

# Technology Plan

**Saginaw Preparatory Academy**  

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**73908**

**July 1, 2012 – June 30, 2015**



**SAGINAW**  
**PREPARATORY**  
A C A D E M Y

# TECHNOLOGY PLAN SUMMARY SHEET

District: Saginaw Preparatory Academy

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Years Covered by this plan: 2012 to 2015

Date of next state review (3 years from start date): June 30, 2015

Intermediate School District: Saginaw Valley State University

URL for Technology Plan:

[http://www.leonagroup.com/tech/2012\\_SPA\\_techplan.pdf](http://www.leonagroup.com/tech/2012_SPA_techplan.pdf)

<b>Table of Contents</b>	<b>Page:</b>
Description of District . . . . .	3
Technology Planning Team . . . . .	6
I.    Curriculum . . . . .	7
II.   Professional Development . . . . .	17
III.  Infrastructure/Tech Support/Hardware/Software . . . . .	20
IV.  Funding & Budget . . . . .	26
V.   Monitoring & Evaluation . . . . .	28

(For a description of the required elements in a Technology Plan

<http://techplan.org/>

# Saginaw Preparatory Academy

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## District Profile

Saginaw Preparatory Academy- 73908  
5173 Lodge St  
Saginaw, Michigan 48601  
(989) 752-9600

Managed by  
The Leona Group, L.L.C.  
4660 S. Hagadorn Road, Suite 500  
East Lansing, Michigan 48823  
(517) 333-9030

School Leader: Debra Jones  
<http://www.leonagroup.com/saginawprep>



## School Buildings

- *Saginaw Preparatory Academy*  
*5173 Lodge Street*  
*Saginaw, MI 49601*

Saginaw Preparatory Academy is a public charter school located in Saginaw, Michigan. It is managed by The Leona Group, L.L.C., and a professional management service (PMS) with headquarters in East Lansing. Enrollment for the 2011-2012 academic year is currently 403 students in grades K-8. There are 22 full-time teachers assisted by additional support staff.

The school is located in an empowerment zone administered by the Federal government. Many of the students live in families headed by a single parent, usually the mother. At present, approximately 96% of our students participate in the free or reduced-payment lunch program.

Saginaw Preparatory Academy is a single-story brick building with 18 classrooms, 2 media centers which house computers, and a multi-purpose lunchroom. The school is kept in good repair, and various construction projects have been undertaken to improve and upgrade it in recent years.

## **Saginaw Preparatory Academy**

### **VISION AND GOALS**

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#### **District / School Mission Statement**

The mission of the Saginaw Preparatory Academy is to prepare students for academic excellence and responsible citizenship.

Strategies for Implementation:

- ❖ Provide constructivist teachers who are willing to adopt a “paradigm shift.”
- ❖ Design a curriculum that encourages students to persevere and resolve cognitive dissonance.
- ❖ Implement the State Core curriculum and align national educational standards.
- ❖ Recruit parents and community volunteers to assist in all aspects of the school.
- ❖ Provide an environment that exhibits courtesy, respect and the concern for self and others.

Saginaw Preparatory Academy’s technology planning initiative is largely due to the efforts of School Leader Debra Jones, current Director of Technology Rachael Parks and Vice President Javier Garibay, and the Board of Directors. Each year we continue the process of bringing our school up to date technologically as required in our School Improvement Plan. Our administration is strongly committed to using computers and other tools of learning. The school’s Technology Plan is closely aligned to the school’s School Improvement Plan.

It is our fervent hope that this plan will go a long way toward accomplishing our goals. We must continue our push to upgrade our hardware, utilize new software, tap into our human resources, and move Saginaw Preparatory Academy forward. It’s a monumental task, but a worthwhile one, and cooperative planning plays a significant part.

Major goals of the technology plan (related to long-term vision and school/district mission):

- Instill a strong technological confidence in students and staff
- Enhance the educational process with technology

Goals for district teachers and students:

- To provide experiences that build skills for future success
- To help everyone use computers, individually and in teams
- To increase our school community’s ability to use essential software: word processing, spreadsheet, and database

Guiding questions: Does the plan establish goals and a realistic strategy to improve student learning?

Our plan is detailed, specific, and practical. It addresses the needs of novices and experts, students and staff. This written plan provides for training and experiences which directly improve student achievement.

1. Required elements of a technology plan  
<http://techplan.org/>
2. State of Michigan Five Year Technology Plan  
<http://www.mde.state.mi.us/tplan/final.shtml>
3. National Educational Technology Standards Project  
<http://cnets.iste.org/>
4. Michigan Curriculum Framework  
<http://www.mde.state.mi.us/reports/>
5. Instructional Technology Across the Curriculum (ITAC)  
<http://cdp.mde.state.mi.us/ITAC/>
6. Technology content standards and benchmarks  
<http://cdp.mde.state.mi.us/MCF/ContentStandards/Technology/default.html>
7. Michigan Information Network (MIN) vision document  
<http://www.migov.state.mi.us/min/0-toc.html>
8. NSSE Indicators for Quality for information systems in K-12 schools (National Study of School Evaluation). Library of Congress Catalog No. 95-71988.1996
9. Guiding Questions for Technology Planning: North Central Regional Technology Education Consortium (<http://www.ncrel.org>)

## **DISTRICT TECHNOLOGY PLANNING TEAM**

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List the members of your district's technology planning team here:

<b>Name</b>	<b>Position</b>
• Rachael Parks	Technology Director
• Javier Garibay	Regional Vice President
• Debra Jones	School Leader
• Molly Rundell	Assistant School Leader
• Denise Winden	Instructional Coach
• Hailey Kuschel	Office Manager
• Jim Salliotte	Midwest Technology Manager
• George Matt	Technology Coordinator
• Patti Peterson	Technology Coordinator

# CURRICULUM

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It's not enough for computer access to be confined to a single room (the computer lab) for a single hour per week (computer class). The students and staff of Saginaw Preparatory Academy need to have this wonderful technology as part of their daily educational experience. They need to share information and projects, write stories and papers, and tap into science and social studies resources online. In short, they need to harness the power of computers and the Internet.

Saginaw Preparatory Academy believes that technology is an essential tool in promoting learning across all areas in a school's curriculum. It is also understood that technological literacy must be promoted within the context of the Academy's own goals and objectives, which are consistent with the State of Michigan's Technology Standards and Benchmarks and/or GLCE's.

There are two separate strands in technology education:

- Learning about technology
- Learning through technology

## GOALS

1. All students shall have access to computer instruction and usage. Our school plan provides an explanation of how students acquire technologies to integrate curriculum to enhance teaching, training and student achievement.
2. Students will have the availability of computers in the classroom as well as the computer lab and learning resource center.
3. Students will understand the impact of the computer on individuals and society by learning of its many capabilities.

4. Students will be taught that ethical decisions must be made in relationship to computer usage and the use of information generated by computer programs.
5. Students will learn to become selective in choosing and using the vast resources of information.
6. Students will be able to perform several different applications with the computer including: word processing, graphics, spreadsheets, and databases.
7. Students will be given opportunities to explore and experiment with the computer in structured and unstructured ways.
8. All teachers within the school shall be computer literate.
9. As our budget permits, we will replace outmoded computers with faster, updated models.
10. We will connect these new PC's with our existing computer lab network.
11. An additional Fiber connection will be installed to allow speedier Internet access.
12. The school leader and staff will receive training and educational software.
13. By participating with The Leona Group and our sister schools throughout Michigan in the Leona datacenter using Citrix, communication and procedures have been standardized.
14. Website filtering is in place for every computer with access to the Internet. An active firewall protects us from virus and hacker attacks.
15. All faculty members will utilize email to improve communications and teamwork starting in the fall of 2006.
16. The Leona Group newsletter "E-Talk" identifies, and exemplifies creative and innovative ideas using technology to promote learning. This fosters a healthy competitive atmosphere conducive to learning new strategies for integrating technology into the curriculum.
17. Internet Access is available in all the classrooms through a T1 line/cable modem.
18. Saginaw Preparatory Academy would like to provide Adult Technology training courses after-school hours or other community oriented services during the years 2009-2012.

## CURRICULUM OBJECTIVES

Our curriculum is based on state standards for technology content in the Michigan Curriculum Framework:

### **Standard 1 Using and Transferring**

All students will use and transfer technological knowledge and skills for life roles (family member, citizen, worker, consumer, lifelong learner).

**Standard 2****Using Information Technologies**

All students will use technologies to input, retrieve, organize, manipulate, evaluate, and communicate information.

**Standard 3****Applying Appropriate Technologies**

All students will apply appropriate technologies to critical thinking, creative expression, and decision-making skills.

**Standard 4****Employing Systematic Approach**

All students will employ a systematic approach to technological solutions by using resources and processes to create, maintain, and improve products, systems, and environments.

**Standard 5****Applying Standards**

All students will apply ethical and legal standards in planning, using, and evaluating technology.

**Standard 6****Evaluating and Forecasting**

All students will evaluate the societal and environmental impacts of technology and forecast alternative uses and possible consequences to make informed civic, social, and economic decisions.

**Grades K-2 – Technology standard and expectations:**

- Students understand that people use many types of technologies in their daily lives (e.g., computers, cameras, audio/video players, phones, televisions).
- Students identify common uses of technology found in daily life.
- Students recognize, name, and label the major hardware components in a computer system (e.g., computer, monitor, keyboard, mouse, and printer).
- Students identify the functions of the major hardware components in a computer system.
- Students discuss the basic care of computer hardware and various media types (e.g., diskettes, CDs, DVDs, videotapes).
- Students proofread and edit their writing using appropriate resources including dictionaries and a class developed checklist both individually and as a group.
- Students use various age-appropriate technologies for gathering information (e.g., dictionaries, encyclopedias, audio/video player, phones, and web resources).
- Students use a variety of age-appropriate technologies for sharing information (e.g., drawing a picture, writing a story).
- Students recognize the functions of basic file menu commands (e.g., new, open, close, save, print).
- Students identify common uses of information and communication technologies.
- Students discuss advantages and disadvantages of using technology.
- Students recognize that using a password helps protect the privacy of information.
- Students discuss scenarios describing acceptable and unacceptable uses of age-appropriate technology (e.g., computers, phones, 911, internet, email) at home or at school.
- Students discuss the consequences of irresponsible uses of technology resources at home or at school.
- Students understand that technology is a tool to help them complete a task.
- Students understand that technology is a source of information, learning and entertainment.

