

Wayne County ISD

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Ross-Hill Academy (K-8)
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Ross-Hill Academy

3 - Year Strategic Technology Plan Updated for July 2014 – June 2017

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Ross-Hill Academy

3 - Year Strategic Technology Plan Updated for July 2014 – June 2017

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Introductory Material - SECTION 2

Mission Statement

The mission of Ross-Hill Academy is to provide each student with an excellent learning experience that will enable them to:

- Meet and progress upon the challenges of higher education, especially in the areas of math and science;
- Function cooperatively in a social learning environment; and
- Successfully contribute their own individuality as an asset to society.

We accomplish our mission first and foremost by creating and maintaining a safe and family-oriented atmosphere conducive to learning.

Introduction

Ross-Hill students and staff strive for education against the most strenuous odds, given that our school site serves many of the state's most disadvantaged and under-achieving students and families, with virtually no access to the types of technologies that can be found in many of our state's wealthier schools and districts. Ross-Hill operates a single building site, currently located at 3111 Elmwood, within one of the city of Detroit's most poverty stricken neighborhoods. Renovations of our future site, located at 2601 Ellery, are in process. Our current enrollment is nearly 125 students with 8 teachers. Our student population consists of a high percentage of at-risk and disadvantaged students. As a public school academy we have created a vision and plan of how technology can positively impact our school, community and the future lives of our students. Our future site remains within the same region of our current location, only a few blocks away, in order that we may continue service within the community.

The Academy began integrating technology into instruction during our first year of operations. Acquiring and setting up our main computer lab, including installing the necessary hardwiring and other networking infrastructure, took roughly one full year to complete. The Academy continues to maintain PC's for teachers in each classroom; and a centralized administration, all fully networked. Most recently, our Academy has implemented the following:

- Upgraded the computer lab with new student computers;
- Upgraded one of two student mobile *laptop* stations at our K-8 site with new student laptops, equipped with wireless internet access and computer tracing software security;

- Availability of classrooms' access to two mobile lab stations for personal "in class" student workstations, equipped with wireless internet access to allow teachers extended use of academic learning through technology.
- Acquired four whiteboards at the K-8 site and three multimedia projectors (two equipped for wall mounting);
- Acquired student and teacher licenses for PLATO and Study Island- aligned with the Michigan Curriculum Content Standards and Benchmarks; new PC's for teachers of core subject areas to efficiently support the implementation of online learning; and technology support for implementing the Smarter Balanced and MAP online assessments.
- Participated in the pilot Smarter Balanced online testing through MDE.
- Strengthened and increased professional development for effective analysis of students' assessments in areas of academic growth and individual academic needs; and continued the annual provision of a month of free web-based professional development in technology through University of Michigan Flint's K-12 Professional Development & Continuing Education to all staff, available 24 hours per day throughout the month for self-paced learning, to enhance efficient usage of technology in instructional and operational settings.
- Continued the usage of the school district's web-based student information system, PowerSchool, for the full usage of the grade book capabilities, lunch program and MDE reporting of student data.

This document defines those areas of the Technology Plan that are unique to our individual Academy.

Vision and Goals - SECTION 3

Vision

The vision of Ross-Hill Academy is to be a major contributor among southeastern Michigan school districts. We endeavor to enhance technological advancements by offering the necessary foundation for our children.

The profile of the average Ross-Hill Academy student justifies and strengthens our educational mission to offer high quality educational services to a population that has traditionally been disadvantaged both academically and economically. We accomplish this through the provision of a safe and family-cooperative learning environment, the use of highly trained staff, and a dedicated administration. At Ross-Hill Academy the “norm” of the learning environment shall be the integration of modern technology in daily academic achievement within all classrooms and available to all students. This in turn shall equip our students for success as major contributors in society, amidst the technological advancements and demands both within and outside the regions of higher education and employment, and therefore, encompasses the overall vision of the Technology Team and program.

Goals

Our highest priority over the next three years is to enhance our students’ access to academic support through technology and core subject applications; and provide most efficient use of academic technological support to the instructional staff. This will provide for greater, more efficient use of technology to successfully meet core coursework expectations and Michigan Educational and Technology Standards and Expectations throughout their K-8 learning experience at Ross-Hill Academy and, in effect, will also provide for more efficient technology usage among the staff and administration district wide. We must strive to equip our students with the abilities to successfully meet the challenges of the 21st century workplace and lifestyle. The following goals emphasize our students’ technological needs as our priority:

- We shall increase the school district’s internet bandwidth to support the vast increase in K-8 students’ and teachers’ usage of academic web-based applications; and to more efficiently provide the capabilities necessary to keep up with instructional, including online assessments, informative, communicative and administrative needs of today’s educational institutions.
- We shall strive to acquire and maintain, district-wide, the most effective technology environment through the availability of upgraded Windows and Microsoft applications, thereby providing students with daily utilization of the most modern tools for today’s PC user environment (allowing for necessary upgrades of system components such as Adobe Reader, Java, etc.), as well as more effectively equipping staff and administration.
- We shall maintain our district-wide student information system by adding and/or modifying programming to more efficiently accommodate various state reporting

requirements, and data; and implement the parental portal for online academic communication.

- We shall continually strive to improve upon students' technological experience with upgrades and/or additions to the computer lab, the two student mobile laptop stations and teachers' classroom and web-based applications and equipment (e.g.: whiteboards). This will provide greater opportunity for successful, daily hands-on learning and various assessment tools throughout the school year, in both the classroom setting and the computer lab setting. Recent assessment scores and the move to online MEAP assessments prove this to be both very beneficial and required for student learning in today's academic environment.
- We shall emphasize and encourage dedication among our instructional staff in further integrating technology as a daily, integral instructional tool at all core subject levels. Our strategy is to maintain the current online academic tools – PLATO and Study Island and to continue depending upon and encouraging the expertise and input of the instructional staff in the selection(s) of academic software and/or website applications utilized for instructional support. This will assure the district of obtaining highly effective, content-related, user-friendly applications which may be regularly included in teachers' lesson plans and instructional implementation, and which are in alignment with the Michigan Curriculum Content Standards and Benchmarks, as well as Educational Technology Standards and Expectations, thus resulting in improved academic achievements of all K-8 students.

