EL-SHABAZZ PUBLIC SCHOOL ACADEMY

TECHNOLOGY PLAN

Using Technology To Prepare Future World Leaders

2010 - 2013

TECHNOLOGY PLAN SUMMARY SHEET

District: Shabazz Academy	**Address:** 1028 Barnes Ave, Lansing 48910	**Contact:** Dr. Eugene Cain, C.S.A.
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Years covered by plan: July 2010 to July 2013 ISD: Ingham Intermediate SD Next Review: March 2013 **Technology Plan URL: www.shabazzlearning.com/drafttechplan.pdf**		

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Description of District

Statistics:

The Shabazz Public School Academy (Shabazz) is a Michigan based public charter school chartered by Central Michigan University; it serves grades P through 6. The school is located at 1028 Barnes Avenue, Lansing, MI, 48910. EL- Hajj Malik EL-Shabazz Public School received its charter in 1995. Presently, it has 332 students . Shabazz has the capacity to enroll 350 students in its current facility.   Shabazz is positioned well to prepare youth and their parents for 21st century employment opportunities. The local school district is Lansing and the Intermediate School District is Ingham intermediate.

Contact information:

Dr. Eugene L. Cain, Chief School Administrator

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Other Statistics:

Enrollment:

2001/02 = 134 + 29 pre-school students   2002/03 = 152 + 30 pre-school students

Ethnic Breakdown: 98.9% of the student population is African-American with the balance being Hispanic, Caucasian, and/or Multiracial.

Free and Reduced Lunch: 93% of student qualified for free or reduced lunch during the 2009/10 academic year.

Students with Disabilites: Twenty-three students entered the 2009/2010 school year requiring special education services.

Intro Materials

Mission Statement

We at El-Hajj Malik El-Shabazz Academy believe that our students are learners who can reach their full potential in a supportive and safe environment that is conducive to learning. We strive to provide our students with basic educational fundamentals while also celebrating their history, heritage, and culture. Our purpose is to reach all children and contribute to their development as respectful and productive citizens.

Academic Mission

Our mission is to reach all children and contribute to their development as respectful and productive citizens.

Academic Philosophy

Shabazz Academy believes that all children can and will learn to their maximum potential and that every barrier to their success will be eliminated by any means necessary to allow their dreams to be their only boundaries.

Vision

Shabazz's vision is to serve as a model for schools of the future. It will be a school that children enjoy attending. It will be a school where children are loved and nurtured. It will be a school where children learn at their own pace in a non-threatening environment. It will be a place where children reach their maximum potential while learning to be responsible citizens in a world community.

The school hopes to graduate all of its students and all of those graduates will not only complete high school, but continue further study at colleges or trade schools to become independent adult leaders in the community. The students will respect themselves, others and the environment. They will be the future leaders of the world who seek respect, truth and world harmony over individualistic materialistic gains.

The vision of Shabazz is to develop self-actualized students who have attained excellent academic skills, behavioral character and social responsibility to become world leaders.

Shabazz Academy Technology Planning Team

2010– 2013

Dr. Eugene L. Cain, Chief School Administrator, Chair

Dr. Willie Davis, Board Member, Co-Chair

Sharon Riley, Parent

Dr. Jabari Cain, Technology Consultant

Shabazz Academy Technology Plan

Teaching Children the Basics of Technology

Executive Summary

The Shabazz Academy Technology Plan, developed as a result of community interest and board feasibility, provides a blueprint for the

- Selection
- Acquisition
- Implementation
- and Integration of:

instructional and administrative technology for the school district. This is not a plan for funding but a plan for equitable technology implementation, which will require a variety of funding sources including Title 1, technology grants and business partnerships. Educational technology is viewed as an important tool for students, teachers and the rest of the "village" in preparing students for the 21st Century.

Development of the Plan

The Shabazz technology plan was developed as a result of discussions with staff, parents, and the expertise of a technology specialist to the EL-Shabazz learning community regarding the need to provide improved technology service and support to the EL-Shabazz Academy. Issues discussed were as follows:

- **Professional Development** for staff and community;
- **Support** for equipment repair and replacement and facility upgrading;
- **Equity** issues including equal access to technology for students and the equitable distribution of human and financial resources;
- **Organizational Structure** and the creation of an environment which supports users' decision making;
- **Instruction, Student Outcomes and Curriculum** recommendations for classroom uses of technology;
- **Information Management** and the use of business applications of technology;
- **Measurement and Assessment** of effective technology use;
- **Standards, Guidelines and Models** for selecting and installing technology;
- **Marketing the Plan** for successful application of instruction and building management, and
- **Cross cultural communication**

Infrastructure Overview, Instructional and Administrative Models

The plan uses models to describe the basic level of technology at various sites. Classrooms, the main office, the computer lab, and the Academy's Extranet will be linked through voice, data and video systems. The Academy's Extranet will enable users to access Academy instructional and administrative data and to communicate with others in the global community. Community members will be encouraged to borrow technology from the Academy to enhance their skills and those of their youth. .