- Students can identify places in the community where one can access technology.
- Students know how to use a variety of productivity software (e.g., word processors, drawing tools, presentation software) to convey ideas and illustrate concepts.
- Students will be able to recognize the best type of productivity software to use for a certain age-appropriate tasks (e.g., word-processing, drawing, web browsing).
- Students are aware of how to work with others when using technology tools (e.g., word processors, drawing tools, presentation software,) to convey ideas and illustrate simple concepts relating to a specified project.
- Students will identify procedures for safely using basic telecommunication tools (e.g., e-mail, phones) with assistance from teachers, parents or student partners.
- Students know how to use age-appropriate media (e.g., presentation software, newsletters, work processors) to communicate ideas to classmates, families, and others.
- Students will know how to select media formats (e.g., text, graphics, photos, and video) with assistance from teachers, parents, or student partners, to communicate and share ideas with classmates, families and others.
- Students know how to recognize the Web browser and associate it with accessing resources on the internet.
- Students will use a variety of technology resources (e.g., DVDs, search engines, websites) to locate or collect.
- Students will interpret simple information from existing age-appropriate electronic databases (e.g., dictionaries, encyclopedias, spreadsheets) with assistance from teachers, parents, or student partners.
- Students can provide a rationale for choosing one type of technology over another for completing a specific task.
- Students discuss how to use technology resources (e.g., dictionaries, encyclopedias, search engines, websites) to solve age-appropriate problems.
- Students identify ways that technology has been used to address real-world problems (personal or community).

#### **Grades 3-5 – Technology standards and expectations:**

- Students discuss ways technology has changed life at school and at home.
- Students discuss ways technology has changed business and government over the years.
- Students recognize and discuss the need for security applications (e.g., virus detection, spam defense, popup blockers, firewalls) to help protect information and to keep the system functioning properly.
- Students know how to use basic input/output devices and other peripherals (e.g., scanners, digital cameras, video projectors).
- Students know proper keyboarding positions and touch-typing techniques.
- Students manage and maintain files on a hard drive or the network.
- Students demonstrate proper care in the use of hardware, software, peripherals, and storage media.
- Students know how to exchange files with other students using technology (e.g., e-mail attachments, network file sharing, diskettes, flash drives).
- Students identify which types of software can be used most effectively for different types of data, for different information needs, or for conveying results to different audiences.
- Students identify search strategies for locating needed information on the internet.
- Students proofread and edit writing using appropriate resources (e.g., dictionary, spell check,

grammar check, grammar references, and writing references) and grade level appropriate checklists both individually and in groups.

- Students identify cultural and societal issues relating to technology.
- Students discuss how information and communication technology supports collaboration, productivity, and lifelong learning.
- Students discuss how various assistive technologies can benefit individuals with disabilities.
- Students discuss the accuracy, relevance, appropriateness, and bias of electronic information sources.
- Students discuss scenarios describing acceptable and unacceptable uses of technology (e.g., computers, digital cameras, cell-phones, PDA's, wireless connectivity) and describe consequences of inappropriate use.
- Students discuss basic issues regarding appropriate and inappropriate uses of technology (e.g., copyright, privacy, file sharing, spam, viruses, and plagiarism) and related laws.
- Students use age-appropriate citing of sources for electronic reports.
- Students identify appropriate kinds of information that should be shared in public chat rooms.
- Students identify safety precautions that should be taken while on-line.
- Students explore various technology resources that could assist them in pursuing personal goals.
- Students identify technology resources and describe how those resources improve the ability to communicate, increase productivity, or help them achieve personal goals.
- Students know how to use menu options in applications to print, format, add multimedia features; open, save, manage files; and use various grammar tools (e.g., dictionary, thesaurus, and spell-checker).
- Students know how to insert various objects (e.g., photos, graphics, sound, and video) into word processing documents, presentations, or web documents.
- Students use a variety of technology tools and applications to promote [their] creativity.
- Students understand that existing (and future) technologies are the result of human creativity.
- Students collaborate with classmates using a variety of technology tools to plan, organize, and create a group project.
- Students use a variety of media and formats to create and edit products (e.g., presentations, newsletters, brochures, web pages) to communicate information and ideas to various audiences.
- Students identify how different forms of media and formats may be used to share similar information, depending on the intended audience (e.g., presentations for classmates, newsletters for parents).
- Students use Web search engines and built-in search functions of other various resources to locate information.
- Students describe basic guidelines for determining the validity of information accessed from various sources (e.g., web site, dictionary, on-line newspaper, DVD).
- Students know how to independently use existing databases (e.g., library catalogs, electronic dictionaries, encyclopedias) to locate, sort, and interpret information on an assigned topic.
- Students perform simple queries on existing databases and report results on an assigned topic.
- Students identify appropriate technology tools and resources by evaluating the accuracy, appropriateness, and bias of the resource.
- Students compare and contrast the functions and capabilities of the word processor, database, and spreadsheet for gathering data, processing data, performing calculations, and reporting results.
- Students use technology resources to access information that can assist [them] in making informed decisions about everyday matters (e.g., which movie to see, which product to purchase).
- Students use information and communication technology tools (e.g., calculators, probes, videos,

DVD's, educational software) to collect, organize, and evaluate information to assist with solving real-life problems (personal or community).

