



UNIVERSITY PREPARATORY ACADEMY

Educational Technology Plan

July 1, 2012 – June 30, 2015

District Information:

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SECTION 2: MISSION & INTRODUCTION

Mission

University Preparatory Academy exists to prove that urban children can succeed in college and beyond through personalized learning and a relentless commitment to their success.

Introduction

University Preparatory Academy is a K-12 public school academy district (PSAD), chartered by Grand Valley State University, in the city of Detroit. UPA first opened its doors to one-hundred twelve (112) 6th grade students in the year 2000. At that time, the school was located in the basement of a church on Medbury Street in Detroit. In 2001, the Middle School moved into a rehabilitated medical center near Wayne State University, where it continues to thrive to this present day. From there the district grew further with a High School campus in 2003, an elementary in 2005 and another elementary school in 2008 completing the University Preparatory Academy School District.

In 2007, University Preparatory Academy graduated its first class of seniors at a graduation rate of 93%. The graduation rate for the 2008 graduating class was 100%. In both cases, more than 90% of those graduates enrolled in post-secondary educational programs. While University Preparatory Academy is an ever-evolving, excellence seeking school district, one element remains constant – the delivery on the promise of high school graduation and post-secondary education.

Table 1: School Buildings

School	Address	Phone Number	Grades Served	Enrollment
UPA Elementary - Ellen Thompson Campus	957 Holden Detroit, MI 48202	313-874-9800	K-5	374
UPA Elementary - Mark Murray Campus	435 Amsterdam Detroit, MI 48202	313-309-0552	K-5	407
University Prep Middle School	5301 St. Antoine Detroit, MI 48202	313-831-0100	6-8	409
University Prep High School	600 Antoinette Detroit, MI 48202	313-874-4340	9-12	521

The University Preparatory Academy currently has an enrollment of 1711 students district-wide and employs 125 teachers. Approximately 78% of our students are economically disadvantaged and receive free or reduced-price lunches through the National School Lunch Program (NSLP). The student population is 99% African American.

SECTION 3 – VISION & GOALS

District Vision

University Preparatory Academy (UPA) strives to be the premier K-12 school district in the city of Detroit, graduating in excess of 90% of its students each year and sending over 90% on to post-secondary education. Students will leave UPA with all the academic, social and economic skills to succeed in post-secondary education without remedial courses. This will be achieved through implementation of a rigorous curriculum that is aligned with the MI Curriculum Framework and ACT's College Readiness standards, a highly personalized education that includes significant authentic learning experiences, and a high reliance upon data-driven decision-making.

Technology Vision

University Preparatory Academy believes that technology is a learning tool that can be used to increase student achievement, expand learning opportunities in the classroom to address the learning styles of all students; and promote creativity and critical thinking. It is the district's intent to provide an academically stimulating environment with current technologies available to students and staff that promotes technology integration into teaching and learning, improves communication and collaboration along with maximizing individual productivity.

Technology Goals

The University Preparatory Academy is committed to providing all stakeholders with the tools and resources necessary to support the District Educational Technology Plan. Accordingly, the following technology goals are aligned with the District Improvement Plan and Building-Level School Improvement Plans.

1. **Curriculum Integration:** Ensure that technology is integrated into the curriculum across all subjects to support teaching and learning throughout the district.
2. **Student Achievement:** Initiate strategies for technology integration through curriculum and instruction to continue to use technology to improve student achievement.
3. **Professional Development:** Develop professional development plans for staff that promotes innovation and creativity, allows for sharing expertise and collaboration with colleagues district-wide and globally; as well as infusing new technological skills into meaningful instruction and activities for the classroom.
4. **Infrastructure, Hardware, Technical Support and Software:** Further leverage infrastructure improvements, hardware, software and technology services to support the increase in technology use and advancements to support student achievement.
5. **Funding and Budget:** Research and acquire additional funding resources to further invest in new technology, equipment upkeep and replacement, staffing and professional development for staff.

I. CURRICULUM

SECTION 4 – CURRICULUM INTEGRATION

Goal

Ensure that technology is integrated into the curriculum across all subjects to support teaching and learning throughout the district.

University Preparatory Academy has made significant strides in upgrading and acquiring new technologies while making sure it is accessible and functional to support curriculum integration within the district. In order to more effectively leverage technology for learning within the district, the district plans to adopt the International Society for Technology in Education's National Education Standards Essential Conditions as a guide. The NETS Essential Conditions outlines the conditions needed to fully integrate technology into teaching and learning. Using the Essential Conditions as a guide, the district can more effectively focus on creating and maintaining a high standard for the district's curriculum integration efforts to increase technology literacy and proficiency for students and staff

The district has developed a K-12 Technology Skills Scope and Sequence in alignment with the Michigan Educational Technology Standards (METS). Using this scope and sequence, the district is able to measure student proficiency through the administration of assessments during 2nd, 5th and 8th grades. The district will continue to identify and promote the effective integration of technology into teaching and learning.

Objective 1 - Provide equitable access to technology tools and digital resources throughout the district.

Strategies

- a) Increase student computer accessibility at the High School and Middle School campuses by upgrading and replacing classroom computers along with investing in a computer/multimedia lab environment for research, hands-on and project based learning opportunities.
- b) Create and implement a 21st century classroom model (hardware, software, costs, etc.) for core curriculum classes as well as elective and special education classes.
- c) Initiate advances to district website to include teacher websites and digital resources for parents and students.

Objective 2 – Monitor and evaluate the effectiveness of technology tools and digital resources to measure its impact on student achievement.

Strategies

- a) Develop approved district software and hardware listing with evaluation tools and approval process to ensure all teachers are using effective technology tools.
- b) Develop a data collection tool and/or survey to monitor the frequency of technology usage and to identify outdated technology tools and resources.
- c) Acquire feedback from teaching staff on the effectiveness of technology tools and recommendations for improvement through staffing surveys.
- d) Ensure that lesson plans include related technology to support the intended instruction.