Other goals include enhanced instructional and administrative technology through the upgrading of equipment and/or computers to allow for efficient deployment of instructional and school administrative functions and requirements. This shall also serve to attract and encourage parental involvement by increasing the number of efficient "teacher supported" work stations available during our after-school program hours, parent-teacher conferences and/or other school related activities.

These goals shall provide more opportunity for students to strengthen their knowledge and application of core subject contents, while simultaneously increasing their technological skills. This strategy is developed to promote student growth by (i) increasing the percentage of students meeting "satisfactory" requirements of classroom production and assessment tests; as well as, (ii) increasing the percentage of students surpassing Michigan Department of Education standards of achievement, thereby resulting in greater self-confidence, decreased retention, increased state-wide high school graduation ratio; and enhanced employee satisfaction. Each of these factors has the potential to contribute greatly to the success of the district's School Improvement Plan and Report Card.

The vision and goals of this 3-year Technology Plan support and maintain our school's mission and will have a strong impact upon the success of our students. They encompass the following objectives:

- Enhance and extend the whole learning process of daily classroom instruction, as well as "before-school" accessibility to technology and after-school tutoring through technology.

- Offer “secure” access to a variety of teacher requested, classroom-specific academic applications which will enhance the effectiveness of individual classroom learning settings, to support core curriculum guidelines and requirements.
- Prepare 8th grade graduates with the technology skills for success at the high school level.
- Attract greater student satisfaction and utilization of online learning, to avoid the possibility of student frustration and/or failure during online assessments.
- Improve school and system management through technology while reducing teacher administrative workloads, thereby maximizing the time teachers spend on teaching and learning activities.
- Increase dedication and abilities of instructional staff in the daily implementation of learning through technology, resulting in more effective fulfillment of MDE’s Educational Technology Standards and Expectations.
- Increase involvement, participation and inter-connectivity to educational processes and environments, by parents, businesses, educational institutions and other community agencies and organizations.
- Better prepare and equip students for success at institutions of higher learning and in meeting the increasing demands of business and industry in the 21st century skilled workforce.

Successful implementation of the above goals will maintain and enhance a functional culture of technology within Ross-Hill Academy conducive to our long-term vision of technology as the “norm,” strongly supporting our school’s mission. By joining together we shall both increase and improve upon the technological resources available to the communities we serve, maximizing the number of students, families and community members who may directly benefit from this long-term plan.

I. CURRICULUM

A. Curriculum Integration - SECTION 4

Curriculum Integration

Yearly results from student assessment data indicate a strong need for focus on all core curriculum areas. More often than not, students begin their enrollment at our school performing one or more grade levels below satisfactory standards in core academic subject areas. Therefore, our primary focus of curriculum integration is in the core academic areas of reading, mathematics, science and social studies. The Academy's educational goals and objectives, as required in our charter school application and contract, are aligned with the Michigan Curriculum Content Standards and Benchmarks, including Educational Technology Standards and Expectations.

Providing the technical infrastructure, including hardware, software and staff training continues to be a main ingredient for improving academic achievement of our students and achieving our mission and objectives. Our Academy's academic administrators shall continue to work with individual teachers to identify curriculum areas of greatest need through in-depth standardized assessments, effective use of data driven student analysis, on-going teacher and staff planning meetings, parent workshops, and administrative evaluation of the school's program implementation as contained in our charter school application and contract. We shall maintain our emphasis of mathematics, science and technology – integrating this focus across all curriculum areas - and couple this environment with a strong emphasis on parental involvement which will help us to empower families and increase the likelihood that their children will succeed in school.

Goals and Strategy Alignment

Teaching and learning materials, including software, hardware and other equipment, that correspond to our stated mission and educational goals are selected by our instructional staff and are in alignment with Michigan Curriculum Content Standards and Benchmarks and Educational Technology Standards and Expectations, and are the determining factor for improvements and enhancements throughout our school district. Goals will be sought through collaborative efforts of administrative support with reasonable technology integration requirements, core and specialized instructional staff input, lesson planning, and the availability and enhancement of technical support at each building site.

Educational Goals

- To promote student growth, enabling students in grades **3-8** to test at or above grade level on standardized assessments after attending our Academy for more than three years.
- To promote and emphasize diverse ways of K-8 learning through online learning, providing for greater opportunity in fulfilling high school graduation requirements within the targeted four (4) high school years.

- To develop in each student self-confidence, pride and self-respect, along with socially acceptable character and concern for others.
- To build school, parent and community collaborations that support our educational mission and goals.
- To offer specialized programs in computer technology, math and science to further enhance each student's marketability for future entrance into the best and more advanced high schools.

Educational Strategies

- Students shall continue receiving pre- and post- assessment of mastery in the core subject areas of English/Language Arts, Math, Social Studies and Science as measured based on the Michigan Model Content & Standards, online (through MAP, or other comparable assessment application) and manually.
- “Student Growth” shall be evaluated on an ongoing basis for improved MEAP and MAP web-based assessments with a focus on returning students improving their academic performance; and the goal of all students performing at or above the satisfactory levels defined by Michigan Department of Education. The Academy will continue striving for the highest academic achievements of all students in all areas.
- Computer-based academic applications shall aid in the improvement of students’ ability to apply problem-solving and critical thinking skills as demonstrated by a consistent and positive approach to their academic, social and cultural learning experiences.
- The increased access to technology shall increase student proficiency, as applies to learning, conducting research, creating projects, problem-solving, and communicating with others.
- Instructional staff shall be provided with greater technological resources and opportunity for effective teaching and sharing successful classroom/pupil strategies for utilizing technology within core and specialized subjects. Administration shall promote and encourage greater instructional collaboration among core and specialized staff members; and the Technology team shall provide and maintain efficient, resourceful support of school technology.

Outcomes

- “Student Growth” – teachers will focus on pupils’ academic achievement, aligning class and individual lesson plans aimed at utilizing academic web-based and/or software applications for all students including, but not limited to, educationally disadvantaged pupils.
- Stimulate innovative teaching through a variety of learning methods.
- Teachers’ evaluations shall include class utilization of technological resources as an incentive for regular use of online learning.
- Instructional staff will continue as the determinants of academic software and/or web-based applications as learning and support tools for students.

