



3 - Year Strategic Technology Plan

2013-2016

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Universal Learning Academy

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3 - Year Strategic Technology Plan **2013-2016**

I. TECHNOLOGY PLAN COVER PAGE

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Intermediate School District: Wayne County RESA
URL for Technology Plan: http://www.ulapsa.org/Tech_Plan_ULA.pdf

II. INTRODUCTION: ACADEMY OVERVIEW AND PLANNING TEAM

Universal Learning Academy (ULA) is a public, non-discriminatory, independent school authorized by Bay Mills Community College. It admits students from diverse cultural and ethnic backgrounds to its college-preparatory program and services families in the Greater Detroit area. It is operated by staff that is a highly qualified, certified and experienced group of professional men and women who have earned their degrees at numerous colleges and universities throughout the United States and internationally.

ULA has built a brand new state of the art facility in 2011 and is currently operating as a Pre-K through 8 academy with the intention of adding a grade level each year. The academy has over 600 students. The building has over 30 classrooms, 2 computer labs, library, gymnasium and auditorium.

The mission of Universal Learning Academy is to provide its students with quality education that focuses on the Michigan core curriculum and international cultures, including the study of a language, culture and history different from one's own.

The Academy shall provide an education that will enable the various ethnic traditions, values, and experiences of student to enrich and nurture one another. Moreover, the Academy shall provide an education of the whole child by integrating the different aspects of children's learning and lives to make them more meaningful. The Academy will prepare its students to be independent, lifelong learners and a productive working members of a global society though acquired diverse knowledge, experiences and skills.

The Academy shall provide an environment that encourages students to become upright responsible decision-makers, reflective of equity, respect and understanding, maximizing each individual's intellectual, physical, psychological and moral self by utilizing a unique safe and orderly environment that is conducive to learning to meet the challenges of this ever-changing world.

Planning Team

The planning team consists of the following individuals:

Name	Title	Academy/Organization
Mrs. Nawal Hamadeh	Superintendent, Founder & CEO	Universal Learning Academy
Mr. Ali Bazzi	Principal	Universal Learning Academy
Mr. Rami Hamadeh	Chief Technology Officer	Universal Learning Academy
Dr. Nizar Al-Holou	Technology Consultant	Professor, University of Detroit Mercy
Mr. Ali Khalil	Technical Support Specialist	Universal Learning Academy

III. VISION AND GOALS

Universal Learning Academy located in the Dearborn Heights area, has developed a philosophy, a vision and a plan of how technology can positively impact our Academy, our community, and the future lives of our students.

This **vision** encompasses the following primary goals:

- To integrate technology with teacher training and curriculum development to enhance the learning process.
- Improve ULA and system management through technology while reducing teacher and administrative workloads; thereby maximizing the time teachers spend on teaching and learning activities.
- Increase involvement and inter-connectivity in the educational processes and environments by parents, businesses, educational institutions, and other community agencies and organizations.
- Engineer and construct the necessary infrastructure to assist every student in crossing the digital divide, ensuring that every student is technologically literate by the 8th grade and can possess the technical skill set to achieve success in a competitive work environment.
- Improve the economic environment of the state by providing technology-enhanced learning opportunities that produce a skilled workforce capable of meeting the changing demands of business and industry.
- To provide a well-rounded education based on the Michigan Core Curriculum and the study of international cultures, with a special focus on the Arabic language.
- To inspire and educate students and instill them with the values of equity, respect, and understanding.
- To celebrate diversity, welcoming students from all backgrounds and cultures and encouraging cross-cultural learning.
- To employ professional, certified staff who are experienced, qualified, and committed to their students.
- To operate state-of-the-art learning facilities that foster a safe, innovative, world-class educational experience.

The Universal Learning Academy believes that:

- Quality education does enhance a student's mental, physical, and emotional abilities and promote altruistic thinking in this diverse world.
- Quality education does integrate the teaching of ethnic and cultural traditions and values into the academic program and develop student awareness of self-identity, and their responsibilities towards family, community, society and the world.
- A successful school inspires the joy of learning.
- All students are capable of learning and reaching their potential if given the opportunity.
- Learning is an on-going life-long process.
- Successful learning requires active participation and involvement in the school by parents and the community.
- Effective schools promote teaming, collaboration and shared decision-making among staff, students, and community..

ULA's primary goal is to prepare students for success in school and beyond by accomplishing the following:

1. Improving the quality of education offered to its' students through a curriculum that is developed using standards set forward by the state and national standards for technology curriculum integration.
2. Enhancing the quality of and method by which instructional materials are delivered to students.
3. Identifying and prioritizing curriculum integration areas of greatest need by measuring current student and Academy performance against the Michigan Curriculum Content Standards and Benchmarks, the National Goals, and individual Academy goals, selecting software and teaching/learning aids which correspond to the standards.
4. Incorporating all aspects of the curriculum and implements research on the best practices in curriculum integration and its effect on student achievement.
5. Enabling staff and students to become competent users of technology..
6. Assisting each student to overcome any language barriers that make it difficult for them to succeed in core academic areas.
7. Providing continuous and comprehensive professional development training.
8. Facilitating parental involvement so that parents and families remain connected to the public school system and other community resources.
9. Providing students with the opportunity to use various popular software applications.

The Academy's educational goals are:

- Provide all learners with a solid foundation of skills, knowledge, and understanding that is necessary for their continual growth and success.
- Provide students with the necessary skills to successfully compete in today's changing society.
- Offer an integrated, theme-and-project based core curriculum of mathematics, science, whole language, and social studies that draws on experiences in the home, in the school, and in the larger community.
- Encourage parents and other community members to participate in the school and share their expertise.
- Stimulate innovative teaching methods that encourage students to enjoy greater choices among their educational opportunities.
- Educate students from diverse cultural backgrounds, providing a program with sufficient flexibility to meet the needs of the individual students and appropriate structure to create a standard of learning that fosters growth and development.
- Develop the ability for all students to value and appreciate other peoples and their cultures and see themselves as citizens of the world at large.

Every Universal Learning Academy student will be encouraged and nurtured to become:

- A person who values and is capable of learning over a lifetime;
- A person capable of applying knowledge in divers situations;
- A person who makes decisions and plans for successful living;
- A caring, sensitive and flexible human being;
- A creative and innovative person;
- A person able to communicate effectively in written, visual and spoken language; and
- A competent and productive participant in society.

IV. CURRICULUM

- The Academy is in the process of identifying curriculum areas of greatest need through the administration of in-depth standardized assessments, on-going teacher and staff planning meetings, parent input surveys and workshops. ULA's Curriculum Alignment Plan and administrative evaluation of the Academy's initial program is contained in the charter applications and contracts. The Academy is serving populations with a high percentage of at-risk and disadvantaged students. The initial and primary focus of curriculum integration will be in core curriculum areas indicated as having the most pressing need. Preliminary results from baseline student assessment data indicate a strong need for a focus on the core curriculum areas of Reading/Language Arts and Mathematics. The academy will Educate minors about
 - Appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms
 - Cyberbullying awareness and response

A. Curriculum Integration

The goal of technology at Universal Learning Academy is to improve the students' quality of education through a curriculum developed and aligned with state, national, and international (IB) standards. Technology enhances the quality of, and methods by which, instructional materials are delivered to students. Teachers must develop the necessary technological skills to be able to deliver a variety of learning opportunities to students. Students should use these technological skills to become successful graduates.

The Curriculum Integration Plan is based on the National Educational Technology Standards for Students and the Michigan Technology Content Standards and Benchmarks. Full curriculum integration will require successful implementation of the Long Term Technology Plan. The main infrastructure has been created so the Academy can develop in logical and progressive steps from single computer labs to more advanced administrative and faculty workstations, and even Local Area Networks all with faster Internet connections. Maintaining consistency with the Michigan Curriculum Content and Standards will remain a priority. Further, ULA's curriculum must minimally meet the Michigan Curriculum Framework Content and Standards.

The Goals for curriculum integration through technology include the following:

1. Provide a variety of technological resources and processes and integrate them into the curriculum.
2. Improve communication between parents, teachers, administrators, and students in order to improve the team's effort to serve students in the best possible way.
3. Enhance class instructional capabilities: instruction using computer applications in group or individual settings.
4. Provide knowledge of basic computer tools, such as word processing programs, spreadsheets, printing, email, and internet research.
5. Enhance and deliver course content through computer-based training tools
6. Provide instructional software that facilitates remediation tailored to the specific needs of students and provides automated performance reports and feedback
7. Enhance teaching and learning using technology and telecommunication.