Benefits/Curriculum Integration

The collection of ideas and recommendations from our survey of educators, experts, staff and concerned business and community leaders focuses on preparing the youth in our charge to become leaders in the rapidly evolving global economy. Based on the premise that the worker of the future must not only be able to utilize computer technology, but also manage and manipulate complex information resources in English, other languages, and in diverse cultural elements spread among a number of disciplines (e.g. Technical, Human Services, Education, etc…), the Academy board and administrators have created the following objectives for preparing students for the new millenium. Also recognizing the Federal objectives outlined in No Child Left Behind and enhancing the literacy and employment skills of adults, the following environments will be created to ensure State and Federal educational goals:

1. Social Studies: Technology at the Academy will be used to enhance learning about the State's core democratic values.

2. Mathematics: Incorporating the State of Michigan's belief that Mathematical thinking begins with the recognition of similarities among objects or events, then proceeds to generalization and abstraction, and finally culminates in the ability to understand, explain and make predictions is the foundation behind all Math curriculum designs.

3. English Language Arts: All students at the Academy will be exposed to a locally developed English language arts curriculum which they will become literate and can engage successfully in reading, discovering, creating, and analyzing spoken, written, electronic, and visual texts. Further, students will be able to reflect multiple perspectives and diverse communities and make connections within English language arts and between English language arts and other fields.

4. Science: The Academy's Science curriculum is based on the principle that scientifically literate students are learners as well as users of knowledge, and further that with scientific literacy comes:

   a) The ability to ask questions, b) The ability to develop solutions, c) The ability to interpret tables, graphs, pictures, text, and other objects

   d) The ability to reconstruct facts based on previously learned knowledge

Students in every classroom at Shabazz Academy will be exposed to a high-speed web connected environment rich with the advantages of rapid access to voice, data and video resources from throughout the globe. (Create a Culture of Achievement)

Teachers will be trained and mandated to utilize web resources and technology in their classrooms. (Improve Student Achievement .. boosting teacher and administrator quality)

Instructional Aides and Teachers will be exposed to in-service workshops after school and on weekends related to the integration of computer, information and software technologies into classroom learning environments. (Improve Student Achievement)

As the majority of the pupils are African American, an Afrocentric approach to education is used. All students will develop a Key Pal (Computer Pen Pal) friendship with another student or students from other countries whose native languages are not English. This computer-based dialogue, in our opinion, will encourage students to become open minded and think beyond the world of Lansing, Michigan and the United States of America. We also hope to inspire a thirst for knowledge, travel, and foster understanding of other cultures, languages and beliefs. (Enhance the quality of and access to post secondary education … preparation for lifelong learning).

The Shabazz Academy community at-large (including the staff, parents, administrators, board members, area business leaders and concerned citizens) will be invited to take advantage of the high speed Internet connection, software, hardware (where feasible), training and technical expertise available through the Academy. Our hopes are to develop a generation of critical thinkers, information managers, and lifelong learners who respect the power of information and technology and become adept at integrating technology and information into their lives. Our chief objectives are to optimize the level of achievement of all students (especially under- performing students) and develop the human potential of all youth and adults whose lives we touch. Further, a technology savvy parent or guardian fosters the positive reinforcement necessary to nurture our leaders of tomorrow. (Develop Safe Schools and Strong Character)

Although the Academy has an existing website localized at www.shabazzlearning.com, future updates to the site include dynamic updating features. The updates will provide information on school activities, student progress, homework assistance, and a list of resources within the community available for family management and crisis issues.

All students and parents will be exposed to computer technology and jargon during parent conferences and workshops. All students will be assigned an email address that they will share with their parents for communication with teachers and other students. Parents will be given access to this account (which cannot have its password changed by the student) . Parents will also be encouraged to use the email account assigned to their child(ren) by the school. To keep parents informed of new technologies available for students at the school notices will be sent home with students as well as broadcast emails sent from the school . Parents will be further encouraged to utilize the school's internet resources in the newly created Parent Resource Room during the day. The Parent Resource Room will have two internet connected computers and 1 laser printer. Additionally, seven Internet connected computers will be setup in the Parent Resource Room. Information will be provided on technical terms, types of computers and peripherals, Internet resources and educational sites to all students, staff, parents, and community supporters. (Enhance the literacy and employment skills of American adults) Parents will be informed of upcoming technical implementations and will be provided an opportunity to become involved with the Technology Planning Committee.

All of the Academy community will be given low or no-cost access to the Extranet and training classes.

