

# **LIFE SKILLS CENTER OF PONTIAC**

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## **Three-Year Strategic Technology Plan**

July 2013 – June 2016

### **SECTION 1. COVER PAGE**

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## Table of Contents

Executive Summary	3
I. Curriculum	5
A Curriculum Integration	6
B Student Achievement	7
C Technology Delivery	9
D Parental Communications & Community Relations	10
E Collaboration	11
II. Professional Development	12
F Professional Development	12
G Supporting Resources	13
III. Infrastructure, Hardware, Technical Support, and Software	14
H Infrastructure Needs/Technical Specification, and Design	14
I Increase Access	18
IV. Funding and Budget	19
J Budget and Timetable	19
K Coordination of Resources	22
V. Monitoring and Evaluation	23
L Evaluation	23
M Acceptable Use Policy	24

## **Executive Summary**

### **Mission Statement**

The Academy's mission is to re-engage youth in the active pursuit of self-improvement, interpersonal growth and educational development, thereby putting them on a path to success. The mission will be served by providing students with an individualized and self-paced program, set within a flexible scheduling environment that is responsive to their individual needs and which maximizes each student's ability to earn a high school diploma.

### **Purpose**

The primary purpose of the Academy is to serve those students fitting one or more of the following characteristics:

- At-risk for school failure based on past history;
- Exhibiting behaviors and/or patterns, which preclude attending traditional school settings;
- Expelled or suspended from other schools;

### **Introduction**

Life Skills Center of Pontiac offers an alternative high school education to students between the ages of 15-19. Class hours and curriculum are designed to be flexible enough to fit each individual's needs. In addition to computer-based learning and highly qualified teachers available for one-on-one attention, Life Skills Center assists students outside of the classroom with job placement and counseling for higher education. The Center offers a variety of services to fit the needs of a variety of students with different backgrounds and lifestyles including students returning to high school, accelerated students, pregnant students, credit recovery, teen mothers, students who are working and going to school, and families with special circumstances. The use of technology integrated with the Academy's curriculum allows for individualized programming to suit every student's individual learning needs. Technology is incorporated in delivery of instruction, college and career planning and assessment.

## **Vision**

Within a climate where students and staff will feel safe, secure and valued as individuals, the Academy will encourage all students to excel to their highest potential, while providing them the support and tools needed to graduate from high school and pursue post-secondary options including specialized vocational training, community college, higher education and/or direct employment. All students will be provided individual learning opportunities through the use of current technology. We will work together to the best of our abilities to become proactive members of society, and to provide them with the necessary skills, knowledge and experiences beneficial to meeting the challenges of the future.

## **Technology Goals**

Overarching goals of the Academy's technology-driven approach are:

- Enhance and extend classroom instruction and the learning process through technology.
- Improve school and system management through technology while reducing teacher administrative workloads thereby maximizing the time teachers spend on teaching and learning activities.
- Increase involvement, participation and inter-connectivity to educational processes and environments, by parents, businesses, educational institutions and other community agencies and organizations.
- Prepare graduates with the technology skills for success in the 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.

## I. Curriculum

Our instructional systems, especially our electronic learning systems, allow us to individualize instruction to a very high degree. We use data from our LMS, feedback from our electronic learning systems and data from our curriculum testing software, as well as data from statewide and standardized tests to inform this process. This allows us to refine and individualize instruction for each student.

The School Administrator and Master Teacher will review teacher use of data gained through the LMS, electronic learning systems and curriculum testing software to determine the appropriateness of our teachers' individualized instructional designs. Administrators will use the data obtained to analyze any further curriculum additions or revisions that are needed. Data from scores on statewide and standardized tests will also be used to guide instructional design for each student.

A team consisting of administrative staff, curriculum specialist, teaching staff and the Director of Curriculum will evaluate any changes in electronic curriculum. The systems will be piloted before complete implementation. The administrator and director will also work closely with the information technology department to ensure all web-based applications are installed and working in an appropriate timeline and that all the information is updated in a timely manner.

Test scores will be the leading indicator of the success and impact our technology plan had on our school. Scores will be gathered and assessed by the teachers and administrators of the school. From these scores determinations can be made as to areas of technology based instruction that need improvement. To assess the students throughout the year, the students are given computerized tests to place them in the correct coursework. The electronic curriculum then tests mastery of each subject before allowing a student to move on. These test results are printed out and assessed periodically by the teaching staff to ensure the student is making progress. Additionally, the school has a support team consisting of the master teacher and administrator that perform ongoing classroom supervision.

Studies are student driven via the progress on the computer. The teaching staff monitors each student's daily progress with assistance readily available to the student throughout the school day. Continuous professional development for our teaching and support staff on technology is an ongoing process in the school.

