Technology Plan

César Chávez Academy

July 1, 2012 – June 30, 2015

TECHNOLOGY PLAN SUMMARY SHEET

District: César Chávez Academy
4100 Martin St.
Detroit, MI 48209

[redacted]

Contact: Jim Salliotte

Phone: (517) 332-3494

Fax: (517) 333-4559

E-Mail: Jim.Salliotte@leonagroup.com

Years Covered by this plan: July 1, 2012 to June 30, 2015

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

Intermediate School District: Wayne RESA

URL for Technology Plan:
http://www.leonagroup.com/tech/2012_cca_techplan.pdf

Table of Contents **Page:**

This technology plan is based on elements found at
http://techplan.org/

CÉSAR CHÁVEZ ACADEMY

District Profile

César Chávez Academy – 82918
Upper Elementary – 4100 Martin St., Detroit MI 48201
(313) 361-1083
Lower Elementary - 8126 Vernor Hwy., Detroit, MI 48209
(313) 843-9440
Middle School – 6782 Goldsmith St., Detroit MI 48209
(313) 842-0006
High School - 1761 Waterman St., Detroit, MI 48209
(313) 961-5811

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

School Leaders: Aurelia Berrocal
Gabriella Jaime
Rick Guerra
Juan Martinez

- *César Chávez Academy High School*
  1761 Waterman St, Detroit, MI 48209-2021
- *César Chávez Academy Middle School*
  6782 Goldsmith St. Detroit MI 48209
- *César Chávez Academy Lower Elementary School*
  8126 Vernor Hwy., Detroit, MI 48209
- *César Chávez Academy Upper Elementary School*
  4100 Martin St., Detroit, MI 48209

César Chávez Academy is a public charter school located in Detroit, Michigan. It is managed by The Leona Group, L.L.C., a private corporation with headquarters in East Lansing. Enrollment for the 2011-2012 academic year is currently 2179 students in grades K-12. At present, 98.85% participate in the free or reduced-payment lunch program.

Our lower elementary is a three story structure with 18 classrooms and 25 teachers. This school is kept in good repair, although it does tend to show its age. Our Upper Elementary consists of three buildings 18 classrooms and 25 teachers. Our middle school is a new two story structure with 20 classrooms, 25 teachers, and a resource room/computer lab. Our high school, which is newly remodeled, has 25 classrooms and a media center with 25 teachers. The neighborhoods are a mix of some commercial, light industrial but mostly residential and reflect a strong community feeling that is evident even when just driving through.

César Chávez Academy

VISION AND GOALS

District/School Mission Statement

To provide an opportunity for all students to learn in a safe atmosphere of academic excellence

Cesar Chavez Academy has invested heavily over the past several years with state-of-the-art hardware, software, and professional development to increase and improve computer literacy. Updates labs, wireless computer carts, and other equipment are standard for all four campuses. The district is firmly committed to bridging the technology gap that is evident among many of the students and families of CCA.

For the fiscal year ending June 30, 2012, the district added a plethora of new equipment to increase institutional effectiveness and efficiency in communicating curriculum and instruction to both students and parents. Moreover, the installation of interactive white boards, wireless access points, and digital dialer systems has improved communication among CCA stakeholders. These improvements have helped to dramatically improve learning across all four campuses.

New for 2012-2013 school year are significant upgrades to personal computers, additional Interactive White Boards, laptops, tablets, and wireless access points. These improvements are covered by Title I funds and are tied to the academy's School Improvement goals and strategies. The academy's technology vendor is instrumental with delivering timely professional development in the district, and will continue their involvement with technology, particularly over the summer months.

In the Lower Elementary School, each classroom has four (4) desktop computers, one (1) laser printer, one (1) ceiling mounted LCD projector, and one (1) document camera. The school has a wireless network to support two (2) mobile computer labs. In addition the special services department has four (4) tablets.

In the Upper Elementary school, each classroom has four (4) student laptop computers, one (1) teacher laptop computer, one (1) document camera, and one (1) wall mount interactive white board with LCD projector. The school has a wireless network to support two (2) mobile computer labs, and one (1) wired/wireless computer lab. There is also a Polycom video conference system installed to link the district with Leona corporate offices and other Leona schools. In addition the special services department has four (4) tablets.