Suggested Ideas for Integrating Technology into the Curriculum (Math/Language Arts)

Mathematics	Language Arts
• Instructional resources downloaded via satellite, cable or Internet. • Learning graphing via computer software. • Drill and practice software for skill development. • Enrichment software. • Simulation software used in problem solving. • Introductory spreadsheets used in research. • Professional Development workshops and courses via satellite. • Mathematics games	• Drill and practice for language arts skills. • Word processing (spell checking, use of electronic dictionary, thesaurus, grammar checking...). • Multimedia reports and productions using graphics, text and sound. • Desktop publishing for reports, newsletters, • Portfolios • Electronic field trips: meeting authors, illustrators. • Internet resources for writing skills and story writing. • Keyboarding. • Professional Development workshops via Internet.
Foreign Language	**Arts**
• Introduction to foreign languages (Swahili or Spanish via satellite). • Telecommuni- cations with distant schools via the Internet. • Drill and practice vocabulary software for Spanish and Swahili. • High School students providing assistance via the	• Computer drawing software. • Animation Software. • Art history and appreciation involving resources via satellite field trips and the Internet. • Student art work displayed on district Web page. • Portfolio items.

district video network.	

The Academy will partner with the Global Schoolhouse, Classroom Connect, Exploratorium, America's Promise, Lansing Community College, Michigan State University, Oracle's Helpushelp.org foundation, and other higher learning Internet-based collaboratives to augment classroom learning. To foster the advancement of parent and community technology literacy relationships and partnerships will be forged with Lansing Community College and the Lansing School District's Adult Education programs. Efforts will be made to provide on-site training for parents and community supporters during Open Houses and other community events.

Timeline:

School Year	Collaboration Partner	Expected Outcomes
2007 – 2008 School year:	America's Promise, Oracle HelpUsHelp.org Foundation	Donation of 50 Computers, Infrastructure Assistance
2008 – 2009 School year:	Exploratorium, Classroom Connect, Global Schoolhouse	elearning Assistance, Science/Math Lesson Planning
	MSU Computing/College of Education	Distance Learning Initiatives (E-Pals)
	Albion College College of Education, LCC	Curriculum Integration, Teacher Education, Prof. Dev.
	Ingham ISD Kent ISD	Professional Development, Gradebook Software
2007 – 2010 School year:	LCC, America's Promise, Discovery Channel	Professional Development, Wireless Collaboratives
2007 – 2010 School year:	MSU Computing, Global Schoolhouse, America's Promise	Distance Learning Initiatives
2009 – 2010	Camp Hiighfields/Reaching Higher Program	After school tutoring and enrichment for students

Integral to the Technology Plan is a systematic plan for the professional development of teachers. In keeping with State and Federal goals and objectives related to teacher competency and quality instruction the following ten (10) ITSE and NETS standards will be used:

Knowledge of subject matter, Knowledge of human development and learning, Adapting instruction for individual use, Using multiple instructional strategies, Effective classroom motivation and management strategies, Communication skills, Instructional planning skills, Professional commitment and responsibility, Assessment of student learning, and Partnerships.

The above standards will be used to provide teachers and staff:

- a variety of technological activities and learning opportunities;
- access to online resources, tools, and teaching aids that explain new teaching methodologies
- opportunities to partner with other educators in Michigan and around the globe on initiatives
- access to National subject area journals through subscriptions
- Access to science, social studies, math and english lesson planning resources that augment classroom learning
- access to reference materials, video reserves, and other resources available through Ingham ISD
- the knowledge and skills to prepare technologically capable students for the rapidly evolving global economy.
- an up-to-date process for understanding State and Federal goals and objectives, i.e. No Child Left Behind
- information on evolving State educational standards and best practices
- an understanding of how the Internet works and ways it can be used in the classroom to reduce prep time and add more variety to lesson plans

 From past experience, we have noticed that our instructional staff is not adept at integrating new tools and technologies into the classroom. Hence, an extra 40 hours of professional development per semester will be afforded these teachers to assure they are abreast of technology and curriculum integration methodologies, i.e. use of electronic grade/attendance books, using email for communicating to students, parents, and other staff, etc… Additionally, the library/media center will have 10 internet connected pc's installed for staff, student, and parent access to resources available on the web. Working with Michigan's Learning Without Limits initiative, the Academy will submit grant applications for consideration of 75 laptops for students in the 5-6 grades with goals of exposing students to technology not only during the school day but on weekends, holidays, and during the summer break.

The professional development plan will be implemented in phases to provide sustained and coached experiences over a period of time. Funding specifically for professional development will be sought during the 2008 - 2011 school years. Below is a list of the types of professional development opportunities that will be sought, subject to funding

Years	Planned Events	Organization
2007-2010	Introduction to Educational Internet Resources	Classroom Connect
	Distance Learning Initiatives	MSU Computing Center

Educational Workshops, et. al.	Ingham ISD
Science Lesson Plans	
	Exploratorium.org
Math Lesson Plans	Discovery Channel.org
Managing Your Class's Website	Classroom Connect, Ingham ISD
Understanding Email, News, and SPAM	t/b/d
Protecting Children Online	Classroom Connect, Ingham ISD
Filtering Objectionable Materials	t/b/d
Teaching Science Using the Internet	
Teaching Math Using the Internet	
Teaching History and Social Studies Using the Internet	

Implementation Cost

The Educational Technology Plan uses the concept of phased implementation. Phased implementation recognizes the constraints that time, budgets and human resources have on the implementation process. Each phase is associated with a definitive timeline. The timelines are flexible considering that variables such as costs, availability of human resources, the political climate, new technologies, and community support may cause a phase to take more or less time than is anticipated.