Program delivery includes daily individualized learning in core and elective curriculum areas through both interactive, online courseware delivery and teacher-led mini lessons, coupled with other supplemental internet-based resources identified by students and teachers to match their unique needs. Core instruction is aligned to the Michigan curriculum and Common Core State Standards and includes English, Math, Science, and Social Studies. Supplemental support in all core areas is provided as needed by both teachers and support staff.

## **A Curriculum Integration**

The Academy's educational goals and objectives, as required in our charter school application and contract, are aligned with the Michigan Curriculum Content Standards and Benchmarks, including the Michigan Educational Technology Standards (METS), and all requirements under the No Child Left Behind Act of 2001, including national technology goals. (Please see [www.techplan.org](http://www.techplan.org)). We select teaching and learning materials, including software, hardware and other equipment that corresponds to our stated mission and educational goals.

### **Educational Goals**

- To identify intellectual and behavioral challenges, which impede a student's learning in order to design and implement the optimal Personal Education Path plan (the "PEP Plan") that best assists the student in regaining achievement levels appropriate for their age, and especially in the core subject areas.
- To provide all students innovative, motivational teaching and learning activities designed to re-engage them in the learning process, utilize strengths to overcome deficits, and to make connections between experiences in school and opportunities available to them in the real world.
- To enable all students to achieve optimal literacy and expanded abilities in listening, speaking, reading and writing, thereby improving and enhancing their personal, social, and behavioral interactions with peers, family and adult figures.
- To improve each student's mathematical and scientific thought processes and skill levels so that students may gain the knowledge needed to reason, communicate, solve problems and participate in our increasingly complex, knowledge-based economy.
- To enable all students to become technologically literate, equipping them with the technical and computer skills necessary to compete in today's workplace, while enabling them to discover how new and ever-changing technologies offer them unlimited opportunities to participate in society.
- To help students develop and appreciate an awareness of their cultural history, as well as the cultural histories of others, equipping them with the tools to recognize and celebrate the contributions of diverse societies, while improving their concept of self.
- To increase parental and community involvement in the educational learning process of all of our students.

## **B Student Achievement**

Life Skills Center of Pontiac provides a learning experience that is deeply integrated with technology. The students take a vast majority of their classes through the school web based curriculum options of Plato, EdOptions, Khan Academy and other on-line instructional programs. Each of our three computer labs is housed with 25-35 computers, one for each student and staff person. Each computer lab also contains a printer that everyone can access.

The students have access to the Internet for research purposes, while safeguards against Internet abuse, unauthorized Web surfing, and improper computer use are strongly in place. Students can enjoy any required high school course through the computer as well as obtain certification in Microsoft Word, Excel, PowerPoint, Outlook and Publisher. The students have their learning experience enriched by the ability to view progress and attendance reports through the LSC homepage. Technology provides a great enhancement for LSC students.

Classroom initiatives that have been recommended to enhance and improve student achievement include but are not limited to:

- Writing integrated throughout the entire electronic curriculum
- Students using online resources to conduct research projects
- Students using electronic-based software to learn content and to respond to computer-generated assessments.

## **MEASURABLE GOALS**

Students will meet the proficiency goals outlines in the Academy's charter contract which state that a majority of students will demonstrate expected growth in reading, ELA, Math and Science as measured by the NWEA-MAP, from pre to post test.

The above strategies are deployed by program area, including those unique to our school, according to the target timelines indicated in the chart below:

<b>Program / Area</b>	<b>Full Implementation</b>
PowerSchool and PowerTeacher for teachers	Year 1
Computer-based Assessments	Year 1
Wireless Mobile Learning Centers	Year 2
Reading and Math Skill Development	Year 1
Science and Social Studies Development	Year 1
Video Learning and Activity-Sharing Campus Sites	Year 3
Accounting processes (implementation of on-site Purchasing)	Year 2
Art Program: Integrated Multimedia Tools (all sites)	Year 3
PowerSchool ReportWorks	Year 2
Music Program: Integrated Computers	Year 3
Blended Learning Courseware	Year 1
Video Learning and Activity-Sharing Outside of LAN	Year 3
SuccessFactors (performance evaluation system)	Year 2
PowerSchool and Access for parents/guardians	Year 3
Computers as Tools – across the entire campus	Year 3
Web-based Communication and Community Outreach	Year 1
Wireless Mobile Learning Centers (Community-Based)	Year 3

## **C Technology Delivery**

### Technology-based Learning

In a 2000 study commissioned by the Software and Information Industry Association, Sivin-Kachala and Bialo (2000) reviewed 311 research studies on the effectiveness of technology on student achievement. Their findings revealed positive and consistent patterns when students were engaged in technology-rich environments, including: 1) significant gains and achievement in all subject areas, 2) increased achievement in preschool through high school for both regular and special needs students, and 3) improved attitudes toward learning and increased self-esteem (NCREL).