Objective 3 – Provide technology-related professional learning opportunities and resources to support teachers in using technology.

Strategies

- a) Establish Technology Advocates within school buildings and in specific curriculum areas to support teachers in using technology tools and digital resources.
- b) Ensure professional development includes appropriate training time and frequency including practice and application of new skills to increase teacher proficiency and comfort.
- c) Develop a variety of technology related professional development resources within the district such as just-in-time tutorials, presentations, videos and other reference guides for easy access to teachers.

Table 2: Timeline – Curriculum Integration

Obj/ Strat	Project	Begin Date	End Date	Responsible Party
1a.	Purchase 180 classroom computers (3 per classroom) for High School campus.	7/13	6/14	I.T. Director Finance Dept Principal
1a.	Purchase 100 classroom computers (3 per classroom) for Middle School campus.	7/13	6/14	I.T. Director Finance Dept Principal
1a.	Purchase hardware and software for high school multimedia center (20 computers, interactive whiteboard, video/music production equipment, headphones) \$35,000	7/14	6/15	I.T. Director Finance Dept Principal
1a.	Purchase hardware and software for middle school multimedia center (20 computers, interactive whiteboard, video/music production equipment, headphones) \$35,000	7/14	6/15	I.T. Director Finance Dept Principal
1b.	Purchase hardware and software to support elective and special education instruction.	7/12	6/15	I.T. Director Principals Special Ed Director

1c.	Revamp district website to include advanced communication tools, data displays, teacher websites and digital resources for parents	7/12	6/13	District Web Development Team
2a.	Create and implement software and hardware approval and evaluation process	7/12	8/12	I.T. Director Tech Committee Data Director
2b.	Create and implement technology integration data collection tool	7/12	12/12	I.T. Director Data Director
2c.	Create technology effectiveness survey	7/12	10/12	I.T. Director Tech Committee Data Director
2d.	Continuous review of lessons plan for technology integration	7/12	6/15	Principals
3a.	Recruit and train Technology Advocates	7/12	6/15	I.T. Director PD Subcommittee
3b.	Create professional development instruction template and evaluations	7/12	9/12	I.T. Director PD Subcommittee Principals
3b.	Create technology related professional development calendar/catalog on annual basis	7/12	6/15	I.T. Director PD Subcommittee
3c.	Develop and implement internal professional development workspace/information depot (Sharepoint)	7/12	6/15	PD Subcommittee

SECTION 5 – STUDENT ACHIEVEMENT

GOAL

Improve student achievement through technology integration into the curriculum and instruction.

University Preparatory Academy will continue to focus on improving student achievement through technology integration into the curriculum and instruction. The district's objectives of providing equitable access to technology tools and digital resources, monitoring and evaluating the effectiveness and impact of technology on student achievement and providing technology-related professional learning opportunities to support teachers using technology will be the foundation for reaching this goal. The district will continue to use research based software, online resources and technological tools that have proven effectiveness to deliver supplementary instruction to students who struggle to master grade level outcomes in core curricular areas.

The district will also implement Schoolnet Instructional Management Suite, to improve student achievement and drive effectiveness by bringing together all of our district's programs and initiatives around assessment, curriculum, instruction, reporting and analysis. Schoolnet IMS will empower our teachers to make informed instructional decisions, deploy a standards-based curriculum to ensure consistent and rigorous instruction, and administer formative assessments to help educators identify needs, differentiate instruction, and track student progress every day.

These strategies and objectives are ongoing throughout the life of this plan, and will be monitored and evaluated for its effectiveness.

SECTION 6 – TECHNOLOGY DELIVERY

University Preparatory Academy provides a variety of resources to access and participate in distance learning opportunities for students and staff. Classroom and mobile lab computers are used to access the Internet, which provides the district with a wealth of information including interactive video, video streaming and digital resources provided by the Michigan Department of Education and Wayne RESA. UPA students have participated in Skype and other video conferencing opportunities with classrooms globally. Online course options are available to our high school students for credit recovery, advanced courses, and homebound instruction. UPA internship students are afforded the opportunity to learn and use cutting edge technologies through their Learning Through Internship experiences. Smartboard Exchange offers our teachers interactive, enhanced lessons created by their colleagues from around the world.

Future Plans

The district expects to expand technology delivery to include:

- recorded lectures and interactive lessons developed by our teachers,
- an enhanced district website for students and parents to gain more insight into classroom instruction and information,
- further use of web resources such as thinkfinity and learningcommons to facilitate individual learning plans,
- implementing a video distribution system used for video streaming and vodcasting within the district, and
- the production of music and video to enhance instruction and student achievement.

SECTION 7 – PARENTAL COMMUNICATIONS & COMMUNITY RELATIONS

The University Preparatory Academy model has many design features to build and maintain strong relationships between and among students, parents, teachers and the community at large. We do our best work in communities of people who demand our best, support our efforts, and appreciate our results. Our parental communications and community relations efforts using technology are intended to further build relationships and support our parent community. The district recognizes that it has to be diligent and purposeful in its communications with parents and the community by continuously seeking ways to enhance our communication tools and improve on the delivery of student and school information. Traditional forms of communication such as newsletters, email and phone communique are still found useful and effective. In addition to traditional communication, University Preparatory Academy utilizes:

- District Website – A web resource that provides information on University Preparatory Academy.
- PowerSchool – A student information system that provides real-time attendance, grades and teacher comments to parents.
- One Call Now – A phone and text messaging system to alert parents to school information in a more expedient manner.

The District Educational Technology Plan will be located on the district website at <http://www.uprep.com>. The district will continue to encourage parent involvement in the planning and evaluation of technology use through surveys and forums as well as volunteering to serve as a representative on the Technology Committee and District Improvement Planning Teams.