It is estimated that Phase 1 (2007 – 2008) will take approximately one (1) year to complete, Phase 2 (2008 - 2009), one (1) year and Phase 3 (2009 - 2010), one (1) year for a total implementation of three years. The goal is to meet the State of Michigan Department of Education's objectives, however, some phases may overlap based on funding. Should additional funding become available to the Academy, some components or multiple phases may be done concurrently.

Phase 1 of the technology plan primarily includes: reconfiguration of the existing network servers with high speed Internet access (1.54 Meg/sec) to handle one (1) multimedia teaching and administrative workstation and 2-3 student work stations for each classroom (39), installation of twenty-four (24) workstations in the Library/Media Center; and installation of seven (7) workstations in the main office.

During Phase 2, the Academy will continue its use of MSU's Computing Center's high speed Internet data services (1.5 MB/sec) The Internet connection will be maintained and all new/existing workstations in the school will be configured to reach the Internet. Additionally, ten (10) file servers (web [4], email [2], network [2], web collaborative [2] will be installed for anticipated growth of use and services provisioning. This connectivity will be extended to include email accounts for all staff, students, parents, supporters, and community members.

Phase 3 involves additional training for teachers, students, technical staff and parents, and the addition of 2 new workstations in each classroom and seven (7) computers in the parent resource center. Using a variety of funding sources, it is estimated that Phase 1 implementation will cost $219,200.16; Phase 2 $121,250.00; and, Phase 3 $92,800.00 for a total implementation cost of $433,250.16

Vision

Our vision for information technology begins not with computers or video information systems, but with children in our charge becoming world class citizens of the twenty-first century. That vision sees teachers, administrators, parents and the community working together to provide world class opportunities through a world class educational experience at the Academy and access to the greater educational society of the world wide web.

Information technology plays an important part in the transition from childhood to world class citizenship. This Technology Plan is "A plan for the future of our children which relies on the power of information technology."
Students and staff will:

- skillfully use modern technologies which facilitate and enhance student learning;
- confidently and competently use a variety of technologies to create, access, store, retrieve and manipulate information; and,
- use educational technologies to expedite instructional/managerial and administrative tasks.

The children will use a variety of modern technologies to create, access, store, retrieve and manipulate information.

The teacher will use modern technologies to simplify administrative tasks such as attendance, grade reporting and lesson plan preparation and to nurture and monitor the achievement of students.

Administrators will have better and timelier information with which to make academic, financial and operational decisions.

Parents will be able to access information to help with homework assignments, to monitor academic progress and attendance; and access information about behavioral problems. Parents will also be able to participate in school-based training in the use of technology and access programs for their personal development.

Members of the Shabazz Academy community will be able to use the Internet to access school information and participate in the expanded education of students through partnerships, mentorships and collaboration activities. Access to the information highway will increase parent and community interaction with the Academy.

Our students must be prepared for a world with job opportunities that do not exist today, with job skills that are not known today, with technologies that are not common today. The Shabazz Academy Technology Plan addresses this need and will be adjusted for future technological advancements.

Existing Technology
Since 2000 several initiatives have been undertaken at the Academy taking advantage of resources at the Federal and State Levels. The current network and infrastructure is as follows:
- The building has been completely wired with one drop in every classroom according to IEEE standards
- High Speed Internet Access (1.5 Kbs)
- 1 primary and backup network server
- 2 web servers
- 1 email server
- 72 computers (blend of desktops and laptops)
- 3 Laser Printers

Based on available funding and technology specific grants at the State and Federal level the plan for the future includes:
- Purchase of new equipment to replace outdated models
- Updates in educational and other softwares
- More Professional Development for teachers and technical staff
- Hiring of a full-time technology teacher
- Expansion of after school learning opportunities for parents and community members
- Expansion of building's wireless network
- Expansion of network to 2 portables on school property
- Development of high-tech environment in one of the portables
- Purchase of 100 laptops for 24/7 computer access for upper grade students
- Development of cooperative online access for students at home
- Additional exploration of online collaboratives, distance learning initiatives, and variable use of PDA and other PALM technologies

PLAN DEFINED GOALS AND OBJECTIVES

Based on Federal and State standards the following benchmarks will be used for technology integration into the Academy's existing curriculum:

Key Boarding/Computer Literacy/Word Processing:
All students at the Academy will be exposed to computers and technology in a hands-on environment in all classes developing student knowledge of computers, keyboarding basics, with goals of at least 10 words per minute accuracy at 2nd grade and increasing in efficiency to 40 words per minute by 6th grade. Students will be taught how to manipulate Microsoft Office and other software components in development of documents, spreadsheets, journals, and multimedia presentations. Coupled with in-class lessons and practice, grades 4-6 students will be given the opportunity to borrow laptops for weekend and after-hours use. Expected outcomes include students becoming more effective communicators, self-directed learners, and lifelong critical thinkers.

