

Technology Plan

St. Patrick School

Archdiocese of Detroit
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Building Code: 03949

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Introductory Material-Section 2

School Mission Statement

Saint Patrick School Mission is to provide students with a challenging academic education through the guidance of the Holy Spirit, the teachings of the Catholic Church, and the values of our family community.

Introduction

St. Patrick School is located in Northern Oakland County in the Township of White Lake, which is part of the Walled Lake Consolidated School District. The surrounding neighborhoods are comprised mainly of single-family homes, and the population is predominantly white, middle-class. The community population is a mix of young families, families with high-school or older children, and senior citizens. There are business clusters nearby, mainly the growing area along the M-59/Highland Road corridor. Our students come from neighboring communities of Commerce Township, Walled Lake, Milford, Highland, West Bloomfield, Waterford, Orchard Lake, and Pontiac.

St. Patrick School is a sprawling one level school with 19 classrooms, a media center, a computer lab, Music/Spanish classroom, gymnasium with locker rooms and stage area, and lunchroom/hall. There are 28 full-time staff members. The enrollment preschool-8th grade is over 430 students.

Vision and Goals-Section 3

Vision: The vision of the St. Patrick School technology program is to provide an integrated program that promotes communication, creativity and problem solving so that our graduates are confident users of technology.

Major goals of the technology plan:

- Align the technology curriculum with national standards.
- Provide funding for hardware, software, and staff development needs.
- Assure integration of technology with curriculum at each level.
- Acquire and use different technology programs in conjunction with core subject areas.

Goals for teachers and students:

- Utilize desktop publishing software for creating classroom materials, parent newsletters, and school communication.
- Use of grade book software to record student achievement and provide reports to students and parents.
- Website development to create simple web pages showcasing class projects.
- Communication via email between staff, administration, and parents.
- Presentation of instructional resources with internet based material.
- Adopt and use curriculum software to track goals and objectives, and their correlation to standardized testing.
- Word processing software will be used in the writing process at all levels.
- Multimedia software will be used to create reports and presentations including graphics, text, and sound.
- Spreadsheet software will be used in research, simulation, and graphing.
- Internet resources will be used to support science instruction.
- Assistive technology and software will be used to support special needs students.

I. CURRICULUM

Required Element A. Curriculum Integration-SECTION 4

Goals and strategies, aligned with challenging state and national standards, for using telecommunication and technology to improve teaching and learning.

Curriculum goal:

Students will use a variety of digital tools (e.g. word processors, presentation software, web sites) appropriately to research, interpret, and communicate information relating to all curricular topics.

Action	Timeline	Resources Needed	Assessment Criteria
Students will explore all types of digital tools	Fall 2011/ ongoing	Computers with age appropriate digital tools	Teacher observation, easy tech assessments

Action	Timeline	Resources Needed	Assessment Criteria
Students will complete teacher guided activities using selected programs in all curricular topics	Spring 2011/ ongoing	Computers, lesson/activities digital tools	Teacher observation, easy tech assessments, student created products
Students will communicate and share products	Winter 2011/ ongoing	Variety of communication and presentation tools	Project scoring rubric

Curriculum Goal:

Students will use technology to gain information and report on their learning within current Grade Level Content Expectations.

Action	Timeline	Resources Needed	Assessment Criteria
Students will gather information electronically and use it to incorporate into assignment	2011-2014	Computers, internet	Teacher observation
Students will use technology as a means of presenting new knowledge	2011-2014	Various project materials including but not limited to: digital cameras, computers, projectors, printers, and Smartboards	Student created product, teacher rubric

Curriculum Goal:

All students will continue to be exposed to, and practice, research skills that include using and evaluating a variety of print and electronic sources. Students will be exposed to, and practice communicating ethically and safely using electronic innovations.

Action	Timeline	Resources Needed	Assessment Criteria
Students will continue to be exposed to, and practice research skills that include using a variety of sources	2011-2014	Access to a variety of print and electronic research materials	Teacher observation
Students will practice evaluating sources and looking for evidence of authentic information	2011-2014	Access to a variety of print and electronic research materials	Teacher observation

Professional Learning Goal:

The teachers will develop lesson plans to facilitate the student use of digital tools and implement them in curricular areas.