I. CURRICULUM
B. Student Achievement - SECTION 5

Strategies to Improve Student Learning via Technology Integration

With our primary infrastructure and a variety of technological academic resources in place, our focus is directed at further enhancing technology across all operating environments of Ross-Hill Academy, including enhancing current teaching and learning activities through increased bandwidth for more efficient use of technology, and upgrading and improving business applications for administrative functions and compliance efforts, all to allow for more successful deployment of student academic learning, student online assessments and public internet and/or remote communications. The following describes our technology integration:

- Teachers shall utilize both the computer lab and student mobile laptop work stations to integrate Study Island and PLATO applications regularly within lesson plans as supporting and/or supplementary academic lessons, activities, games, tutoring, etc. Administrators shall continue working with teachers in planning the most effective technology environment for online assessments, with emphasis on the new upcoming online MEAP. Primary skill areas will continue to include word processing, spreadsheets, multimedia development, desktop publishing, and other basic applications.
- The school district shall enhance its network environment by assuring the appropriate bandwidth capacity for fast, efficient access to applications (including their necessary systems tools) utilized by students, staff and parent users, giving highest priority to technical needs for online assessments; and shall strive towards the availability of whiteboards within each classroom.

Timeline

The above strategies include the following targeted timelines for acquisition, upgrades or enhancements. Full implementation of instructional technology includes teacher/staff training, integration in teacher lesson plans and teaching practices, along with regular, successful student/teacher usage, maintenance of necessary bandwidth and IT support for online assessments; as well as ongoing evaluation of user access, utilization and student academic progress.

Program / Area	Full Implementation
Increase district wide bandwidth, ongoing as needed	One Year
Windows and Microsoft upgrades	Two Years
New laptops for student mobile workstations (for laptops greater than six years, approx. 16), with land or wireless internet access	Three Years
Three new whiteboards with compatible pc's for teachers	Three Years

I. CURRICULUM

C. Technology Delivery - SECTION 6

Strategies for Specialized Courses

We shall continue the focus of identifying and establishing distance and/or online learning opportunities between other educational service providers and/or partner schools; and strive for the most effective online experience, especially at the middle school level, targeting and in compliance with the Michigan Department of Education K-8 standards. Strategies include:

- Deploy assistive and adaptive software/applications, as needed, to serve students with special needs.
- Emphasize the Academy's web-based courseware programs, increasing and enhancing special areas including: career exploration, aptitude and attitude assessment, test-taking, etc.
- Emphasize and increase opportunities for middle-school students to qualify for future Advance Placement courses.
- Strive towards providing an effective Alternative or Enhanced Education Program for students exhibiting greater achievement in a non-traditional learning environment.
- Partner with other schools, regional centers or institutions of higher learning for the possibilities of distance-learning opportunities.
- Explore the possibility of partnering with other schools for sharing teachers, specialized instructors and outside resources via distance-teaching.

The privacy and security of students' and family personal demographic data shall continue to be a high priority in the adoption and implementation of all vendor applications outside the realms of state and intermediate educational applications.

I. CURRICULUM

D. Parental Communications & Community Relations - SECTION 7

Strategies for Parental/Community Involvement

Our Academy prides itself on encouraging, supporting and sustaining high levels of parent involvement. Parent orientations are held annually to introduce new and prospective parents to our staff and programs, including available and/or prospective technology. Regularly scheduled parent/family and community activities, held throughout the year, enable us to keep families and the community informed and involved. Positive, professional and appropriate parent and community communications shall continue to be one of our primary goals. Strategies include:

- Continue the distribution of monthly newsletters, notes sent home to parents, and information available on the school's website.
- Provide family members with opportunities to work with their children in school labs and/or classrooms; and free internet access to family members enrolled in adult education or higher education institutions during our afterschool sessions with "technical aids" for internet search and operation functions.
- Enable parents to meet with teachers during parent-teacher conferences, at classroom computer workstations (or computer labs) to review courseware and programs utilized for classroom instruction.
- Utilize marketing strategies for increasing parental/family participation and community involvement, including offering various learning opportunities in computer lab settings with qualified technology "user help" instructors.
- Continue the distribution of information on local agencies and libraries that offer public access to the Internet.
- Continuing the promotion of annual Career Days, encouraging more host visitors from the technology and business sector, including parents, family members and friends of students, as well as the community.
- Provide classroom specific and/or student specific internet accessibility to parents via the Academy's website and/or student information system as regular and current communication tools.

I. CURRICULUM

E. Collaboration - SECTION 8

Strategies for Adult Literacy Program Development or Collaboration

Our Academy shall implement research and development for the purpose of re-incorporating effective and well attended adult computer learning session(s) during After-school and/or Weekend programs. One evident fact in disadvantaged, low-income communities is the task of inciting strong interest and participation in adult academic support programs, as well as consistently strong parent participation during regularly scheduled school meetings. Efforts shall be made to develop strategies focused on increasing adult interest and participation. This program may include regular visits of community guests, such as local corporate hiring agents or representative hosts from local job fairs, community professionals, entrepreneurs and parents/family members who have successfully acquired both technology skills and employment. We shall deploy attractive communications utilizing marketing strategies implemented through school newsletters, parent/family notices, school website and other available community communications.

Goals include, better equipping the family to aid their children in academic learning in today's technology environment, better assuring students with self-confidence for future success in adulthood; and equipping adults to be effective users in our fast-paced, ever-advancing technology environment. Our school district's long-range goal is to offer a certified GED program, to contribute to decreasing the ratio of non-high school graduates throughout the community, especially heads-of-households. The strengthening of our academic/technological K-8 program during this current plan, coupled with the realization of student and family growth through effective technology, shall better equip our district to expand into a full-blown adult literacy program.

I. CURRICULUM

F. Professional Development - SECTION 9

On-Going and Sustained Training

Our goal is to maintain professional development opportunities in technology for staff and administrators throughout the school district. A great percentage of training occurs during our annual 2-Week Professional Development immediately preceding each new school year. The process of technology and instructional training and awareness shall continue to be a major determining factor of all software, web applications and other district technology, especially those acquired for instructional purposes. Training occurs prior to implementation of new products or applications and throughout the school year as determined necessary, including refreshment training.