The district anticipates expanding its current technologies to include a revamp of the current website to include enhanced features that would prove to be more useful to parents and the community by offering

- a more user-friendly interface, easy navigation and pertinent information for all stakeholders,
- a technology page to outline the district’s technology offerings, goals and upcoming projects,
- real-time data displays and calendar of events,
- teacher pages/websites inclusive of the district website, and
- an internal method to keep website information up to date.

Future advancements to the district’s parental communication and community relations efforts include:

- More utilization of social media such as Facebook and Twitter to deliver information and resources,
- Providing a parent kiosk at the middle school and high school campuses to provide parents accessibility to PowerSchool and other school related information,
- Expand One Call Now features to include student attendance alerts,
- Providing a community accessible area for computer use for job and career exploration.

SECTION 8 – COLLABORATION

University Preparatory Academy does not have any adult education, ESL or GED certification programs. Our students access these services through our ISD, Wayne RESA.

II. PROFESSIONAL DEVELOPMENT

SECTION 9 – PROFESSIONAL DEVELOPMENT

Goal

Develop professional development plans for staff that promotes innovation and creativity; allows for sharing expertise and collaboration with colleagues district-wide and globally; as well as infusing new technological skills into meaningful instruction and activities for the classroom.

The University Preparatory Academy recognizes the impact and importance of technology integration to student achievement and digital age teaching. In order to yield the desired results from the integration of technology, the district realizes that it must go beyond providing access to technology but to also invest in the staff’s knowledge and skills to build and deliver a technology rich curriculum. All plans for technology-related professional development will be aligned with the standards set forth by the National Education Technology Standards for Teachers (NETS-T), National Education Technology Standards for Administrators (NETS-A), and the National Education Technology Standards for Students (NETS-S).

Table 4: Strategies/Timeline – Professional Development

Strategies	Activity	Begin Date	End Date	Responsible Party
<i>Increase technology proficiency for all staff</i>	1. Annually administer a Technology Skills Inventory Assessment to all staff to determine level of proficiency.	7/12	6/15	I.T. Director School Leadership
	2. Develop a professional development plan that allows time for practice, collaboration and application of skills-integration of technology. (Annually)	7/12	6/15	I.T. Director PD Committee
	3. Refine and provide technology orientation for new staff. (On-going)	7/12	6/15	I.T. Director PD Committee Human Resources
<i>Provide quality professional development in various mediums.</i>	1. Utilize internal systems to provide professional development to staff (online training modules, afterschool workshops, instructional videos and guides, etc.) (On-going)	7/12	6/15	I.T. Director PD Committee
<i>Recruit and Train Technology Advocates for all campuses for modeling and mentoring staff.</i>	1. Provide guidelines and training to Technology Advocates for the district. (On-going)	7/12	6/15	I.T. Director PD Committee
	2. Utilize Technology Advocates to provide information and reports from Technology Committee. (On-going)	7/12	6/15	I.T. Director PD Committee
<i>Measure the effectiveness of district technologies</i>	1. Create a tool to measure the effectiveness of hardware, software and information systems. (On-going).	7/12	6/15	I.T. Director Technology Committee

SECTION 10 – SUPPORTING RESOURCES

University Preparatory Academy utilizes a variety of resources to support the district technology program such as:

- District and school policies
- Help Desk
- Human Resources – department and team leaders as well as colleagues serving as mentors.
- Digital Academy – provides technology integration training and workshops with opportunities to earn SB-CEUs.
- Wayne RESA support and training
- District Technology Committee
- Training for district information systems such as PowerSchool

Some future resources that the district anticipates will increase the support to the district are:

- Employ Help Desk Knowledgebase for troubleshooting recurring issues
- Online training modules for district information systems as well as software and hardware training
- District website/Sharepoint
- Afterschool workshops
- Technology Department newsletters (monthly)

III. INFRASTRUCTURE, HARDWARE, TECHNICAL SUPPORT, AND SOFTWARE

SECTION 11 – INFRASTRUCTURE NEEDS/TECHNICAL SPECIFICATION, AND DESIGN

Goal

Further leverage infrastructure improvements, hardware, software and technology services to support the increase in technology use and advancements to support student achievement.

The University Preparatory Academy has made some significant improvements to the infrastructure through the use of Universal Service Funds (E-rate) within the past two years. Using Priority 2 Erate funding discounts, the district was able to upgrade its servers and UPS kits, racks, network drops and fiber runs, as well as deploy wireless at each campus. The UPA district technology infrastructure can be best described as a hybrid environment with a combination of Apple and Windows environments with a small sampling of thin client technology.

Wide Area Network

The UPA wide area network consists of multiple bonded T1 connections at each campus managed by Windstream (formerly Paetec), our telecommunications provider. The network connection serves as an access point for the Internet and the UPA network. Windstream also provides firewall services for the wide area network. Each school utilizes iPrism Web Security for content filtering to manage and monitor network traffic. Symantec Endpoint Protection is used for virus protection, while McAfee provides spam control for district email. (Appendix A)

Local Area Network

Ellen Thompson – The Ellen Thompson campus is primarily an Apple environment. The network connection is managed and monitored through the iPrism content filter with a connection to each classroom through Cisco switches. The Cisco switch provides the connection to the Voice Over IP telephone system at the campus. The campus infrastructure also consists of three (3) servers, two of which are HP Proliant DL380 with one serving as a domain controller and the other is for domain name services (DNS). The third server is an Apple Mac Mini that provides print and copy services, file sharing and Apple network services to apple devices in the building. There is also a wireless controller with access points situated throughout the building for wireless network access in all areas of the building. (Appendix B).

Mark Murray – The Mark Murray campus has a similar infrastructure as the Ellen Thompson campus as both are primarily Apple environments. The network connection is managed and monitored through the iPrism content filter with a connection to each classroom through Cisco switches. The Cisco switch provides the connection to the Voice Over IP telephone system at the campus. The campus infrastructure also consists of three (3) servers, two of which are HP Proliant DL380 with one serving as a domain controller and the other is for domain name

services (DNS). The third server is an Apple Mac Mini that provides print and copy services, file sharing and Apple network services to apple devices in the building. There is also a wireless controller with access points situated throughout the building for wireless network access in all areas of the building. (Appendix C).