#### Grade 6-8 – **Technology standards and expectations:**

- Students understand that new technology tools can be developed to do what could not be done without the use of technology.
- Students describe strategies for identifying, and preventing routine hardware and software problems that may occur during everyday technology use.
- Students identify changes in hardware and software systems over time and discuss how these changes affected various groups (e.g., individual users, education, government, and businesses).
- Students discuss common hardware and software difficulties and identify strategies for troubleshooting and problem solving.
- Students identify characteristics that suggest that the computer system hardware or software might need to be upgraded.
- Students use proper keyboarding posture, finger positions, and touch-typing techniques to improve accuracy, speed, and general efficiency in operating a computer.
- Students use accurate technology terminology.
- Students use a variety of technology tools (e.g., dictionary, thesaurus, grammar-checker, calculator) to maximize the accuracy of technology-produced products.
- Students identify a variety of information storage devices (e.g., DVD's, flash drives, network mapped drives, and tapes) and provide a rationale for using a certain device for a specific purpose.
- Students identify technology resources that assist with various consumer related activities (e.g., budgets, purchases, banking transactions, product descriptions).
- Students can identify appropriate file formats for a variety of applications.
- Students can use basic utility programs or built-in application functions to convert file formats.
- Students proofread and edit writing using appropriate resources (e.g., dictionary, spell check, grammar check, grammar references, and writing references) and grade level appropriate checklists both individually and in groups.
- Students understand the potential risks and dangers associated with on-line communications.
- Students identify security issues related to e-commerce.
- Students describe possible consequences and costs related to unethical use of information and communication technologies.
- Students discuss the societal impact of technology in the future.
- Students provide accurate citations when referencing information from outside sources in electronic reports
- Students discuss issues related to acceptable and responsible use of technology (e.g., privacy, security, copyright, plagiarism, spam, and viruses, file-sharing).
- Students use technology to identify and explore various occupations or careers.
- Students discuss uses of technology (present and future) to support personal pursuits and lifelong learning.
- Students identify uses of technology to support communication with peers, family, or school personnel.
- Students apply common software features (e.g., thesaurus, formulas, change, graphics, sounds) to enhance communication and to support creativity.
- Students use a variety of resources, including the internet, to increase learning and productivity.
- Students explore basic applications that promote creativity (e.g., graphics, presentation, photo-

editing, programming, video-editing).

- Students use available utilities for editing pictures, images, or charts.
- Students use collaborative tools to design, develop, and enhance materials, publications, or presentations.
- Students use a variety of telecommunication tools (e.g., e-mail, discussion groups, IM, chat rooms, blogs, video-conference, web conferences) or other online resources to collaborate interactively with peers, experts, and other audiences.
- Students create a project (e.g., presentation, web page, newsletter, information brochure) using a variety of media and formats (e.g., graphs, charts, audio, graphics, video) to present content information to an audience.
- Students use a variety of Web search engines to locate information.
- Students evaluate information from various online resources for accuracy, bias, appropriateness, and comprehensiveness.
- Students can identify types of internet sites based on their domain names (e.g., edu, com, org, gov, and au).
- Students know how to create and populate a database.
- Students can perform queries on existing databases.
- Students know how to create and modify a simple database report.
- Students evaluate new technology tools and resources and determine the most appropriate tool to use for accomplishing a specific task.
- Students use database or spreadsheet information to make predictions, develop strategies, and evaluate decisions to assist them with solving a basic problem.
- Students describe the information and communication technology tools to use for collecting information from different sources, analyze their findings, and draw conclusions for addressing real-world problems.

### **Quality Indicators for Curriculum Development & Technology**

- The design of the curriculum is driven by the goals and performance indicators for student learning in technology that has been defined by the school.
- The design of the curriculum takes into account the learning needs and interests of the students.
- The curriculum is clearly articulated and supports a shared vision for student learning.
- The school is committed to the on-going evaluation and renewal of the curriculum.
- The advantages of integrating applications of technology in teaching strategies and learning activities empower teachers to provide students with learning experiences that would be impossible or difficult to achieve without technology resources.
- Effective instructional strategies and learning activities are employed to help students understand and apply technology.
- Information technology resources are employed to expand and strengthen the system of assessing student learning.
- High quality assessments are employed to evaluate students' achievement of the essential knowledge and skills they need to achieve in technology.

## **COMMUNICATIONS / PUBLIC RELATIONS**

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In order to succeed, this plan is going to take teamwork. There are so many people who want to share ideas and resources, to make sure Saginaw Preparatory Academy students receive a high-quality education in a high-tech world. Parents, students, staff, civic leaders, educational experts, business partners, and community members must be included.

How will we communicate our goals and progress?

- **E-MAIL**—we have an active e-mail address through which we can send and receive messages instantaneously. We use these to keep in touch with others in the field, to ask for help or information, and to coordinate activities. All SPA staff has access to email.
- **PARENT MEETINGS**—both formally and informally, the staff keeps everyone informed and asks for input on a wide variety of questions. For an urban school such as ours to prosper requires a total commitment from all parties, lots of time, and the willingness to talk things over.
- **TELEPHONE**—our school leader and staff know how to network to get people involved. It's a constant reminder that the real network is people. Schools of The Leona Group strongly believe in parent involvement.
- **SCHOOL MAIL**—this refers to the system of internal e-mail communication within our building. As the technology plan is put into effect, this will become a major tool of sharing information among the classrooms and offices, tying us into a closer team unit.
- **NEWS MEDIA**—whenever appropriate, we notify the local news outlets about activities at Saginaw Preparatory Academy. With so many negative stories in the papers and on TV, it's important to get the word out about the positive accomplishments of our school community.