The Academy integrates and incorporates technology across all facets of the organization, including within teaching and learning activities, in order to develop in students those skill sets deemed essential for achieving Information and Communication Technology (ICT) Literacy. According to Kay and Honey (2005), the six arenas critical to students' success in the workplace are:

- 1) Communicate Effectively,
- 2) Analyze and Interpret Data,
- 3) Understand Computational Modeling,
- 4) Manage and Prioritize Tasks,
- 5) Engage in Problem Solving, and
- 6) Ensure Security and Safety.

The current technology initiative in the school is based the need for individualized, student led instruction. The school provides a one-to-one ratio of computers to students to achieve this goal. Each student takes a standardized TABE test at the beginning and end of their school stay. Additional computerized tests are given to assess each student and to assign him or her proper curriculum software and course work. We have a variety of software programs that allow a student to work on a curriculum based on their specific individual needs. Internet access to the center is currently provided *via* two T-1 lines, providing a total of approximately 3 M Baud of broadband internet access. Telephone service is provided through 24 telephone receivers equipped for local and long-distance telephone service.

Our Teachers and School Administrator receive training in utilizing the computer-based instructional learning and communication tools.

## **D Parental Communications & Community Relations**

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

The Academy also uses technology to actively engage parents in their children's education through the PowerSchool Parent Portal, as well as parent workshops designed to help parents learn how to use the technology that their children are using. PowerSchool workshops are also designed to help parents learn how to use the communication tools available in PowerSchool so that they can communicate more regularly with their children's teachers and the school administrative staff.

Email blasts, text message blasts from teachers, and monthly school newsletters, help to keep parents informed and in touch with what is happening at the schools.

Strategies to actively engage parents include:

- Introduce parents/guardians to computers, including how computers are used in our Academy, through periodic workshops, computer training sessions, the school newsletter, and special events.
- Enable parents/guardians to meet with teachers during parent-teacher conferences, at a computer workstation, to review courseware and programs utilized for classroom instruction.
- Provide training specific to parents/guardians in how to access their child's information via the Internet through our PowerSchool server.
- Provide parents/guardians opportunities to work with their children, in the school's lab, during special sessions.
- Encourage parents/guardians membership on the Academy's Technology Planning Committee.

## **E Collaboration**

At this time, due having sufficient funds to serve only our unique student population, the Academy has no plans to develop or offer its own adult literacy program.

PSI Incorporated provides ESL services to the Academy. We strive to help our students earn diplomas instead of GED's.

The Academy also maintains collaborative relationships with other organizations, agencies, businesses and institutions including the following:

Oakland Community College

Oakland University

Baker College

Department of Human Services

Pontiac Growth Group

Pontiac Chamber of Commerce

Blue Cross/Blue Shield Blue Care Network

Michigan Works

## II. Professional Development

### F Professional Development

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

- Training for all staff, scheduled regularly throughout the year and during the summer in the use of PowerSchool and PowerTeacher.
- One-on-one and small group workshops, as needed, for specific uses of PowerSchool, PowerTeacher and administrative modules.
- Comprehensive on-site teacher training in the use of blended learning instructional software, MasteryConnect and the Kent County Curriculum Crafter tool.
- Small group training in how to use a computer, including word processing, spreadsheets, email, the Internet, and network administration.

Professional Development Type	Timeframes
PowerTeacher/PowerSchool Training	Monthly, at least 4 hours per session, and on-site on-going support.
Blended Learning / Performance Evaluation Software / Accounting Software	Quarterly, 4 to 6 hour sessions, off and on-site.
Teacher use of Laptops to increase Technology Integration	At least 1 major consortium-wide day-long session per year, with monthly on-site follow-up and in-class support.
Identification of Lead Teacher(s) to work with Teacher Groups (Train the Trainer)	On-going and based on staffing levels and/or changes, each year.
Use of Multimedia Equipment and Resources	Quarterly, using Train the Trainer and role-playing activities and activities with teacher peers.
SmartBoards and Projectors	Targeted training as this equipment is introduced into various learning areas.
Video Conferencing and Interactive Learning	At least 1 major session per year.

Staff are surveyed annually about their technology and other professional development needs in order to prioritize each year's training schedule. In addition, and based on yearly standardized assessment results (including student MAP trend data), and as part of our continuous improvement process, we identify additional training needs unique to our Academy that may change from year to year.

Surveys assist in assessing staff member's technology competency and awareness as it relates to state, National Educational Technology Standards (NETS) and

International Society for Technology in Education (ISTE). Once prioritized, training workshops and activities are selected and added to the school calendar and budget.

