

# Technology Plan for Our Lady of the Assumption School

Developed by: The OLA Catholic School Advisory Commission (CSAC) Technology Committee



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## **School Site Information**

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## **Technology Committee Members**

Robert Love, Principal  
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## **1. Introduction**

The Diocese of Sacramento established Our Lady of the Assumption Church in 1950, as the post-war population boom expanded into the northeast suburb of Carmichael, California. The parish school, founded by the Sisters of Loretto, opened in 1955. Our Lady of the Assumption School has served children of parishioners in kindergarten and grades one through eight since 1955, and added a preschool and transitional kindergarten in 2011. As the Sisters of Loretto gradually reduced their teaching role in the school, a dedicated and enthusiastic lay teaching staff replaced them.

Nearly all graduates of the parish school go on to one of the Catholic high schools in greater Sacramento.

Currently, the school has self-contained classes in kindergarten and grades one through four, and is organized departmentally in grades five through eight. Several electives offer students in grades five through eight additional challenges and opportunities. A resource program is in place to assist students with special needs.

Our Lady of the Assumption School's vision and mission statements regarding the use of technology are consistent with those of the Catholic School Department of the Diocese of Sacramento.

During the summer of 2011, Our Lady of the Assumption School completely renovated and updated its classrooms, administrative offices and public areas. All electrical and support wiring was replaced, CAT 6 replaced CAT 5 backbone wiring and classrooms were provided several data ports. Classrooms were equipped to accommodate Interactive Whiteboards and video monitors for future expansion.

## **2. Vision Statement**

Our Lady of the Assumption School community envisions a learning environment that uses technology to improve student achievement, to streamline administrative functions, and to enhance communication.

## **3. Mission Statement**

The mission of technology at Our Lady of the Assumption School is to:

- Ensure that every student and faculty member has reliable access to computers with relevant applications.

- Enhance and expand existing curriculum and assessment of student learning.
- Provide efficient communication channels between students, parents, faculty, and administration.
- Provide ongoing technology training to faculty, staff and students; and assess skills on a regular basis.
- Research and evaluate relevant technology issues, innovations, and trends in educational technology.

#### 4. Curriculum and School Administration

##### **Management and Assessment:**

*1. Our School uses technology applications to assess student performance of learner outcomes and Schoolwide Learning Expectations.*

Up until 2011, OLA School students took the ITBS tests in the fall. Data from the results of these tests were compiled online. These data reveal growth and the performance individually, by class or total school. The assessment measures performance in all core academic areas. Teacher data teams use these data to develop new pre and post assessments and collaborate to find new instructional strategies to bolster student achievement in areas with the most room for growth.

OLA uses the Acuity assessment program. This program is designed to support both interim and formative assessment programs with the integration of classroom-friendly assessments, instructional resources, reporting, and customization. This online program assesses students on the Common Core Standards for language arts and math, and provides valuable assessment data to improve student achievement.

Data from these assessments is disaggregated and informs instructional strategies, which are put into place with teachers at Instructional Data Team meetings.

The ACT Aspire test will be taken online in the spring each school year, and the data released from that summative assessment will also be disaggregated and used in Instructional Data Team meetings to measure progress in curricular areas and improve instruction.

*2. Our school uses technology to manage and group students for instruction based upon assessment of student performance of learner outcomes and Schoolwide Learning Expectations.*

Math classes in grades 4 through 8 are leveled, and students are grouped according to their scores on screening assessments, grades, and ACUITY scores, which are accessible online.

*3. Our school uses technology to report student progress and performance in accomplishing learner outcomes to parents/guardians/stakeholders of the community/and the broader community.*

In the 2009-2010 school year, OLA adopted the Web-based program SchoolSpeak. This robust communications tool was designed for Catholic Schools to provide effective communication between teachers, administration, parents, and students. The program includes grade reporting (progress reports and report cards), e-mail distribution grouping, teacher Web pages, teacher homework posting, service hour posting, and more. SchoolSpeak has measurably bolstered the reporting of student progress with respect to learner outcomes. In 2014-2015 OLA moved to Beehively to monitor communication and student progress reporting. This program has many of the same features of SchoolSpeak.

*4. Our School uses technology in the daily operations for the management of student information and records.*

OLA implements the Web based program Beehively to provide academic report cards, online progress reports, emergency information, calendars, contact information, and announcements. An updated website ([www.olaparish.net/school](http://www.olaparish.net/school)) makes available additional information about the school including the school calendar, handbook, and teacher Web pages.