The Academy uses many educational software tools such as Scantron Performance Series, Kidspiration, Inspiration, Discovery Education United Streaming, Arab Academy ALPT, Rosetta Stone, Sammy Science, JumpStart, Mighty Math, Achieve Math & Science, Reader Rabbit, and Magic 31 to improve the students' academic achievements. A partial list of educational software is shown below.

Educational Software
Microsoft Office Suite: Word, Excel, Powerpoint, Frontpage
Scantron Online Testing Software
Discovery Education United Streaming
Kidspiration
Inspiration
Arab Academy ALPT-Online Testing Software
Rosetta Stone Foreign Language learning software
3rd Grade Adventures
Trudy's Playhouse/Time
Mighty Math
Sammy Science
1st Grade Jumpstart
Magic 31
JumpStart Advanced Kindergarten
Adventure Workshop-Preschool-1st Grade
JumpStart Preschool-1st Grade Learning Playground
Achieve Math & Science Grade 1-3
Achieve Phonics & Reading Grades 1-3
Reader Rabbit Personalized Kindergarten
Reader Rabbit Learn to Read with Phonics Gr. 1-2
Reader Rabbit Personalized 1st Grade
Kid Pix Studio Deluxe 3
Reading Blaster 4-6
Leapfrog Schoolhouse Leapfrog and Quantum Leap
Ectaco Translation Software & electronic dictionaries
Sony E-book reader software
Nettrekker and Scholars English
SMART Notebook & Response software
Simulation Library
Goldenrod Roboview and Hydrolift

Identifying and Promoting Curricula and Teaching Strategies

The Academy has a plan to provide professional development training that integrates technology into curricula and instruction. The training will be accomplished by attending workshops and local training sessions and using resources on the Internet such as Michigan Virtual University at <http://www.mivu.org/>.

Technology will be integrated into the curriculum as follows:

1. Students and teachers will first develop keyboarding skills.
2. Students and teachers will use all educational software and tools listed in attachments A and B to enhance the learning process
3. Students and teachers will learn wordprocessing skills and how to integrate those skills into teaching and learning.
4. Students and teachers will learn to use spreadsheets and how to integrate them into teaching and learning.
5. Students and teachers will learn desktop publishing and how to integrate it into classroom instruction.
6. Students and teachers will learn to produce charts and graphs, then incorporate them into their word-processed documents, spreadsheets and database reports.
7. Students and teachers will learn to produce reports and presentations throughout the curriculum.
8. Students and teachers will learn to develop web pages and/or applications.
9. Students and teachers will learn how to use the internet as a research tool.
10. Teachers will be able to communicate directly with students and parents via the Internet.
11. Students will use well-developed computer based instruction (CBI) CD-ROMs, Web-based multimedia modules, and video tapes from different publishers, such as Cambridge Educational.
12. ULA will explore the use of the developed resources available on the web and on CD-ROM. Example of such resources include:
 - a. The Great Lakes Education Network (GLEN) developmental resources available online at <http://glen.cc/demohs/>. GLEN is a collaborative effort among educational institutions focused on effective integration of technology into classrooms and curriculum. GLEN moves beyond providing technology to classrooms to assure adoption of technology in classrooms and community.
 - b. The Best Practices of Technology Integration in Michigan website. This site, <http://www.bestpractices.org>, is sponsored by the Michigan Association of Intermediate School Administrators, the REMC Association of Michigan, and the Great Lakes Educational Network (GLEN). The lesson plans have been written by practicing teachers and have been "kid tested" to work in the classroom
13. Students and teachers will learn how to use technology,telecommunication, and email as a research and learning tool.
14. Students and teachers will become frequent users of technology and use it to improve their understanding and access resources on the web.
15. Teachers will review the standards and benchmarks for technology content in the Michigan Curriculum Framework available at <http://mtn.merit.edu/mef/TEC.html> and determine different

ways to apply technology into specific particular areas.

16. Use Video streaming: Discovery Unitedstreaming™ is a video download and streaming that instantly delivers over 10,000 educational core-curriculum digital videos and 100,000 clips. This service is being provided by Wayne RESA. By simply searching the Unitedstreaming™ database, users are able to easily locate grade and subject specific content, and view the videos on their computers.
17. Students will use technology to reinforce educational objectives in a variety of areas taught using traditional classroom techniques.
18. Planning to use advanced technology to enhance classroom delivery and interactions with students, such as Smart Boards (Interactive White Boards), Student Response Systems, Sound Amplification Systems, Computer Tablets & Laptops for every classroom.

B. Students Achievement

Universal Learning Academy's dynamic environment is characterized by academic achievement, innovative teaching, student involvement and an integrated experiential curriculum that accommodates various learning styles. Its' environment is supportive and resourceful, and provides a transition into a professional work environment.

A number of assessments are being used to identify student achievement. The Michigan Educational Assessment Program (MEAP), ELPA, Smarter Balanced, DRC, the Michigan Merit Exam (MME), IOWA, Computer Literacy Assessment, Scantron, and Arab Academy assessments are used to assess individual student achievement.

The Academy's improvement plan incorporates all aspects of the curriculum and implements research on the best practices in curriculum integration and its effect on student achievement. ULA will take advantage of its sponsorship by Bay Mills Community College. It will also obtain input from schools such as Wayne State University, University of Detroit Mercy, and Wayne County Community College..

Over time, ULA will identify and prioritize curriculum integration areas by comparing current student and Academy performance to the Michigan Curriculum Content Standards and Benchmarks, the national goals, and the Academy's goals. It will select software and teaching/learning aids which correspond to these standards. While not exhaustive, key criteria for software program selection will include the following:

1. Assess teachers' individual levels of using technology and their capabilities of integrating technology into the curriculum **{August-September of each academic year}**.
2. Develop a training program for all teachers to use technology depending on their level **{September-October of each academic year}**. The Training program may include topics such as operating systems, word processing, presentation software, spreadsheet and using the Internet to search for resources.
3. Develop a training program for all teachers to integrate technology into the curriculum **{January-May of every academic year}**. The Training program may include topics such as integrating spreadsheets into the social science and math curriculum.
4. Assess students' individual levels of performance in core curriculum areas and specific sub-skills related to each area including correlation to the Michigan Standards, the National Goals, and the Academy's goals.

5. Measure students' current knowledge and weaknesses and offer students customized learning activities based on their individual needs **{October-November of each academic year}**.
6. Engage and maintain student interest and active participation in the learning process **{throughout the year}**.
7. Monitor and report student progress in a variety of formats adequate for communicating with parents, teachers, staff, and others (when appropriate) **{throughout the year}**.
8. Share information between teachers, staff, administration and parents **{throughout the year}**.

Teachers will use educational resources that provide promising strategies, success stories, lessons, and activities for using technology in the classroom available in the list of education resources 1 in Attachment A.

The new building are wired and connected to the Internet. Every classroom has at least 2 data drops and a computer to access all resources. In addition, there are 2 fully networked and projected computer labs, 6 portable wireless laptop classroom carts. Each classroom is equipped with a built-in Smartboard and projector including a few smart response and smart document cameras. Each classroom has an audio amplification system with 2 microphones so that all students can equally listen to instruction at a comfortable volume.

C. Technology Delivery of Specialized Courses

Universal Learning Academy envisions more and more training being provided via the web and distance learning, collaboration with other "networked" schools, on-line college level coursework, and opportunities for staff to receive training that is self-paced and uniquely designed to their individual needs.

ULA engages in collaboration with other charter schools, and higher education will enable the academy to meet its students' academic achievement and employment goals and ensure relevancy of the curriculum. The criteria the Academy will use are as follows:

- 1) Evaluate the use of Michigan Virtual University and Michigan Virtual high school resources.
- 2) Work to identify and establish distance-learning programs with other education programs at Bay Mills Community College, Oakland University, Wayne State University, University of Detroit Mercy, and Henry Ford Community College.
- 3) Search and use resources available in the web and for other educational institutions through the Internet and distance learning.
- 4) Evaluate the use of technology, such as the Educator's Guide to Evaluating the Use of Technology in Schools and Classrooms at the U. S. Department of Education (1998), Washington DC: Office of Educational Research and Evaluation.

Last, but not least, utilizing the funds received through the Consolidated Application Grant, the Universal Learning Academy has purchased multiple mobile laptop carts for user for qualifying students. Each year, the Academy will be purchasing and utilizing more equipment for assistance in Special Needs (CA Grant).

D. Parental Communication and Community Relations

Universal Learning Academy has an open door policy for communication between the school and parents. One of ULA's objectives is to engage parents in the learning process of their children. Parental involvement in the use of technology supports the overall goals of the technology integration program.