Desktop Publishing:
Using Microsoft Office as the standard, all students will become adept at creating reports, journals, spreadsheets, documents (type text, choose graphics, edit, and print), and multi-media presentations in both Macintosh and IBM compatible environments. Early exposure to desktop publishing software is intended to prepare students for futures where manipulation of computer skills will not only be an asset, but needed.

Online Access:
Students will be exposed to variable online collaboratives and be taught the basics of signing on and off, creating accounts, reading and synthesizing information quickly, and creating reports. Students will be taught the basic of "net-etiquette" and held to the academy's acceptable use policy.

Goal 1: Expose Staff, Students & Community to the Internet and World Wide Web

Objective 1: Technology

By Fall of 2008, have at least five networked and Internet connected computers in every classroom.

Objective 1.a

By 2007, increase from 40 to 70 % the number of students competent in the use of computers and the web for learning.

Objective 1.b

By 2008 increase from 30 – 70 % the number of teachers and instructional aides competent in the use of computers and the web for teaching.

Objective 1.c

BY 2008, increase from 10 to 70 % the number of parents who have access to computers, training, and the Internet for student and parent development.

Objective 1.d

By 2010 have functional video conferencing projects for K – 4 students

Goal 2: Services after Internet and Web Access

Objective 2: Services and Resources

By 2008, have 4 Internet connected computers in every classroom.

Objective 2.a

By 2009, have 5 Internet connected computers in every classroom.

Objective 2.b

By 2009, fully integrate Internet and web based resources into teacher lesson plans.

Objective 2.c

By 2008 have participation by all classrooms in 2 major Internet projects, e.g. Migration of the Monarch Butterfly.

Goal 3: Professional Development Program

Objective 3: Professional Development

Implement a school-wide plan for in-school and off-site professional development for staff. This will include periodic in-service workshops, after-school/weekend seminars and inclusion in major educational or technical expos in Michigan.

Goal 4: Software

Objective 4: Software

The Academy will appoint a committee of staff members and parents to implement a plan for evaluation, selection and purchase of cutting edge educational and classroom management software.

Objective 4.b

The Academy will work with local educational consortiums to receive discount rates on educational and other softwares.

Objectives 4.c

The Academy will volunteer as a testing site for next generation educational web tools and communications modalities developed at Michigan universities.

Technical Assistance/Supporting Resources

Recognizing the high cost of technical assistance and support, the Academy will seek a technology teacher/facilitator with sufficient background in computers and networks to provide day-to-day management of the newly acquired local area network (LAN) and work with vendors on comprehensive support agreements for all services installed. This new technology teacher/facilitator will be well-versed in maintaining computer networks and will be augmented through support agreements from original vendors. Once a month, the technology teacher/facilitator will be given a fifteen-minute slot during the weekly staff meeting to address technology upgrades, changes, and any other issues related to upgrades to the schools infrastructure. At this time the technology teacher/facilitator will share new tools and resources available to Academy staff. The goal of using a teacher in this capacity is to provide a platform to support teachers in the use of newly acquired technologies.

Additional learning literature and online services available through REMC will be made available to teachers and administrators. Working with resources available at the ISD and MDE level students at the Academy will be exposed to specific learning opportunities available through the Michigan Virtual University Initiative, Discovery Channel, Exploratorium.com and other online collaborative learning providers. As the academy has a high speed T1 (1.54 m/s) internet connection streaming video learning opportunities that enhance the learning process will be explored and incorporated as budgetary funding allows. These resources will include instructional videos, online databases, digital content, shared memberships to online services, and printed materials. All efforts will be made to keep costs down by maximizing the use of cooperative resources available through Ingham Intermediate, advanced students, advanced teaching staff, the Lansing Public Library, and lending materials through local colleges of education.

The Academy will require all technology vendors to provide at-least remote support with all contracts. Additionally, support and resources will be sought from "America's Promise", which provides computer hardware and software assistance for public schools in underserved communities, and local corporations and non profit organizations that assist educational entities. America's Promise' sister organization HELPUSHELP.org will also be contacted regarding Internet appliance donations to enrich the Academy's classroom learning environments.