These three years shall emphasize online and/or computer-based professional development requirements for teachers focusing on setting the groundwork for successful implementation of integrating technology in learning. Professional Development strategies include, but are not limited to, the following:

- The district shall continue providing web-based, self-paced technology training opportunities through University of Michigan-Flint’s K-12 Professional Development & Continuing Education for acquiring and strengthening skills in various computer application areas, such as, but not limited to:
 - Microsoft applications
 - Intro to K-12 Teaching Online
 - Blackboard
 - Developing Curriculum for Online Programs

The timeline and strategy for setting the groundwork for integrating technology in learning includes:

1st Year Instructors: “Intro to K-12 Teaching Online” (required); plus, all other basic and advanced online sessions shall be available for training, improvement or review as needed or desired.

Returning Instructors: 1st year Returning Instructors – “Developing Curriculum for Online Programs” (required); plus, all other basic and advanced online sessions shall be available for training, improvement or review as needed or desired. 2nd year (or more) Returning Instructors: all basic and advanced sessions available through UofM-Flint shall continue to be offered for individual training, improvement or review, as needed or desired; at least one session shall be required each year.

Additional training for integrating online learning in the curriculum shall continue to be sought and may be implemented within this plan’s three year period.

- Training of staff members in the use of current and forthcoming systems and/or applications, as applicable to their roles and responsibilities as teachers, office staff, lunch staff, etc., to enhance school/teacher management and record keeping, including but not limited to, PLATO, Study Island and PowerSchool/PowerTeacher.
- Training and periodic small group workshops, for uses of instructional and/or remedial applications, data analysis, growth patterns, etc.

The Ross-Hill Academy technology team, in collaboration with Administration, School Improvement Team and/or other designated instructional staff members, shall strive to ensure adequate technical training and support necessary for instructional, administrative and other staff to enable successful implementation and on-going application of curriculum, food program and business/office technology applications and software. Emphasis shall be placed on the awareness of MDE Technology Plan, TEACHING FOR LEARNING IN A DIGITAL AGE. In addition, based on yearly standardized assessment results (including MEAP/MAP trend data) and as part of our continuous improvement process, instructional staff shall identify additional training needs unique to our Academy, which may change from year to year. Staff needs shall be assessed as relates to applicable guidelines such as, the National Educational Technology Standards (NETS) and International Society for Technology in Education (ISTE), for the purpose of attaining and/or maintaining staff proficiency in meeting the needs of students and parents. Once prioritized, training workshops and activities are determined, presented for budget approval and added to the school calendar.

II. PROFESSIONAL DEVELOPMENT

G. Supporting Resources - SECTION 10

Strategies and Supportive Resources

The following are strategies to ensure successful and effective uses of technology:

- Maintain at least one administrative staff person knowledgeable in technology and responsible for learning or awareness of most functions related to its deployment and use. This staff serves as a primary contact for interacting with all outside vendors and/or consultants, including helping to train other staff, once they are trained.
- Ensure that one or more staff attends technology-related training sessions and workshops offered by Wayne RESA or other education entities and agencies, as well as product related training sessions.
- Contract with outside vendor(s) responsible for maintaining our network and equipment.
- Seek outside technology and educational consultants for un-biased evaluation of the district's network environment, communication technology, student information system, and educational technology and office management systems.
- Provide staff with materials defining staff and student technology policies and procedures.
- Encourage staff in accessing online Help when available through product resources.
- Explore, identify and recommend on-line and web-based training modules to increase knowledge and strengthen staff skills that enhance the ability to meet the needs of our Academy.
- Provide staff with information on links to on-line resources including Teacher Networks, the U.S. Department of Education, the Michigan Department of Education, and others.
- Include evaluations of staff training sessions and staff application and cooperation, within the overall evaluation and analysis of technology software/ applications, and the implementation phases of technology throughout the school.
- Include evaluations of (1) student access and student usage of educational technology during classroom hours, before- and afterschool sessions, and summer school sessions; and (2) access and usage of school/district management applications implemented for increased instructional time and necessary regulatory data.

III. INFRASTRUCTURE, HARDWARE, TECHNICAL SUPPORT AND SOFTWARE

H. Infrastructure Needs/Technical Specification, and Design - SECTION 11

Current Infrastructure

Ross-Hill Academy is connected via 100 Mbps cable line. Internet service is provided by Comcast with assigned IP addresses connected through one Cisco routers. Local and long distance telecommunications are provided by Michigan Bell and AT&T for telephone usage needed in the daily operations of the school district. All classrooms and offices are wired for Internet and network access. A wireless network to support wireless laptops has also been implemented. Our district houses and supports an email, web, file/print, and a firewall server. All servers are using Microsoft Advanced Server 2008 R2. Microsoft Exchange 2008 is used for the email server, and Microsoft Internet Security and Acceleration Server (ISA) 2006 is used on the firewall server. All Internet traffic is filtered through a Barracuda Content-Filtering appliance used to restrict access to unauthorized or inappropriate web-sites.

The school is equipped with a computer lab consisting of 22 PCs workstations for K-8 students; and two wireless student mobile carts containing a total of 27 wireless laptops with computer tracing software computer security. The lab and carts are available to all classes and students in Kindergarten through 8th grades. The lab and laptops help with classroom and homework assignments, research, remediation, accelerated skills.

Internet and network functionality is provided to all PCs in the labs, teacher PC's in each classroom, students' mobile station laptops and school administrative offices. Internet access is used by staff and students to use several online academic web applications such as PLATO and Study Island academic. In addition, the administrative staff and teachers use a cloud based web application (PowerSchool) for its student information system which is integrated with the daily food program to provide various reporting capabilities and record management allowing for more efficient administrative capabilities.