Technology can improve communication between parents, teachers, administrators, and students and can also improve the team effort to serve students in the best possible way. Parental involvement in the use of technology supports the overall goals of the technology-integration program. Volunteers play an integral role at Universal Learning Academy. Parents are encouraged to provide volunteer service to the Academy. A variety of opportunities are provided for the parents that support and enhance the operations of the Academy. ULA works to extend these types of relationships as it provide services to the community. The Universal Learning Academy's website, <http://www.ulapsa.org>, provides various educational resources for students, staff, community, and parents. We are working to provide more info about the website. Areas in development on the website include homework links, school operation, curriculum, parents and community involvement. Email will be used to inform students and parents about new school and community news and activities.

Parent involvement has been instrumental in achieving our school improvement goals. This year the Parent Teacher Committee (PTC) continues its active involvement in school activities and functions. Several PTC meetings and activities have taken place. To insure maximum parent involvement, we have implemented the Epstein Model as illustrated in the parental policies in our handbooks and parent-student contracts that were approved by the board.

Parents are involved in school improvement through active involvement as school improvement team members. Parents also attend open house, parent teacher conferences. The community was heavily involved in school activities. For example, during March-reading month the students were treated to visits by several guest readers who visited the classrooms and read to the students.

Built on a foundation of above average participation by parents and other community members in the creation and operation of the Academy's public school, the Universal Learning Academy is in a unique position to maximize this involvement on a community-wide basis. The Academy will make its facility available for adult literacy training and early prevention programs by providing lab time either to other agencies offering such programs or managing the delivery of these programs themselves. Local businesses will be encouraged to develop, recommend, and/or provide programming specific to their industry needs. Community members may participate in these activities through active involvement on ULA committees (such as the PTC, Curriculum & Materials Committee, Training & Development Committee, Monitoring & Evaluation Committee, and the Community Support Group).

The Academy plans to do the following:

1. Allow parents to meet with teachers during parent-teacher conferences and discuss the use of technology in the curriculum.
2. Provide an open meeting for parents, teachers, administrators, and the community to discuss the Internet safety policy, CIPA, and firewalls that filter undesirable sites.
3. Arrange meetings, such as parent/teacher conferences, teacher/principal conferences, community forums, etc.
4. Promote parental involvement and increased communication with parents and the community
5. Provide job market guidance for students.
6. Expand existing business relationships and build new partnerships with the community.

7. Provide a Student Information System (PowerSchool) that will facilitate real-time access to student's grades, attendance any teacher comments via the web.

The key participants in the strategic planning process are

- Teachers
- Paraprofessionals
- Parents
- Administrators
- Board members
- Support Staff

E. Collaboration

Based on its stated mission, Universal Learning Academy is intently aware of its commitment to the wider community. ULA utilizes a variety of methods to assess and address the needs presented by not only its students and parents; but also the surrounding neighborhood. We will gather and update important information annually about our students, families, and community residents. Important to both our funding and program delivery system are the following data: Family income, language spoken in the home, number of children, employment status, marital status, availability of transportation, contact with other agencies, length of time in the United States, experience with other public schools, importance of cultural traditions, and memberships in other organizations. We also review community census data in order to understand the needs of the broader community. Community and business leaders are invited to participate in various components of our programs so that they can better determine how together we can improve the lives of all children and families in our local neighborhoods. We work with a local consortium of schools located throughout the metropolitan Detroit area, the MetroConnect Network, which expands our own network of community-based partnerships. To date, the Network connects us to over 15 community-based partnerships, including Matrix Human Services, The Entrepreneurship Institute, the Detroit Optimist Club, Greater Grace Temple, Don Bosco Hall, New Directions, Inc., Williams Chapel, and nine other parent organizations. ULA participates in this community-wide effort by taking responsibility for heading up those components best matched to its strengths.

Another significant area in which ULA is actively reaching out to residents is in the area of technology. Based on our research, we know that few families in our community have access to technology. In order to offer these types of community-based programs, ULA has gained commitments from many other dedicated individuals and organizations. Participants include ULA's Parent Organization, teachers, outside consultants, university professors, business leaders, Wayne County RESA and Bay Mills Community College. Its' on-going progress on community-wide projects is documented in the form of evaluation studies, project resource manuals and other reports required by grantors and monitoring agencies to which ULA is accountable. Project resource manuals are created for use by participants and are also made available to the public and other educational organizations.

The staff is encouraged to participate in all school projects and in their own personal development. They are provided with opportunities and incentives to do so in the form of bonuses, special recognition, professional development stipends, and release time. ULA also provides resources, including funding and transportation, to parents who volunteer for special activities and conferences. Annual budget and resource allocations arrived at through surveying staff needs and requests, reviewing past expenditures and estimating existing and new project needs the support our commitment to strengthening our key communities.

Collaboration with parents, businesses and the community via technology provides the following benefits:

- Ability to share locally sponsored events
- Ability to receive/review homework assignment information on a nightly basis.
- Ability to arrange meetings, such as parent/teacher conferences, teacher/principal conferences, community

forums, etc.

- Ability to share available resources with the Academy, between Academies and across other organizations.
- Ability to provide job market guidance.
- Ability to expand existing business relationships and build new partnerships.

Since Universal Learning Academy is located in key geographic locations across the community and intends to expand its membership over time, adult and other community-based programs will be developed and/or implemented while being offered to many community members regardless of where they reside. Expanding on this strength through regular and structured collaborative planning activities will be a key focus in Phase I of the Plan's implementation.

The timeline is outlined in section J. Budget and Timetable.

V. PROFESSIONAL DEVELOPMENT

F. Professional Development

Professional development and technological training is critical for all participants as an on-going and structured component of the Plan to ensure that the staff knows how to use new technology to improve instruction. Universal Learning Academy has a number of staff members with varying degrees of training and knowledge concerning technology. ULA will be able to offer on-going, progressive training and professional development while maximizing resources by structuring sessions to different ability levels. Teachers and other staff members, regardless of where they may be "**starting**" in terms of skill level and background, will be able to acquire new skills in training sessions made available to them at the Academy and designed to meet their particular needs.

The Technology Committee will develop a set of explicit goals that teachers are encouraged to strive towards as they increase their level of ability with technology. Through on-site training sessions, workshops, and courses at local institutions of higher education, ULA's teachers will advance from the initial introduction to successful use of technology on a basic level and from basic technology use to the discovery of its potential for increased instructional support and professional productivity.

The Universal Learning Academy considers technological training for staff a top priority. It will draw upon its own internal resources as well as outside resources to create and provide these technology-related professional development sessions. All of the staff members will be surveyed and evaluated to determine appropriate placement within a series of training sessions. Training will also enable interaction and collaboration between professionals within the Academy. Training will be made available to all participants as a part of ULA's regular professional development program.

At the beginning of every year, priority will be given to assessing each staff member's skill, knowledge, and comfort with technology. A training schedule will be set based on this data. Anticipated initial professional development sessions include training which will do the following:

- Provide equitable access to technology and professional development to ensure all teachers are technologically literate.
- Aid all staff in becoming familiar and comfortable with technology.
- Accustom all staff to the use of the computer learning lab, its operations, and basic installed software (word processing, spreadsheets, operating systems, electronic grade book, desktop publishing and multi-media).
- Encourage the development of skills and techniques which maximize the use of technology as an effective teaching and learning tool.
- Enable all teachers to comfortably implement teaching and learning activities within a lab setting.

The training sessions will be expanded and aligned with the State and National Standards that address technology competencies for teachers and administrators so that as the Academy's staff will be sufficiently prepared and trained not only to use technology but also to know how to integrate technology into the curriculum

The training will include at least the following:

1. Appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms and cyber bullying awareness and response annually in order for staff to educate students (Train the trainer)
2. Classroom management

3. Curriculum alignment with Michigan and National Standards
4. Curriculum mapping
5. Current teaching content and techniques (subject related)
6. File management
7. Using Word, Power Point, and Excel
8. Using Power school software for grade reporting and training
9. Searching for education information online
10. Searching and researching on the Internet
11. Using e-mail and attachments
12. File Transfer Protocol (FTP)
13. Submission of reports electronically
14. Using multimedia software
15. Using and searching United Streaming
16. Using and searching for Distance Learning and Video Conferencing
17. Using Leapfrog Learning Environment
18. Using Microsoft Office Classroom Tools
19. Using Microsoft Classroom Training Tools
20. Conducting research on MEL (Michigan Electronic Library -- a standard resource used in schools),
21. Technology integration into curriculum

The Universal Learning Academy's educational consultants will ensure coordination between technical training courses and all other sessions such as curriculum integration, use of technology for individualized and group instruction, use of the Internet for project-based learning, etc. Universal Learning Academy will designate at least one primary education contact for participation on the Technology Committee. This committee will provide leadership and direction to the Academy, assist in the exchange of information among participants, ensure that training modules are prioritized appropriately, and develop recommendations for revisions as the training program unfolds.

