inaccurate or biased information.</p> <p>3-5.RI.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.</p>	<p>6-8.RI.1. Use a variety of digital resources to locate information.</p> <p>6-8.RI.2. Evaluate information from online information resources for accuracy and bias.</p> <p>6-8.RI.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.</p> <p>6-8.RI.4. Identify types of web sites based on their domain names (e.g., edu, com, org, gov, net).</p> <p>6-8.RI.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.</p>
Critical Thinking, Problem Solving, and Decision Making	<p>PK-2.CT.1. Explain ways that technology can be used to solve problems (e.g., cell phones, traffic lights, GPS units).</p> <p>PK-2.CT.2. Use digital</p>	<p>3-5.CT.1. Use digital resources to access information that can assist in making informed decisions about everyday matters (e.g., which movie to see, which</p>	<p>6-8.CT.1. Use databases or spreadsheets to make predictions, develop strategies, and evaluate decisions to assist with solving a problem.</p>

	resources (e.g., dictionaries, encyclopedias, search engines, web sites) to solve developmentally appropriate problems, with assistance from teachers, parents, school media specialists, or student partners.	product to purchase). 3-5.CT.2. Use information and communication technology tools (e.g., calculators, probes, videos, DVDs, educational software) to collect, organize, and evaluate information to assist with solving problems. 3-5.CT.3. Use digital resources to identify and investigate a state, national, or global issue (e.g., global warming, economy, environment)	6-8.CT.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). 6-8.CT.3. Gather data, examine patterns, and apply information for decision making using available digital resources. 6-8.CT.4. Describe strategies for solving routine hardware and software problems.
Digital Citizenship	PK-2.DC.1. Describe appropriate and inappropriate uses of technology (e.g., computers, Internet, e-mail, cell phones) and describe consequences of inappropriate uses. PK-2.DC.2. Know the Michigan Cyber Safety Initiative’s three rules (Keep Safe, Keep Away, Keep Telling). PK-2.DC.3. Identify personal information that should not be shared on the Internet (e.g. name, address, and phone). PK-2.DC.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	3-5.DC.1. Discuss scenarios involving acceptable and unacceptable uses of technology (e.g., file-sharing, social networking, text messaging, cyber bullying, and plagiarism). 3-5.DC.2. Recognize issues involving ethical use of information (e.g., copyright adherence, source citation). 3-5.DC.3. Describe precautions surrounding personal safety that should be taken when online. 3-5.DC.4. Identify the types of personal information that should not be given out on the Internet (name, address, phone number, picture,	6-8.DC.1. Provide accurate citations when referencing information sources. 6-8.DC.2. Discuss issues related to acceptable and responsible use of technology (e.g., privacy, security, copyright, plagiarism, viruses, file-sharing). 6-8.DC.3. Discuss the consequences related to unethical use of information and communication technologies. 6-8.DC.4. Discuss possible societal impact of technology in the future and reflect on the importance of technology in the past. 6-8.DC.5. Create media-rich presentations on the