Development of Computer Network Within Shabazz Academy(2003/2004)

This phase begins during the summer of 2007 and includes the plan for purchase of 70 computers and 12 laptop computers. Seven (7) computers for the office, Twenty-Four (24) for the Library/Media Center, and the final Thirty-Nine (39) for the classrooms. The 12 laptops will be used by teaching and administrative staff to connect remotely to the school's network for after hours and weekend prep-work, field trip reports, and Internet collaboratives. The Windows NT Ethernet network currently installed will be enhanced to include basic messaging between computer users. Currently administrators have access to the Internet over the Internet connection through MSU and all classrooms have at least one older model computer that can access the Internet, however, most only have 16 megs of RAM. Additional resources available through Ingham Intermediate School District will be explored in the interim until the high-speed Internet connection is installed in Fall of 2003. A technology teacher/facilitator will be hired from school funds at $45,000 to assure use and maintenance of new network and workstations.

- 70 Computer Workstations ($1800 per workstation, $308.16 networking/support per station) = $136,500.00

- High-Speed Internet connection (DS1 1.54 Mg/s) = $6,000.00/year

- 1 Kids.com Internet Filtering Software = $800.00

- 1 Merak Mail Server Software = $2,800.00

- 1 AIG Internet Collaborative subscription = $10,000.00

- 12 Compaq Laptops ($1,900 per laptop, incl. Network configuration) = 22,800.00

- Professional Development/Workshops/Subscriptions = $22,000.00

- 1 Wireless Hub/Router/Cards = $13,400.00

- Two year vendor remote support agreement $4,900.16

Cost: $219,200.16

Phase 2 (2007/2008)

Expansion of Network Capabilities

This phase includes development of high speed Internet access through the most competitive regional provider for a super fast backbone. This connection with allow the Shabazz Academy community to access web based resources at rapid speeds and reduce staff class preparation time while enhancing the quality of instruction. The technology teacher/facilitator will remain as part of the administrative staff assisting teachers and staff in the use of technology. A 3% cost of living increase will be added to the teacher/facilitator's salary bringing the salary to $46,350.00 Funding for this position will come from the operating budget, fundraising, and corporate sponsorship. The second step in this phase involves enhancing the network

in each room, the Library/Media Center, and the office to include a hub (rooms = 18, office = 7, Library/Media Center lab = 24) for networking existing and planned computers. Additionally, the buildings network will be extended through installation of several long range (3 mile) wireless antennae. Also ten (10) additional file servers are planned for:

- Web/Email Servers: (4), Collaboratives Servers for E-Pals programs: (2), Main Network File Servers: (2)

- Wireless Network Server for Partnerships with local colleges: (2)

- Professional Development (t/b/d)

Cost: $121,250.00

Phase 3 (2009/2010)

This phase includes installation and networking of forty (40) new IMACs for use by students in the classroom, seventy five (75) new IPADs for fifth and sixth graders to use at school and at home, addition of twenty (20) teacher MACBOOK PROs for use in the classroom and Teacher Resource Rooms, and the addition of six (6) 3M Digital Media adjustable height Smart Boards for use in six (6) classrooms. This additional hardware in every classroom will allow hands-on instruction for students and allow for a more participatory style of instruction. Digital cameras will be attached to one workstation in each classroom to allow videoconferencing with overseas students augmenting language instruction. 1 HP color scanner will be installed in every classroom and the computer lab to allow students and staff to create and update the schools web site and participate in Internet collaboratives. The technology teacher/facilitator position will be maintained and a 3% cost of living increase will be added bringing the new salary to $47,740.50. Funding for this position will come from the operating budget, fundraising, and corporate sponsorship

- 40 classroom IMAC Workstations $2,000.00 per, $430 networking/2 years support, ($97K)

- 20 Teacher MACBOOK PRO Workstations $2,500/per, $430 networking/2 year support, ($58.6K)

- 75 IPADS for fifth and sixth graders $500/per, $430 networking/2years support, ($69.75K)

- 9 digital video cameras ($1,800)

- 6 3M Smartboards $3,000 per, 600 networking, 2 years support ($21.6K)

- Professional Development ($3520)

Cost: $252,270

Total Cost: $592,720.16

Funding

Shabazz Academy's Board of Directors is responsible for the overall fiscal integrity of the Academy and continually works with the funding received from the state, business partners, educational grants and Title One. To insure financial integrity leasing and other computer acquisition techniques will be used to purchase computers. A grant application to the America's Promise in Virginia will be submitted seeking donation of new computer equipment from Dell and other computer manufacturers. As a significant amount of our student population qualifies for the school lunch program, the administrative body works tirelessly to locate services and resources available to student families locally. The funding for this Technology Plan will come chiefly from Title I funds, E-Rate Funding, other educational grants at the State and Federal levels, corporate sponsorship of technology improvements, and fundraisers by parents and students. The Academy will also seek funding support from the community.

Evaluation

Evaluation Criteria
The following evaluation criteria will be used in all grades to access students familiarity and proficiency:

Familiarity of specific computer functions
No knowledge of how to do something specific
Knowledge of how to do something with some help
Knowledge of how to do something specific
Knowledge of how to show someone else how to do something specific

Through exposure to computers and other technologies in all classes, annually student computer skills will be assessed at the beginning and ending of the year using the University of Michigan Literacy Link Technology Skills Checklist.