The staff has participated in a number of staff training and professional development (PD) sessions since the school year began. PD focuses this year have revolved around the school improvement plan and the identified major areas of needed improvement. These areas can be summarized as follows:

1. Understanding assessments
2. Improving teaching and learning techniques
3. Curriculum alignment
4. Technology integration
5. Supplemental and support training

PD sessions take place throughout the school year and the number of required hours by the state (30 for returning, 60 for new staff) have been exceeded.

Hamadeh Educational Services has contracted with McRel for a web based and rubric based standardized principal and teacher evaluation tools with national standards. ULA's Principal received full day training on the McRel Principal Evaluation and Powerful Walkthrough on January 26, 2012.

PD workshops and training also include the MAPSA two day conference, Wayne RESA training workshops, Department, Grade Level and IB training sessions held at the school each Friday afternoon and

many others (see enclosed list of PD workshops and training).

Also, a successful mentoring program is in place to help new staff members adjust and feel welcome in their new environment and to meet all state requirements and to assist teachers to provide effective instruction and classroom management.

Time Line:

2013-2014

- Staff assessment of member's skill, knowledge, and comfort with technology use and integration
- Develop a flexible training schedule, according to their levels, that covers the first eight topics.
- Assess Staff member's improvement in skill, knowledge, and comfort with technology use and integration.

2014-2015:

- Staff assessment of member's skill, knowledge, and comfort with technology use and integration.
- Revise the training program based on the staffs' levels and assessment result.
- The training program should cover topics (9 through 14) in sessions.
- Assess staff member's improvement in skill, knowledge, and comfort with technology use and integration.

2015-2016:

- Staff assessment of member's skill, knowledge, and comfort with technology use and integration.
- Revise the training program based on the staffs' levels and assessment result.
- The training program should cover the last set of topics (15 through 20).
- Assess staff member's improvement.

G. Supporting Resources

The Universal Learning Academy has developed a Technology Committee that consists of teachers, the Chief Technology Officer, and administrators. The educational consultant and technology coordinator are available to support this committee. The duty of this committee is to develop policies on the following:

- Selecting software, hardware, and related technology resources that are consistent with the vision for technology and education improvement;
- ULA's maintenance plan & upgrade policy;
- Selecting computer-based instruction (CBI) CDs, Web-based multimedia modules, and video tapes from different publishers and the education community to be used for training for effective use of technology;
- Searching for funding resources to provide enough funding to implement the Plan
- Software upgrades; and
- Selecting and buying educational software and media resource materials to help students, faculty, staff, and administrators to use technology effectively.

An effective maintenance program for all computers, software, and networking tools is crucial to improve student learning and reduce costs. Hardware and software manufacturers' warranties will be used to maximize operational effectiveness of the equipment. Technical support and training for all participants in the Academy ensures that over time, the project, including all of the technological systems, can be sustained and maintained at a functioning level. On-site technical support and help desk is being provided by the technology department, which is headed by the Chief Technology Officer. The technology department provides day-to-day technical support and maintains an up-to-date inventory of information technology resources (hardware, software, and resource materials).

With support from the Schools and Libraries Program (SLD) of the Universal Learning Academy Service Fund, ULA has received discounts for telecommunication services, Internet access, and internal connections. This funding allowed the Academy to hire service providers. Part of the internal connection is the maintenance and upkeep of eligible server hardware, wire and cable maintenance, server technical support and configuration changes. The SLD program is intended to ensure that schools and libraries have access to affordable telecommunications and information services.

Universal Learning Academy uses the services of Dr. Nizar Al-Holou as a Technology consultant. Dr. Al-Holou is a Professor of Electrical and Computer Engineering at the University of Detroit Mercy and has a long history of experience in technology, development, and training. He will have the primary responsibility of developing the technology plan and assisting in getting funds. As a university professor, he will be liaison with higher education institutions. To minimize training cost, ULA will use some of the training courses available in the web. An Example of such resources is Michigan Virtual University, that is free for students, teachers, faculty and staff of every non-profit education institution in Michigan at <http://www.mivhs.org/Default.aspx?tabid=56>. Another example is TechSoup that has gathered a list of technology resources and compiled them into easy-to-navigate lists, separated by areas of expertise and geographic locations. More resources are listed in Attachment A. To maximize available resources, funding from federal and state programs, as well as from the Academy's budget will be coordinated. Finally, additional support services identified in the Plan and budget include enhanced telephone services and Internet connection services.

In summary, we can state the following:

- ULA has a Chief Technology Officer to provide day-to-day technical support and maintain an up-to-date inventory of information technology resources (hardware, software, and resource materials). The Chief Technology Officer has developed a repair request form to keep track of repair requests and response in a timely manner.
- The information technology resources will be continuously updated where the technology resources and materials are evaluated and updated periodically for currency and for value to the curriculum in supporting student learning.
- All materials and equipment are classified, marked, locked to the table, and documented at the time of acquisition.
- ULA utilizes other resources available to support the technology program:
 - RESA resources such as United Streaming™.
 - Michigan Virtual University and Michigan Virtual High school resources.
 - Other education programs at Bay Mills Community College, Oakland University, Wayne State University, University of Detroit Mercy, and Henry Ford Community College.
 - The Academy will identify grants and sources of additional funding such as MDE, startup funding, Bay Mills Community College, Title I, II, V, USF/E-rate, Startup Funding and foundations such as Walton Foundation. Other grant opportunities include FLAP, Career Forward, and Library Grant, Oakland University PSA, and Skillman GoodSchool..
 - Educational resources available in the web (See Attachment A).
 - Educator's Guide to Evaluating the Use of Technology in Schools and Classrooms at the U. S. Department of Education (1998), Washington DC: Office of Educational Research and Evaluation.
 - Well-developed computer-based instruction (CBI) CDs, Web-based multimedia modules, courseware and video tapes from different publishers such as Cambridge Educational and the education community as a whole. An example of such tools is MiroType Multimedia CD-ROM, South Western Educational Publishing. This software keeps track of student progress in terms of speed and accuracy.
 - International Baccalaureate program curriculum and standards (<http://www.ibo.org/general/who.cfm>).

VI. INFRASTRUCTURE: HARDWARE, TECHNICAL SUPPORT, AND SOFTWARE

H. Infrastructure Needs/Technical Specification and Design

Current Status:

The Universal Learning Academy currently has approximately 70 staff members. The building is located in Westland on Joy Rd for grades PreK-8. The building has a local area network (LAN) and Wireless LAN (WLAN). The Academy has nearly 300 workstations and laptops, and 4 servers. The first acts as a Gateway/Proxy/WINS/DHCP/web server, the second acts as the Domain Controller for Active Directory/DNS Server, and the third is an email and backup server. The fourth server is a digital video recorder for building security with over 30 closed-circuit cameras. Every classroom has at least 1 computer. The current internet bandwidth is 100Mbps broadband and 3.0 Mbps through T-1 lines which also provide telephone connection. These two connections provide the Academy with enough bandwidth to support the ever growing bandwidth needs due to media-rich classroom content, as well as State and Authorizer required online student testing. It also provides fail-over in the case of 1 connection going down.

The Academy has received funding through Startup Funding, Implementation, School Lunch, NFL Play60, E-rate USF, and Consolidated Title I, II, III grants. This funding enables the Academy to equip the school with state of the art equipment. A partial list of major equipment is shown below.

The Academy is in the process of constructing another building in Dearborn Heights. The new building will have 35 classrooms, a computer lab, a library, gymnasium and at least 13 offices. The planned infrastructure will be flexible to accommodate different activities and durable enough to stand up to continuous use. Fast technological change is now a basic fact of Academy technology planning. We have considered the infrastructure carefully during the technology planning stage. Our networking infrastructure plan is strategic and designed for the continued evolution of technology through innovative architectural design based on flexibility, diversity and expansion. The networking infrastructure is upgradeable and therefore capable of serving the Academy for years to come.