Acquisitions

Telecommunications are an integral part of the operations of the school district. Technologies of all types must be maintained in the operational, as well as the curriculums providing daily "hands-on" opportunities on the most modern and up-to-date applications for all students, advanced instructional tools for teachers, and current applications utilized by administrative and office staff. Plans are in process to transfer all existing telecommunications and technology resources upon completion of renovations and regulatory approvals of the new school site located at 2601 Ellery, Detroit, Michigan. By enhancing the technologies available to students in the core and/or specialized classrooms and integrating them in classroom instruction, we can provide for and inspire

both our students and staff in reaching new heights. Recommendations from instructional administrators, teachers and technology consultants help in on-going evaluation of which existing or emerging enhancements may be considered for acquisition as enhancements to the existing infrastructure.

Technological accessibility, efficiency and academic support - for all of our Academy's students - is our highest priority during this 3-year plan. Acquisitions needed to upgrade and enhance our current infrastructure include:

- Efficient internet bandwidth to support the increase in students' regular and ongoing access to various academic web applications and online assessments, in addition to the daily school office and administrative duties;
- Windows and Microsoft upgrading required to allow for up-to-date internet/software systems (e.g. Adobe Reader, Java, etc.), resulting in more efficient and effective student computer learning, as well as staff and administrative capabilities for daily necessities and reporting; and
- Replacement of approximately 16 student laptops, greater than six years aged, to assure more efficient access and support of students' academic applications.
- Purchase of three new whiteboards with compatible pc's for teachers' classroom usage.

Our long-term goal (spanning into the next 3-year plan) is to acquire and/or maintain up-to-date PC's and laptops district wide, allowing for the availability and efficient usage of the most current technologies in academic applications used by students and instructional staff, and school operational applications, all with full internet capabilities for fast, efficient access to academic software, web applications and sites which support course/subject content, thereby enhancing and increasing the overall availability of effective student and staff technology usage, district-wide. Our timeline is as follows:

School Year	Student Technology	Instructional Technology	Administrative Technology
2014/2015	Increased bandwidth, as necessary, district wide.	Increased bandwidth, as necessary, district wide.	Increased bandwidth, as necessary, district wide.
2015/2016	Most current Windows/Microsoft Office district wide.	Most current Windows/Microsoft Office district wide.	Most current Windows/Microsoft Office district wide.
2016/2017	Replace 16 old laptops for student mobile labs; maintaining land or wireless internet access and computer tracing software security.	Acquire three new whiteboards with compatible pc's;	

Strategies to Identify Infrastructure Needs and Determine Interoperability

We employ four main strategies to identify our infrastructure needs and to determine interoperability among the components.

1. We shall rely on educational agencies, contractors and outside consultants to keep us abreast of changing technologies and to help us evaluate on an on-going basis, which existing or emerging enhancements we might consider adding to our existing infrastructure.
2. We utilize our contracted vendors and technology consultants to ensure interoperability between existing components and any new additions we might desire or be required to add.
3. We shall structure research and analysis of both quantitative and qualitative data, for effective decision making regarding technology needs, purchases and training to maintain and enhance instructional and communicative effectiveness in the fast paced realm of technological changes.
4. We shall seek continuous improvements in the analysis of student, staff and other stakeholder feedback in order to measure effectiveness, satisfaction and success of existing and new services and technology.

Technical Support

Technical support ensures that over time, all technological systems can be sustained and maintained at a functioning level.

1. Staff persons (Ross-Hill Academy Tech team) are available to provide daily support, are knowledgeable in technology and are responsible for learning most functions related to its deployment and use. These staff members serve as primary contacts for recommending academic applications, interacting with outside vendors and consultants for technical support, guidance, recommendations and assuring accessibility of operable computers, internet, websites, etc. The Tech team is also responsible for coordinating technical training with the instructional administration.
2. Technical support services are contracted to maintain and upgrade the network, servers and student information system. They also ensure interoperability of equipment and web application requirements, recommend upgrades and acquisitions, and inform us of needed upgrades and changes to the network.

III. INFRASTRUCTURE, HARDWARE, TECHNICAL SUPPORT AND SOFTWARE

I. Increase Access – SECTION 12

Strategies to Increase Access for Students and Teachers

As a small school district, our primary strategy to increase access to technology for both students and teachers is to deploy technology “into each classroom for daily and regular activity.” As our main infrastructure is now in place, achieving increased functionality throughout the facility and transferring full functionality to the new school building site once renovations are completed is a primary focus during the next three years.

- Increase and maintain the school district’s bandwidth to provide faster and more efficient internet capabilities.
- Purchase approximately sixteen (16) new student laptops to replace outdated laptops which will allow for efficient access to the latest academic applications.
- Maintain the computer lab’s available to students, teachers and other staff, maintain the two students’ mobile laptop labs, maintain teachers’ classroom PC’s and whiteboards.
- Identify other resources including federal grants, foundations and the business community for assisting the Academy with continued technology deployment.
- Donate operable, replaced PC’s/laptops to students.
- Inform parents and students of public places within our geographic area that provide free internet access and/or free use of computers, including our Academy’s afterschool and weekend sessions, and other educational entities such as MetroConnect, which provides access to computers at several other school sites throughout Detroit.

IV. FUNDING AND BUDGET

J. Budget and Timetable – SECTION 13

Budget

The following budget is based on a projected growth estimate of 300 students and 25 staff members, resulting from the move into the renovated school building.