Middle School – The Middle School is a Windows environment with a network connection managed by the iPrism content filter with a connection to each classroom through Cisco switches. The telephone system at the middle school is an outdated Comdial system that is no longer supported by vendors. The campus infrastructure also consists of three (3) HP Proliant DL380 servers, one for network services, file sharing and print services, one serves as a domain controller and the last is for domain name services (DNS) for the building. There is also a wireless controller with access points situated throughout the building for wireless network access in all areas of the building. (Appendix D).

High School – The High School campus poses a unique topology as it consists of five buildings. The Red Building serves as the information hub with a fiber connection box connecting to Cisco and 3Com switches, the iPrism content filter, digital signage device, network monitoring device, the voice over IP telephone system and Cisco wireless controller. The Red Building provides a connection to the other four buildings. The Green building houses the district’s email server, domain controller, domain name services server, and load balancer. Each building’s connectivity is provided through on-site Cisco switches that provides connectivity to each classroom and also connects to the building’s wireless access points situated throughout each building. (Appendix E).

Hardware

All UPA instructional staff members have been issued a laptop to increase access and productivity. Support staff members have access to either a laptop or desktop depending on their primary job function. Each campus has been upgraded with new hardware within the last two years. At each campus, classroom equipment such as mobile carts (with a minimum of 17 laptops), desktops in each classroom, Elmo document camera carts, Smartboard interactive whiteboards, iPads used by our Special Student Services team, and Smart Reponse systems (clickers) can be used for teaching and learning.

Table 5: Hardware by Campus

Campus	Hardware						
	Wireless Slate	Mobile Carts	Desktops	Elmo Carts	Smartboards	iPads	Response Systems
<i>Ellen Thompson</i>	6	3	94	3	20	2	3
<i>Mark Murray</i>	3	3	107	3	17	2	3
<i>Middle School</i>	4	3	84	8	10	1	4
<i>High School</i>	6	8	14	8	17	3	4

Each campus has access to network print and copy machines that allows staff to reproduce, scan, fax, email and print classroom materials.

Software

University Preparatory Academy strives to keep an up-to-date catalog of software for technology integration, productivity and network management. The server operating systems for our Windows environments are Microsoft Windows 7 Server while the Apple servers' operating system is Mac OS X Snow Leopard 10.6. The district also uses Symantec Backup Exec version 12D.

Each campus has a general software listing consisting of an operating system, internet browser, educational software and productivity tools available to students.

Table 6: Software listing by campus (general) for student computers

Ellen Thompson	Mark Murray	Middle School	High School
Mac OS X Snow Leopard 10.6			
Safari			Windows XP Professional
Microsoft Office 2008			Internet Explorer
iPhoto			Microsoft Office Student
Garage Band			Adobe Reader
Kid Pix Deluxe 4			Adobe Flash Player
Kidspiration 3			Windows Media Player
iTunes			Google Earth
NWEA Test Taker			NWEA Test Taker
Fast Math			Symantec Endpoint Protection
Scholastic Enterprises			Symantec Ghost
Google Earth			Skype
Adobe Reader			Book Titled Interactive CD where available
Quicktime Player			
EM Games			

Student Information System

The district uses PowerSchool as its student information system. UPA instructional staff members uses PowerTeacher, a component of PowerSchool, to record attendance, discipline and grades, produce student progress reports, and view student information. The district also uses a component of PowerSchool to support its lunch program. This component records meals, accounts for lunch funds and meals consumed. Through the Parent Portal, parents are able to view their student's progress and lunch account in real-time at any computer with an internet connection. In 2012, the district will be launching PowerAnnouncement (BLI) messaging system to increase communication with parents through email communications.

Telecommunications

Currently, the district's phone and internet services are provided by Windstream. The district applies for Universal Service Fund discounts to assist in maintaining the telecommunications and internet services for the district. There are voice-over-IP systems at the Ellen Thompson, Mark Murray and High School campuses through a 3Com phone system. The Middle School uses a standard Comdial phone system. The district's phone system represents a legacy system that is in need of updating from the infrastructure to the handsets.

The district also provides cellular phone services for its administrative team and department heads. Currently, this service is provided by a Government contract with Verizon Wireless that includes the cellular service as well as internet access. These phones are utilized for district business only which allows the administrative team to be accessible at all times.

Future Needs

The I.T. Department has projected the following areas for improvement to the district's infrastructure to improve instruction and support student learning.

- Continue to apply for Universal Service Fund (E-rate) discounts for telecommunications to support the district's infrastructure.
- Migrate to the updated Internet system to increase bandwidth provided by Windstream. This will increase the connection speed across the campuses making information more quickly accessible.
- Replace and increase the wireless access points throughout the district to increase accessibility.
- Implement on-site firewalls for increased control over network traffic and ports. This will be helpful with blocking and unblocking needed ports for specialized software and websites.
- Based on compatibility with district software, upgrade the operating systems for the servers and computers throughout the district. The district's goal is to keep all systems and devices up-to-date.
- Upgrade phone systems and handsets for each campus to create a district phone network for better communication across the district and the community as a whole.
- Seek funding and create multimedia labs for Middle and High School campuses for more accessibility to technology for our students.
- Remove all legacy equipment (eMacs, thin clients, MS desktops and overhead projectors).
- Add an Information Technology Support Technician to the I.T. Team to be in accordance with the Michigan Technology Staffing Guideliness.
- Implement Sharepoint services for increased access for teachers and staff.

The district will continue with a replacement cycle of three (3) years for teacher laptops and student classroom computers.

Technical Support

The UPA Information Technology Department consists of an Information Technology Director, a Network Support Technician and two (2) full-time Information Technology Support Technicians.