Equipment	Qty
HP Workstations with LCD Monitors	105
HP and Lenovo Laptops with 6 portable carts	180
HP Servers	3
Dell Poweredge DVR server	1
TV's (27")	10
VCR/DVD Players	10
Portable CD Player for Music class	20
Student Listening Centers	20
Overhead projectors	20
Projector Screens (touch-enabled by SMART)	34
Polycom Video Conferencing System	1
InFocus X2 LCD Projector	2
Leapfrog Learning System (school-wide usage)	1
Ricoh Multifunction highspeed Copier Machines (Print/Scan/Copy)	4
HP Network Printers	5
Ricoh Network Printers	1
Smartboards and projectors	34
Classroom Amplification Audio system	34

To control and monitor the access to the Academy building, the academy has a security system and a video monitoring and recording system for each building. These systems will help safeguard all of the Academy's

resources, especially the information technology resources. The Academy has received funding from Universal Service Funding (USF) July 1, 2010 through June 30, 2013. This fund enabled the Academy to wire the new building, establish local area networks (LANs), and establish Internet connection for the new building. Moreover, this funding has enabled the Academy to provide telecommunication for the academy as well as emails services for high school students.

Technical Support:

The Academy has Full-Time Technical Support Staff onboard. This support includes both Server and Workstation level support. E-rate funding has been used to provide IC-Basic Maintenance and Technical Support which is eligible by SLD. The non-eligible services are provided by the Full-Time Technical Support Staff.

Ensuring the Interoperability:

The Universal Learning Academy uses Windows environment at the server and workstation levels, every new purchase should work under Windows environment.

I. Strategies to Increase Access to Technology for Students and Teachers

With Internet connection, teachers, students, and administrators can access a wealth of information such as research data, discussions, libraries, and many other services related to education, drug and alcohol prevention, science projects, space flights and space science, the U.S. Constitution, and a host of other books through Project Gutenberg, a non-profit organization seeking to prepare electronic editions of more than 20,000 books.

To increase access to technology, the Academy employs the following strategies:

1. Assess the staff member's skill, knowledge, and comfort with technology
2. Assess the staff member's use of technology as an effective teaching tool
3. Implement the use of good teaching practices in core curriculum subjects (through the use of both technology and conventional classroom methodologies)
4. Train staff members according to their backgrounds and needs
5. Identify training resources online and on DVD/CD-ROM and make them available for all staff members (Some of those resources are available in attachment A.)
6. Use the concept of training the trainer
7. Evaluate and update the Academy's information technology resources periodically for currency and for value to the curriculum in supporting student learning
8. Monitor the Internet connection bandwidth and use to determine if there is a need for upgrades
9. Provide parents and students access to online assignments, communications, and grades through Powerschool Student Management System.
10. Planning to use advanced technology to enhance classroom delivery and interaction with students such as Smart Boards (Interactive White Boards), Student Response Systems and Sound Amplification Systems, Computer Tablets & Laptops for every classroom.

With network access:

- Teachers and educators can communicate with colleagues across the country on curriculum innovation and technology.
- Students can communicate with each other and their teachers by email.
- Teachers can assign homework by email or using web sites.
- Students and teachers can interact; communicate as well as share educational resource materials.

- Students and teachers can interact and discuss homework as well as share educational resource materials.
- Teachers are promoted to share resources and experiences among their colleagues.
- Teachers and students interested in particular topics can access bulletin board-based system works such as K12 Net through "echo" forums around major curriculum areas.

VII. FUNDING AND BUDGET

J. Budget and Timetable

The budget planning process is driven by the Academy's vision for technology and its goals and expectations for student learning. ULA has received several, including from our Authorizer, Bay Mills Community College, to support school educational activities, and Title I grants. ULA, as part of a consortium, also received the counseling grant that allows our school to provide counseling services to elementary students. ULA grant total to date for this school year: **Total of \$914,751 (see Table below).**

Universal Learning Academy		
Grand Resources Profile (2011-12)		
Grant	Resources/Services	Amount
ARRA Education Stabilization Fund FY 2011 (112525)	Instructional/Non-instructional Staff/Services, Staff Evaluation System	\$10,767.00
Fresh Fruit And Vegetable Program	Fresh Fruits And Vegetables (Snacks), Nutritional Lessons & Information (Newsletter) 1st-5th only	\$29,019.00
Bay Mills Community College Authorizer Grant	MTH/SCI On-Site/Off-Site Activities for 5th/6th grade through Initiative Science (aligned to curriculum)	\$2,000.00
Title I, Part A - Improving Basic Programs carryover 2011	Elem SCI Supplemental Materials, Supplemental Program Administrators, Supplemental Accounting/Financial Audit Services, School Involvement/Community Liaison	\$37,753.00
Title I, Part A - Improving Basic Programs	Activities to support SIP Goals/Strategies outlined in Goals and budget line items submitted as part of Consolidated Application	\$295,795.00
Title II, Part A - Teacher and Principal Training & Recruiting carryover 2011	Professional Development, Merit Pay/Incentives to Retain Qualified Teachers	\$10,820.00
Title II, Part A - Teacher and Principal Training & Recruiting	Activities to support SIP Goals/Strategies outlined in Goals and budget line items submitted as part of Consolidated Application	\$22,272.00

Title III - Limited English Proficient Students carryover 2011	Highly Qualified (HQ) Paraprofessional/Tutor for Afterschool Tutorial + Certified Teacher Supervisors, Supplemental/Remedial Instructional Supplies/Learning Materials	\$16,057.00
Title III - Limited English Proficient Students Consortium with Star International & Universal Academies	Activities to support SIP Goals/Strategies outlined in Goals and budget line items submitted as part of Consolidated Application	\$56,894.00
Great Start Readiness Program (GSRP)	1 PreK Class, Instructional Materials/Supplies, Furniture, Family Field Trips, Project Director, Workshops/Conference, Early Childhood Specialist, Accounting/Facilities/Food Admin Services	\$108,800.00
Elementary & Secondary School Counseling Demonstration Program Consortium with Star International & Universal Academies	Counseling Services K-6th only, Professional Development for Staff, Supplemental Resources for Program Implementation	TBD
FY12 IDEA Flowthrough	Support Services - Resource Room, Speech & Language Pathologist, Supplemental Resources & Instructional Materials	\$26,860.00
Section 31a At-Risk Funding carryover 2011	Supplemental Programs/Services to At-Risk Students (Tutorial Programs), Medical/Health Screenings, Supplemental Resources/Instructional Materials for At-Risk Factors (Discipline/Attendance Programs + ELA/MTH Tutorial)	\$39,331.06
Section 31a At-Risk Funding	Activities to support SIP Goals/Strategies outlined in Goals and budget line items for Section 31a At-Risk students only.	\$248,533.00

Goldenrod Research YouthTouch Grant	Matching Grant (Title I, Part A) for Robotics equipment to address Math and Science: RoboAC (joystick controlled robots for younger students), RoboArm (intelligent robotic trainers), RoboVue (closed circuit camera for use with robots), HydrauLift (manual fluid power trainers), HydrauLift2 (computer interfaced fluid power trainer), Tempest (programmable air table requiring two robots, used for problem solving, teamwork and communication skills), Full day on site teacher training, Curriculum Integration Materials, Warranty + 1 Year of Upgrades	\$9,850.00
TOTAL		\$914,751.00

Development of the budget required consideration of the following key areas:

- Personnel to provide technical support
- Contracting services for educational, technical and assessment support
- Student instructional needs
- Training and professional development needs
- Community and business involvement
- Initial and replacement costs of equipment
- Equipment such as desktop hardware, notebooks, projectors, printers
- Desktop software
- Training services
- Internet connection fees and dues
- Network/LAN Hardware
- Network/LAN Software
- Wiring and network installation
- Telecommunications: Local Phone service, Long Distance, and cell phone services
- On-going Connection Fees

Three-Year Budget Projections (Major Categories)

ULA- 2013-14 FY Budget			
Item	Total	Other Grants: , Title I, II and the Academy	Academy contribution
Salaries and benefits for personnel to provide on-site technical support	50000	0	50000
Contracting services for educational, technical, and assessment support	35000	0	35000
Training and professional development	7000	0	7000
Hardware, curriculum and software cost	4000	0	4000
Internet access fees and dues (including Email)	7000	6300	700
Maintenance	44128	39715	4412
Telecommunications: Local Phone and Fax service, Long Distance, ISDN, Distance Learning, and cell phone services	12,000	10800	1200
Total	\$159,128	\$56,815	\$102,312

ULA- 2014-15FY Budget			
Item	Total	Other Grants: , Title I, II and the Academy	Academy contribution
Salaries and benefits for personnel to provide on-site technical support	50000	0	50000
Contracting services for educational, technical, and assessment support	35000	0	35000
Training and professional development	7000	0	7000
Hardware, curriculum and software cost	4000	0	4000
Internet access fees and dues (including Email)	7000	6300	700
Maintenance	44128	39715.2	4412.8