## **Instruction & Instructional Design**

*5. Our school uses technology to design and develop individualized educational plans (IEP's) and personalized learning plans (PLP's).*

Student Support Team (SST) meetings take place on a regular and ongoing basis to support students at OLA with special needs or who need the intervention of all teachers and guardians to assist the child with his/her learning. SST documents are generated on the computer and e-mailed to all participants after meetings. The files are kept in the administration offices. OLA uses the format as designed by the Diocese of Sacramento.

*6. Our school integrates the application of technology, outlined in the Office of Catholic Schools Curriculum Guidelines, into all course and/or grade level student outcomes.*

Students use technology to meet many of the standards-based projects taught at school, especially in the area of science. Every class uses the computer lab

(managed by a full-time computer teacher) for the completion of course work and to learn computer skills and appropriate online ethics and behaviors. As the 1 to 1 technology program grows, students will be more immersed in technological learning tools in the classroom and at home.

*7. Our school uses technology to manage print and non-print information resources used to provide instruction based upon student outcomes. Our system has a plan to help share information and resources among all schools in our diocese.*

OLA School has a computer network in place that facilitates the transference of information and resources within the school. The server provides all faculty, staff, and students with access to documents and programs stored on the server. Email is used to share information within and outside of the campus. The diocese uses Schoolyard to file share, but the Diocese has not yet developed a plan for file sharing from school to school.

In 2014 OLA moved its e-mail to G-mail, and teachers were introduced to Google Tools for Education. Students were given g-mail accounts as well. This suite of tools enables students to complete projects online and save them in the cloud, and also enables teachers to view and give feedback to work that is submitted online.

*8. Our school has provided easy access to and appropriate amounts of information technology for students to use in accomplishing learner outcomes.*

The computer lab accommodates a full class, the library has added six computers, the science lab has added six computers, the teachers and administration have upgraded to new computers, and most classrooms have a single computer for students to work on or complete research. There is a class set of LearnPads available for checkout, and starting in the winter of 2015 each eighth grade student will have a LearnPad. By the year 2016-17 school year, each student in grades 3 through 8 will have a tablet.

The two Interactive Whiteboards used in Science and the computer laboratory enable students to access information through interactive lessons. There is a third Interactive Whiteboard in the library. Teachers are able to more easily project this information during instruction. Furthermore, every classroom is equipped with an Interactive projector, which connects to the teacher's PC.

Document cameras have been added to each classroom. These instructional tools enable teachers to not only project notes to students, but other images and print sources as well. Teachers can save work presented and annotate it for instructional purposes. They can record video presentations as well using this tool.

The school library is also a media center. The library was remodeled in the summer of 2011. Bookshelves were removed and space was reserved for more computer work/research stations. A successful fund drive for the library is going to enable the

library to adopt new forms of information technology. The library technology includes:

- Four thin client workstations for research and writing.
- A World Book Online reference subscription.
- Kids InfoBits Database subscription.
- A flatbed scanner.
- Nook color E-Reader.
- Two flat panel media stations, where students can watch educational DVDs from the library's expanding media collection. These flat-panel LCD T.V.'s will feature built in DVD players and headphones.
- E-book reference materials, which can be downloaded to digital devices such as laptops, e-readers, iPads, etc.
- The accelerated reader program.
- A new Interactive Whiteboard.

These new features will make the OLA library a state of the art Media Center for our students to access information.

*9. Our school has developed an integrated information technology curriculum based upon identified exit outcomes. This means that all students make effective, routine use of computer graphics, hypermedia, desktop presenting, spreadsheets, databases, video production, word processing, desktop publishing, and other applications of technology that increase a student's person power and productivity in order to live and grow in the Schoolwide Learning Expectations.*

Students at OLA use technology at every grade level. Each class has scheduled time in the computer lab and receives instruction in technology at least once per week. Students in grades kindergarten through 3 practice basic computer skills and use applications such as KidPix to develop introductory keyboarding, desktop publishing, and word processing skills. Beginning in grade 3, students use Type to Learn to learn and improve keyboarding skills. Students in grades 4 through 8 use Microsoft Word regularly to complete writing assignments. Students in grade 6 and 7 complete hands-on projects using spreadsheets and databases in Microsoft Excel. Sixth, seventh, and eighth grade students complete presentations in Microsoft PowerPoint. Grades 4 through 8 learn and refine research techniques, as well as how to identify reliable sources, by acquiring information from the Internet for various term papers. All grade levels visit educational websites that provide them opportunities to increase their critical thinking and language arts skills through the use of grade specific challenges. These programs are taught as part of the technology curriculum. With the adoption of Google Tools for Education, students also use the free word processing, presentation, and spreadsheet program provided by Google.