The Information Technology Director is responsible for the Information Technology department and the district's technology program including but not limited to the acquisition and maintenance of new equipment, overseeing vendor contracts, providing technical expertise and consultation, implementing and monitoring the technology plan, upholding policies and procedures, and coordinating professional development initiatives.

The Network Manager assumes all responsibilities for the administration and maintenance for the district’s infrastructure (servers, content filters, switches, wireless controllers, firewalls, etc.) as well as escalated help desk tickets.

The Information Technology Support Technician assumes all responsibilities for desktop, application and end user support. A technician has been to each location to ensure each campus has adequate support.

Future Needs - The Michigan Technology Staffing Guidelines was designed to help school districts determine the recommended numbers of technology support staff based on the number of devices, software, staff members, training needs, instructional support, administrative support, management and environmental factors. Based on these factors, the district needs a total of 5.88 people to support the district’s technology program. Due to budget constraints, the district has not been able to add to the I.T. Team.

Table 7: Timetable – Infrastructure Need/Technical Specifications & Design

Project	Begin Date	End Date	Responsible Party
Upgrade connectivity system from McCleod to Windstream to increase bandwidth and speed	7/12	9/12	I.T. Team
Upgrade phone systems and handsets at each school to streamline into district phone system	7/12	6/14	I.T. Team
Purchase firewall to increase network traffic and port control	7/12	6/13	I.T. Team
Remove eMacs and all thin clients	7/13	9/13	I.T. Team
Purchase iMacs for Ellen Thompson campus (replacing eMacs)	7/13	9/13	I.T. Team
Upgrade Mac operating systems to Lion OS	7/12	6/13	I.T. Team

Disaster Recovery Plan

University Preparatory Academy maintains a backup and disaster recovery plan. To ensure data reliability, the district backs up all network files and email on a daily basis.

SECTION 12 – INCREASE ACCESS

University Preparatory Academy has worked diligently using the 2009-2012 Educational Technology Plan to increase access for our students and staff. In the last three years, the district has been able to utilize Title I funding to purchase interactive whiteboards, document camera carts, student laptop carts, response systems and equipment for parent kiosks at the Middle and High School. The district will be have interactive whiteboards in all core curriculum classes by September 2012. The E-rate Priority 2 Project has also afforded the district with the opportunity to upgrade to a wireless network across our campuses, as well as upgrade our switches and data ports. The district has also invested in iPads for the Special Student Services team to use with their students as well as utilizing Wayne RESA consultants regarding assistive technologies for students with special needs.

The district plans to continue expanding its offerings to include:

- 1:1 Student Laptop Programs for Middle and High School students
- Multimedia Labs for Middle and High School campuses
- More iPads and assistive technology applications for students with disabilities
- Redesigning the district's website

IV. FUNDING AND BUDGET

SECTION 13 – BUDGET AND TIMETABLE

Goal:

Research and acquire additional funding resources to further invest in new technology, equipment upkeep and replacement, staffing and professional development for staff.

3-Year Technology Budget Plan			
	2012-2013	2013-2014	2014-2015
Salaries/Benefits	224,000	230,720	237,641
Hardware/Networking Costs	100,000	110,000	120,000
Maintenance/Service Costs	25,000	25,000	25,000
Licensing Agreements	30,000	30,000	30,000
Software and Curriculum Support	15,000	15,000	15,000
Professional Development	21,000	23,000	25,000
Technical Support	6,000	6,000	6,000
Total	421,000	439,720	458,641

**The timetable is represented in each relevant area.

SECTION 14 – COORDINATION OF RESOURCES

The district coordinates sources for funding through federal, state and local resources, in addition to the district's general fund to acquire technologies and implement the activities of the technology plan. The district recognizes that it must aggressively seek additional funding sources to maintain current technology and to invest in future technologies, therefore, the Technology Committee will seek out competitive and non-competitive grant sources.

V. MONITORING AND EVALUATION

SECTION 15 – EVALUATION

The District Technology Committee will meet quarterly to review and evaluate the progress of the technology plan. The subcommittees will be utilized to further develop implementation strategies and make revisions as needed. A formal review will be conducted every six (6) months to reflect any new developments, processes or procedures that may affect the district's technology integration goals; and to ensure continued alignment with the District Improvement Plan. Evaluations will be conducted in the form of an annual staff survey to provide feedback on the quality of technical support, reliability of systems, and suggestions for improvement. Staff will also be given the Technology Skills Inventory Assessment annually to gauge skills, knowledge and level of technology integration.

SECTION 16 – ACCEPTABLE USE POLICY

Children’s Internet Protection Act (CIPA) Compliance

The University Preparatory Academy has and will continue to comply with the requirements of the Children’s Internet Protection Act, as codified at 47 U.S.C. § 254(h) and (l). The district is committed to assuring the safe conduct of all students while online and has a comprehensive policy about the proper use of our technological resources.

Content Filtering

To ensure compliance with district policies and to maintain a positive school environment, the schools use content filtering devices to block and filter access to and from the Internet from pornographic and obscene sites and material called iPrism Web Security. The Information Technology Department oversees the administration of iPrism Web Security and manages the blocking and unblocking of websites; and monitors and manages Internet traffic for the district. The department alerts the district administration to any attempts to access and/or violate the acceptable use policy through this system.

Acceptable Use Policy

The board-approved Acceptable Use Policy is reviewed annually with staff, students and parents. It is a component of the Student and Staff Handbook which must be acknowledged and signed by all district employees and students. The handbooks are also available on the district website. Adherence to the Acceptable Use Policy is monitored by the information technology staff and administration for staff; and by teachers and administration for the students.