Internal Connection: Upgrade Wiring, Servers, Switches, Routers, Firewall, Hubs, and Racks/ Cabinets and all necessary hardware and software to enhance the LAN & Internet connection and to provide firewall protection against unauthorized use & access in both buildings.	140,000	126,000	14,000
Servers including UPS, Tape backup & software	33,000	29,700	3,300
Telecommunications: Local Phone and Fax service, Long Distance, ISDN, Distance Learning, and cell phone services	12,000	10800	1200
Total	\$332,128	\$212,515	\$119,612

ULA- 2015-16FY Budget			
Item	Total	Other Grants: SLD, Title I, II and the Academy	Academy contribution
Salaries and benefits for personnel to provide on-site technical support	50000	0	50000
Contracting services for educational, technical, and assessment support	35000	0	35000
Training and professional development	7000	0	7000
Hardware, curriculum and software cost	4000	0	4000
Internet access fees and dues (including Email)	7000	6300	700
Maintenance	44128	39715.2	4412.8
Telecommunications: Local Phone and Fax service, Long Distance, ISDN, Distance Learning, and cell phone services	12,000	10800	1200
Total	\$159,128.00	\$56,815.20	\$102,312.80

The Budgets may need to be revised based on all of the following: qualification for USF discounts, change in the technology needs, cost of products and services, and the total amount of additional funding received through other grants. However, the budgets do continue to allow for allocations that support collaborative activities aimed at seeking and assisting new members with all activities that would be required to join the group.

On-going funding for the project will be pursued through a number of avenues including at least all of the following sources:

- ❑ Universal Service Fund (USF/E-rate) that provides Telecommunication, Internet, and Internet Connection (IC) service discount
- ❑ ULA contribution from State Aid
- ❑ FLAP grant from the US Federal Government
- ❑ Charter Academy Federal Grant Program
- ❑ Coordination with Title I, Title II, Title V, and At-Risk Funding
- ❑ Bay Mills Community College
- ❑ Business Partnerships
- ❑ Private Foundations and Donations such as Walton Foundation
- ❑ Academy Fund-raising Activities

Finally, the Academy will make every effort stretch available financial resources and maximize the funding support and assistance available from public and private sources by establishing collaborative arrangements with other Academies, colleges, non-profit organizations, and universities to aggregate demand for technology products and services and to further advance the vision for technology. The real savings result from the Universal Service Fund (USF) program, At-Risk, Title I, Title II, and Title V applications.

Three-Year Budget Projections (Major Categories)

Year 1 - Phase I.	July 2013- June 2014
July- September	Assess Schools Technology levels
September-October	Determine School's Filing Options for Funding from Universal Service Administrative Company (USAC/SLD); Apply for SLD Funding (Form 470)
October -December	Apply for SLD Funding (Form 470) for new Funding year
January-February	Submit USF-471 application.
Feb.-March	Evaluate technology infrastructure and plan upgrade for the LAN and Wireless LAN and servers upgrade; Establish initial training schedule
April-June	Identify grants and sources of additional funding sources
Year 2 - Phase II.	July 2014- June 2015
July-August	Develop training modules for teachers and staff; develop training schedule for Phase II (new and existing teachers)
August-September	Delivery and installation of new equipment
September-October	Begin staff training needs assessments and create resource matrix; Complete training needs and resource matrices;
October -December	Apply for SLD Funding (Form 470) for a new Funding year
January-February	Submit USF-471 application.
February	Revise training schedule; develop applications according to required

	schedules; assess students
March	Review Resource Manual. Begin assembling and compiling data
April-June	Identify grants and sources of additional funding sources
Infrastructure	Implementation of LAN Wireless LAN and servers upgrade
Area	Major objectives for Year 2
Student Learning	Use computers and basic software Use specific curriculum software Use technology to complete educational tasks and projects Learn how to use the Internet for research and communication Begin web page development and use of multi-media
Professional Development	Integrate technology-driven instructional activities into the curriculum Use specific curriculum software. Communicate with other professionals via the Internet Web page development
Year 3 - Phase III.	July 2015- June 2016
July-August	Develop training schedule for Phase III (new and existing teachers); Purchase and install additional software
August-September	Delivery and installation of new equipment
September-October	Begin staff training needs assessments and create resource matrix; Complete training needs and resource matrices;
November -December	Apply for SLD Funding (Form 470) for New Funding year
January-February	Submit USF-471 application.
March-May	Identify grants and sources of additional funding sources
June	Complete and submit required project reports
Area	Major objectives for Year 3
Student Learning	Communicate and complete projects via the Internet Advanced Web Page development
Professional Development	Integrate technology for cross-curricular teaching Use specific curriculum software Create and/or use course content and activities on the Web, so students and teachers from different locations can interact and participate Create and/or using interactive homework and tutoring centers
Infrastructure	Development of multimedia instructional software Implementation of networked Administrative software

K. Coordination of Resources

The Universal Learning Academy will coordinate the resources from different funding sources such as Title

I, Title II, Title V, USF, Start Up, Implementation, and At-Risk with the Strategic Technology Plan. The Academy will take advantage of the USF/E-rate funding to reduce the cost of Internet connection, wiring, and telecommunication. Moreover, ULA receives donations from education partners and foundations. Resources will be coordinated among all of the programs and funding sources.

The budget is driven by the Academy's vision for technology and the integration of computers into the curriculum and student-learning improvement. The budget takes into account the following factors:

- Initial networking and infrastructure cost and future support
- Costs for initial hardware and software
- Use as funding sources such as Title I, Title II , Title V,USF, Implementation, and At-Risk to provide most of initial cost and ongoing costs.
- Replacing equipment every 4-6 years

To accomplish this, the Universal Learning Academy will coordinate Title I, Title II, Title III, USF, Implementation, and At-Risk program plans and budget allocations with the Strategic Technology Plan and will assist new members in doing the same. Resources will be coordinated between all of the programs and funding sources identified above. ULA will allocate enough funds from their state aid allowance and other Academy funding sources each year of the Plan's implementation towards costs of the project. ULA has also allocated funds for monitoring and evaluation. Activities undertaken in these two areas will help assist the Academy in proper and effective coordination of resources.

VIII. Monitoring and Evaluation

L. Evaluation

The Universal Learning Academy will develop a structured monitoring and evaluation process to ensure progress and success of technology use and integration into the curriculum. The Technology Committee will review the technology plan as well as assess the professional development in the beginning of each academic year. Teachers, students, staff, and parents will be asked to comment on the use of technology in the classroom and at home.

ULA will employ the following strategies:

1. Universal Learning Academy is planning to use the assessment tools found online at <http://www.ties.k12.mn.us/> for evaluation and assessment purposes. Needs assessments may be conducted using surveys, interviews, and inventories. The final product of the needs assessment process is a "wish list" including everything stakeholders need to implement the organization.
2. The technology committee will evaluate the current technology infrastructure in terms of hardware, software, and recommend changes periodically to increase access to technology for all students and teachers.
3. The technology committee along with the technical consultants will assess ULA's current status of technology and provide a recommended infrastructure. The planned infrastructure must be flexible enough to accommodate different activities and durable enough to stand up to continuous use. Being receptive to fast technological change is now a basic fact of Academy technology planning. We have considered the infrastructure carefully during the technology planning stage. Our networking infrastructure plan is strategic. It is designed to accommodate continued evolution of technology through innovative architectural design based on flexibility, diversity, and expansion. The networking infrastructure is upgradeable and therefore capable of serving the Academy for years to come.
4. The goals that are unmet will be addressed and may be revised to be more realistic and attainable.

The Universal Learning Academy will evaluate the level of technology integration into the curriculum periodically as follows:

1. Assess the teachers' skill, knowledge, and comfort with technology use and integration.
2. Assess professional development impact on teachers' comfort level of using technology.
3. Assess the level of technology resources available to students, teachers and staff.
4. Assess the level of software and online resources available for teachers and students.
5. The impact of the acceptable use policy and its effectiveness.
6. Assess technical level support.
7. Assess the teachers' use of technology as an effective teaching tool.
8. Evaluate and update the Academy's information technology resources periodically for currency and for value to the curriculum in supporting student learning.
9. Monitor the Internet connection bandwidth and use to determine if there is a need for upgrades.

Methods for data gathering may include:

- Participant surveys
- Standardized assessments (MEAP, IOWA, Scantron, etc.)
- Site visits

- Observational studies
- Evaluation and feedback forums

M. Network and Internet Acceptable Use and Safety Policy

While recognizing the existing federal requirements for privacy and Internet safety, Internet users are expected to use the Internet as an educational resource. To comply with the Children’s Internet Protection Act (CIPA) and Protecting the Children in the 21st Century Act, Universal Academy has developed this “Network and Internet Acceptable Use and Safety Policy” for all users.