Action	Timeline	Resources Needed	Assessment Criteria
Participate in designing technology lessons/projects	Fall 2011/ ongoing	Time, lesson resources	Surveys
Create a rubric	Fall 2011	Time, support, student samples	Created rubric
Implement technology Lessons/projects	Winter 2011/ ongoing	Computers, digital tools, lesson plans	Lessons are performed and shared

Professional Learning Goal:

Teachers will explore online learning tools to support students within current Grade Level Content Expectations.

Action	Timeline	Resources Needed	Assessment Criteria
Teachers will have the opportunity to experience and develop various online communication tools that will allow them to communicate with parents and students to support student learning.	PD time each fall, and “refreshers” throughout each year, 2011-2014	Sufficient professional development throughout the school year, computers and other technologies such as digital camera, computer, microphones, etc.	Teacher evaluation
Grade Level Content expectation will be shared with the staff along with suggestions for implementation.	Fall/Winter of 2011	A copy of the expectations is available to each staff member.	survey

I. CURRICULUM

Required Element: B. Student Achievement – SECTION 5

Strategies that are based on research and that integrate technology into curricula and instruction for purposes of improving student academic achievement and a timeline for that integration.

The expectation is that the investment in technology will result in the outcome of increased student achievement throughout every subject. Technology is an everyday tool available to subject instruction and learning.

The following curriculum will be implemented during the tech plan 2011-2014.

**St. Patrick School
Technology Curriculum**

Key: I=Introduce R=Reinforce M=Mastery

	Grade		
Elementary	K	1	2
PK-2 CI- Creativity and Innovation			
Each student will:			
1. use a variety of digital tools (e.g., word processors, drawing tools, simulations, presentation software, graphical organizers) to learn, create, and convey original ideas or illustrate concepts	I	R	M
PK-2 CC-Communication and Collaboration			
Each student will:			
1. work together when using digital tools (e.g. word processor, drawing, presentation software) to convey or illustrate simple concepts relating to a specified project	I	R	M
2. use a variety of developmentally appropriate digital tools (e.g. word processors, paint programs) to communicate ideas to classmates, families, and others	I	R	M
3. use a variety of developmentally appropriate technologies for sharing information (e.g. , drawing a picture, writing a story, creating a simple slide show)			
PK-2 RI-Research and Information Fluency			
Each student will:			
1. interact with internet based resources	I	R	M
2. use digital resources (e.g., dictionaries, encyclopedias, graphs, graphical organizers) to locate and interpret information relating to a specific curricular topic, with assistance from teachers, school library media specialists, parents, or student partners	I	R	M
PK-2 CT-Critical Thinking, Problem Solving, and Decision Making			
Each student will:			
1. explain ways that technology can be used to make decisions and solve problems (e.g., cell phones, traffic lights, GPS units)	I	R	M
2. use digital resources (e.g., dictionaries, encyclopedias, search engines, web sites) to solve developmentally appropriate problems, with assistance from teachers, parents, school library media specialists, or student partners	I	R	M

**St. Patrick School
Technology Curriculum**

Key: I=Introduce R=Reinforce M=Mastery

	Grade		
Elementary	K	1	2
PK-2 DC-Digital Citizenship			
Each student will:			
1. describe appropriate and inappropriate uses of technology (e.g., computers, internet, e-mail, cell phones) and describe consequences of inappropriate uses	I	R	M
2. identify personal information that should not be shared on the internet	I	R	M
3. know to inform a trusted adult if they receive or view an online communication which makes them feel uncomfortable, or if someone whom they don't know is trying to communicate with them or asking for personal information	I	R	M
PK-2 TC-Technology Operations and Concepts			
Each student will:			
1. identify common uses of technology found in daily life	I	R	M
2. discuss advantages and disadvantages of using technology	I	R	M
3. be able to use basic menu commands to perform common operations (e.g., open, close, save, print)	I	R	M
4. recognize, name, and label the major hardware components in a computer system (e.g., computer, monitor, keyboard, mouse, printer)	I	R	M
5. discuss the basic care for computer hardware and various media types (e.g., CDs, DVDs, videotapes)	I	R	M