At the Middle School, each classroom has 1-4 computers, access to a networked printer, one (1) mounted interactive whiteboard with LCD projector, thirty (30) handheld student response devices, and one (1) document camera. They have two (2) wireless mobile computer labs with a total of sixty (60) laptops, and three (3) multi-media carts for teacher presentation that contains a laptop, and a LCD projector. In addition the special services department has four (4) tablets.

The High School has two (2) dedicated computer labs with (60) computers and an interactive white board with LCD projector. We also have four (4) wireless mobile computer labs with a total of seventy (70) laptops. The senior class has a take home netbook, the top twenty-five (25) seniors each have an iPad for use both in and outside of school, and a wireless network to support them. Each classroom has one (1) computer for teacher use, and networked printers throughout the building. In addition the special services department has four (4) tablets.

The Upper Elementary, Lower Elementary, Middle, and High school are all connected to the Internet through broadband T1 connections at each site except the High school which has a bonded T1 connection with secondary cable modem connections.

Teachers understand the value of technology in education and the need to incorporate it into their classroom. The school administration has made extensive advancements to automate tasks traditionally done manually, including progress reports, report cards, schedules, and attendance.

It is our fervent hope that this plan will be brought to fruition through dedication and consistent perseverance at all levels. We must continue our push to provide the best educational experience for our students and staff by providing them with technology that is effective and efficient. We can move César Chávez Academy forward by keeping our hardware current, utilizing new software, and tapping into our human resources. It's a monumental task, but a worthwhile one, of which 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.
Make reaching for a computer as natural as reaching for a pencil.
Enhance the educational process with software and the Internet.

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, database, and the World Wide Web.

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 as required in our School Improvement Plan.

DISTRICT TECHNOLOGY PLANNING TEAM

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

Name	Position
• Rachael Parks	Technology Director
• Jim Salliotte	Midwest Technology Manager
• Javier Garibay	Regional Vice-President
• Aurelia Berrocal	School Leader
• Gabriela Jaime	School Leader
• Rick Guerra	School Leader
• Juan Jose Martinez	School Leader
• Bill Urban	Technology Coordinator

CURRICULUM

I. THE PRESENT
César Chávez Academy is ready and eager to step up to the next level of educational technology, thanks to a dedicated administration, a capable staff, and the support of the community.

Many of the students do not have computers at home. Whatever they get at school is their only exposure. Nevertheless, their interest runs extremely high and they've become very proficient at such skills as keyboarding, word processing, and graphic design. Classes have access to use specialized software to help develop skills in math, science, social studies, reading, spelling, and language arts.

The parents are supportive and enthusiastic about what their children are learning. Everyone knows that the world is becoming more technological, and children must acquire computer skills if they are to prosper in the years ahead.

II. THE FUTURE
Our plan is to build upon this solid foundation in several ways.

The students and staff of César Chávez Academy have this wonderful technology as part of their daily educational experience at least 3 hours per week. They need to share information and projects, write stories and papers, and tap into science and social studies resources online such as United Streaming. In short, they need to harness the power of computers and the Internet.

The Leona Group newsletter "Note Worth-e" 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.

César Chávez Academy would like to provide community adult literacy courses after hours or other community oriented services during Parent Leadership meetings. This will be achieved in collaboration with local agencies dedicated to literacy and technology.

Teachers will integrate technology components into their core curriculum, for example teaching science lessons and conducting science labs using interactive whiteboards, reading books aloud using the document cameras for visual learners and using videos from United Streaming to build background in social studies.

Goal:

- The goal is to use technology to improve the academic achievement, including technology literacy of all students. Ultimately integrate technology into the core subjects while aligning with Michigan GLCE's.
- All students shall have equitable access to computer instruction and usage.
- Students will have the availability of computers in the classroom as well as the computer labs and learning resource centers.
- Students will understand the impact of the computer on individuals and society by learning of its many capabilities.
- Students will be taught that ethical decisions must be made in relationship to computer usage and the use of information generated by computer programs.
- Students will learn to become selective in choosing and using the vast resources of information.
- Students will be able to perform several different applications with the computer including: word processing, graphics, spreadsheets, and databases.
- Students will be given opportunities to explore and experiment with the computer in structured and unstructured ways.
- All teachers within the school shall be computer literate.