The District uses a technology protection measure that block or filters Internet access to Internet sites that are not in accordance with the District policy. It must protect against access by adults and minors to visual depictions that are obscene, pornographic material, child pornography, "harmful to minors". This technology protection measure may be disabled by a District staff member for bona fide research and lawful purposes by an adult.. The District staff will monitor students' use of the Internet, through either direct supervision, or by monitoring Internet use history, to ensure enforcement of the policy. Filtering must be applied to all computers/devices that are either owned by the academy or used at the academy. The District will educate all students about appropriate online behavior, including, but not limited to, interacting with other individuals on social networking websites and in chat rooms and cyberbullying awareness and response annually.

The academy will adopt and enforce this “Network and Internet Acceptable Use and Safety Policy,” also known as “Network and Internet Acceptable Use and Safety Agreement” formerly “Acceptable Use Policy,” that includes

- a. Technology protection measure that monitors of online activities to:
 - Prevent user access over its computer network to, or transmission of, inappropriate material via Internet, electronic mail, or other forms of direct electronic communications
 - Prevent unauthorized access including hacking and other unlawful online activity
 - Prevent unauthorized online disclosure, use, or dissemination of personal identification information of minors.
- b. Promote the safety and security of users when using electronic mail, chat rooms, instant messaging, and other forms of direct electronic communications
- c. Educate all students about appropriate online behavior, including, but not limited to, interacting with other individuals on social networking websites and in chat rooms and cyberbullying awareness and response annually
- d. Comply with the Children’s Internet Protection Act (CIPA) and Protecting the Children in the 21st Century Act.

The following procedures are used to help ensure appropriate use of the Internet at the Academy as well as to comply with the Children’s Internet Protection Act (CIPA) and Protecting the Children in the 21st Century Act .

Student Expectations in Use of the Internet

- a. Students shall not access material that is obscene, pornographic material, child pornography, "harmful to minors", inappropriate text files, or files dangerous to the integrity of the network from entering the District via the Internet, flash/thumb drive, or diskette or otherwise inappropriate for educational uses.
- b. Students shall use school e-mail services and Internet access only when authorized and supervised.
- c. Students shall not use District resources to engage in "hacking and other unlawful activities" or attempts to otherwise compromise system security, including bypassing the District’s e-mail and/or Internet

- filtering systems and features.
- d. Students shall not engage in any illegal activities on the Internet including plagiarizing work or violating copyright or trademark laws.
 - e. Students shall only use electronic mail, education portal and communication tools, social media, chat rooms, and other forms of direct electronic communications for District-related and educational purposes.
 - f. Students shall not disclose, use or disseminate personal information regarding minors, such as name, District, Academy, address, and telephone number outside of the District's network.
 - g. Students accept the responsibility to avoid malicious use of the network to develop or use programs that harass other users or infiltrate a computer or computing system and / or damage the software components of a computer or computing system.
 - h. Students accept the responsibility of adhering to all copyright guidelines in the uses of hardware, software, and the transmission or copying of text or files on the Internet from other resources.
 - i. Students' responsibility to do their best to keep viruses off any District equipment. Students will be held accountable for any deliberate attempts to install and or run a computer virus.
 - j. Students' responsibility to use the computer equipment appropriately by not making any modifications to existing software or hardware by abusing, damaging, destroying, removing, relocating, or making any other changes to the equipment.
 - k. Students are responsible for appropriate language in all documents on the computer. The use of abusive or otherwise objectionable language in either public or private messages, via the Internet (chats, social media, newsgroups, or others) is considered a violation of these guidelines.
 - l. Students agree not to use the network for commercial, political or for-profit purposes.
 - m. Students and their parents are required to sign the Internet Use Policy.

Violations and Discipline:

Additional disciplinary action may be determined in keeping with existing procedures and practices regarding inappropriate language or behavior. Any violation of these responsibilities described above will be dealt with seriously in accordance with the Academy disciplinary policy and/or including any of the following consequences:

- a) Student will be barred from access to the Internet, Network, and use of technology equipment and/or software from a minimum of one day, up to the entire academic school year.
- b) Student will be Suspended or expelled according to the Student Code of Conduct and when and where applicable, law enforcement agencies may be involved.
- c) Student will be required to make full financial restitution.

Enforcement of policy for students

Students and their parents are required to sign and submit "Student Network and Internet Acceptable Use and Safety Agreement Form," in Attachment B of Technology Plan in order to use the network, Internet and technology resources at the academy.

Staff Expectations in Use of the District Network, Internet and Technology

- a. Staff members are responsible, after training, for educating students concerning appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms and cyberbullying awareness and response."
- b. Staff shall not access material that is obscene, pornographic material, child pornography, "harmful to minors", inappropriate text files, or files dangerous to the integrity of the network from entering the District via the Internet, flash/thumb drive, or diskette or otherwise inappropriate for educational uses.

- c. Staff shall not use District resources to engage in "hacking and other unlawful activities" or attempts to otherwise compromise system security, including bypassing the District's e-mail and/or Internet filtering systems and features.
- d. Staff shall not engage in any illegal activities on the Internet including plagiarizing work or violating copyright or trademark laws.
- e. Staff shall only use electronic mail, education portal and communication tools, social media, chat rooms, and other forms of direct electronic communications for District-related and educational purposes.
- f. Staff shall not disclose, use or disseminate personal information regarding minors, such as name, District, Academy, address, and telephone number outside of the District's network.
- g. Staff accepts the responsibility to avoid malicious use of the network to develop or use programs that harass other users or infiltrate a computer or computing system and / or damage the software components of a computer or computing system.
- h. Staff accepts the responsibility of adhering to all copyright guidelines in the uses of hardware, software, and the transmission or copying of text or files on the Internet from other resources.
- i. Staff's responsibility to do their best to keep viruses off any District equipment. Staff will be held accountable for any deliberate attempts to install and or run a computer virus.
- j. Staff's responsibility to use the computer equipment appropriately by not making any modifications to existing software or hardware by abusing, damaging, destroying, removing, relocating, or making any other changes to the equipment.
- k. Staff Member is responsible for appropriate language in all documents on the computer. The use of abusive or otherwise objectionable language in either public or private messages, via the Internet (chats, social media, newsgroups, or others) is considered a violation of these guidelines.
- l. Staff Members are required to sign the Network and Internet Acceptable Use and Safety Agreement.
- m. Staff Member agrees not to use the network for commercial, political or for-profit purposes.

Violations and Discipline:

Additional disciplinary action may be determined in keeping with existing procedures and practices regarding inappropriate language or behavior.

Any violation of these responsibilities described above will be dealt with seriously in accordance with Universal Learning Academy disciplinary policy and/or including any of the following consequences:

- a. Will be barred from access to the Internet.
- b. Will be required to make full financial restitution.
- c. Will be barred from use of equipment and/or software from a minimum of one day, up to the entire Academy year.
- d. Employment termination according to the Staff Policy Handbook.

Enforcement of policy for staff

As a prerequisite to the use of the network, Internet and technology resources by staff, it is required to sign and submit "Staff Network and Internet Acceptable Use and Safety Agreement Form," in Attachment C of Technology Plan.

The Academy board reviewed and approved the Internet Acceptable Use Policy for Students and Staff in an open public meeting on June 27, 2012, where the public is invited to attend a public meeting that addressed:

- 1. The proposed technology protection measure.
- 2. Internet safety policy.

The Academy has been educating students about **cyber-bullying**/appropriate online behavior and education for all minors in the classroom, online resources, and large assemblies.

Attachment A

Educational Resources for Teachers

Sites at a Glance	Web Links	<u>Lesson Plans</u>	Searchable Database	Bulletin Board, Chat Room
ALPS Active Learning Practices for Schools http://learnweb.harvard.edu/alps	✓	✓	✓	✓
Carol Hurst's Children's Literature Site Http://www.carolhurst.com		✓	✓	
Teacher/Pathfinder http://teacherpathfinder.org	✓	✓		
TeachersFirst www.teachersfirst.org	✓	✓	✓	
TeachNet.org www.teachnet.org		✓	✓	✓
Science Education Gateway http://cse.ssl.berkeley.edu/segway		✓		
SCORE Language Arts www.sdcoe.k12.ca.us/SCORE/cla.html		✓	✓	
SCORE Mathematics http://score.kings.k12.ca.us		✓	✓	✓
SCORE Science http://scorescience.humboldt.k12.ca.us		✓	✓	✓
Special Education Resources http://curry.edschool.virginia.edu/go/special	✓			
Reach Every Child www.reacheverychild.com	✓	✓		
Center for Talented Youth www.jhu.edu/~gifted				
The Education News Service for Teachers & Administrators www.educast.com/html/cindex.html				

Attachment B: STUDENT NETWORK AND INTERNET ACCEPTABLE USE AND SAFETY AGREEMENT

Student's Name (Please print): _____ **Grade:** _____ **School Year:** _____ – _____

School District: Noor International Academy Star International Academy Universal Academy Universal Learning Academy

The use of the School District's network, Internet and technology resources by students is a privilege, not a right. As a prerequisite, students and their parents or legal guardian must sign and submit a Student Network and Internet Acceptable Use and Safety Form annually.