Students in our yearbook elective class use Pictavo, an advanced online desktop publishing program that integrates graphics and text to produce the Yearbook. They use Picasa software to edit photographs and will begin using Adobe Photoshop this year, as well. Students in our science class do video presentations and PowerPoint presentations for special projects throughout the year.

*10. Our school has studied and applied the effective uses of distance learning technology for the delivery of instruction and has implemented it when appropriate.*

Distance learning technology is an area that the school has not yet incorporated into the learning program. However, document cameras which work in conjunction with Skype and various online software sites such as Edmodo and Khan Academy make this a viable future option.

*11. Our school integrates and uses technology applications as more than electronic workbooks in the instructional process. Our use of CAI (computer aided instruction) is solidly based upon research and is used as a supplement to conventional instruction to help students master basic skills. Score: 1.3 out of 5*

We use the following programs to supplement the skill-building instruction that takes place at OLA:

- Type to Learn for keyboarding skills
- School House Technologies website to generate math facts pages
- Various graphing apps and flash card apps for the iPhone
- Math Blaster
- Starfall.com for reading.
- Harcourt reading and spelling online
- Spelling City
- Sporkle.com for Geography in grades 7 & 8
- Google
- Scholastic books
- Scholasticnews
- Mathfactory
- Worksheetfactory
- Khan Academy
- YouTube
- Graph-it
- Time for Kids
- Sumdog,
- Acuity Practice Tests
- Math is Fun
- Storia
- ABCya.com for language arts and critical thinking
- Tumblebooks
- Edmodo

- Sparkle
- Shepherdsoftware
- YouTube history channel National Geographic
- KidPix

*12. Our school provides students and teachers access to data available through computerized information retrieval systems and online databases.*

Currently, students are able to access their progress grades, homework assignments, and other relevant school information through the Beehively system.

The library offers students access to unique online content such as World Book Online Reference Collection, which includes the most up-to-date reference materials available. They have access to online databases such as InfoBits Kids and Resources in Context, Jr. These databases yield results far superior to Internet searches, as they link students directly to thousands of high quality, well researched articles on a broad range of topics.

*13. Our school recognizes that information technology can be helpful to special needs children and to children at risk. We have a commitment to provide appropriate hardware.*

The resource program at OLA provides accommodations to students, and technology offers viable solutions for our students. One of our students is hearing impaired and uses an amplification system as an aid. Another student uses a program called Dragon Dictate to help get his ideas down by expressing them orally. The oral dictation is transferred to text on his computer. Students at OLA who have reading disabilities use [www.Bookshare.org](http://www.Bookshare.org) to access print materials online.

*14. Our school recognizes that computers can contribute to and/or help alleviate some equity issues. We have made a substantial effort to ensure equity in technology access and types of uses. For example, we have been very careful to avoid using drill and practice software mainly for lower socioeconomic status homes, while using more sophisticated applications mainly with higher socioeconomic status students.*

OLA provides computers in every classroom with access for all students. Access is equitable and fair. Though our teachers differentiate their instruction to meet the individual needs of their students, technology tools and programs are not restricted based on abilities or socioeconomic status.

## **Productivity and Staff Development:**

*15. Our school has developed an information technology plan. The plan is based upon learner outcomes and Schoolwide Learning Expectations, as well our system's vision of our educational future.*

The CSAC Technology Committee (Technology Committee) has a technology plan in place that provides a 3 to 5 year road map that will ensure that technology is procured and applied to improve student achievement and the management of information. This plan is updated regularly and addresses the areas of curriculum, instruction, and assessment, as well as information management, and it aligns with the school mission statement and our Schoolwide Learning Expectations.

*16. Our school has developed a technology program for teachers, which places the use of technology to empower teachers. Teachers have good access to technology and software for their professional use.*

OLA has provided teachers with updated computers and software needed to deliver instruction, develop curriculum, assess students, report and give timely feedback, and communicate with parents. Teachers have the use of their own classroom computer, a LearnPad tablet, an interactive projector that connects to their classroom computer and LearnPad, and a document camera. They have Google Tools for Education, Microsoft Office suite, and Beehively for grade reporting and parent communication. There is a portable Interactive Whiteboard on campus that teachers can use for interactive lessons. The Science classroom and library have fixed Interactive Whiteboards. Also, the projectors in each classroom have interactive capability.