## **G Supporting Resources**

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

- Employ at least two administrative staff persons knowledgeable in technology to be responsible for learning most functions related to its deployment and use. These staff members serve as primary contacts for interacting with all outside vendors and/or consultants, including, once trained, help train and support other staff.
- Ensure that one or more staff attend technology-related training sessions and workshops offered by Wayne RESA.
- Contract with an outside vendor responsible for maintaining our network and equipment.
- Make available to our staff copies of all training materials via CD-ROM or download using the school website.
- Teach staff how to access PowerSchool's Online Help, including specialized courses available through PowerSchool's Virtual University.
- Explore and identify online and web-based training modules, which meet the needs of our Academy as well as individual staff.
- Maintain an up-to-date Teacher Resource Center that includes books, CD-ROMS and other multimedia materials; providing examples, how-to's, lesson plans and teaching activities based on the use of various technologies.
- Identify and provide links to reputable online resources including Teacher Networks, the U.S. Department of Education, the Michigan Department of Education, and others.
- Ensure post-training evaluations are conducted for all workshops, sessions or classes in which our staff participate.
- Compare and analyze student achievement data, over time, and identify correlations between changes in such data, teachers, programs and professional development activities.

### III. Infrastructure, Hardware, Technical Support, and Software

#### H Infrastructure Needs/Technical Specification, and Design

Skills Center of Pontiac currently operates a Windows-based network to provide teachers, students, and administrators with reliable access to local and Internet-based services. Some details include:

- A local server running Windows Server 2003 that provide domain controller, file sharing, and printer management services.
- The server is stored in a secured room to prevent tampering.
- The majority of the network runs at 100 Mb.
- Due to the unique design of the environment at SCP, all classrooms are labs that are equipped with 25 to 30 networked desktop computers. Each teacher also has a dedicated desktop computer.
- Dual internet connections are available. One is provided via WiMax and used exclusively to support the VOIP phone system. Internet connectivity for the computers is provided via Comcast Business Class cable service running at 100/10 Mbps.
- SonicWALL NSA 240 firewall provides for secure access to the Internet. It also provides gateway antivirus, antispysware, and intrusion prevention services to further secure the network.
- SonicWALL firewall provides content filtering for all computers on the network.
- Every employee has an email address (firstname-lastname@edtec.net) provided via the cloud-based Microsoft Office 365 platform. This system also supports shared contacts, shared calendars through Microsoft Exchange, and shared documents through Microsoft SharePoint.
- IT training classes are available for the following topics:
  - Microsoft Office Suite (Word, Excel, Outlook, PowerPoint).
  - Formal training and personal coaching for the PowerSchool SIS.
  - Training on the use and administration of the blended learning system.

SCP has partnered primarily with the following vendors:

- Lenovo, Acer, and Dell – Desktop computers and servers
- Cisco – Network switches, wireless access points
- HP – Printers
- Konica Minolta – Multifunction copier
- Kaspersky – Desktop and server antivirus software
- Acronis – Server backup

## Interoperability

Our ultimate goal, as we replacing aging infrastructure, is to shrink this list of vendors to ensure consistency and interoperability of equipment. This standardization will also help to lighten the burden of technology support.

## Workstations

Quantity	Use	Brand	Model	Processor	Memory
13	Classroom	Lenovo	Thinkcentre 6418	Sempron	1 GB
42	Classroom	Lenovo	Lenovo Thinkcentre 7359	Pentium Dual Core	2 GB
35	Classroom	IBM	Thinkcentre 8086M	Celeron	512 MB
11	Classroom	Acer	Veritron 3600GB	Celeron	256 MB
2	Classroom	Lenovo	3000J Minitower	Sempron	1GB
18	Classroom	Acer	F2B Minitower	Celeron	256 MB

## Servers

Brand	Model	Processor	Memory	Purchase Date
Dell	PowerEdge 4600	(2) 2.4 GHz Xeon Processors	2 GB	8/2004

Software	Licenses
Windows Server 2003 R2	1
Windows XP	140
EdOptions	100
PowerSchool	110
Acronis Backup and Recovery 11.5	1

### **Replacement Planning and Upgrades**

Pending budget restrictions, SCP's goal is to implement an ongoing, four year replacement plan for all desktop computers and a five year replacement plan for network servers. Because all of the existing computers are outside of this date range, we are planning on replacing them for the start of the 2013-2014 school year. Some additional projects include:

#### **Changes to Internet Bandwidth and Phone Service**

For the 2013-2014 school year we are planning to implement a new Comcast Business Class internet connection and to start utilizing Comcast Voice to replace the current VOIP phone service. We will also implement a new, more traditional phone system to address the performance issues with the VOIP system currently in place. Our goal is to have redundant internet connections set up in a failover design, using the SonicWALL, to maximize internet uptime.

#### **Implement Host Server**

The current server is nearly nine years old. For the 2013-2014 school year, we are planning to replace this server with new hardware that will host four virtual servers to support various functions for the Academy. This project was included on our E-Rate request for the 2013-2014 school year.