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	Grade		
Elementary	3	4	5
3-5 CI- Creativity and Innovation			
Each student will:			
1. produce a media-rich digital project aligned to state curriculum standards (e.g., fable, folk tale, mystery, tall tale, historical fiction)	I	R	M
2. use a variety of technology tools and applications to demonstrate their creativity by creating or modifying works of art, music, movies, or presentations	I	R	M
3. participate in discussions about technologies (past, present, and future) to understand these developments are the result of human creativity	I	R	M
3-5 CC-Communication and Collaboration			
Each student will:			
1. identify how different software applications may be used to share similar information, based on the intended audience (e.g., presentations for classmates, newsletters for parents)	I	R	M
2. 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	I	R	M
3-5 RI-Research and Information Fluency			
Each student will:			
1. identify search strategies for locating information with support, from teachers and school library media specialists	I	R	M
2. use digital tools to find, organize, analyze, synthesize, and evaluate information	I	R	M
3. recognize that web sites and digital resources may contain inaccurate or biased information	I	R	M
3-5 CT-Critical Thinking, Problem Solving, and Decision Making			
Each student will:			
1. use digital 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)	I	R	M

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Technology Curriculum**

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	Grade		
Elementary	3	4	5
2. use information and communication technology tools (e.g., calculators, probes, videos, DVDs, educational software) to collect, organize, and evaluate information to assist with solving problems	I	R	M
3. use digital resources to identify and investigate a state, national, or global issue (e.g., global warming, economy, environment) and generate possible solutions	I	R	M
3-5 DC-Digital Citizenship			
Each student will:			
1. understand that web sites or other digital resources may contain information that does not present both sides of an issue	I	R	M
2. discuss scenarios involving acceptable and unacceptable uses of technology (e.g., file sharing, social networking, text messaging, cyber bullying, plagiarism)	I	R	M
3. recognize issues involving ethical use of information (e.g., copyright adherence, source citation)	I	R	M
4. describe precautions surrounding personal safety that should be taken when online	I	R	M
3-5 TC-Technology Operations and Concepts			
Each student will:			
1. use basic input and output devices; access network resources (e.g., printers, servers); and use various peripherals (e.g., scanners, digital cameras, video recorders, projectors)	I	R	M
2. describe ways technology has changed life at school and at home	I	R	M
3. understand and discuss how assistive technologies can benefit all individuals	I	R	M
4. know proper keyboard positioning	I	R	M
5. demonstrate proper care in the use of the computer hardware, software, peripherals, and storage media	I	R	M
6. know how to exchange files with other students using technology (e.g., network file sharing, flash drives)	I	R	M
7. use digital tools to acquire new knowledge for personal growth and learning	I	R	M

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	Grade		
Intermediate	6	7	8
6-8 CO-Creativity and Innovation			
Each student will:			
1. apply common software features (e.g., spellchecker, thesaurus, formulas, charts, graphics, sounds) to enhance communication with an audience and to support creativity	I	R	M
2. create an original project (e.g., presentation, web page, newsletter, information brochure) using a variety of media (e.g., animations)	I	R	M
3. illustrate a content-related concept using a model, simulation, or concept-mapping software	I	R	M
6-8 CC-Communication and Collaboration			
Each student will:			
1. use digital resources (e.g., discussion groups, blogs, podcasts, video conferences, web conferences, Moodle, Blackboard) to collaborate with peers, experts, and other audiences	I	R	M
2. use collaborative digital tools to explore common curriculum content with learners from other cultures	I	R	M
3. identify effective uses of technology to support communication with peers, family, or school personnel	I	R	M
6-8 RI-Research and Information Fluency			
Each student will:			
1. use a variety of digital resources to locate information	I	R	M
2. evaluate information from online resources for accuracy and bias	I	R	M
3. identify types of web sites based on their domain names (e.g., edu, com, org, gov)	I	R	M
4. employ data-collection technologies (e.g., probes, handheld devices, GPS units, geographic mapping system) to gather, view, and analyze the results for a content-related problem	I	R	M