*17. Our school has a well-qualified media/technology coordinator who provides on-site support when there is a technical problem or question. This technology specialist has a leadership role in shaping the use of information technology in our school and is a member of the Technology Committee. Score: 4.0 out of 5*

The technology coordinator at OLA teaches students technology programs, skills, and ethics, but also supports the needs of the entire faculty and staff. She manages all student accounts, troubleshoots all computer related problems, secures new software and hardware, trains the faculty on new programs, and oversees the expansion of technology throughout the site. She is a member of the CSAC technology committee, is a member of CUE (Computer Using Educators, Inc.), and regularly attends workshops to keep current in her field.

She has a part time assistant and when a project or problem emerges that requires additional support, the school contracts out for assistance. The CSAC Technology Committee also serves an important consulting role that supports the work of the tech coordinator.

*18. Our school/cluster/diocese encourages and supports staff development, workshops and professional development activities in information technology. Good incentives have been provided to encourage teachers to increase knowledge and skill in making effective use of computers.*

The faculty of OLA has been trained to use Web based programs for instruction, which include Curriculum Mapper, MyAccess, Google Tools for Education, and the LearnPad. There have been mini-in-services at staff meetings on apps and sites such as Socrative, Learnzillion, Edmodo, Quizlet, Wordle, and Glogster. Faculty members have attended mini in-services on Interactive Whiteboards, and several members have joined CUE. Faculty is encouraged to develop knowledge and skills in educational technology.

*19. Our school provides technology purchases based upon requests and innovative funding proposals developed by teachers. We have access to any instructional technology needed to design instruction based upon learning outcomes and Schoolwide Learning Expectations.*

Fundraising by the OLA Parent Teacher Group has enabled the school to expand its use of educational technology. Fundraisers have enabled the school to purchase Interactive Whiteboards, tablets, document cameras, computers for the lab and preschool, interactive projectors in the classroom. The school has upgrades and expanded the computer lab, purchased a new server, and upgraded critical software such as the Microsoft Office suite for all school computers. Fundraising has enabled the school to enjoy progress toward achieving the goals of the technology committee. In order to meet all of our goals for technology, the school will need to secure grants as well. As the committee moves forward with a plan, teacher input will be central to goals that are set.

### **Moral and Ethical Issues**

*20. Our school teaches computerized technology in an environment that models and teaches values and ethical principles.*

As a Catholic School, OLA constantly reinforces the concept of ethical decision-making to our students, including the use of technology in the classroom and away from school. Gospel values are preached and taught in every classroom, including the computer lab. The hazards and risks of the Internet and social websites, such as Facebook, are discussed with our students regularly.

*21. Our school has developed policies related to the ethical uses of computerized technology.*

Every student and his/her parent/guardian must sign off on a contract for proper use of the Internet. In addition, we publish in our handbook the Diocese of Sacramento's Code of Conduct and Online Social Media and Networking Policy.

*Our school makes substantial effort to ensure gender equity in the use of computerized technology.*

Male and female students have equal access to all technology at OLA.

*22. Our school makes substantial effort to ensure cultural/racial equity in the use of computerized technology.*

Students of all ethnic and racial backgrounds have equal access to all technology at OLA.

### **Administrative Use and Application**

*23. Our school requires that all staff use and model the effective and appropriate use of technology.*

Just as OLA students are bound to ethical behavior through policies, so are OLA faculty and staff.

*24. Our school has integrated the effective use of technology into all administrative and managerial functions.*

OLA School has implemented technology into its administrative and managerial functions. The use of Beehively has enabled efficient, instant communication with parents and has improved grading and progress reporting and record keeping. Beehively also enables the school to contact by phone and e-mail anyone on our student's emergency contact file in the event of a school emergency.

A student database that records assessments scores, grades, and other records is needed.

*25. Our school has a living plan for integrating the appropriate use of technology into all aspects of our organization.*

This technology plan addresses the issue of integrating technology into all functions of the school operation. We will be planning biannual surveys to assess the technology needs of the school and its personnel.