# PROFESSIONAL DEVELOPMENT

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In compliance with the requirements of No Child Left Behind, our teachers will be required to meet guidelines for technical expertise as they become available from the state. Professional development will be available for those who need assistance in meeting those standards.

- **TRAINING CLASSES**

Computer schools at local colleges and training centers offer courses on specific software applications, including Microsoft Word and Excel. These would be valuable because the skills could then be passed along to Saginaw Preparatory Academy students.

- **SAGINAW VALLEY STATE UNIVERSITY**

The university provides the staff with a 50% scholarship on one class every semester.

- **DEPARTMENT "MENTORS"**

Under this proposal, two or three Saginaw Preparatory Academy teachers would agree to take computer classes then teach the skills they've learned to the rest of the staff. They may possibly receive extra pay for taking on this responsibility. In the long run, this would be cost effective and beneficial to everyone because the staff would have available resource people.

- **ONLINE CLASSES**

Online courses on many areas of technology are available through the Michigan Virtual University. Internet service providers also offer low-cost training sessions on a subscription basis. These can be combined with one or more of the ideas listed above.

### **Quality Indicators for Professional Development**

- The objectives of the professional development programs in technology that are made available to administrators, teachers and staff members are consistent with the district's vision and are designed to help them advance goals for student learning in technology.
- Information technology resources are effectively employed to support the design and delivery of professional development programs and follow-up assistance for teachers and staff.
- The district's planning process for professional development in technology provides adequate support for the initiation, implementation and the institutionalization phases of effective staff development programs.

*National Study of School Evaluation  
Library of Congress Catalog No. 95-71988.1996*

# INFRASTRUCTURE/TECH SUPPORT

## HARDWARE – SOFTWARE

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Strategies to identify the need for telecommunication services, hardware, software and other services to improve education or library services, and strategies to determine interoperability among the components of the technologies to be acquired.



Our school is a member of The Leona Group of schools. Currently this includes schools in Michigan, Ohio, Indiana, Florida and Arizona. Information about The Leona Group can be found at its website...

### THE LEONA GROUP

<http://www.leonagroup.com>

Leona Group schools are committed to excellence, innovation, and progress. They work together to ensure the learning of students.

The Leona Group, L.L.C. is a professional management service (PMS) that works with communities to operate schools in a new way. The Leona Group assists communities in starting and operating schools, providing an array of services that ensure a quality education. Currently, all schools The Leona Group manages are public schools. Parents can choose to send their children without having to pay any tuition.

State and federal money pays for the schools' operation. The Leona Group provides the services necessary to create an outstanding school where more children can excel.

Schools comply with all state and federal regulations. All teaching staff is state-licensed and has had thorough background checks. Each school is independently audited by a major accounting firm on an annual basis. We are investigating partnering with an Adult Literacy Group to offer evening courses in the computer lab.

Characteristics of schools managed by The Leona Group include:

- Personal learning programs
- Inclusive classes which serve children of all ability levels
- An extended day and year
- Strong ties between home and school
- Before- and after-school care
- A safe, secure environment
- A caring staff committed to constant improvement
- A unique method to monitor each child's overall growth
- An emphasis on computer literacy
- The work skills and academic base needed for the future
- Guidance to help students learn personal responsibility

The Leona Group also provides an Information Technology staff which works to ensure that everything runs smoothly and keeps moving forward.

Saginaw Preparatory Academy is a rapidly growing school that has two computer labs. As the school expands, the Academy has the following technology-related goal to attain: computers accessible to students in every classroom.

Computers and peripherals (i.e., printers, scanners) as well as incremental educational software will specifically be acquired to enhance the learning experience and further the attainment of the curriculum goals of the Academy.

A clear upgrade path is essential to any technology we implement into the Academy. The cutting edge technology that fades from sight is of no more benefit to the Academy than obsolete technology that limits our growth.

As a further component of our technology plan, we must address the needs of staff in serving our students. Management of lesson plans and progress reports as well as accurate attendance data often takes valuable time that should be spent teaching.

Staff training will be an ongoing process. Saginaw Preparatory Academy as part of The Leona Group schools will join with other small public school academies to share access to technology specialists who, being otherwise unavailable because of cost can provide technical support. These Leona technology specialists will also provide services such as informing the staff of relevant workshops, conferences, and seminars that provide technology training. In addition, these Leona technology specialists will work toward promoting much needed technological knowledge from within, by increasing the communications and sharing between the staffs of different Leona schools.

The Academy will promote communications with other Leona schools through activities such as joint in-service training and through the establishment of a VPN. Saginaw Preparatory Academy will actively participate in these endeavors and continue our link with a local Internet Service Provider in finding the most economical, yet efficient service.