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		Grade	
Intermediate	3	4	5
6-8 CT-Critical Thinking, Problem Solving, and Decision Making			
Each student will:			
1. use databases or spreadsheets to make predictions, develop strategies, and evaluate decisions to assist with solving a problem	I	R	M
2. evaluate available digital resources and select the most appropriate application to accomplish a specific task (e.g., word processor, table, outline, spreadsheet, presentation program)	I	R	M
3. gather data, examine patterns, and apply information for decision making using available digital resources	I	R	M
4. describe strategies for solving routine hardware and software problems	I	R	M
6-8 DC-Digital Citizenship			
Each student will:			
1. provide accurate citations when referencing information sources	I	R	M
2. discuss issues related to acceptable and responsible use of technology (e.g., privacy, security, copyright, plagiarism, viruses, file-sharing)	I	R	M
3. discuss the consequences related to unethical use of information and communication technologies	I	R	M
4. discuss possible societal impact of technology in the future and reflect on the importance of technology in the past	I	R	M
5. create media-rich presentations for other students on the appropriate and ethical use of digital tools and resources	I	R	M
6. discuss the long term ramifications (digital footprint) of participating in questionable online activities (e.g., posting photos of risqué poses or underage drinking, making threats to others)	I	R	M
7. describe the potential risks and dangers associated with online communications	I	R	M
6-8 TC-Technology Operations and Concepts			
Each student will:			
1. use proper keyboarding posture, finger positions, and touch-typing techniques	I	R	M

**St. Patrick School
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2. identify file formats for a variety of applications (e.g., doc, xls, pdf, txt, jpg, mp3)	I	R	M
3. use a variety of technology tools (e.g., dictionary, thesaurus, grammar-checker, calculator) to maximize the accuracy of technology-produced materials	I	R	M
4. perform queries on existing databases	I	R	M
5. know how to create and use various functions available in a database (e.g., filtering, sorting, charts)	I	R	M
		Grade	
Intermediate	6	7	8
6. identify a variety of information storage devices (e.g., CDs, DVDs, flash drives, SD cards) and provide rationales for using a certain device for a specific purpose	I	R	M
7. use accurate technology terminology	I	R	M
8. use technology to identify and explore various occupations or careers	I	R	M
9. discuss possible uses of technology to support personal pursuits and lifelong learning	I	R	M
10. discuss security issues related to e-commerce	I	R	M

I. CURRICULUM

Required Element: C. Technology Delivery- SECTION 6

Strategies for the delivery of specialized or rigorous courses and curricula through the use of technology, including distance learning technologies.

1. St. Patrick School incorporates the use of technology and distance learning through many sources. Many rooms have interactive white boards and student response remotes that allow us to engage the full range of students in the classroom. Other classrooms utilize document cameras and projectors to incorporate available resources into their curriculum. Our school offers wireless access to the classrooms and some rooms have been networked. Resources that we use include Accelerated Reader quizzes, Discovery Education videos and quizzes, webinars, World Book encyclopedia access from school and home, MeL library databanks, SIRS, Teachertube/Schooltube and for our staff, the MI Learnport site. Our staff offers the students a chance to interact with students in other places through the use of Skype and other virtual podcasting and sharing. Future interests include virtual field trips, interactive classroom collaboration, and more sustained podcasting.

I. CURRICULUM

Required Element: D. Parental Communications and Community Relations-SECTION 7

Strategies to promote parental involvement and to increase communication with parents and community, including a description of how parents and community will be informed of the technology to be used with students.

1. St. Patrick School has a website that is fully functional to the parents and community of our parish. Our technology plan will be posted on our website which is utilized by our school families and community. It will also be included in our school accreditation plan.
2. Our school currently posts its newsletter on the website on a weekly basis. We are strongly encouraging parents to rely on the electronic method to receive their important news and details for upcoming weeks. Within the newsletter are the minutes from our parent groups so any parent or community member can stay informed about the activities and programs that we are working on each month. Many teachers use a personal website that is linked through the school's website. These websites offer even more ways for the parents and community to view and visit our programs and activities. Our school website also includes monthly and yearly calendars, lunch order forms, volunteer requirements and forms, and important school news including student recognition.
3. Our Parents Club has been using a successful means of parent outreach via email. Each classroom has a parent coordinator who is responsible for forwarding important emails to the members of their student's classroom and teacher. This has worked very well for our school and it is planned to be continued.