ESTIMATED BUDGET DETAIL: ROSS-HILL ACADEMY				Based on estimated 3% yearly increase; or estimated student enrollment of:		
Item	Cost	Qty	Base Cost	150	225	300
				2014/15	2015/16	2016/17
110 Supplies and Materials						
Consumable supplies per student	\$ 35	300	\$ 10,500	\$ 10,500	\$ 10,815	\$ 11,139
Consumable supplies for pc's and printers	100	98	9,800	9,800	10,094	10,397
110 Software						
Study Island/Plato	53			7,950	11,925.00	15,900
Everyday Math	16			2,400	3,600	4,800
Think Stretch	16			2,400	3,600	4,800
Computer Tracing software	125	16	2,000	-	-	2,000
110 Hardware						
PC purchases (student laptops)	950	16	15,200	-	-	15,200
Whiteboard purchases w/pc's	3,750	3	11,250	-	-	11,250
Printers/other hardware	250	10	2,500	2,500	2,575	2,652
220 Purchased Services						
Teacher/Staff training (annual)	350	25	8,750	8,750	9,013	9,283
Administrative training (annual)	400	2	800	800	824	849
260 Purchased Services						
Network operating licenses	500	12	6,000	6,000	6,180	6,365
Phone services	255	12	3,060	3,060	3,152	3,246
280 Purchased Services						
Powerschool program license	2,900	1	2,900	2,900	2,987	3,077
Technical support contract	19,200	1	19,200	19,200	19,776	20,369
Anti-virus filtering subscriptions	1,110	1	1,110	1,110	1,143	1,178
Other network/software licenses	2,000	1	2,000	2,000	2,060	2,122
Technical support contract	25,200	1	25,200	25,200	25,956	26,735
Hardware						
Server/Network related hardware	650	1	650	650	670	690
Total Estimated Costs				\$ 105,220.00	\$ 114,369.10	\$ 152,051.42
Less: Discounts (includes coordination with e-rate and other grant dollars)			11,069	9,710	10,001	10,301
Estimated Grand Total				\$ 95,510	\$ 104,368	\$ 141,750
Total Estimated State Aid: General Fund	\$ 7,333			\$ 1,100,000	\$ 1,649,999	\$ 2,199,999
Percent of Local Funding Dedicated to Technology				8.68%	6.33%	6.44%
Percent of Total Funding Dedicated to Technology				9.57%	6.93%	6.91%

Timeline

Our Academy has target timeframes for several activities unique to our school.

Area	Item	Target Completion
Acquisition and Full Implementation	Increased bandwidth district wide.	2014/2015
	Most current Windows/Microsoft district wide	2015/2016
	Replacement of student laptops, more than six years aged	2016/2017
	Three new teacher whiteboards with compatible pc's	
Professional Development	The district's student information system (PowerSchool/PowerGrade)	Yearly and On-going, including review, for all staff, as applies to responsibilities
	Teacher Training (all academic applications)	Yearly and On-going, including review
	Incorporating Technology into Classroom Instruction	Yearly and On-going, including review, for all applicable staff
	Internet Use: Policy, Practice and Regulatory guidelines	Yearly and On-going, including review, for all applicable staff
Interoperability	Choosing and integrating added technology components	Yearly and On-going: provided by outside consultants and vendors.
	Inventory of all components	Yearly
	Outside Technology Consultations	Periodic
	District Website requirements and enhancements	Ongoing
Maintenance	Upkeep and regular maintenance.	Regularly and On-going

IV. FUNDING AND BUDGET

K. Coordination of Resources - SECTION 14

Coordination Strategies

Resources through federal, state and local sources are sought and coordinated using a team approach. Our school Administrators, vendors and Technology Team meet to develop annual budgets, educational programs and/or technology plans. As required, formal adoption of budgets and approval for any significant program changes and major purchases are provided by the Board of Directors. These processes generally take place at, or prior to the beginning of the school year, but may also occur throughout the school year. Current resources include monthly state aid, available educational resources and/or outside donations.

V. **MONITORING AND EVALUATION**

L. **Evaluation - SECTION 15**

In addition to the very specific strategies outlined in the plan, our Academy will also implement additional steps to monitor and evaluate effectiveness. The rate and range of student achievement in core academic areas will have the highest priority when determining the effectiveness of any strategy. Evaluations will be performed by the collaborative efforts of Administration, the School Improvement Team, Technology Team, designated teachers and/or any other staff members. The evaluation process and strategies include:

- Ongoing analysis of student usage of technological resources and acquisitions.
- Analysis of teacher and staff usage of technological resources and acquisitions, annually.
- Analysis of student achievement data on an ongoing basis by teachers.
- Year to year trend data of student achievement in core academic subjects for student groups, disaggregated by all categories required under federal law, and also disaggregated by teachers.
- Quarterly reports to our authorizer, regulatory reports to the Michigan Department of Education and/or Wayne RESA, as well as periodic reports to the Board of Directors by the Instructional Administrator(s).
- Feedback from teachers, students, instructional administrators, technology team and technology vendors.
- Periodic analysis from outside technology and/or educational consultants.

Un-met goals will be evaluated by Administration and members of the technology team and technology vendors, as applicable, to determine where modifications and/or corrections are needed, along with measures and methods which may assist in the avoidance of re-occurrences.

Comprehensive monitoring and evaluation of equipment, hardware, internet access, etc. shall be provided by technology vendors.

V. **MONITORING AND EVALUATION**

M. Acceptable Use Policy - SECTION 16

The Academy has adopted an Acceptable Use Policy applicable to each of the MDE Educational Technology Standards and Expectations grade divisions (K-2; 3-5; 6-8), conforming fully to federal law. In order to monitor compliance, the Academy will take the following steps:

- Explore the use of software that enables full, yet simple, computer access logs.
- Maintain and update blockage of known non-acceptable websites through the IT team (vendors).
- Provide internet training materials to staff and students which focus on safety and privacy issues, with emphasis on FERPA and CIPA
www.michigan.gov/documents/FERPA_34CFR99_119434_7.pdf.
www.fcc.gov/guides/childrens-internet-protection-act
- Post Student/Staff Internet-Safety and Use Rules throughout the school and website.
- Publish school district policy for staff and student computer and internet usage.
- Explore training opportunities for staff on how to monitor students' use of the computer.
- Ensure the inclusion of the Acceptable Use Policy in the Parent/Student Handbook, school website, and other forms of communication mediums shared with students, families and teachers.
- Ensure inclusion of the provisions for violation of the Internet Use Policy in the Student Discipline Policy and Code of Conduct; and staff Employee Handbook.

Following is the staff/student Acceptable Use Policy.

Ross-Hill Academy Acceptable Use Policy

Ross-Hill Academy is providing students access to the district's electronic network. This network includes internet access, computer services, computer equipment and related equipment for educational purposes. The purpose of this network is to assist in preparing students for success in life and work in the 21st century by providing them with electronic access to a wide range of information. This document contains the rules and procedures for staff and students' acceptable use of the Ross-Hill Academy electronic network.