## TIMELINE

The following timeline shows our future goals and objectives:

### Year 2012-2013

1. Train staff and administrators in use of PowerSchool.
2. Start replacing oldest computers with newer models
3. Update network documentation
4. Perform Software audit to ensure license compliance
5. Install Gigabit Ethernet for faster connectivity between classrooms and server
6. Upgrade all RAM and PC's to system board maximum
7. Install additional interactive whiteboards in classrooms
8. Teachers will receive training to operate and retrieve lessons on the interactive whiteboards
9. Investigate / Purchase hand-held devices / tablets
10. Upgrade Wireless Access Points and controllers

### Year 2013-2014

1. Replace oldest computers with newer models
2. Update network documentation
3. Perform software audit to ensure license compliance
4. Upgrade electrical system to allow for more computer installations
5. Determine whether software needs to be upgraded to newer versions
6. Add more computers in classrooms
7. Continue training staff and administrators in Office and school applications
8. Rebuild school servers
9. Install additional interactive whiteboards in classrooms
10. Investigate / Purchase hand-held devices / tablets
11. Upgrade Wireless Access Points and controllers

### Year 2014-2015

1. Continue In-service of staff and administration on software packages.
2. Replace oldest computers with newer models
3. Update network documentation
4. Perform software audit to ensure license compliance

5. Determine whether software needs to be upgraded to newer versions
6. Investigate the option of distance learning among Leona Group schools
7. Update/purchase new laptops
8. Install additional interactive whiteboards in classrooms
9. Investigate / Purchase hand-held devices / tablets
10. Upgrade Wireless Access Points and controllers

### **Quality Indicators for Infrastructure Design**

- The acquisition of the following types of equipment and other technology resources is based on the school's vision for technology and other goals and expectations for student learning:
  - computers of sufficient power and sophistication to support student achievement of the goals for their learning
  - computer-based equipment, such as DVDs, printers & LANS
  - video resources such as television, DVD players, digital cameras, etc.
  - telecommunications network and other technologies for two-way communication of voice, data
- Sufficient power and wiring are available in the school to support the school's vision for technology, new or additional wiring and phone lines are provided as needed.
- Equipment is distributed to the most accessible sites in the school for student and teacher use.
- The information technology facilities (in classrooms and/or lab settings) foster safe and easy use.
- The school's facilities provide the following conditions:
  - adequate number of electrical outlets
  - surge protection and grounding
  - lighting protection
  - back-up systems
  - telephone outlets
  - static reduction
  - temperature and humidity control
  - acoustical treatment (soundproofing for multimedia applications)
  - lighting and light control
  - security devices
- The school's facilities are easily accessible to persons with disabilities.

## **Quality Indicators for Technical Support**

- The school's information technology resources are continuously updated:
  - Technology resources and materials are reviewed annually for currency and for value to the curriculum in supporting student learning. Those resources or materials that no longer support the goals of the instructional program are withdrawn.
  - Hardware is reviewed for possible replacement within at least three (3) years of purchase and annually thereafter.
- Equipment receives regular inspection and routine maintenance on at least an annual basis.
  - Properly trained technical personnel are hired or contracted to perform maintenance and repair.
  - Emergency repairs are made promptly.
  - Records adequately document repair and maintenance of equipment.
- A comprehensive security system is in place to safeguard the school's information technology resources.
- The school maintains an up-to-date inventory of its information technology resources.
  - The school's inventory includes software, hardware, printed information and resource materials.
  - All materials and equipment are classified, cataloged and processed at the time of their acquisition.
  - All materials and equipment are marked and documented.
  - An electronic database serves as the management system of the inventory of the school's information technology resources.
- The roles and responsibilities for the management and coordination of the use of information technology resources throughout the school are clearly defined.
- The school's insurance policy provides adequate coverage for materials and liability.

# FUNDING AND BUDGET

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Timeline and budget covering the acquisition, implementation, interoperability provisions, maintenance and professional development related to the use of technology to improve student academic achievement.



## TECHNOLOGY BUDGET – PROJECTED COST

Like almost all schools, Saginaw Preparatory Academy must keep an eye on the budget. Operating a school is the equivalent of running a small business. Priorities must be set, and guidelines must be followed. The Leona Group is extremely helpful to all of its schools in all financial matters.

Charter schools are public schools. They are managed by a private corporation instead of the local school district. Our funding from the state of Michigan is based upon our actual enrollment. There is a specific per-pupil foundation allocation, determined by how many students are in attendance. In that way, we're exactly like traditional public schools.

We also actively pursue grants in aid from federal and state agencies, as well as from various private sources. Several Leona Group schools have received federal "E-Rate" grants for such necessities as network cabling, Internet service, and telephone charges both local and long distance. We also receive Title I, Title II and Title VI funding as well as participate in the 21st Century Grant. Our school leader confers regularly with financial officers from The Leona Group regarding major budgetary decisions.

In an effort to keep our costs down, we intend to take advantage of the group buying power of REMC. They have substantial discounts for Michigan school districts and charter schools pre-negotiated with vendors. This will ensure that we receive the best prices for various technological needs.

As a further effort to control costs, we will be implementing school administration software that allows us to minimize the time required for reporting and maximize the information we receive out of our data. This will also allow preformatted output for the Michigan SRSD requirements.

Item	2012-2013			2013--2014			2014-2015		
	Local District	Grants	Donations	Local District	Grants	Donations	Local District	Grants	Donations
Supplies	600			600			600		
Contracted Services	4,950			5,000			5,000		
Salaries/Benefits	17,000			19,000			21,000		
Outside Contractors									
License Fees	16,000			17,000			18,000		
Equipment	3,000			3,000			3,000		
Internet	1,400	12,600		1,400	12,600		1,400	12,600	
Software	2,000			2,000			2,000		
Technological Professional Development	1,400	2,000		1,400	2,500		1,400	2,500	

# MONITORING AND EVALUATION

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Strategies that the district will use to evaluate the extent to which activities are effective in integrating technology into curriculum and instruction, increasing the ability of teachers to teach, and enabling students to reach challenging State academic standards.