#### **Replace Most Desktop Computers**

For the 2013-2014 school year, we are planning to replace nearly all of the desktop computers currently in use. We are planning to leverage a lease arrangement to fund this replacement. The majority of the new computers will be all-in-one desktops, but we will also purchase some laptops so that one of the labs will be more flexible and will allow the students greater freedom to work.

#### **Technical Support**

Help desk and technical support are provided by an outside technology consulting vendor, Macro Connect. Macro Connect provides a full suite of services to SCP including level one and two help desk support, PowerSchool consulting and implementation services, and technology management and planning. These services are provided under the auspices of an outsourcing contract. The current contract term expires June 30<sup>th</sup>, 2013, but will be renewed for the 2013-2014 school year. Macro Connect meets with school management and administrators on a regular basis to review overall performance, set both near and long term priorities, and to ensure interoperability between various technology components. In June of each year, SCP will meet with Macro Connect to assess their performance and to finalize the details of any summer projects.

The Academy intends to leverage USF grants to help offset the costs of basic maintenance service as well as ongoing Internet and email connectivity costs. Also,

we intend to apply for USF funding to offset the cost of the network and wireless networking upgrades described above in the upcoming projects section. These projects and contracts will be bid out in accordance with USF requirements.

As described above, the Academy's network and infrastructure does not yet fully meet its technology needs. Upgrades will be added over time as the Academy is able to afford, including through participation in the Universal Service Fund grant program.

The Academy employs four main strategies to identify infrastructure needs and to determine interoperability among the components.

1. We rely on our in-house technology experts to keep us abreast of changing technologies and to help us evaluate, on an on-going basis, which existing or emerging enhancements the Academy might consider adding to the existing infrastructure.
2. We utilize our contracted vendors and technology consultants to ensure interoperability between existing components and any new additions we might desire to add.
3. We collect, review and analyze both quantitative and qualitative data, over time and from year to year in order to more effectively make decisions regarding technology purchases, training deployment, and any changes to our instructional techniques.
4. We obtain on-going staff and other stakeholder feedback in order to measure effectiveness and satisfaction with existing services.

## **I Increase Access**

As a small school, our primary strategy to increase access to technology for both students and teachers is to deploy technology “out into the classrooms.” Resources and training are focused on ensuring students and teachers can access the internet and other resources available on the network from any classroom within the two facilities, and that teachers can access their technology tools and programs from home.

The Academy would expand the network to accommodate future growth should it receive approval to operate at additional locations. To support any expansion, the Academy would utilize not only the Universal Service Fund program, but also seek additional state, federal and foundation grants. Any such future expansion could include many of the following strategies:

- Install and expand wired and wireless network access in other locations.
- Purchase additional computer stations and/or laptops as needed, per year.
- Provide laptops, iPads and other mobile devices to teachers who have no access to a computer in the home.
- Offer a “family laptop” or “family computer” loaner/purchase program when older computers get replaced with newer models.
- Identify other resources, including federal grants, foundations and the business community, for assisting the Academy with continued technology deployment.
- Identify for parents and students all public places within our geographic area that provide free Internet Access and/or free use of computers. Also identify programs like Comcast’s Internet Essentials program.
- Coordinate school events and conferences with technology initiatives so that parents, guardians and other stakeholders remain committed and supportive of technology expansion.

## IV. Funding and Budget

### J Budget and Timetable

ESTIMATED BUDGET DETAIL -LIFESKILLS CENTER OF PONTIAC				Assumes a 3% Yearly Increase		
Item	Cost	Qty	Base Cost	2013-2014	2014-2015	2015-2016
110 Supplies and Materials						
Consumable Student Supplies & Materials / per Student	50	200	\$ 10,000	\$ 10,000	\$ 10,300	\$ 10,609
110 Other Expenses						
Anti-virus & filtering subscriptions	75	222	\$ 16,650	\$ 16,650	\$ 17,150	\$ 17,664
Yearly Instructional Software allocation per core curricular area.	1,000	4	\$ 4,000	\$ 4,000	\$ 4,120	\$ 4,244
Instructional Software (concurrent licenses)	700	25	\$ 17,500	\$ 17,500	\$ 18,025	\$ 18,566
E-Readers / Programs / per Year	125	25	\$ 3,125	\$ 3,125	\$ 3,219	\$ 3,219
Network Operating Licenses	50	222	\$ 11,100	\$ 11,100	\$ 11,433	\$ 11,776
			\$ 62,375	\$ 59,250	\$ 64,153	\$ 66,077
220 Purchased Services						
Yearly Teacher/Staff Training	250	20	\$ 5,000	\$ 5,000	\$ 5,150	\$ 5,305
Administrative Training	500	2	\$ 1,000	\$ 1,000	\$ 1,030	\$ 1,061
			\$ 6,000	\$ 6,000	\$ 6,180	\$ 6,365
250 Purchased Services						
PowerSchool Student Data, Teacher Grading, and Parent Communication System / License per student	25	200	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000
Program Audit	750	1	\$ 750	\$ 750	\$ 773	\$ 796
			\$ 5,750	\$ 5,750	\$ 5,773	\$ 5,796
260 Purchased Services						
Annual Connection / Monthly Including Circuits (ISDN, T1, etc.) and MiCTA Affiliation / Monitoring Fees	1,200	12	\$ 14,400	\$ 14,400	\$ 14,832	\$ 14,832
Telecommunications (phone and cells)	500	12	\$ 6,000	\$ 6,000	\$ 6,180	\$ 6,180
Internal Connections (when applicable)	500	12	\$ 6,000	\$ 6,000	\$ 6,180	\$ 6,180
Technical Support Contract	24,000	1	\$ 24,000	\$ 24,000	\$ 24,000	\$ 24,000
			\$ 50,400	\$ 50,400	\$ 51,192	\$ 51,192