Strategies:

1. As our budget permits, we will expand the amount of educational computer technology in our schools: interactive whiteboards, wireless computer labs, document cameras, tablets, audio enhancement PA systems and classroom PC's and educational software specific to our curriculum.
2. A carefully-selected professional will install and support the PC's on our network.
4. Administration and staff will receive on-going training, including an overview of educational software and curriculur programs such as: Accelerated Reader, Scantron, Lexia, Career Builder, Study Island and United Streaming.
5. Our Leona based e-mail system will be optimized for such functions as faculty memos, daily announcements, student-teacher communications, and record keeping.
6. We will establish ties to other schools and businesses in our community, establishing a viable support system.
7. César Chávez Academy students will receive valuable hands-on experience in word processing, graphic design, analytical problem solving, and systematic research skills through programs like Accelerated Reader, Lexia, Career Builder, and Microsoft Office.

MICHIAGN 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., flash drives, 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 online 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, word 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., CD-ROMs, DVDs, search engines, websites) to locate or collect information.
- 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, CD or DVD-ROM, 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 on-line.
- 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 basic telecommunication tools (e.g., e-mail, WebQuests, blogs, web conferencing) for collaborative projects with other students.
- 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, CD-ROM).
- 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).

Grades 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 trouble-shooting 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., hard drives, CD's, DVD's, flash 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, 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, charge, 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, 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.

Grades 9 - 12 – **Technology standards and expectations:**

- Discuss emerging technology resources (e.g., podcasting, webcasting, compressed video delivery, online file sharing, graphing calculators, and global positioning software).
- Identify the capabilities and limitations of emerging communication resources.
- Understand the importance of both the predictable and unpredictable impacts of technology.
- Identify changes in hardware and software systems over time and discuss how these changes might affect the individual personally in his/her role as a lifelong learner.
- Understand the purpose, scope, and use of assistive technology.
- Understand that access to online learning increases educational and workplace opportunities.
- Be provided with the opportunity to learn in a virtual environment as a strategy to build 21st century learning skills.
- Understand the relationship between electronic resources, infrastructure and connectivity.
- Routinely apply touch-typing techniques with advanced accuracy, speed, and efficiency.
- Assess and solve hardware and software problems by using online help or other user documentation and support.
- Identify common graphic, audio, and video file formats (e.g., jpeg, gif, bmp, mpeg, wav).
- Demonstrate how to import/export text, graphics, or audio files.
- Proofread and edit a document using an application's spelling and grammar checking functions.

- Identify legal and ethical issues related to use of information and communication technology.
- Analyze current trends in information and communication technology and assess the potential of emerging technologies for ethical and unethical uses.
- Discuss possible long-range effects of unethical uses of technology (e.g., virus spreading, file pirating, hacking) on cultures and society.
- Discuss the possible consequences and costs of unethical uses of information and computer technology.
- Identify ways that individuals can protect their technology systems from unethical or unscrupulous users.
- Demonstrate the ethical use of technology as a digital citizen and lifelong learner.
- Explain the difference between freeware, shareware, and commercial software.
- Adhere to fair use and copyright guidelines.
- Create appropriate citations for resources when presenting research findings.
- Adhere to the district acceptable use policy as well as state and federal laws.
- Explore career opportunities and identify their related technology skill requirements.
- Design and implement a personal learning plan that includes technology to support his/her lifelong learning goals.
- Complete at least one online credit, or non-credit, course or online learning experience.
- Use technology tools for managing and communicating personal information (e.g., finances, contact information, schedules, purchases, correspondence).
- Have access to and utilize assistive technology tools.
- Apply advanced software features such as an application's built-in thesaurus, templates, and styles to improve the appearance of word processing documents, spreadsheets, and presentations.
- Identify technology tools (e.g., authoring tools or other hardware and software resources) that could be used to create a group project.
- Use and online tutorial and discuss the benefits and disadvantages of this method of learning.
- Develop a document or file for inclusion into a web site or web page.
- Use a variety of applications to plan, create, and edit a multimedia product (e.g., model, webcast, presentation, publications, or other creative work).
- Have the opportunity to participate in real-life experiences associated with technology-related careers.
- Identify and describe various telecommunications or online technologies (e.g., desktop conferencing, listservs, blogs, and virtual reality).
- Use available technologies (e.g., e-mail) to communicate with others on a class assignment or project.
- Use a variety of media and formats to design, develop, publish, and present products (e.g., presentations, newsletters, web sites) to communicate original ideas to multiple audiences.
- Collaborate in content-related projects that integrate a variety of media (e.g., print, audio, video, graphic, simulations, and models) with presentation, word processing, publishing, database, graphics design, or spreadsheet applications.
- Plan and implement a collaborative project using telecommunications tools (e.g., interactive web sites, and video conferencing).
- Compare, evaluate, and select appropriate internet search engines to locate information.
- Formulate and use evaluation criteria (authority, accuracy, relevancy, timeliness) for information located on the internet to present research findings.
- Determine if online sources are authoritative, valid, reliable, relevant, and comprehensive.
- Distinguish between fact, opinion, point of view, and inference.