Educating Student Community

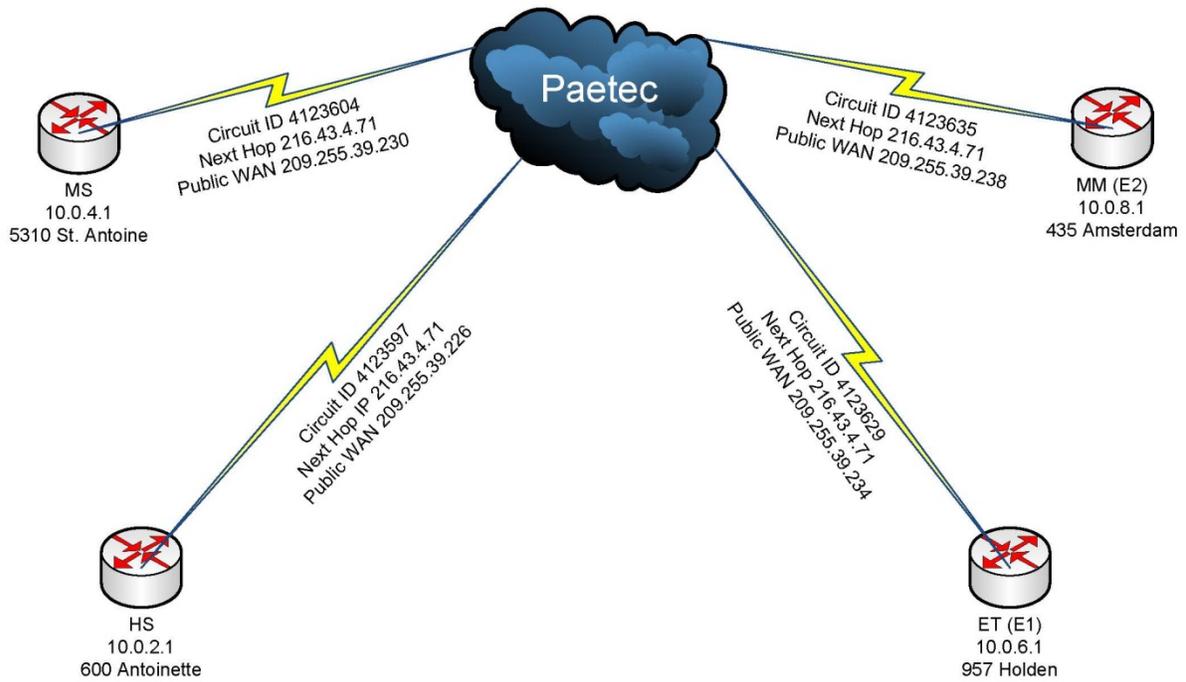
Our K-5 students are taught about appropriate behavior online through the Technology Curriculum, while the 6th-12th grade students have reinforcement of appropriate representation online through the Learning through Internship program.



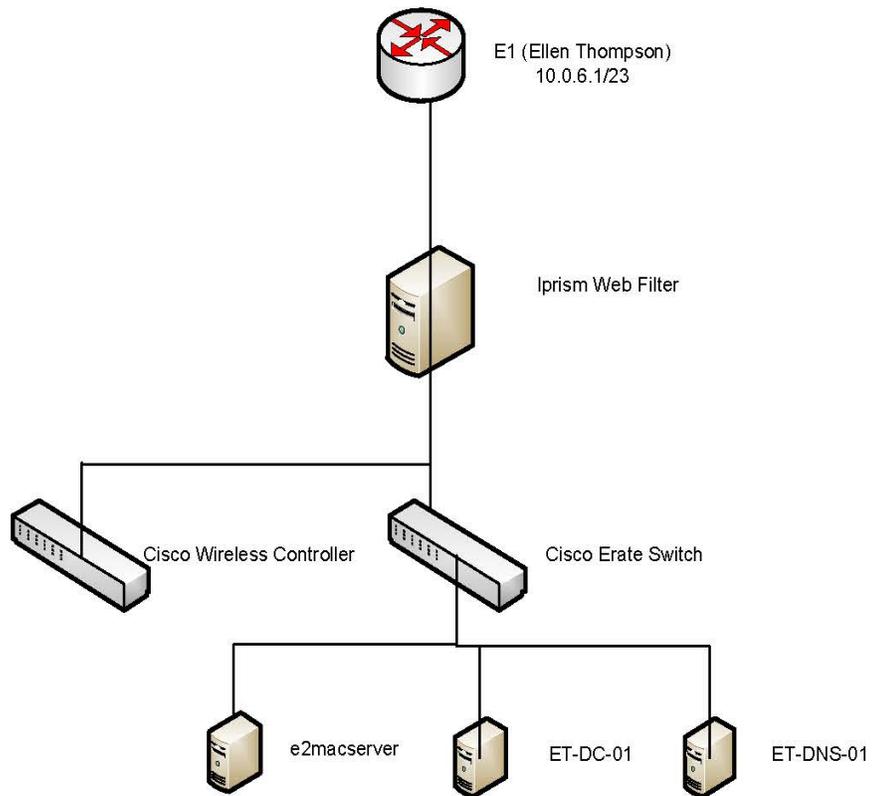
DISTRICT TECHNOLOGY COMMITTEE

D. Nicole Crumpton	Director	Information Technology
Benjamin Allen	Data Director	District
Benjamin Curran	Teacher	Ellen Thompson
Aquan Miles	Teacher	High School
Kendra Caralis	Teacher	High School
Pamela Fisher	Teacher	Middle School
Brian Davis	User Support Technician	Information Technology
Eric Williams	User Support Technician	Information Technology
Theresa Henderson-Jackson	Director	Student Development