ESTIMATED BUDGET DETAIL -LIFESKILLS CENTER OF PONTIAC				Page 2		
				Assumes a 3% Yearly Increase		
Item	Cost	Qty	Base Cost	2013-2014	2014-2015	2015-2016
260 Other Expenses						
Wireless Access Config	500	10	\$ 5,000	\$ 5,000		\$ -
			\$ 5,000	\$ 5,000	\$ -	\$ -
260 Supplies & Materials						
Consumable Printing & Maintenance Supplies / per Month.	250	12	\$ 3,000	\$ 3,000	\$ 3,090	\$ 3,183
			\$ 3,000	\$ 3,000	\$ 3,090	\$ 3,183
300 Supplies & Materials						
Miscellaneous supplies for community meetings and parent workshops / 4 per Year	250	4	\$ 1,000	\$ 1,000	\$ 1,030	\$ 1,061
			\$ 1,000	\$ 1,000	\$ 1,030	\$ 1,061
Equipment (and Capital Outlay)						
Additional Printer / per 2 Years	2,000	1	\$ 2,000	\$ 2,000		\$ 2,000
Audio Visual Equipment / per Year	2,500	1	\$ 2,500	\$ 2,500	\$ 2,575	\$ 2,652
Server Upgrade (financed)	4,000	1	\$ 4,000	\$ 800	\$ 800	\$ 800
Mobile Wireless Lab (financed)	15,000	1	\$ 15,000	\$ 3,000	\$ 3,000	\$ 3,000
Wireless Access Points (upgrades)	200	10	\$ 2,000	\$ 2,000		\$ 2,000
SMART Boards	4,000	2	\$ 8,000	\$ -	\$ 8,000	\$ 8,240
New Workstations / 5 to 10 per Year	1,500	10	\$ 15,000	\$ 15,000	\$ 15,450	\$ 20,600
			\$ 48,500	\$ 25,300	\$ 29,825	\$ 39,292
			Base Only			
<b>Total Estimated Costs</b>			<b>\$ 182,025</b>	<b>\$ 155,700</b>	<b>\$ 161,242</b>	<b>\$ 172,966</b>
Less Discounts and other Resources						
USF Anticipated Discount rate:	90%		\$ 45,360	\$ 45,360	\$ 46,721	\$ 48,122
Applied to Connection and Network Services (260 Purchased Services).						
Title I, Title V, State At-Risk, etc.			\$ 25,000	\$ 25,000	\$ 25,750	\$ 26,523
<b>Grand Total</b>			<b>\$ 111,665</b>	<b>\$ 85,340</b>	<b>\$ 88,771</b>	<b>\$ 98,321</b>
<b>Total Estimated State Aid:</b>						
<b>General Fund</b>	<b>7,110</b>	<b>200</b>	<b>\$ 1,422,000</b>	<b>\$ 1,422,000</b>	<b>\$ 1,464,660</b>	<b>\$ 1,508,600</b>
<b>Percent of Categorical Federal &amp; State Funding Dedicated to Technology</b>				<b>4.95%</b>	<b>4.95%</b>	<b>4.95%</b>
<b>Percent of Total Funding (including E-Rate) Dedicated to Technology</b>				<b>10.95%</b>	<b>11.01%</b>	<b>11.47%</b>

## TECH PLAN LONG-TERM TIMELINE and REVIEW

The Academy team, along with outside experts review the Tech Plan annually, in coordination with School Improvement Monitoring and Planning, and make budget adjustments as may be needed

The entire plan is updated every three years.