Any worthwhile plan is a work-in-progress; it will never be completed because it keeps growing. This plan is no exception. In these pages, we have attempted to sketch out a viable measurable future for the children of Saginaw Preparatory Academy. The important thing for us is to move forward, to put this plan into action. Every plan is a blueprint for change, but now the actual time of building is at hand. It's not enough to have a dream. We must roll up our sleeves and get to work.

We are working on creating a foundation to support our plan that should allow us to effectively evaluate our results. First, we must have a timeline for implementing our technology showing a measurable path to our objectives. Next, there must be a clear indicator of whether or not our plan is achieving the desired results. It's great to implement technology but it must serve the needs of our staff and children, giving them increased access to technology.

Without accountability, no plan can be implemented successfully. Who will ensure that the plan is put into place? Who will be responsible for revising it when the technology inevitably changes? How do we measure our success?

## SUMMARY OF GOALS MET

1. Purchased firewall for protection from Internet intruders and filtering of Internet content.
2. Replaced computers in classrooms and offices as needed.
3. Set up computers for identified Special Education students.
4. Instructed teachers in using the World Wide Web for lesson planning.
5. Integrated the Citrix wide area network into routine office procedures.
6. Set up networkable copy machines in the building.
7. Hired a technology coordinator to assist the administration and staff.
8. Upgraded server to Windows 2008r2 server
9. Purchased and trained staff in the use of Administration software.
10. Grant department help us to achieve many of our goals by improving the technology capability in our academy to improve instructional delivery to all students.

## SUMMARY OF UNEXPECTED OUTCOMES

We found that some teachers needed additional training or advice on using the Internet effectively. Students needed information about why electronic plagiarism is wrong and how to avoid it.

## SUMMARY OF GOALS NOT MET

The goals we haven't met are still worthwhile goals. We have included them in our new plans for future years. They are in the process of completion, but some take longer than anticipated.

## TECHNOLOGY PLAN EVALUATION AND UPDATE

The technology plan of Saginaw Preparatory Academy is reviewed annually by a committee representing the administration, staff, and our professional management service, The Leona Group LLC. In coordination with the school leader, our progress is evaluated and new goals determined. We measure our progress against state benchmarks and guidelines as set forth in the Michigan Curriculum Framework and the Michigan State Technology Plan.

Success will be determined, first and foremost, by how technology facilitates learning. We strive to incorporate computers and Internet resources into our regular curriculum. The closer we can approach this ideal goal, the better we have fulfilled the mandates of our technology plan.

Through informal observations, dialogue with staff and students, and written surveys, we monitor the use of technology at Saginaw Preparatory Academy. The school leader, the school board, the management company, the technology coordinator, and the school improvement committee must all be included in this process of long-term planning and development to best serve the needs of our students.

# ACCEPTABLE USE POLICY

For Charter School Academies

Administered by

The Leona Group, L.L.C.

REVISED NOVEMBER 18, 2008

## OUR GOAL: A SAFE, SENSIBLE APPROACH

Saginaw Preparatory Academy is committed to the systematic implementation of efficient operation of technology systems. Our technology system enables our staff to use administrative and instructional applications efficiently and effectively. In order to carry out Saginaw Preparatory's commitment to our stakeholders and protect the integrity of the region wide area network, this policy establishes principles for acceptable use of Saginaw Preparatory Academies Technology systems as well as other networks that are connected to the academy wide area network (WAN). Specific procedures for conduct of all or portion of this policy shall be developed by the School Leader and included in the Leona Group Administrative Guidelines.

As a student at this school...

1. You must never reveal personal information, your name, where you live, your parents' names, your telephone number, or where you go to school online.
2. Don't send pictures of yourself or your family through the internet.
3. Always tell your teacher about any website that makes you feel uncomfortable, or any communication that uses threatening or bad language.
4. Remember that people on the internet can be anyone, anywhere. Be careful to protect yourself, your fellow students, and your family.
5. Only visit websites that are appropriate for school. If you see something that you know isn't right, back out of it immediately or shut down your browser.
6. Do not accept product offers or other opportunities that send you information through the internet.
7. Avoid chat rooms. They are not allowed, ever.
8. Never send or receive e-mail messages.
9. System users shall respect the privacy of other users. No one shall intentionally seek information on other's usernames; obtain copies of or modify files; modify other data; obtain passwords of other users; or represent him or herself as another user.
10. Follow the policies in the written internet contract which you and your parents signed at the beginning of the year.
12. System users shall respect the legal protection provided by copyright and licenses of program license regulations.
13. System users shall respect the computing systems and shall not infiltrate or modify in any way the hardware or software components a system or network.