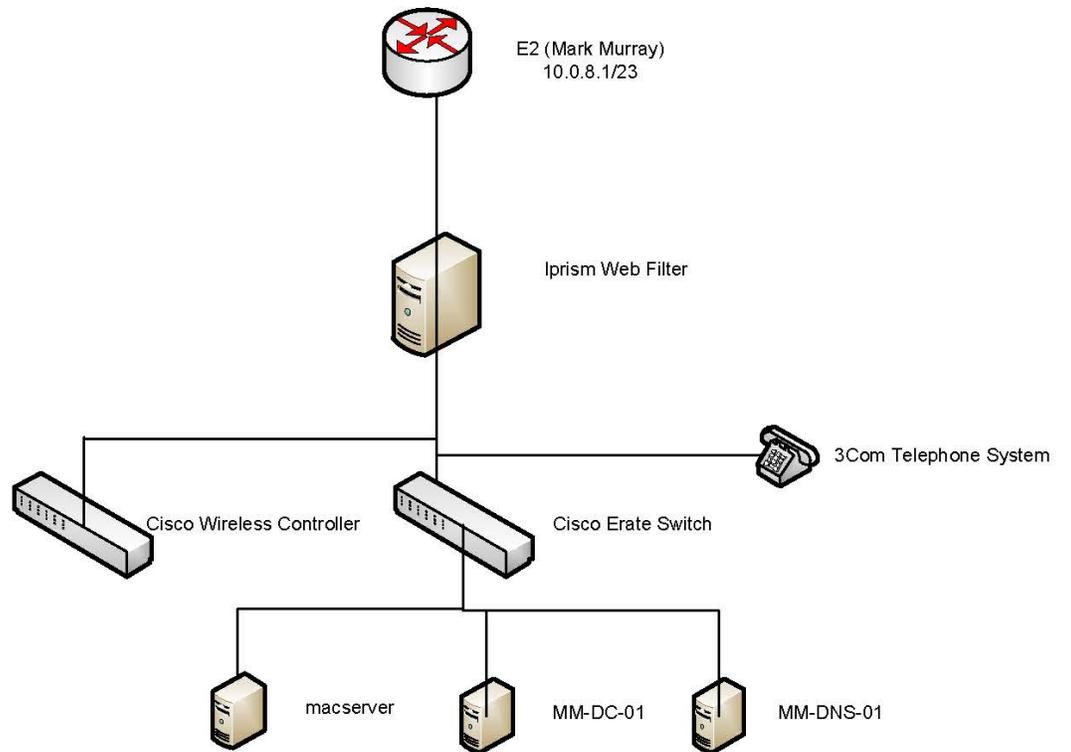
Appendix A: UPA - Wide Area Network



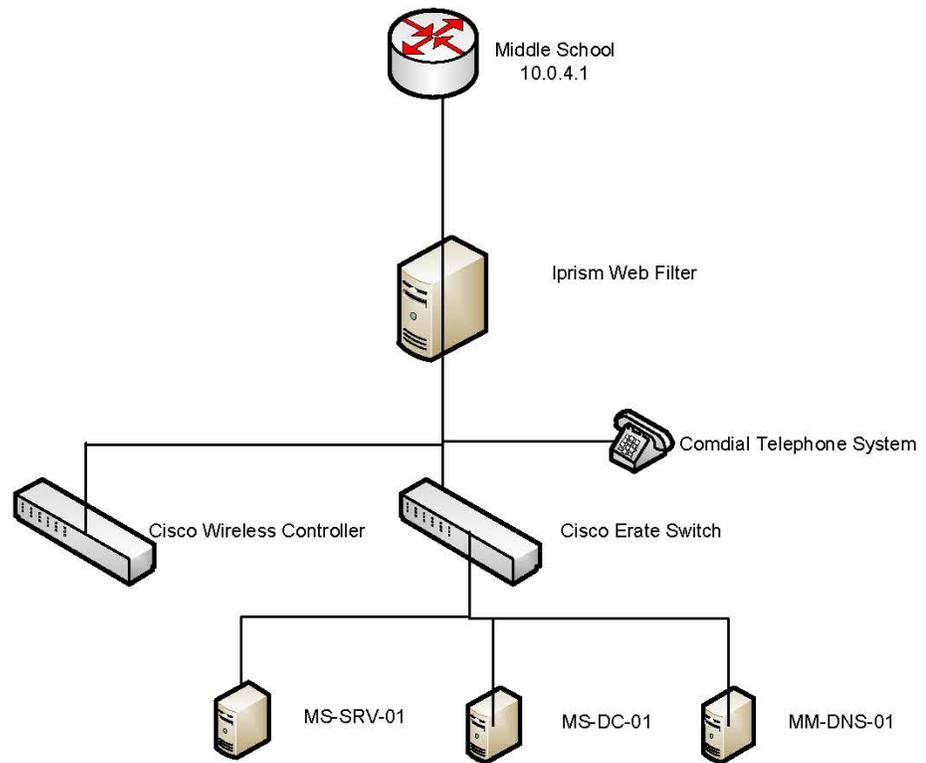
Appendix B: Ellen Thompson - Local Area Network