	<p>doesn't know is trying to communicate with him/her or asking for personal information.</p>	<p>school name).</p>	<p>appropriate and ethical use of digital tools and resources.</p> <p>6-8.DC.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).</p> <p>6-8.DC.7. Describe the potential risks and dangers associated with online communications.</p>
<p>Technology Operations and Concepts</p>	<p>PK-2.TC.1. Discuss advantages and disadvantages of using technology.</p> <p>PK-2.TC.2. Be able to use basic menu commands to perform common operations (e.g., open, close, save, print).</p> <p>PK-2.TC.3. Recognize and name the major hardware components in a computer system (e.g., computer, monitor, keyboard, mouse and printer).</p> <p>PK-2.TC.4. Discuss the basic care for computer hardware and various media types (e.g., CDs, DVDs).</p> <p>PK-2.TC.5. Use developmentally appropriate and accurate terminology when talking</p>	<p>3-5.TC.1. Use basic input and output devices (e.g., printers, scanners, digital cameras, video recorders, projectors).</p> <p>3-5.TC.2. Describe ways technology has changed life at school and at home.</p> <p>3-5.TC.3. Understand and discuss how assistive technologies can benefit all individuals.</p> <p>3-5.TC.4. Demonstrate proper care in the use of computer hardware, software, peripherals, and storage media.</p> <p>3-5.TC.5. Know how to exchange files with other students using technology (e.g., network file sharing, flash drives).</p>	<p>6-8.TC.1. Identify file formats for a variety of applications (e.g., doc, xls, pdf, txt, jpg, mp3).</p> <p>6-8.TC.2. Use a variety of technology tools (e.g., dictionary, thesaurus, grammar-checker, calculator), to maximize the accuracy of technology-produced materials.</p> <p>6-8.TC.3. Perform queries on existing databases.</p> <p>6-8.TC.4. Know how to create and use various functions available in a database (e.g., filtering, sorting, and charts).</p> <p>6-8.TC.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.</p>

	<p>about technology.</p> <p>PK-2.TC.6. Understand that technology is a tool to help him/her complete a task, and is a source of information, learning, and entertainment.</p> <p>PK-2.TC.7. Demonstrate the ability to navigate in virtual environments (e.g., electronic books, games, simulation software, web sites) technology.</p>		<p>6-8.TC.6. Use accurate technology terminology.</p> <p>6-8.TC.7. Use technology to identify and explore various occupations or careers, especially those related to science, technology, engineering, and mathematics.</p> <p>6-8.TC.8. Discuss possible uses of technology to support personal pursuits and lifelong learning.</p> <p>6-8.TC.9. Understand and discuss how assistive technologies can benefit all individuals.</p> <p>6-8.TC.10. Discuss security issues related to e-commerce.</p>
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Section 5

Student Achievement

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

	2019-2020	2020-2021	2021-2022
Web based typing	Used as instructional assessment (2-8)	Continue	Continue
Khan Academy	Used as support and enrichment (K – 8 th)	Continue	Continue
Starfall	Used as support and enrichment PreK-2 nd)	Continue	Continue
Raz Kids	Used as support and enrichment (K – 5 th)	Continue	Continue
Learning A-Z	Used as support and enrichment (K – 5 th)	Continue	Continue
Reading A to Z	Used as support and enrichment (K – 5 th)	Continue	Continue
Vocabulary A - Z	Used as support and	Continue	Continue

	enrichment (K – 5 th)		
Soft Schools	Used as support and enrichment (Pre-K – 8 th)	Continue	Continue
Office Applications: Word Excel PowerPoint	Used as direct instruction (3rd-8 th)	Continue	Continue
Cool Math	Used as direct instruction, support and enrichment (K – 8 th)	Continue	Continue
Science Monster	Used as support and enrichment (K – 8 th)	Continue	Continue
ABCya	Used as support and enrichment (K – 5 th)	Continue	Continue
Storyline Online.net	Used as support and enrichment (K – 8 th)	Continue	Continue
Xtra Math	Used as support and enrichment (K – 8 th)	Continue	Continue
NewsEla	Used as support and enrichment (K – 8 th)	Continue	Continue
PBS Kids	Used as support and enrichment (K – 8 th)	Continue	Continue
TIME for kids	Used as support and enrichment (K – 8 th)	Continue	Continue
How Stuff Works	Used as support and enrichment (K – 8 th)	Continue	Continue
BBC History for Kids	Used as support and enrichment (K – 8 th)	Continue	Continue
Phet Interactive Simulations	Used as support and enrichment (K – 8 th)	Continue	Continue
GetKahoot	Used as support and enrichment (K – 8 th)	Continue	Continue
Sutori	Used as support and enrichment (K – 8 th)	Continue	Continue
Sutori Timeline	Used as support and enrichment (K – 8 th)	Continue	Continue

Section 6

Technology Delivery

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

One-to-One chrome books Program – 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.