- Evaluate resources for stereotyping, prejudice, and misrepresentation.
- Develop a plan to gather information using various research strategies (e.g., interviews, questionnaires, experiments, online surveys).
- Use a variety of technology resources (e.g., educational software, simulations, models) for a problem solving and independent learning.
- Describe the possible integration of two or more information and communication technology tools or resources to collaborate with peers, community members, and field experts.
- Formulate a research question or hypothesis, then use appropriate information and communication technology resources to collect relevant information, analyze the findings, and report the results to multiple audiences.

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.

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

COMMUNICATIONS / PUBLIC RELATIONS

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 César Chávez 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?

- NEWSLETTER—The school has a regular newsletter for important announcements and items of interest. It would be beneficial to include a Technology Column written by the principal or one of the teachers. This could be a regular report on how our plans are developing.

- WORLD WIDE WEB—The school has a website. This can be used to even greater advantage in the future, presenting important issues and gathering feedback. They can also serve as an ever-evolving exhibition of our students' artwork and creative writing.

- 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.

- 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 leaders and staff know how to "work the phones" 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, eliminating wasteful paper memos, and facilitating cooperation.

- NEWS MEDIA—Whenever appropriate, we notify the local news outlets about activities at César Chávez 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.

- MAILINGS — Occasional mailings are done to send to parents.

- DIGITAL COMMUNICATION SYSTEM – Our district has invested in a computerized system that can automatically call and playback messages to many people simultaneously over their cell phones, home phones, or their associated voice mails and answering machines. The software calls phone numbers and speaks pre-recorded messages to the person answering. If the call goes to voice mail, the software waits until the beep before leaving the message. Both an English and Spanish message is recorded and played for optimum communication.

PROFESSIONAL DEVELOPMENT

Strategies for providing ongoing, sustained professional development for teachers, principals, administrators and school library media personnel to ensure that staff know how to use the new technologies to improve education or library services.

There are several options available to our staff for learning more about computers, networks, and the Internet. Teachers are actively encouraged to develop their professional skills and incorporate new technology into their everyday curriculum. Through in-services and other opportunities listed below, we are making a significant, sustained improvement.

Our staff will receive training in various technologies with refresher courses in technology every year and individualized instruction throughout the year. Training begins this year for our staff on the new school information software package, PowerSchool. Teachers will be given constant refresher workshops on our report card/gradebook software, PowerTeacher, and interactive white boards. There will also be basic training given in Microsoft Office including email. In the following years, the instruction will be individualized to the teacher's specific needs and subject taught.

Professional Development Timeline

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 are valuable because the skills would then be passed along to César Chávez Academy students.

- CONSULTANTS

Our current technology support providers will continue to offer customized professional development for the many applications that are currently implemented at the schools. They are offered in a variety of formats; large groups in a classroom settings for full day or half-day sessions, targeted training for smaller groups, (such as a single department), and even downsized groups of 2-4 teachers throughout a couple days of scheduled sessions, or extended day sessions.