Parents on the Technology sub committee of the School Advisory Committee have been a part of the planning and assessment of our school technology. Their ideas for

mass communication and curriculum improvement in the area of computer technology and integration are incorporated into this plan.

I. CURRICULUM

Required Element: E. Collaboration – SECTION 8

Strategies for developing the program, where applicable, with adult literacy providers.

1. St. Patrick School is an elementary school. It does not have an adult literacy program. The school does not have any programs in Adult Education, GED Certification, or ESL offered. These programs would be accessible to the families through their local public school communities.

II. PROFESSIONAL DEVELOPMENT

Required Element: F. Professional Development – SECTION 9

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.

Goals	Objectives	Example	Strategy & Time
Basic Technology	Teachers will be able to operate a computer system with related peripheral devices for multimedia, data, and communication software programs	Spreadsheet Database Desktop Publishing Multimedia Word Processing	Workshops determined by need, three full day development days
	Teachers will be able to connect technological devices which include scanners, digital cameras, and/or video cameras	Scanning text Downloading Graphics, pictures & clip art Clip Art Inputting video	Workshop using scanners, video cameras, and digital cameras (from 3 full day development days)
	Teachers will be able to identify and implement basic troubleshooting techniques related to using a multimedia system	Multimedia Setup Error Messages	Multimedia training as needed (from 3 full day development days)
Professional and Personal Use of Technology	Teachers will be able to use technology in conducting research, solving problems, and data collection	Internet Projects Internet Resources Web 2.0	Internet Workshops (from 3 full day development days)
	Teachers will be able to use and apply productivity tools for personal and professional use	Word Processing Databases Spreadsheets Presentation Page Layout	Workshops (from 3 full day development days)

Goals	Objectives	Examples	Strategies & Time
Application of Technology in the Curriculum	Teachers will be able to apply technologies to support instruction in their grade level and subject areas	Word Processing Databases Spreadsheets Curriculum Software Web 2.0 and Social Networking	Opportunities to attend professional development in curricular areas
	Teachers will be able to apply specific research software for learning and application in curricular areas	Electronic Reference Library Resources	Opportunities to attend professional development in curricular areas
	Teachers will be able to use computer projection devices to support and deliver presentations	Presentations using projectors	Annual in-service for new teachers
	Teachers will be able to conduct research and evaluate on-line sources of information that support and enhance curriculum	Internet Activities Internet Lesson Plans Internet Projects Library Resources Online Electronic References	Workshops (from 3 full day development days)

II. PROFESSIONAL DEVELOPMENT

Required Element: G. Supporting Resources – SECTION 10

Strategies and supporting resources such as services, software, other electronically-delivered learning materials, and print resources that will be acquired to ensure successful and effective uses of technology.

Workshops and professional technology development are provided as needed.

St. Patrick School provides or is pursuing the following resources to support our technology curriculum:

- Smartboard Lab available to check out
- Computer Lab available to check out
- Manuals and printed materials for software use
- Online support from textbook publisher
- Microsoft Office Suite
- Inspiration Software
- Teacherease
- Kid Pix
- School Website
- World Book Encyclopedia Online
- United Streaming
- Accelerated Reader
- Understanding Math

In building: IT support person, computer tech teacher
Outside building: IT support through Lago Assoc.

Building in-service days
Staff meeting
Mentoring
Conferences
Parent Technology Committee
Hardware software webinars
Regional workshop offerings – REMC (Oakland Schools) MISD

III. INFRASTRUCTURE, HARDWARE, TECHNICAL SUPPORT AND SOFTWARE Required Element: H. Infrastructure Needs/Technical Specification, and Design – SECTION 11

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.

1. Hardware

Each classroom has two or more computers available for student use, with access to a printer.