Ross-Hill Academy prioritizes protection of all students. School district policies have been developed to enforce guidelines and precautions set forth in FERPA (Family Educational Rights and Privacy Act) and CIPA (Children's Internet Protection Act). Staff, students and families are encouraged to become familiar with these regulations to better enable compliance and protection of students. The user interface for information contained on Ross-Hill's Internet/Intranet/Extranet-related systems should be classified as either confidential or not confidential, as defined by the school district, Wayne RESA, Michigan Department of Education and Federal Department of Education confidentiality guidelines. Examples of confidential information include but are not limited to student/family sensitive data regulated by FERPA, school district or building administration data, management company related. Staff should take all necessary steps to prevent or avoid unauthorized access to this information. For further regulatory information visit:

www.michigan.gov/documents/FERPA_34CFR99_119434_7.pdf.
www.fcc.gov/guides/childrens-internet-protection-act

- The Ross-Hill Academy electronic network has been established for a limited educational purpose. The term "educational purpose" includes classroom activities, career development, and limited high-quality self-discovery activities.
- The Ross-Hill Academy electronic network has not been established as a public access service or a public forum. Ross-Hill Academy has the right to place reasonable restrictions on material that is accessed or posted throughout the network.
- As technology is integrated in the daily educational curriculum, internet access may be a common privilege for students. Parents/guardians opposed to this permission should notify the school immediately. **Student access is a privilege — not a right —** and may be revoked due to inappropriate use.
- Due to the widespread common usage of internet within educational institutions, it is presumed that staff and students will honor this agreement. The district is not responsible for the actions of students who violate them beyond the clarification of standards outlined in this policy.
- The District reserves the right to monitor all activity on this electronic network. Staff and students will indemnify the district for any damage that is caused by inappropriate use of the network.
- Files stored on the network are treated in the same manner as other school storage areas, such as lockers. Staff and students should not expect that files stored on district servers are private.
- Staff and students are expected to follow the same rules, good manners and common sense guidelines that are used with other daily school activities, as well as the law, in the use of the Ross-Hill Academy electronic network.

General Unacceptable Behavior

While utilizing any portion of the Ross-Hill Academy electronic network, unacceptable behaviors include, but are not limited to, the following:

- Staff and students will not post information that, if acted upon, could cause damage or danger of disruption.
- Staff and students will not engage in personal attacks, including prejudicial or discriminatory attacks.
- Staff and students will not harass another person. Harassment is persistently acting in a manner that distresses or annoys another person. If a student is told by a person to stop sending messages, they must stop.
- Staff and students will not knowingly or recklessly post false or defamatory information about a person or organization.
- Staff and students will not use obscene speech or speech in the course of committing a crime such as threats to the president, students, staff members or the school, instructions on breaking into computer networks, child pornography, drug dealing, purchase of alcohol, gang activities, threats to an individual, etc., nor in any manner participate in any appearance which may construe criminal intent.
- Staff and students will not use speech that is inappropriate in an educational setting or violates district rules.
- Staff and students will not abuse network resources such as sending chain letters or "spamming."
- Staff and students will not display, access or send offensive messages or pictures.
- Staff and students will not use the Ross-Hill Academy electronic network for commercial purposes. Students will not offer, provide, or purchase products or services through this network. Staff will adhere to district policy in obtaining appropriate authorization of such.
- Staff and students will not use the Ross-Hill Academy electronic network for political lobbying. Students may use the system to communicate with elected representatives and to express their opinions on political issues, with approval of content/language and authorization by their instructor for academic learning purposes.
- Staff and students will not attempt to access non-instructional district systems, such as the student information systems or business systems. Staff and students will not attempt access to any school district systems or files outside of their specific job-related technical and administrative privileges.
- Staff and students will not use any wired or wireless district network (including third party internet service providers) with equipment brought from home. Example: The use of a home or personal computer on the district network.
- Staff and students will not use district equipment, network, or credentials to threaten employees, students or others, or cause a disruption to the educational program.
- Staff and students will not use the district equipment, network, or credentials to send or post electronic messages that are abusive, obscene, sexually oriented, threatening, harassing, damaging to another person's or organization's reputation, or illegal.
- Any use that violates public safety or compromises the privacy of legally protected school, administrative, staff, student, resident or citizen information.
- Hacking systems and databases or acting to disrupt systems or cause unnecessary network congestion or application delays.
- Use of any remote control software on any internal or external host personal computers or systems not specifically set up by Ross-Hill Academy technology staff or contractors, using methods authorized or unauthorized by standard or policy of the school district or law.

E-Mail (Note: Ross-Hill Academy does not grant privileges for student E-mail accounts.)

- E-mail for staff may be provided through the school district. Staff is responsible for adherence to all federal, state and local internet and/or criminal regulations.
- Staff is responsible for professional conduct which respects the legal and moral rights of all students, families, staff members and the Ross-Hill Academy school district.

Telnet and FTP (Note: Telnet and FTP are typically not given to students)

- Telnet and FTP services may or may not be available to students. However, all aspects of this policy are applicable to material accessed or downloaded.

Message Board/Usenet Groups (Note: This access is not typically given to students)

- The district may provide access to selected newsgroups that relate to subjects appropriate for educational use. Messages posted locally that are in violation of this policy will be removed. The district reserves the right to immediately terminate an account for misuse of message boards or Usenet groups.

Real-time, Interactive Communication Areas (Note: Chat rooms are normally blocked)

- Students may use chat or instant messaging, but only under the direct supervision of a teacher to support educational activities with approval by school administration.

Web Sites

- Elementary and Middle School Level - Access to information for students on the web will generally be limited to prescreened sites that are closely supervised by the teacher and/or administration.
- Elementary and Middle School Level - Group pictures without identification of individual students are permitted. Student work may be posted with either student first name only or other school-developed identifier (such as an alias or number).
- High School Level - Access to information for students on the web will generally be provided through prescreened sites and in a manner prescribed by the school.
- High School Level - Students may be identified by their full name with parental approval. Group or individual pictures of students with student identification are permitted with parental approval.
- Material placed on any Ross-Hill Academy general, classroom, or student Web pages are expected to meet academic standards of proper spelling, grammar and accuracy of information and school policy, with approval by the district.
- Material (graphics, text, sound, etc.) that is the ownership of someone other than the school or staff member or student may not be used on web sites unless formal permission has been obtained from the owner(s) and the appropriate school official(s) in accordance with school policy.
- All Ross-Hill Academy student web pages require authorization and should have a link back to the home page of the classroom or school district website.
- Parents reserve the right to object to web publishing of materials identifiable to their child(ren). Staff should take responsible measures towards assuring parental agreement.