<b>Area</b>	<b>Item</b>	<b>Target Completion</b>
Acquisition and Implementation	Infrastructure, 15 Laptops/Mobile Devices 70 - 100 additional work stations / devices	2015-2016 20-40 per
	Blended Learning - Full-implementation	End of 2013-2014
	Wireless Expansion / Mobile Lab	Each Year
	Additional On-Line Assessment	2013-2014
	Specialized Reading/Language Arts and Math Software	2013-2014
	Science and Social Studies Software	2014-2015
	Video Learning / Conferencing	2015-2016
Enhancements	Updated Software Programs & Equipment	On-going
	School Website	2013-2014
	Teachers Websites	2014-2015
	Specialized Technology Integration (Music, Art, Science, etc.)	2015-2016
Professional Development	How to Use a Computer How to Use PowerSchool and PowerGrade	Yearly and on-going: for new staff and advanced training for existing staff.
	Blended Learning / MasteryConnect and Curriculum Crafter Teacher Training	Annual and monthly on-site support
	E-Books and/or PDA Training	Annual.
	Incorporating Technology into Classroom Instruction	Yearly and on-going
	Using Wireless Technology	Annual.
	Internet Use: Policy	Yearly and on-going:
	Teacher Training in Basic Skills: word processing, spreadsheet, graphics, email, and Internet	On-going.
Interoperability	Choosing and integrating added technology components	Yearly and on-going: provided by outside consultants and vendors.
	Inventory of all components	Yearly.
Maintenance	Upkeep and regular maintenance.	Yearly and on-going: provided by outside consultants, vendors and internal administrative staff.

**K Coordination of Resources**

Coordination of federal, state and local resources is planned using a team approach. Our administrative team meets regularly with the staff, educational consultants, technology experts and vendors to develop yearly annual budgets and program plans. As required, formal adoption of budgets, major purchases and approval of any significant program changes is provided by the Board of Directors. Many major decision-making processes take place during the months of June, July and August.

Coordinated funding sources are identified in the budget.

## **V. Monitoring and Evaluation**

### **L Evaluation**

The Academy uses a continuous improvement process to monitor and evaluate the effectiveness of all Academy programs. The rate and range of student achievement in core academic areas has the highest priority when determining the effectiveness of any strategy. Other monitoring methods include:

- Oversight of the plan by the Administrative Team.
- Year to year trend data of student achievement in core academic subjects for student groups, disaggregated by all categories required under federal law, and also disaggregated by teacher.
- Teacher, student, and parent/therapist satisfaction surveys.
- Monthly meetings with our Board of Directors.
- Quarterly reports to our authorizer and annual reports to the Michigan Department of Education (as required by law).
- Feedback from our outside technology vendors and consultants.
- Unmet goals will be reevaluated to determine if modifications are needed to our strategy in order to achieve set goals.

## **M Acceptable Use Policy**

The Academy has adopted an Acceptable Use Policy that fully conforms with federal law. In order to monitor compliance, the Academy takes the following steps:

- Deploys the use of software that enables the review of computer access logs.
- Provides Internet training sessions to students and teachers, which focus on safety and privacy issues to ensure CIPA compliance.
- Posts Student Internet-Use Rules throughout the school.
- Provides training to staff on how to monitor students' use of the computer.
- Includes the Acceptable Use Policy to the Student Handbook, Parent/Guardian/Therapist Workshops, and other forms of communication mediums shared with students, families, guardians and teachers.
- Updates the Student Discipline Policy and Code of Conduct to include provisions for violation of the Internet Use Policy as needed.

## **Acceptable Use Policy Internet and School Networks**

This policy is intended to set standards related to acceptable use of the Internet by students and staff, including privacy and safety issues, as required by the federal Child Internet Protection Act (CIPA).

The Academy will deploy Local Area Networks (LANs) that will allow staff and students to communicate with each other and throughout the world. Additionally, this network will provide the staff and students with access to a multitude of administrative and instructional resources from both local and remote repositories of electronically stored information.

School-level LANs will be used by staff and students to communicate with others in a manner that is consistent with the goals and objectives of the school. Student communications using networked resources will be considered publications and are governed by any Board Policies pertaining to student publications.

Staff and students will be allowed access to Internet resources with the understanding that some material that can be accessed on the Internet is inaccurate; additionally, some resources contain material that is deemed contrary to prevailing community standards and is inappropriate for classroom use, and that access of such resources will not be permitted.

The Academy will provide a computer interface to Internet services that students should use in accessing instructional and reference material on the Internet. This interface will be designed so that objectionable materials are not easily available; however, the Internet is designed in such a manner that all materials contained within it are accessible using various search and retrieval tools. Students, parents and guardians must be informed that inappropriate materials could be encountered during students' research required to achieve valid instructional objectives, and that if such inappropriate material is inadvertently encountered, it shall be disengaged from immediately.

Filtering software and/or hardware, as well as monitoring by staff will be employed to prevent to the extent possible, access to inappropriate material.

The following practices using the Academy's local area networks shall be prohibited:

- a. any use for political or commercial purposes;
- b. the use of electronic mail in any manner that is contrary to School or Consortium policies;
- c. the use of profanity or inappropriate language in electronic mail;
- d. any use that disrupts the educational and administrative goals of the School or the Consortium;
- e. any use of a School or Consortium account by anyone but the authorized owner of the account;
- f. any reproduction of copyrighted material without explicit permission;
- g. access of material that has been deemed inappropriate for School or Consortium use.