- Each classroom has either a screen or Smartboard to view presentations.
- There are 8 sets of response system to go with the Smartboards.
- Each classroom has a digital camera and 14 flip cameras are available.
- Five document cameras are available.
- Every classroom has a TV and is able to connect to teachers' laptop computer for multimedia presentations.
- 19 classrooms and the library, music room, and resource room have a DVD/VCR player.
- 6 overhead projectors are available for teachers' use. 18 projectors are in classrooms. 9 are mounted with Smartboards.
- The computer lab has 30 computer stations networked, with a laser jet printer available for printing student projects. There is a DVD/VCR player along with an overhead projector or connected to the Smartboard.
- Each class has one scheduled computer instruction period per week. Additional time is available for teachers to bring down classes to work as a group; the sign out sheet is posted outside the computer classroom door.

2. Software

- We currently have a variety of software options to meet our curricular needs.
- An annual inventory of software is completed. School-wide used software is kept in the computer lab. Individual teachers keep classroom used software in their rooms during the school year.
- Voice network phone in every classroom with staff member voicemail.
- TV/DVD player per classroom with cable access.

2. Infrastructure

-The entire school campus has a wireless network. The entire building, including the library and computer lab is connected to the network. Each classroom offers both wireless and Ethernet cables.

-The internet has filtering for appropriate content.

-Each classroom has a phone for outside calls and in-school intercom use.

4. Strategies and Upgrading

-Hardware and printers are replaced as needed.

-Software is updated as needed.

-Large hardware purchases are made using money obtained through school fundraisers.

-There is a budget to purchase new hardware, software and to provide technical support to repair nonworking hardware.

5. Technical Support

-The maintenance supervisor will assess problems and correct problems or contact Lago Co. for technical support if needed.

III.INFRASTRUCTURE, HARDWARE, TECHNICAL SUPPORT AND SOFTWARE

Required Element: I. Increase Access – SECTION 12

1. Access to technology is available to all students and teachers. Students have access through weekly computer class, integrated projects, use of Accelerated Reader, and Understanding Math interactive internet sites for increased enrichment. 9 classrooms are equipped with Smartboards and remote response systems which allows for interaction.
2. Teachers have increased their technological awareness through professional development workshops and conferences including MACUL. Staff members attending these workshops and training then provide the training on site for the staff at meetings.
3. We do have the facilities available to offer special education services for hearing impaired, learning disabled, or other special needs students. If a special need arises, we strive to coordinate with our public school system and county resources to see if additional help can be obtained. We have been successful in obtaining loaned equipment for some of our students.

IV. FUNDING AND BUDGET

Required Element: J. Budget and Timetable – SECTION 13

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

The purchasing of large amounts or expensive technology is paid for through the fundraising efforts of the school's Parents Club. The school budgets for the repair of technology and for specialized technical support. Small grants have been obtained for individual classroom technology purchases. Professional development for the teachers in the uses of technology comes from the federal Title IIA funds allotted to St. Patrick School as well as from the school's budget. Staff members will also train other staff members on the use of new technology acquired by the school.

<u>Category</u>	<u>2010-2012</u>	<u>2012-2013</u>	<u>2013-2014</u>
Salaries & (benefits)	45,872 (9,175)	47, 290 (9,458)	48, 708 (9,741)
Hardware & networking	6,790	7,000	7,210
Maintenance & service	7,275	7,500	7,725\
Software licensing agreement	2,149	2,215	2,281
Software & support	5,044	5,200	5,356
Professional development	1, 940	2,000	2,060
Title IIA	5,744	6,234 (approx)	unknown
Technical support	8,730	9,000	9,270

IV. FUNDING AND BUDGET

Required Element: K. Coordination of Resources – SECTION 14

Strategies that will be employed to coordinate state and local resources to implement activities and acquisitions prescribed in the technology plan.

As a parochial school, there are limited options for local and state funding to support technology. St. Patrick School utilizes their allotted federal Title IIA funds for teacher training to learn integration of technology into core subjects. We have partnered with a local technology vendor to receive additional teacher training when purchasing hardware through them. Parents who work in the technology field have helped the school obtain the best prices on hardware purchases. Any money the school receives through bequeaths are put towards the purchasing of technology.