Students Personal Safety

- **Students will not share personal contact information about themselves or other people.** Personal contact information includes address, telephone, school address, or work address.
- **Students will not disclose their full name or any other personal contact information for any purpose.**
- **High school students will not disclose personal contact information,** except to education institutes for educational purposes, companies or other entities for career development purposes, or without specific building administrative approval.
- **STUDENTS WILL NOT AGREE TO MEET WITH SOMEONE THEY HAVE MET ONLINE.**
- Students will promptly disclose to the teacher, the supervising staff member, principal or school office any message received that is inappropriate or makes the student feel uncomfortable.

System Security

- Staff and students are responsible for individual accounts and should take all reasonable precautions to prevent others from being able to use them. Student passwords shall be assigned

by teachers. Staff temporary passwords shall be assigned by members of the Technology Team and changed to secret personal passwords upon logon. Under no conditions should staff or students provide their password to another person.

- Staff and students must immediately notify a teacher or the system administrator if they have identified a possible security problem. Staff and students should not go looking for security problems, because this may be construed as an illegal attempt to gain access.
- Staff and students will not attempt to gain unauthorized access to any portion of the Ross-Hill Academy electronic network. This includes attempting to log in through another person's account or access another person's folders, work, or files. These actions are illegal, even if only for the purposes of "browsing".
- Staff and students will not make deliberate attempts to disrupt the computer system or destroy data by spreading computer viruses or by any other means. These actions are illegal.
- Users will not attempt to access Web sites blocked by district policy, including the use of proxy services, software, or Web sites.
- Users will not use sniffing or remote access technology to monitor the network or other user's activity.

Software and Files

- Software is available to be used as an educational resource. No staff or student may install, upload or download software without permission from the district technology department.
- A staff or student's account may be limited or terminated for intentional misuse of software or other applications on any district-owned equipment.
- Files stored on the network are treated in the same manner as other school storage areas, such as lockers. Routine maintenance and monitoring of the Ross-Hill Academy electronic network may lead to discovery that a staff or student has violated this policy or the law. Staff and students should not expect that files stored on district servers are private.

Technology Hardware

- Hardware and peripherals are provided as tools for use for educational purposes. Staff and students are not permitted to relocate hardware (except for some portable devices), install peripherals or modify settings to equipment without the consent of the district technology department. Please check with the district technology department prior to relocating portable devices.

Vandalism

- Any malicious attempt to harm or destroy data, the network, other network components connected to the network backbone, hardware or software will result in cancellation of network privileges. Disciplinary measures in compliance with the district's discipline code and policies will be enforced.

Plagiarism and Copyright Infringement

- **Staff and students will not plagiarize works found on the Internet.** Plagiarism is taking the ideas or writings of others and presenting them as if they were their own.
- Legal policies on copyright will govern the use of material accessed and used through the district system.
- Copyrighted material will not be placed on any system without the author's permission. Permission may be specified in the document, on the system or must be obtained directly from the author.

Videoconference

- Videoconferencing is a way that staff and students can communicate with other students, speakers, museums, etc. from other parts of the country and the world. With videoconferencing equipment, users can see, hear, and speak with other students, speakers, museum personnel, etc., real-time.

- Videoconference sessions may be videotaped by school personnel or by a participating school involved in the exchange in order to share the experience within ours or their building or district, when approved by district administration.
- Staff and students' voices, physical presence, and participation in the videoconference are transmitted to participating sites during each session. Parental notification and/or permission is required. Staff must notify the district administration for authorization. Legal rules and procedures relative to acceptable use and behavior apply during all videoconference sessions.

Student Rights

- Students' right to free speech applies to communication on the Internet. The Ross-Hill Academy electronic network is considered a limited forum, similar to the school newspaper, and therefore the district may restrict a student's speech for valid educational and moral reasons. The district may practice and requires the instructional staff to practice restraints and policy regarding appropriateness of communications through use of school-owned properties and school representation.
- An individual search will be conducted if there is reasonable suspicion that a student has violated this policy or the law. The investigation will be reasonable and related to the suspected violation.

Due Process

- *The district will cooperate fully with local, state, or federal officials in any investigation related to any illegal activities conducted through the district network.*
- In the event there is an allegation that a staff member or student has violated the district acceptable use regulation and policy, the staff/student will be provided with a written notice of the alleged violation. An opportunity will be provided to present an explanation before a neutral administrator (or staff/student will be provided with notice and an opportunity to be heard in the manner set forth in the disciplinary code).
- Disciplinary actions will be tailored to meet specific concerns related to the violation and to assist the student in gaining the self-discipline necessary to behave appropriately on an electronic network. Violations of the acceptable use regulation and policy may result in a loss of access as well as other disciplinary or legal action.
- If the violation also involves a violation of other provisions of other school rules, it will be handled in a manner described in the school rules. Additional restrictions may be placed on a student's use of his/her network account.

Limitation of Liability

- The district makes no guarantee that the functions or the services provided by or through the district network will be error-free or without defect. The district will not be responsible for any damage suffered, including but not limited to, loss of data or interruptions of service.
- The district is not responsible for the accuracy or quality of the information obtained through or stored on the network. The district will not be responsible for financial obligations arising through the unauthorized use of the network.

Violations of this Acceptable Use Policy

Violations of this policy may result in loss of access as well as other disciplinary or legal action. Staff shall be subject to applicable employment policy and procedures, and/or legal action and prosecution by the authorities. Students' violation of this policy shall be subject to the consequences as indicated within this policy as well as other appropriate discipline, which includes but is not limited to:

- Use of district network only under direct supervision
- Suspension of network privileges
- Revocation of network privileges
- Suspension of computer privileges
- Suspension from school

- Expulsion from school and/or
- Legal action and prosecution by the authorities

The particular consequences for violations of this policy shall be determined by the school administrators or school board, as applicable. School expulsion, employee termination, and/or legal action or actions may occur as appropriately determined by the school district, Department of Education regulations or other legal authorities.