There are courses offered from the many software companies that are available to conduct classes on-site for a full day or an afternoon. Additional options for educational computer instructors could be contacted through MACUL, the Michigan Association of Computer Users in Learning. We would be able to use our own computer lab for this purpose.

- SAGINAW VALLEY STATE UNIVERSITY

Saginaw Valley State University is willing to provide us with volunteers from time to time, from the Computer Sciences department to work with our staff, perhaps in return for college credit. We could also take classes as part of Saginaw Valley State's regular program.

- VISITING TEACHERS

A similar idea would have us "trading teachers" with other schools for a day. We could offer to teach something we know well to their students, and they could send someone to teach us about computers.

- ONLINE CLASSES

Long Distance Learning Centers offer online courses and training sessions on a subscription basis. The classes are facilitated through the internet, with regular reading and homework assignments. The courses are focused on many areas of technology and are available through the Michigan Virtual HS. These could be combined with one or more of the ideas listed above.

Courses are also available from software provides through web meetings and web conferencing, (e.g. WebEx, GoToMeeting), providing a cost effective solution.

- INSTRUCTIONAL MEDIA CENTER

César Chávez Academy has access to Wayne RESA in our area. Often there will be classes and workshops specifically designed for teachers held in the late afternoons or on weekends.

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

Strategies, supporting resources and other electronically-delivered learning materials and print resources will be used to ensure successful and effective uses of technology.

Acceptable Student Use Policy
District Policy in Code of Conduct
United Streaming library
Study Island
Accelerated Reader
Stratologica
Lexia
Scantron
Informational school website
Instructional/training software
Video Lending Library
Professional Development Calendar

INFRASTRUCTURE/TECH SUPPORT
HARDWARE – SOFTWARE

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, Arizona and Florida. Information about The Leona Group can be found at its website: 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 private management organization 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 are state licensed, highly qualified by 9/12, and have had thorough background checks. Each school is independently audited by a major accounting firm on an annual basis.

Characteristics of schools managed by The Leona Group include:

- Personal learning programs
- Inclusive classes which serve children of all ability levels
- 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

HUMAN RESOURCES

The parents of César Chávez Academy are tremendously supportive of our efforts. They are committed to providing their children with the advantages of an excellent education. Many of them have expressed their enthusiasm over what we're doing with computers in the school, along with their willingness to help in any way possible.

The staff is a talented and dedicated group, as well. They believe that César Chávez Academy students can achieve great things academically and spiritually. Our principals, Aurelia Berrocal, Gabriela Jaime, Rick Guerra, and Juan Martinez, are strong leaders with a core belief in the American ideals of innovation, progress, and equal opportunity. School policies expressly uphold our dedication to emerging technology.

TECHNICAL SUPPORT

The Academy hired an in-house support member that has been working for the district since 2011. This individual works daily to improve the functionality of the network, systems, and software, and to assist the district in moving forward with educational technologies. He also assists the district with conducting technology workshops to help the district achieve its goals of staff development and efficiencies in all levels. He supports the multiple levels of educational technology, such as school administration, classroom teachers, Special Education, and students within the Upper Elementary, Lower Elementary, Middle, and High School, all of which have different technology requirements and expectations. He also assists with the multi-media systems, digital communication systems, security surveillance systems, and network infrastructure cabling. He also maintains the inventory of hardware and software for the district. An on-line, email based service request program is in place by The Leona Group to simplify the submission of requests by the district staff. He provides the district consultation, research, and assistance in new and emerging technologies that make sense to the educational market and aid the district in achieving its technology goals. Over the past 3 years, the district has experienced exponential growth of the student body, creating the need to increase the amount of technology as well as the types. He has worked side by side with the district to evolve to new heights of incorporating technology. Additionally the CCA district contracts with The Leona Group to manage, maintain, and service all internet facing hardware such as the Firewall & WebFilter.