The District uses a technology protection measure that block or filters Internet access to some Internet sites that are not in accordance with the District policy. It must protect against access by adults and minors to visual depictions that are obscene, pornographic material, child pornography, "harmful to minors". This technology protection measure may be disabled by a District staff member for bona fide research and lawful purposes by an adult. The District staff members may override the technology protection measure that blocks or filters Internet access for a student to access a site with legitimate educational value that is wrongly blocked by the technology protection measure that blocks or filters Internet access. The District staff will monitor students' use of the Internet, through either direct supervision, or by monitoring Internet use history, to ensure enforcement of the policy. Filtering must be applied to all computers/devices that are either owned by the academy or used at the academy. The Academy will educate all students about appropriate online behavior, including, but not limited to, interacting with other individuals on social networking websites and in chat rooms and cyberbullying awareness and response annually

Student Expectations in Use of the District Network, Internet and Technology:

- a. Students shall not access material that is obscene, pornographic material, child pornography, "harmful to minors", inappropriate text files, or files dangerous to the integrity of the network from entering the District via the Internet, flash/thumb drive, or diskette or otherwise inappropriate for educational uses.
- b. Students shall use school e-mail services and Internet access only when authorized and supervised.
- c. Students shall not use District resources to engage in "hacking and other unlawful activities" or attempts to otherwise compromise system security, including bypassing the District's e-mail and/or Internet filtering systems and features.
- d. Students shall not engage in any illegal activities on the Internet including plagiarizing work or violating copyright or trademark laws.
- e. Students shall only use electronic mail, education portal and communication tools, social media, chat rooms, and other forms of direct electronic communications for District-related and educational purposes.
- f. Students shall not disclose, use or disseminate personal information regarding minors, such as name, District, Academy, address, and telephone number outside of the District's network.
- g. Students accept the responsibility to avoid malicious use of the network to develop or use programs that harass other users or infiltrate a computer or computing system and / or damage the software components of a computer or computing system.
- h. Students accept the responsibility of adhering to all copyright guidelines in the uses of hardware, software, and the transmission or copying of text or files on the Internet from other resources.
- i. Students' responsibility to do their best to keep viruses off any District equipment. Students will be held accountable for any deliberate attempts to install and or run a computer virus.
- j. Students' responsibility to use the computer equipment appropriately by not making any modifications to existing software or hardware by abusing, damaging, destroying, removing, relocating, or making any other changes to the equipment.
- k. Students are responsible for appropriate language in all documents on the computer. The use of abusive or otherwise objectionable language in either public or private messages, via the Internet (chats, social media, newsgroups, or others) is considered a violation of these guidelines.
- l. Students agree not to use the network for commercial, political or for-profit purposes.
- m. Students and their parents are required to sign the Internet Use Policy.

Violations and Discipline:

Additional disciplinary action may be determined in keeping with existing procedures and practices regarding inappropriate language or behavior. Any violation of these responsibilities described above will be dealt with seriously in accordance with the District and Academy disciplinary policy and/or including any of the following consequences:

- a. Student will be barred from access to the Internet, Network, and use of technology equipment and/or software from a minimum of one day, up to the entire academic school-year.
- b. Student will be Suspended or Expelled, according to the Student Code of Conduct and when and where applicable, law enforcement agencies may be involved.
- c. Student will be required to make full financial restitution.

I acknowledge that I have read and understood the terms and conditions of this Agreement and hereby agree to abide by and comply with all of the said terms and conditions.

Student's Signature: _____ **Date:** _____

As the parent/legal guardian of this student, I have read and understood the terms and conditions set forth in this Agreement and hereby grant my permission for this student to use the School District's computers, networks, e-mail services, Education Portal and Communication Tools, and Internet access.

Parent/Legal Guardian's Signature: _____ **Date:** _____

Parent/Legal Guardian's Name (Please Print): _____

Attachment C: STAFF NETWORK AND INTERNET ACCEPTABLE USE AND SAFETY AGREEMENT

Hamadeh Educational Services, Inc. - P.O. Box 1440, Dearborn, MI 48121 – (313) 565-0507 * Fax (313) 565-0705
For Star International, Universal, Universal Learning, and Noor International Academies

As a prerequisite to the use of the School Districts' network, Internet and technology resources by staff, it is required to sign and submit this Staff Network and Internet Acceptable Use and Safety Agreement Form.

The District uses a technology protection measure that block or filters Internet access to some Internet sites that are not in accordance with the District policy. It must protect against access by adults and minors to visual depictions that are obscene, pornographic material, child pornography, "harmful to minors". This technology protection measure may be disabled by a staff member for bona fide research and lawful purposes by an adult. The District staff members may override the technology protection measure that blocks or filters Internet access for a student to access a site with legitimate educational value that is wrongly blocked by the technology protection measure that blocks or filters Internet access. The District staff will monitor students' use of the Internet, through either direct supervision, or by monitoring Internet use history, to ensure enforcement of the policy. Filtering must be applied to all computers/devices that are owned by the District or used at the District. The District will train all staff members about appropriate online behavior, including, but not limited to, interacting with other individuals on social networking websites and in chat rooms and cyberbullying awareness and response annually. Staff members can assist in the development of the curriculum and implementation plan

Staff Expectations in Use of the District Network, Internet and Technology:

- a. Staff members are responsible, after training, for educating students concerning appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms and cyberbullying awareness and response."
- b. Staff shall not access material that is obscene, pornographic material, child pornography, "harmful to minors", inappropriate text files, or files dangerous to the integrity of the network from entering the District via the Internet, flash/thumb drive, or diskette or otherwise inappropriate for educational uses.
- c. Staff shall not use District resources to engage in "hacking and other unlawful activities" or attempts to otherwise compromise system security, including bypassing the District's e-mail and/or Internet filtering systems and features.
- d. Staff shall not engage in any illegal activities on the Internet including plagiarizing work or violating copyright or trademark laws.
- e. Staff shall only use electronic mail, education portal and communication tools, social media, chat rooms, and other forms of direct electronic communications for District-related and educational purposes.
- f. Staff shall not disclose, use or disseminate personal information regarding minors, such as name, District, Academy, address, and telephone number outside of the District's network.
- g. Staff accepts the responsibility to avoid malicious use of the network to develop or use programs that harass other users or infiltrate a computer or computing system and / or damage the software components of a computer or computing system.
- h. Staff accepts the responsibility of adhering to all copyright guidelines in the uses of hardware, software, and the transmission or copying of text or files on the Internet from other resources.
- i. Staff's responsibility to do their best to keep viruses off any District equipment. Staff will be held accountable for any deliberate attempts to install and or run a computer virus.
- j. Staff's responsibility to use the computer equipment appropriately by not making any modifications to existing software or hardware by abusing, damaging, destroying, removing, relocating, or making any other changes to the equipment.
- k. Staff Member is responsible for appropriate language in all documents on the computer. The use of abusive or otherwise objectionable language in either public or private messages, via the Internet (chats, social media, newsgroups, or others) is considered a violation of these guidelines.
- l. Staff Members are required to sign the Network and Internet Acceptable Use and Safety Agreement.
- m. Staff Member agrees not to use the network for commercial, political or for-profit purposes.

Violations and Discipline:

Additional disciplinary action may be determined in keeping with existing procedures and practices regarding inappropriate language or behavior. Any violation of these responsibilities described above will be dealt with seriously in accordance with the Staff District and Academy disciplinary policy and/or including any of the following consequences:

- a. Will be barred from access to the Internet.
- b. Will be required to make full financial restitution.
- c. Will be barred from use of equipment and/or software from a minimum of one day, up to the entire Academic year.
- d. Employment Termination, according to the HES Staff Policy Handbook.

I acknowledge that I have read and understood the terms and conditions of this Agreement and hereby agree to abide by and comply with all of the said terms and conditions.

Staff Member's Signature: _____ Date: _____

Staff Member's Name (Please Print): _____