Internal reviews by administration over and above the criteria above include:
1) Is there a timeline for implementation of the new technology? Does the implementation plan provide for support of the new technology?
2) Are sufficient resources available to support the implementation and integration?
3) Is sufficient oversight and monitoring available for the implementation and reporting progress?
4) Which steps in implementation seem to be successful and non-successful?
5) Of those action steps that do not fulfill their expectations? What remedies exist to augment the existing system? What steps need to be taken?
6) Are there any additional steps needed to ensure the success of this Technology Plan?
7) What unexpected outcomes have developed? What affect did these outcomes have on the academy's Mission Statement?

The evaluation plan will use the goals, objectives, and timelines outlined under Plan Defined Goals and Objectives to assess the success and/or failure of each implementation. This information will be coupled with the questions above for evaluating the success and/or failure of initiatives and to determine budgets revisions and priority realignment. In addition to this plan, data from individual student achievement on the Ed Vision Performance Series Testing being implemented Fall of 2007 in all Central Michigan University Charter Schools to assess student grade level achievement, will be used by the Technology planning Team, C.S.A., and Board to effectively evaluate the Academy's integration of technology and tools.

The Superintendent, Technology Team Members, and the Academy's Board will meet bi-annually to provide assessments and evaluations of existing and newly acquired technologies and to make updates to the Academy's AUP. Prior to any implementation vendors must submit a formal Project Plan detailing timelines, costs, and potential impacts. This Project Plan will be included in review materials by the Chief School Administrator, Technology Team, and Board bi-annually. Mid-course corrections can be made at any time by mandates from the C.S.A. or the Board.

Communication/Public Relations

In an effort to keep all stakeholders informed about technology changes and implementation, the Academy will us the following update procedures:

Staff: Staff members will be provided regular updates at bi-monthly staff meetings and via email
Parents: Parents will be provided updates at P.T.S.O meetings, Academy Open Houses, and via email
Board: The Board will be provided updates at monthly board meetings and via email
Community: The Community will receive updates through the Academy's website, at Open Houses, and via email
Partners: Partners will be informed of changes through the Academy's website, email, and through teacher/partners

Acceptable Use Policy

Policy

The Shabazz Academy has made available to its student's electronic technology. The use of this technology by students is a privilege and must fall within acceptable use as outlined in the Board's technology policy. The district has the right to monitor the use of the electronic technological system. A student's use may be revoked by the district at any time appropriate use is violated.

Rules

The District reserves the right to log Internet use and to monitor electronic mail space utilization by users. This means that there should be no expectation of privacy from the District's monitoring of student use of the computer systems. The District may, at its discretion, review the sites and programs accessed by individual students, as well as the messages sent or received by individual students. Such monitoring may be conducted without any notice. The District has installed Net Nanny and zone alarm filtering software on its internet gateway servers to insure all those using the internet do not access adult or objectionable materials.

District Rights and Responsibilities

The Shabazz Academy is responsible for the management of the structure, hardware and software that the district uses to allow access to information technologies for educational purposes. These include:
1. Assigning and removing user accounts on the network(s);
2. Maintenance and repair of equipment that comprises the network(s);
3. Selection of software that the network will support;
4. Electronic Information Acceptable Use Policy
5. Defining the rights and responsibilities of users;
6. Providing resources that support the mission of the district;
7. Provide training opportunities on the use, care and application of information technology, including training in new technologies, software and media as they are acquired and put into use in the district.

The district does not take responsibility for resources located or actions taken by the users that do not support the purposes of the Shabazz Academy. The Shabazz Academy will periodically make determinations on whether specific uses of the Internet and/or district network are consistent with the acceptable use policy.

Recognizing CIPA and its provisions "netnanny" has been installed on all gateways servers and filters all internet content delivered to network users. Netnanny is exceptional in the sense that it updates its filtering software on a weekly basis to exclude all existing and new pornographic or objectionable content sites. Additionally, students will not be given a personal email account but one issued to their parent where the parent has unlimited access to view

all emails and communication received by the students. Based on available funding, a technology teacher will be hired who will be responsible for monitoring all email for student protection.

District Equipment

District equipment includes (but is not limited to) computers, drives, printers, scanners, networks, video and audio recorders, cameras, photocopiers, telephones, modems and other related technological resources. Software includes (but is not limited to) computer software, print and non-print resources. Networks include (but are not limited to) all voice, video and data systems, including the district's internal network and the Internet.