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
- Class DoJo
- School Messenger

Section 8: Collaboration

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

Multicultural Academy does 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.

Professional Development Training Timeline:

	Users:	Office Applications: Word, Excel, Power Point	Curriculum Crafter	NWEA	Power School(Student database & tracking)
2019-2020	New Staff	<i>Inquire / Introduce</i>	<i>Inquire/ Introduce</i>	<i>Inquire/ Introduce</i>	<i>Inquire/ Introduce</i>
	Beginner	<i>Introduce</i>	<i>Introduce</i>	<i>Introduce</i>	<i>Introduce</i>
	Intermediate	<i>Review</i>	<i>Review</i>	<i>Review</i>	<i>Review</i>
	Advanced	<i>Master</i>	<i>Master</i>	<i>Review</i>	<i>Master</i>
2020-2021	New Staff	<i>Inquire/Introduce</i>	<i>Inquire/Introduce</i>	<i>Inquire/Introduce</i>	<i>Inquire/ Introduce</i>
	Beginner	<i>Review</i>	<i>Review</i>	<i>Review</i>	<i>Review</i>
	Intermediate	<i>Master</i>	<i>Master</i>	<i>Review</i>	<i>Master</i>
	Advanced			<i>Master</i>	
2021-2022	New Staff	<i>Inquire/ Introduce</i>	<i>Inquire Introduce</i>	<i>Inquire/ Introduce</i>	<i>Inquire/ Introduce</i>
	Beginner	<i>Master</i>	<i>Master</i>	<i>Review</i>	<i>Master</i>
	Intermediate			<i>Master</i>	
	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 online tutorials, which offer instruction in Word, Excel, Publisher 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 Professional Development offerings made available by the Wayne Regional Educational Service Agency (RESA).
- 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 Washtenaw Intermediate School District (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, 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

Computer Lab:

- 28 computers equipped with Windows 7 Professional OS

Classrooms:

- Each teacher has a laptop equipped with Windows 7 Professional OS
- 1 Laptop carts with 28 in each for use in the classrooms
- Teachers have access to any of the 5 mobile cart that has 32 chrome books

Administrative Offices:

- 3 PCs equipped with Windows 7 Professional OS
- 1 Xerox color copy machine
- 1 Business class fax machine
- 1 Xerox black/white copy machines

Software Titles

- Microsoft Windows 7 Professional OS
- Powerschool – student record database
- Curriculum Crafter
- School Messenger

Other Technology

- 1 DVD/VCR combos
- 17 overhead projectors
- 1 digital Camcorder

Network Infrastructure

- 1 Aopen Switch 2900 series XL 24 port switch
- 12 Cisco wireless unites
- 2 Cisco wireless hidden network unites
- 21Dell Servers
- 2 Tripp-Lite Battery Back-up
- Nortel Norstar-PBX System
- Watchdog Firewall Router

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 Computer Lab desktops 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 2021.
- Replacement of the two desktop computers for each academic classroom within the next three years.

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 lab access to all students.
- Connecting all classrooms to a wireless network to make access to software uniform for all grades.
- Utilize mobile lab in the classroom by creating a lab sign-out sheet.
- Add classroom computers for student use in K-8th grade classrooms.
- 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