14. All users shall refrain from any malicious use of technology systems. Use should be consistent with guiding ethical statements and accepted community standards. The network may not be used in ways that violate existing laws, standards, or regulations that may impede access by other users.
15. All users shall avoid the creation of routing systems that are inconsistent with the effective and shared usage of the network.
16. Systems users shall limit the use of technology systems to purposes that support education and research and that are consistent with the educational objectives of the Saginaw Preparatory Academy and its constituent The Leona Group Inc.
17. System users shall observe all generally accepted rules of network etiquette. These include, but are not limited to:
  - Communications and information accessible via the network should be assumed to be private property.
  - Abusive, vulgar, and threatening language is prohibited.
  - Disclosure of personal addresses or phone numbers of students or colleagues is prohibited without explicit consent.
  - Disruption of security measures, prevention of network access, or use by others is prohibited.
  - Technology systems shall be protected by a variety of designs to ensure the integrity of those systems.
  - Saginaw Preparatory Academy shall make no warranties, expressed or implied, for the technology system services it provides to users. Saginaw Preparatory Academy shall not be responsible for any damages or losses.
  - System users shall sign an agreement with Saginaw Preparatory Academy that specifies adherence to these principles which authorizes the potential exclusion from Saginaw Preparatory Academy's technology systems from violation (s).
  - Vandalism of any component of a Saginaw Preparatory Academy or related technology system by an authorized user shall result in payment by the user or person responsible for damaging academy property.

## CONSEQUENCES

Students who knowingly violate the recommended guidelines will lose their computer privileges. In extreme cases, a parent conference must be scheduled.

## Internet Safety Policy

Saginaw Preparatory Academy and all system users shall observe all requirements of the Children Internet Protection Act (CIPA).

## Definitions:

- Access to the internet- a computer is equipped with a modem or is connected to a computer network that has access to the internet.
- Minors- an individual who has not attained the age of 18 years.
- Obscene- the meaning given in Section 2256 of Title 18, United States Code.
- Child Pornography- the meaning given in Section 2256 of Title 18, United States Code.
- Harmful to minors- any picture, image, graphic image file, or other visual depiction that:
  1. As a whole and with respect to minors, exhibits nudity, sex, or excretion.
  2. Depicts, describes, or represents, in an offensive way, with respect to what is suitable for minors, an actual or simulated sexual act or a lewd exhibition of the genitals;
  3. Taken as a whole lacks serious literary, artistic, and political or scientific value as to minors.
- Hacking- attempting to gain unauthorized access to computer and network systems connected to the internet.
- Technology protection measure- a proxy server blocked and/or filtered.
- Authorized staff members- an adult staff member appointed by the Saginaw Preparatory Academy Technology Committee.
- Technology Committee- group of Saginaw Preparatory Staff consisting of:
  1. School leader
  2. School improvement team
  3. Parent representative(s)

## Access to Internet by Minors:

Minors accessing internet services provided by Saginaw Preparatory Academy shall be subject to the following rules and regulations:

- Minors shall not access materials that are obscene, child pornography, harmful to minors, or otherwise inappropriate for educational objectives.
- Minors shall not use Saginaw Preparatory Academy technology or internet resources to engage in hacking or attempting to otherwise compromise any computer or network system's security.
- Minors shall not engage in any illegal activities on the internet.
- Minors should only use electronic mail, and other forms of direct electronic communications for purposes related to education within the context of a school-related assignment or activity.
- Minors shall not disclose personal identification information on the internet.
- Minors shall be monitored while using the internet.

## Access to Internet by Adults:

Adults accessing internet services provided by Saginaw Preparatory Academy shall be subject to the following rules and regulations:

- Adults shall not access materials that are obscene, child pornography, harmful to minors, or otherwise inappropriate for educational objectives.

- Adults shall not use Saginaw Preparatory Academy technology or internet resources to engage in hacking or attempting to otherwise compromise any computer or network system's security.
- Adults shall not engage in any illegal activities on the internet.
- Adults should only use electronic mail, and other forms of direct electronic communications for purposes related to education within the context of a school-related assignment or activity.
- Adults shall not disclose personal identification information on the internet.

## **Technology Protection Measure:**

Saginaw Preparatory Academy shall use a technology protection measure that blocks and/or filters internet sites that are not in accordance with the policies of Saginaw Preparatory. The technology protection measure that blocks and/or filters internet access may be disabled by an authorized staff member for bona fide research purposes with permission of The Leona Group Inc. The technology coordinator in cooperation with the school leader will work to prohibit access by minors to sites that are not appropriate, such as game or entertainment sites with no academic value.

## **Warranty of Loss:**

Saginaw Preparatory Academy makes no warranties of any kind, whether expressed or implied, for the service it is providing. Saginaw Preparatory Academy will not be responsible for any damages incurred. This includes loss of data resulting from delays, non-deliveries, misdeliveries, or service interruptions caused by its own negligence or user errors or omissions. Use of any information obtained via the internet is at your own risk. Saginaw Preparatory Academy specifically denies any responsibility for the accuracy or quality of information obtained through its services.

## **Security:**

Security on any computer system is high priority, especially when the system involves many users. Upon identifying a security problem on the internet, users will notify the system administrator contact person. Never use another individual's account without written permission from that individual. Attempts to log on to the internet as the system administrator will result in cancellation of user privileges. Any user identified as a security risk may be denied access to the internet.

## **Policy Violations:**

Any violation of this policy may result in the loss of the internet to Saginaw Preparatory Academy. Additional disciplinary actions may be determined in accordance with existing procedures and practices, both administrative and as stipulated in the Saginaw Preparatory's Board Policy and including applicable in law enforcement agencies when necessary.