Prohibited Student Activity

Students are prohibited from:
1. Using technology available through Shabazz Academy for personal or private business, for product advertisement or political lobbying or for incurring financial commitments on the Internet.
2. Using technology to disrupt the activity of others, to harass or discriminate against others, to gain unauthorized access to computer systems or programs or to plant any type of virus in any computer system or program.
3. Using profanity, obscenity, discriminatory language, vulgarities and other inappropriate language or graphics.
4. Revealing any personal, confidential or private information about other individuals such a home addresses, phone numbers etc.
5. Communicating that they are someone else, or that they are representing someone else or that they are representing the Shabazz Academy.
6. Using someone else's account number or password or allowing someone else to use their account number or password.
7. Using the system to obtain or to disseminate pornography as it is defined by the Supreme Court.
8. Ordering or making a commitment to pay for any goods or services without proper authorization.
9. Violating any federal or state copyright or unfair trade law.
10. Violating any federal, state, local or common law, criminal, statute or laws.
11. Conducting any activity that exposes the district to litigation or expenses.
12. Violating any libel or slander laws.

Student-Developed Subject Matter

Definition:

"Student-Developed Subject Matter" means subject matter conceived or developed by the Student during the Student's use of Shabazz Academy systems, where such subject matter pertains or could pertain directly or indirectly to the then current educational activities of Shabazz Academy. Whether subject matter falls within the scope of Student-Developed Subject Matter shall be independent of whether the Student's contribution to the development is alone or in collaboration with others. Student-Developed Subject Matter shall include, but not be limited to, writings, designs, software and other materials and concepts which may be subject to proprietary rights protection.

Disclosure and Assignment to Shabazz Academy:

The student shall promptly disclose the Shabazz Academy all Student-Developed Subject Matter, and all Student-Developed Subject Matter shall become and remain the exclusive property of Shabazz Academy. To the extent that any proprietary rights (including copyright rights) vest in the Student as a result of the development of the Student-Developed Subject Matter, the Student shall, without compensation, formally assign to Shabazz Academy all proprietary rights to the Student-Developed Subject Matter, and execute any documents considered necessary by Shabazz Academy to perfect its proprietary rights therein. Shabazz Academy shall pay all expenses relating to the perfection of such proprietary rights. The election of whether or not to file formal applications for proprietary rights protection for the Student-Developed Subject Matter, and the manner of preparation and prosecution of the same, shall be solely within the discretion of Shabazz Academy.

Student Rights and Responsibilities

Student users of district equipment have the right:
1. To use all authorized hardware and software, when available, for which they have received training to facilitate learning and enhance educational information exchange.
2. To access information from outside resources which facilitates learning and enhances educational information exchange.
3. To access district networks and the Internet to retrieve information, facilitate learning and enhance educational information exchange.

Student users of district equipment are responsible for:

1. Utilizing technology in the school only for facilitating learning and enhancing educational information exchange consistent with the educational mission of the district and the school.
2. Maintaining the privacy of passwords and are prohibited from publishing or discussing passwords.
3. Keeping all inappropriate materials, inappropriate text files, or files dangerous to the integrity of the school's network, equipment and software from entering the school via the Internet.
4. Keeping hardware and software from being removed from school premises without prior consent.
5. Maintaining the integrity of the e-mail system and making only those e-mail contacts which facilitate learning and enhance information exchange.
6. Keeping all food and drink away from computers, printers, etc.
7. Adhering to all copyright guidelines and avoiding plagiarism.
8. Adhering to the rules (including network etiquette) established for the use of hardware, software, labs and networks in the school and through remote access.

Response to Violations

Response by the school and/or district to activities in violation of the prohibitions and/or student responsibilities outlines in this policy will be in accordance with the Shabazz School District's Disciplinary Code.

AGREEMENT

To be filled out and returned to school prior to student use of the Internet, wide area network, computers and related equipment provided and/or maintained by the Shabazz Academy.

Teacher name: _____

Room number: _____

Student grade: _____

I understand and will abide by the Shabazz Academy Acceptable Use Policy for the Internet, wide area network, computers and related equipment. I further understand that any violation of the policy will require response from the school district as outlined by the Shabazz Academy Discipline Code.

_____   _____   _____
Signature of Student   Date   Print Your Name

As the parent or guardian of this student, I have read the Shabazz Academy Acceptable Use Policy for the Internet, wide area network, computers and related equipment. I have discussed appropriate use of the Internet and the rights and responsibilities outlined in the district's Acceptable Use Policy with my child. I understand that student access is intended for educational purposes and that the Shabazz Academy has taken precautions to eliminate access to controversial and inappropriate materials. I will not hold the Shabazz Academy responsible for materials acquired via the Internet/Network. I agree to indemnify, and hold the District harmless, for any monetary liabilities or obligations incurred by the student identified above through his/her unauthorized activity while using the District's computer systems. I accept full responsibility for supervision if and when my child accesses a Shabazz Academy home page/web site while not in a school setting. I hereby give permission for my child's use of this resource.

_____   _____
   Parent/Guardian Name (Printed)   Parent/Guardian Signature

_____
                   Date

Adopted: June 2002

Shabazz Academy Board of Directors

2009 – 2010

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