	2019-2020		2020-2021		2021-2022	
	Qty	\$	Qty	\$	Qty	\$
Laptops Computers						
Classroom (K-8th)	11	\$ 10,000.00	11	\$10,000.00	4	\$3,600.00
Laptop Computers			5	\$4,500.00	5	\$4,500.00
Teachers	20	\$ 10,00.00	3	\$1,350.00	3	\$1,350.00
Computer Lab						
(K-8th)	5	\$ 4,000.00	5	\$ 4,000.00	25	\$ 20,000.00
Servers	1	\$ 3,000.00		\$ 1,600.00		\$ 1,600.00
Blocking (webfilter)	1	\$ 2,600.00		\$ 1,600.00		\$ 1,600.00
Virus Protection		\$ 2,999.00		\$ 2,999.00		\$ 2,999.00
Backup system		\$ 2,400.00		\$ 1,600.00		\$ 1,600.00
Internet	2	\$ 2,400.00	2	\$ 3,600.00	2	\$ 3,600.00
Software's						
Academic Software	12	\$ 2,000.00		\$ 1,000.00		\$ 1,000.00
Curriculum Crafter	1	\$ 3,000.00		\$ 3,000.00		\$ 3,000.00
Learning A-Z	1	\$ 300.00		\$ 600.00		\$ 600.00
School Messenger	1	\$ 360.00		\$ 360.00		\$ 360.00
Software Licensing Microsoft	100	\$ 2,250.00		\$ 1,350.00		\$ 1,350.00
Power School	250	\$ 2,000.00		\$ 2,000.00		\$ 2,000.00
NWEA	250	\$ 2,600.00		\$ 2,600.00		\$ 2,600.00
				\$		\$
Professional Dev.		\$ 600.00		\$ 600.00		\$ 600.00
		\$84,825.00		\$68,350.00		\$ 60,300.00

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:

- 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 include in their lesson plans their implementation of integrating technology. The administrator will use informal/formal evaluations to track teacher’s progress on the delivery of core content with the use of technology.

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 MSTEP and NWEA, to assess academic student achievement. The School Improvement Team 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 School Improvement Team 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

- The purpose of this Agreement is to grant access to and define acceptable use of the District's technology resources. Technology Resources are any type of instrument, device, machine, equipment, technology, or software that is capable of transmitting, acquiring, or intercepting, any telephone, electronic, data, Internet, audio, video, or radio transmissions, signals, telecommunications, or services, and include without limitation (1) internal and external network infrastructure, (2) Internet and network access, (3) computers, (4) servers, (5) storage devices, (6) peripherals, (7) software, and (8) messaging or communication systems.
- In exchange for the use of the District's Technology Resources either at school or away from school, you understand and agree to the following:
- Your use of the District's Technology Resources is a privilege that may be revoked by the District at any time and for any reason.
- You have no expectation of privacy when using the District's Technology Resources. The District reserves the right to monitor and inspect all use of its Technology Resources, including, without limitation, computer files, data bases, web logs, audit trails, or any other electronic transmissions accessed, distributed, or used through the Technology Resources. The District also reserves the right to remove any material from the Technology Resources that the District, at its sole discretion, chooses to, including, without limitation, any information that the District determines to be unlawful, obscene, pornographic, harassing, intimidating, disruptive, or that otherwise violates this Agreement.
- The Technology Resources do not provide you a "public forum." You may not use the Technology Resources for commercial purposes or to support or oppose political positions or candidates unless expressly authorized in advance by an appropriate administrator. You may, however, use the Technology Resources to contact or communicate with public officials.
- The District's Technology Resources are intended for use only by registered users. You are responsible for your account/ password and any access to the Technology Resources made using your account/password. Any damage or liability arising from the use of your account/password is your responsibility. Use of your account by someone other than you is prohibited and may be grounds for suspension from the Technology Resources and other disciplinary consequences (for employees, up to and including termination) for both you and the person(s) using your account/password.
- If you misuse the Technology Resources, your access to the Technology Resources may be suspended and you may be subject to other disciplinary action (for employees, up to and including termination). Misuse includes, but is not limited to:
 - Accessing or attempting to access material that is unlawful, obscene, pornographic, profane, or vulgar.
 - Sexting, which includes, without limitation, possessing, sending, or distributing nude, sexually explicit, or sexually suggestive photographs, videos, or other visual depictions of yourself or another person.
 - Vandalism, which includes, without limitation, any malicious or intentional attempt to harm, steal, destroy, or disrupt user data, school material, or school hardware or software.
 - Hacking, which includes, without limitation, gaining or attempting to gain access to, modifying, or obtaining copies of, information belonging to others or information you are not authorized to access.
 - Unauthorized copying or use of licenses or copyrighted software.
 - Plagiarizing, this includes the unauthorized distributing, copying, using, or holding out as your own, material that was written or created by someone else, without permission of, and attribution to, the author/creator.
 - Posting or distributing confidential or inappropriate information meant to harass, intimidate, or embarrass others.
 - Allowing someone else to use your account or password or not preventing unauthorized access to Technology Resources when leaving them unattended.
 - Using or soliciting the use of, or attempting to use or discover the account information or password of, another user, unless authorized to do so by the District's administration or Board.
 - Attempting to or successfully disabling security features, including technology protection measures required under the Children's Internet Protection Act ("CIPA"), unless authorized to do so by the District's administration or Board.
 - Misusing equipment or altering system software without permission.
 - Commercial for-profit activities, advertising, political lobbying, or sending mass mailings or spam. However, you may contact a public official to express an opinion on a topic of interest.