Privacy - Network storage areas may be treated like school lockers. Network administrators may review communications to maintain integrity system-wide and to insure that students, staff and all other users are using the system responsibly.

Storage capacity - Users are expected to remain within allocated disk space and delete E-mail or other material that takes up excessive storage space.

Illegal copying - Students, staff or other users should never download or install any commercial software, shareware, or freeware onto network drives or disks, unless they have written permission from the School Administrator or Consortium Administrator (when applicable); nor should students copy other people's work or intrude into other people's files.

Inappropriate materials or language - No profane, abusive or impolite language should be used to communicate nor should materials be accessed which are not in line with the rules of school behavior. Should students encounter such material by accident, they should report it to their teacher or lab assistant, immediately.

In order to receive discounts for Internet access and internal connections services under the Universal Service support mechanism, and in order to participate in any consortium projects with other educational institutions, the Academy certifies the following:

- Our school is enforcing a policy of Internet safety that includes measures to block or filter Internet access for both minors and adults to certain visual depictions. These include visual depictions that are (1) obscene, or (2) child pornography, or, with respect to use of computers with Internet access by minors, (3) harmful to minors.
- Only an authorized person may disable the blocking or filtering measure during any use by an adult to enable access for bona fide research or other lawful purpose.
- To the extent possible, the school monitors the online activities of minors.
- The school has adopted and implemented this Internet safety policy addressing (i) access by minors to inappropriate matter on the Internet and World Wide Web; (ii) the safety and security of minors when using electronic mail, chat rooms, and other forms of direct electronic communications; (iii) unauthorized access, including so-called "hacking," and other unlawful activities by minors online; (iv) unauthorized disclosure, use, and dissemination of personal information regarding minors; and (v) measures designed to restrict minors' access to materials harmful to minors.

### **School and Stakeholder Guidelines - Student Use of the Internet**

Internet users are expected to use the Internet as an educational resource. The following procedures and guidelines are used to help ensure that appropriate use.

1. Students are to receive instruction in the proper use of the Internet through a review of Student Expectations for Use of the Internet.
2. Students are required to sign a contract indicating their understanding and acceptance of the district's guidelines. They may then use the Internet in a supervised classroom environment.
3. Parents/guardians must give their written permission for their child to use the Internet independently for educational purposes as an individual. Parents also have the option of denying permission for their child to use the Internet.
4. Students are responsible for their explorations of the Internet and subject to the consequences of the building discipline policy.

### **Student Expectations in Use of the Internet**

Internet users are expected to behave responsibly in accessing and viewing information that is pertinent to the mission of the district. You are expected to abide by the generally accepted rules of network etiquette. These include (but are not limited to) the following:

1. Be courteous and respectful in your messages to others.
2. Use appropriate language. Do not swear, use vulgarities or any other inappropriate language. Illegal activities are strictly forbidden.
3. Do not reveal your home address or phone numbers, or those of other students or colleagues. Use school addresses and phone numbers only even if you think you "know" your correspondent.
4. Note that electronic mail (e-mail) is not guaranteed to be private. People who operate the system do have access to all mail. Messages relating to or in support of illegal activities may be reported to the authorities.
5. Always try to do your best writing, and proof read and edit your messages.
6. Only public domain software can be downloaded.
7. Do not post personal messages on bulletin boards or "list serves". Send personal messages directly to the person to whom you want to write.
8. Do not use the network in such a way that you would disrupt the use of the network by other users.
9. All communications and information accessible via the network should be assumed to be private property.

## Online Safety Rules for Students

### When At School...

I will not give out personal information, such as my address, telephone number, parent's work address or telephone number or the name and location of my school without the permission of my teacher or other school official.

I will tell my teacher or other school official right away if I come across any information that makes me feel uncomfortable.

I will never agree to get together with someone I might "meet" online and will tell my teacher or other school official right away if anyone attempts to arrange such a meeting.

I will not respond to any messages that are mean or in any way make me feel uncomfortable. It is not my fault if I get a message like that. If I do, I will tell my teacher or other school official right away so that they can contact the online service.

I will talk with my teachers and parents so that we can set up rules for going online. We will decide upon the time of day that I can be online, the length of time I can be online, and appropriate sites that I can visit. I will not access other Internet sites without the permission of my teacher or other school official.

### When At Home or Afterschool...

I will follow the same rules at home when using the Internet that I have agreed to follow at school. For every guideline that mentions informing my "teacher," or other "school official," when using the Internet at home, I will inform my parents.

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Student Signature

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Date

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Teacher / Academy Official Signature

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Date

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Parent / Guardian Signature

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Date