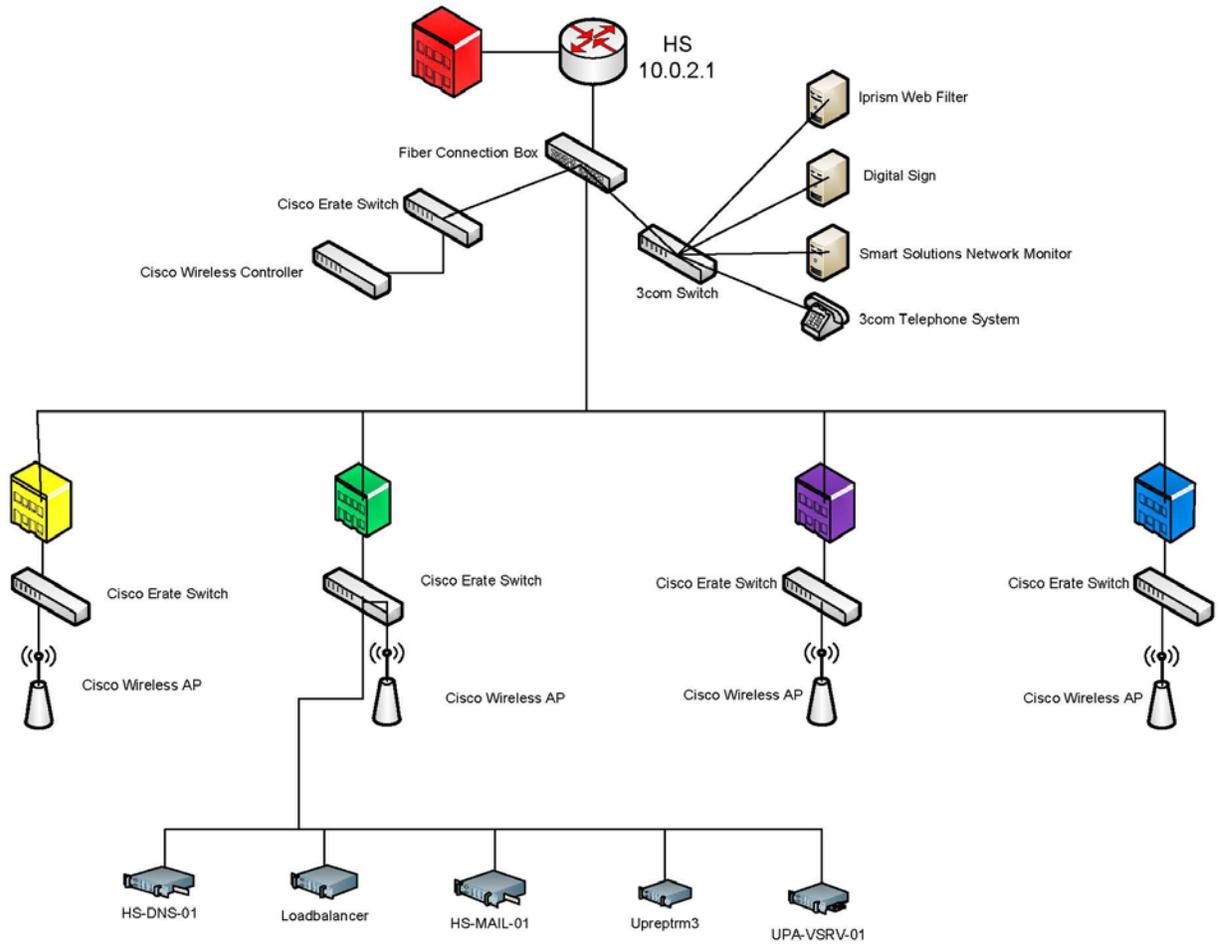
Appendix C: Mark Murray - Local Area Network



Appendix D: Middle School – Local Area Network



Appendix E: High School – Local Area Network



Last Updated: 12/19/2011
Eric Williams

Appendix F: Student Acceptable Use Policy

University Preparatory Academy ACCEPTABLE USE POLICY INFORMATION TECHNOLOGY RESOURCES

The school's information technology resources, including email and Internet access, are provided for educational purposes. University Preparatory Academy encourages and strongly promotes the use of technology in the educational community. To ensure students, staff and parents can take full advantage of available technologies, all technology use in the district must be properly authorized, adhere to district policy, and be in support of and consistent with the purposes and stated goals of the school district. The district fully understands and is in compliance with all regulations of the **Children's Internet Protection Act (CIPA)**. As such, the district utilizes the iPrism Internet filtering system to monitor and block internet traffic and content.

Adherence to the following policy is necessary for continued access to the school's technological resources:

Students must

1. Respect and protect the privacy of others.
 - o Use only assigned accounts.
 - o Not view, use, or copy passwords, data, or networks to which they are not authorized.
 - o Not distribute private information about others or themselves.

2. Respect and protect the integrity, availability, and security of all electronic resources.
 - o Observe all network security practices, as posted.
 - o Report security risks or violations to a teacher or network administrator.
 - o Not destroy or damage data, networks, or other resources that do not belong to them, without clear permission of the owner.
 - o Conserve, protect, and share these resources with other students and Internet users.

3. Respect and protect the intellectual property of others.
 - o Not infringe copyrights (no making illegal copies of music, games, or movies!).
 - o Not plagiarize.

4. Respect and practice the principles of community.
 - o Communicate only in ways that are kind and respectful.
 - o Report threatening or discomfoting materials to a teacher.
 - o Take good care of all resources and report any problems to a teacher as soon as discovered.
 - o Not intentionally access, transmit, copy, or create material that violates the school's code of conduct (such as messages that are pornographic, threatening, rude, discriminatory, or meant to harass).
 - o Not intentionally access, transmit, copy, or create material that is illegal (such as obscenity, stolen materials, or illegal copies of copyrighted works).
 - o Not use the resources to further other acts that are criminal or violate the school's code of conduct.
 - o Not send spam, chain letters, or other mass unsolicited mailings.
 - o Not buy, sell, advertise, or otherwise conduct business, unless approved as a school project.

Students may, if in accord with the policy above

1. Design and post web pages and other material from school resources.
2. Use direct communications such as IRC, online chat, or instant messaging with a teacher's permission.
3. Install or download software, if also in conformity with laws and licenses, and under the supervision of a teacher.
4. Use the resources for any educational purpose.

Consequences for Violation. Violations of these rules may result in disciplinary action, including the loss of a student's privileges to use the school's information technology resources.

Supervision and Monitoring. School and network administrators and their authorized employees monitor the use of information technology resources to help ensure that uses are secure and in conformity with this policy. Administrators reserve the right to examine, use, and disclose any data found on the school's information networks in order to further the health, safety, discipline, or security of any student or other person, or to protect property. They may also use this information in disciplinary actions, and will furnish evidence of crime to law enforcement.

I ACKNOWLEDGE AND UNDERSTAND MY OBLIGATIONS:

Student Signature

Student Printed Name

Date

Parent Signature

Date

Parents, please discuss these rules with your student to ensure he/she understands them.