Also, we have joined in with the other Leona Group schools to standardize our specifications of equipment by requirement which has allowed us to speed up the procurement process and to help ensure the interoperability of our equipment. The computers are networked to a Microsoft Windows 2008R2 domain controller at each school. All campuses have a T1 Internet connection as well as a secondary cable modem with the exception of the high school where a bonded T1 is paired with the cable modem.. Security is provided by a firewall installed at each location. Content filtering is provided by an M86 web-filter. These protect us from hacker attacks, viruses, and inappropriate websites.

TIMELINE

Year 2012-2013

- Install and implement interactive white boards in the classrooms where needed.
- Install document cameras in classrooms where needed.
- Purchase handheld devices/ tablets for use in classrooms.
- Replace computers and printers per the planned obsolescence program.
- Upgrade core software to more current versions where required.
- Ensure wiring and network components meet requirements of school.
- Professional development for the classroom implementation of technology.
- Integrate technology into instruction.
- Upgrade Internet access to 10meg fiber for faster internet connections..
- Investigate the need for gigabit ethernet for faster LAN communication.
- Monthly Leadership meetings to discuss technology needs, continuous improvement and integration.
- Improve attendance process with the assistance of hardware and software solutions.
- Enhance the School Lunch Program by investigating a computerized cafeteria application that utilizes bar coded ID tags or biometrics finger print readers, producing accurate information and reports.
- Investigate dedicated media servers at each school building to facilitate the many formats of media used in the classroom setting.
- Install or upgrade video surveillance equipment where needed.
- Upgrade wireless access points to meet new technological standards where needed.

Year 2013-2014

- Install and implement additional interactive white boards in the classrooms where needed.
- Install additional document cameras in classrooms where needed.
- Purchase additional handheld devices/ tablets for use in classrooms.
- Replace computers and printers per the planned obsolescence program.
- Upgrade core software to more current versions where required.
- Ensure wiring and network components meet requirements of school.
- Install gigabit ethernet for faster LAN communication.
- Monthly Leadership meetings to discuss technology needs, continuous improvement and integration.
- Offer advanced computer instruction at the High School.
- Enhance the School Lunch Program by implementing a computerized cafeteria application that utilizes bar coded ID tags or biometrics finger print readers, producing accurate information and reports.
- Install or upgrade video surveillance equipment where needed.
- Upgrade wireless access points to meet new technological standards where needed.

Year 2014-2015

- Install and implement additional interactive white boards in the classrooms where needed.
- Install additional document cameras in classrooms where needed.
- Monthly Leadership meetings to discuss technology needs, continuous improvement and integration.

- Purchase additional handheld devices/ tablets for use in classrooms.
- Replace computers and printers per the planned obsolescence program.
- Upgrade core software to more current versions where required.
- Ensure wiring and network components meet requirements of school.
- Professional development for teachers on the integration of technology into instruction.
- Install or upgrade video surveillance equipment where needed.

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

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, César Chávez 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. These grant funds allow the purchase of more technology which offers access to technology for all students and all teachers. 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. Gifts and donations also provide additional, much-needed resources for our students. Our school leaders confer 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.

	2012-2013			2013-2014			2014-2015		
Item	Local District	Grants	Donations	Local District	Grants	Donations	Local District	Grants	Donations
Supplies	6,000			6,000					
Contracted Services	2,2000			2,2000					
Salaries/Benefits									
Outside Contractors	75,000			75,000			100,000		
License Fees	38,100			38,100			41,525		
Equipment	9,000			9,000			60,000	60,000	
Internet	2,016	18,144		2,016	18,144		2,175	20,000	
Software	4,000			4,000			6,000		
Technological Professional Development	1,400	2,000	3,000		2,500		2,000	2,500	
Technological Professional Development	1,400	2,000	3,000		2,500		2,000	2,500	

MONITORING AND EVALUATION

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 César Chávez 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 children.

Without accountability, no plan can be implemented successfully. Administration and the technology team will ensure that the plan is put into place and monitored through monthly meetings, conducting walk throughs and continuing to offer training to all staff. Goals will be reviewed and monitored each month and at the end of the year. Unmet goals will be used to update the plan each year.