Technology is updated on a rotating basis. Older hardware is always being replaced as the funds are obtained.

V. MONITORING AND EVALUATION

Required Element: L. Evaluation – Section 15

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

Evaluation toward progress in implementation of the technology plan will be monitored by the school technology committee. Focus areas will be evaluated yearly. Progress toward school improvement goals that pertain to technology will also be reviewed. Given the specified timeline, with ongoing review the technology committee will determine specific targets to insure that no goal is left unmet.

Components	Goal	Progress Towards Goals	Timeline
Infrastructure	Provided a stable technical environment for teaching and learning.	A 5 year replacement plan has been implemented.	2011-2014
Curriculum Integration	Recognition of Michigan Educational Technology Standards.	Built awareness for standards	2011-2014
Professional Development	Provided quality learning experiences for all staff.	Training opportunities are provided to the whole staff as well as individuals and small groups	2011-2014
Technical Support	Evaluate technology department and services to meet ongoing needs.	Improved response times Have tech support on call for evening service	2011-2014
Timetable	Reviewed and updated Technology Plan annually	Technology Plan review done yearly.	Next major update 2012 school year
Cost Funding	Efficiently managed available resources.	Established budget for technology needs.	2011-2014
Acceptable Use Policy	Reliance on well written acceptable use policies at all levels.	Implementation of AUP for staff and students prior to network usage.	2011-2014
Communications	Increased communication about all aspects of technology.	Increased communication with staff using technology. Increased communication using technology. Teacherease School Messenger	2011-2014
Impact on Student Achievement	Improved access to data for student achievement and progress in multiple areas.	Tools allow for easy correlation with standards and the ability to customize instruction to maximize individual gains.	2011-2014

V. MONITORING AND EVALUATION

Required Element: M. Acceptable Use Policy – SECTION 16

Strategies are in place to monitor the district's Acceptable Use Plan for staff and student use of the technologies.

In compliance with CIPA (Children's Internet Protection Act) requirements, St. Patrick School, through Inet 53 internet service provider has in place a filter that restricts access to inappropriate and harmful materials on the internet for all St. Patrick School network users, including minors. St. Patrick School, through Inet 53 and through direct observation, monitors and tracks student internet activities.

Students sign a Student Telecommunications Use Agreement. Parents are also required to sign the policy. These are kept on file. The classroom teachers, computer teacher, and principal are responsible for monitoring compliance with the policy.

Student Telecommunications Use Agreement

Adapted from NCEA's From the Chalkboard to the Chatroom, 2001

As a computer user, I agree to follow the rules and code of ethics in all of my work with computers while attending _____ School:

1. I recognize that all computer users have the same right to use the equipment; therefore, I will not use the computer resources for non-academic purposes. I will not waste or take supplies such as paper, printer cartridges, and discs that are provided by the school. When I am in the computer lab, I will talk softly and work in ways that will not disturb other users. I will keep my computer work area clean and will not eat or drink in the computer lab.

2. I recognize that software is protected by copyright laws; therefore, I will not make unauthorized copies of software and I will not give, lend, or sell copies of software to others. I understand that I will not be allowed to bring software applications, games, or CD-ROMs from home to be used on school equipment without proof of licensure and prior approval of appropriate school personnel.

3. I recognize that the work of all users is valuable; therefore, I will protect the privacy of others by not trying to learn their password; I will not copy, change, read, or use files from another user without prior permission from that user; I will not attempt to gain unauthorized access to system programs for computer equipment; I will not use computer systems to disturb or harass other computer users or use inappropriate language in my communications.

I will honor my school's procedures for the storage of information. I realize that after prior notice has been given to me, files may be deleted from the system to protect the integrity of the network or because of space limitations on the computer's hard drive.

4. Each student who received Internet access will be instructed in the proper use of the network. The use of the Internet must be in support of education and research consistent with the educational objectives of the school. Students using network or computing resources must comply with the appropriate rules for that network or resource. Students are never permitted to type a web address/URL into a web browser.