- Using the Technology Resources in any way that violates any federal, state, or local law or rule, or the District policy, rule, or agreement.
- It is the policy of the District, as a recipient of certain federal funds, to provide technology protection measures on its computers with Internet access designed to protect against access through such computers to visual depictions that are obscene or child pornography. The technology blocks may be disabled by an authorized person, during adult use, to enable access to bona fide research or for other lawful purposes.
- The District does not warrant or guarantee that its Technology Resources will meet any specific requirement or that they will be error free or uninterrupted; nor will the District be liable for any damages (including lost data, information, or time) sustained or incurred in connection with the use, operation, or inability to use the Technology Resources.
- As soon as possible, you must disclose to an appropriate school administrator any content you view or receive over the Technology Resources that makes you feel harassed, bullied, or threatened or any communication that contains sexually explicit content. You should not delete such content until instructed to do so by the Director of Technology/Instructional Technology.
- You acknowledge that you may receive or have access to student education records and other data subject to confidentiality requirements of the Family Educational Rights and Privacy Act, Individuals with Disabilities Education Act, the Michigan Mandatory Special Education Act, and the National School Lunch Act at their underlying regulations (collectively, the “Acts”). You acknowledge that, to the extent you receive and have access to such data and records, you are subject to the provisions of those Acts and their regulations and will not disclose student data or other education records except as permitted by law.
- You acknowledge and understand that correspondence or other data that you send or receive over the District’s Technology Resources may be subject to retrieval and disclosure under the Freedom of Information Act (“FOIA”) and other federal or state statutes and regulations. You will cooperate fully and promptly with the District when responding to FOIA requests or other requests for disclosure of information.
- You are solely responsible for all charges and fees, including outside telephone, printing, and merchandise purchases, made through the Technology Resources. The District is not a party to such transactions and is not liable for any costs or damages, whether direct or indirect, arising out of your use of the Technology Resources.
- You are responsible for the proper use of the Technology Resources and will be held accountable for any damage to or replacement of the Technology Resources caused by your inappropriate use.
- Any violation of this Agreement may subject you to discipline (for employees, up to and including termination), including possible suspension of your access to the Technology Resources.
- As a condition of using the Technology Resources, I release the District, and its board members, agents, and employees, including the Internet Service Provider, from all liability related to my use or inability to use the Technology Resources. I agree to follow this Agreement and all rules and regulations that may be added from time to time by the District or its Internet Service Provider.
- Any additional rules, regulations, and policies are available in the District’s Superintendent’s Office.
- I agree to pay for, reimburse, and indemnify the District, its board members, agents, and employees, including the Internet Service Provider, for damages, including any fees or expenses, incurred as a result of my use, or misuse, of the Technology Resources.
- I understand that data I send or receive over the Technology Resources is not private. I consent to having the District monitor and inspect my use of the Technology Resources, including any electronic communications that I send or receive through the Technology Resources.
- I have read this Acceptable Use Agreement and agree to its terms.

○ _____
Employee/Volunteer Signature

Date

○ cc: Employee file/ Student ca-60