SUMMARY OF GOALS MET

1. Upgraded firewall for protection from Internet intruders.
2. Purchased content filter to filter internet traffic.
3. Obtained T1 broadband connections to Internet to allow faster, productive access.
4. Obtained secondary cable modem to provide redundancy for the internet connection.
5. Replaced computers in classrooms and offices as needed.
6. Set up computers for identified Special Education students.
7. Provided workshops for teachers in using the district software and hardware.
8. Integrated the Citrix wide area network into routine office procedures.
9. Set up networkable copy machines in the building.
10. Hired a technology consultant to assist the administration and staff, and provide network support.
11. Built a new Middle School building expanding the available student seats for the district. – REMOVE???
12. Procured a building for the Upper Elementary expanding the available seats for the district.
13. Purchased mobile labs of laptops for student education process.

14. Purchased iPads for the top 25 seniors, as well as 16 for the special services department and 6 more for the district Administration and Curriculum Staff.
15. Installed a wireless campus to facilitate the mobile labs and internet use.
16. Implemented curriculum targeted educational software for students.
17. Began purchasing and installing interactive white boards, document cameras, digital projectors, handheld student responders.
18. Purchased testing software that provides critical data allowing preemptive intervention for struggling students.

SUMMARY OF UNEXPECTED OUTCOMES

The implementation process for technology products requires a longer learning curve for the staff as a whole and time to integrate the technologies into the curriculum. Procedures need to be developed for each implementation prior to roll-out. Dedicated time for orientation and training for staff is required. When high-speed Internet access became widely available in the classrooms, we found that students sometimes wanted to use it for non-academic purposes such as playing games or listening to music. We are in the process of instituting network policies to limit this. 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. Goals will be reviewed and updated each month at the leaders meetings. Unmet goals will be included in the next year's Technology Plan. To accomplish this, the technology planning team will meet and assign each unmet goal to a group member, or members, to investigate. The team will evaluate the findings of the member(s) including:

- Examining which portions of the goal were achieved
- Examining which portions of the goal were not achieved
- Analyzing the data collected in the evaluation process
- Considering possible errors in the evaluation process
- Determining what deficiencies led to the goal not being achieved
- The technology planning team will explore alternative methods and/or modifications that could assist in achieving the goal in the future
- The team will examine the potential need for additional training to assist in goal achievement
- The technology planning team will consider the language utilized in the composition of the goal and determine whether or not the phrasing of the goal contributed to it not being achieved
- The team will examine possible rephrasing of the goal that may assist staff in achieving the established technology goals that were unmet. The team may revise the goal entirely if they believe it is necessary

TECHNOLOGY PLAN EVALUATION AND UPDATE

The technology plan of César Chávez Academy is reviewed annually by a committee representing the administration, staff, and our management company, The Leona Group. In coordination with the school leaders, 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, as well as the provisions set forth in No Child Left Behind.

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, parents, and students, and written surveys, we monitor the use of technology at César Chávez Academy. The school leaders, 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.
Drafted June, 2001 in keeping with the requirements of CIPA (Children's Internet Protection Act)

OUR GOAL: A SAFE, SENSIBLE APPROACH

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.
2. Don't send pictures of yourself or your family through the Internet.
3. Always tell your teacher about any web site 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 web sites 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. Make good choices. Do not accept product offers or other opportunities to send you information through the Internet without your parents' specific approval.
7. Avoid chat rooms. They are not allowed, ever.
8. Never send or receive e-mail messages without permission from school authorities. If the principal or computer instructor didn't say you are allowed e-mail privileges, they are expressly forbidden.
9. Don't agree to meet someone you've met on the Internet. Tell a grownup about anyone who even suggests this.
10. Follow the policies in the written Internet contract which you and your parents signed at the beginning of the year.

CONSEQUENCES

The key to a successful Internet safety system is adult supervision. Nothing can replace the influence of a vigilant teacher. Students who knowingly violate the recommended guidelines will lose their Internet or computer privileges, and in extreme cases a parent conference must be scheduled.

The school has filtering hardware that monitors and blocks inappropriate web usage. The technology coordinator, in cooperation with the principals, will work to prohibit access to sites that are not appropriate, such as game or entertainment sites with no academic value. Filtering hardware is not perfect, but it is an important part of our overall program.

_____

Signature of Student

_____

Signature of Parent