As a user of a network, I will not use bulletin boards or chat lines for personal use. In addition, I will not reveal my personal information, home address, or personal phone number or those of students, teachers, or other staff members. Transmission of any material in violation of any U.S. or state regulation is prohibited. This includes, but is not limited to: copyrighted material, threatening or obscene material, or material protected by trade secret. The use of school computers and networking resources for commercial activities is not permitted. Their use for product advertisement or political lobbying is also prohibited.

5. Parents must realize that their students may encounter material on a network/bulletin board that they do not consider appropriate (vulgar jokes, statements of believe that some might consider immoral, etc.) The student is responsible for not pursuing material that could be considered offensive.

6. The use of the computer is a privilege, not a right, and inappropriate use will result in the cancellation of these privileges. Vandalism or intentional modification of system settings will result in cancellation of privileges and/or school disciplinary action. The school reserves the right to seek financial restitution for any damage cause by a student or other user. The system administrators will deem what is inappropriate use, and their decision is final. The administration, faculty, and staff of the school may request that the system administrator deny, revoke, or suspend specific user privileges. Violations of the rules described above will be dealt with seriously.

Parent/Guardian Signature

Student Signature

Date

Date

Employee Telecommunications Use Agreement
Adapted from NCEA's From the Chalkboard to the Chatroom. 2001

As a computer user, I agree to follow the rules in all of my work with computers while working at St. Patrick School:

1. I recognize that all computer users have the same right to use the equipment; therefore, I will not use the computer resources for non-academic purposes. I will not waste or take supplies such as paper, printer cartridges, and discs that are provided by the school. When I am in the computer lab, I will talk softly and work in ways that will not disturb other users. I will keep my computer work area clean and will not eat or drink in the computer lab.

2. I recognize that software is protected by copyright laws; therefore, I will not make unauthorized copies of software and will not give, lend, or sell copies of software to others. I understand that I will not be allowed to bring software applications, games, or CD-ROMs from home to be used on school equipment without proof of licensure and prior approval of appropriate school personnel.

3. I recognize that the work of all users is valuable; therefore, I will protect the privacy of others by not trying to learn their password; I will not copy, change, read, or use files from another user without prior permission from that user; I will not attempt to gain unauthorized access to system programs for computer equipment; I will not use computer systems to disturb or harass other computer users or use inappropriate language in my communications.

As an employee I realize I may not access, use or disclose non-public personal or confidential information without appropriate authorization, in writing, from the school administrator and must take necessary precautions to protect confidentiality of non-public personal or confidential information in the performance of my duties.

I will honor my school's procedures for the storage of information. I realize that after prior notice has been given to me, files may be deleted from the system to protect the integrity of the network or because of space limitations on the computer's hard drive.

4. The use of the Internet must be in support of education and research consistent with the educational objectives of the school. Using the network or computing resources must comply with the appropriate rules for that network or resource.

As a user of a network, I will not use bulletin boards or chat lines for personal use. In addition, I will not reveal my personal information, home address, or personal phone number or those of students, teachers, or other staff members. Transmission of any material in violation of any U.S. or state regulation is prohibited. This includes, but is not limited to: copyrighted material, threatening or obscene material, or material protected by trade secret. The use of school computers and networking resources for commercial activities is not permitted. Their use for product advertisement or political lobbying is also prohibited.

5. It is prohibited to knowingly display, download, or email sexually explicit images, messages and cartoons. Other examples of unacceptable computer usage include (but are not limited to) ethnic slurs, racist comments, offensive jokes, or anything that may be seen by another person as harassment or disrespectful.

6. The use of the computer is a privilege, not a right, and inappropriate use will result in the cancellation of these privileges. Vandalism or intentional modification of system settings will result in cancellation of privileges and/or school disciplinary action. The school reserves the right to seek financial restitution for any damage caused by a student or other user. The system administrators will deem what is inappropriate use, and their decision is final. The administration, faculty, and staff of the school may request that the system administrator deny, revoke, or suspend specific user privileges. Violations of the rules described above will be dealt with seriously.