**Create and Implement Goals Based on Result From Site Needs Assessment.**

<p><b>Goal 1:</b> The Technology Committee will send out to faculty and staff surveys to assess their aptitude and competency with technology. This survey will not be part of the faculty and staff evaluation process, but a means of collecting data to inform the technology committee on the professional development needs of the faculty with respect to instructional technology.</p>		
<p><b>Objective: By June 2014:</b></p> <ol style="list-style-type: none"> <li>1. A technology survey will be completed assessing faculty technology use. (Completed)</li> <li>2. The Technology Committee will assess the results of the survey and determine the needs and prioritize them. (Completed on 9/14)</li> <li>3. The survey redrafted by tech committee will be re-sent in February</li> </ol> <p>This objective will be repeated on a yearly basis</p>		
<p><b>Evaluation Instrument(s): Data to be Collected</b></p>	<p><b>Schedule for Evaluation</b></p>	<p><b>Program Analysis and Modification Process</b></p>
<ol style="list-style-type: none"> <li>1. Technology Committee Meetings.</li> <li>2. Survey Results and faculty feedback on the survey itself.</li> </ol>	<p>Quarterly Technology Committee Meetings</p>	<p>The OLA Technology Committee will meet quarterly to review goals and assess progress on objectives.</p>

**Goal 2:** The Technology Committee will develop a schedule to procure hardware, software, and other technology-related instructional equipment (to include training) based on the needs of the OLA community as addressed in the biannual technology survey and based on education technology innovations that enhance student learning.

**Objective: By Fall 2014:**

1. A technology survey will be completed assessing faculty needs.
2. The Technology Committee will assess the results of the survey and determine the needs, prioritize them, and list them.
3. A budget line for hardware/software/apps will be included in all future school budgets and will follow the schedule in the technology plan.
4. The process will continue each school year.

**Objective: By Spring 2015**

1. The schedule for hardware/software/Professional Development will be revised for the 2015-2016 school year
2. A school budget will be developed that supports the expansion of educational technology, professional development, and the 1 to 1 program.
3. The faculty will be surveyed, and the technology committee will determine needs and resources for the school in 2015-2016.

<b>Evaluation Instrument(s): Data to be Collected</b>	<b>Schedule for Evaluation</b>	<b>Program Analysis and Modification Process</b>
<ol style="list-style-type: none"> <li>1. Biannual Technology Survey</li> <li>2. Outside schools</li> <li>3. School Budget</li> </ol>	Quarterly Technology Committee Meetings	The OLA Technology Committee will meet quarterly to review goals and assess progress on objectives.

**Goal 3:** The school will implement the use of LearnPad tablets in the Classroom and begin a one-to-one program using them in grades 8 and, if funds are available, grade 7 for the 2014-2015 School Year. By no later than the 2015-2016 school year, there will be one-to-one devices for students in grades 6-8. By no later than 2016-2017 there will be one-to-one devices for students in grades 3-5.

**Objective: By Fall 2014:**

1. Funds will be raised at the OLA Auction and Golf Tournament and reserved in the 2015-2016 budget for expansion of the program.
2. Professional Development to include training on Google Tools for Education and the LearnPad
3. Collaboration time will be provided for teachers to share resources, discuss them, use them, and analyze the results of their use.

**Objective: By Spring 2015:**

1. A school budget is developed for 2015-2016 that supports the expansion of educational technology, professional development, and the 1 to 1 program.
2. Sources of funding 1 to 1 are researched and decided upon for long term.
3. The faculty is surveyed, and the technology committee determines needs and resources for the next school year.

<b>Evaluation Instrument(s): Data to be Collected</b>	<b>Schedule for Evaluation</b>	<b>Program Analysis and Modification Process</b>
<ol style="list-style-type: none"> <li>1. Auction/School Budget</li> <li>2. Student Assessment Data where Instructional technology tools are used.</li> <li>3. Minutes/Reports from Instructional Data Team meetings</li> </ol>	Quarterly Technology Committee Meetings	<p>Teachers will review data and discuss progress at Instructional Data Team Meetings and at Faculty Meetings.</p> <p>The Technology Committee will meet quarterly to review goals and assess progress on objectives.</p>

**Create goals for equity of access**

None

**Create goals for data, recordkeeping, and assessment**

<p><b>Goal 1:</b> The school will obtain a database that provides information on students including assessments, grades, emergency information, and discipline information.</p>		
<p><b>Objective: By October 2015:</b></p> <ol style="list-style-type: none"> <li>1. The Technology Committee will research databases that are affordable and have worked well in other schools.</li> <li>2. Funds will be reserved in the following year's budget.</li> </ol>		
<p><b>Evaluation Instrument(s): Data to be Collected</b></p>	<p><b>Schedule for Evaluation</b></p>	<p><b>Program Analysis and Modification Process</b></p>
<ol style="list-style-type: none"> <li>1. Research</li> <li>2. School Budget</li> </ol>	<p>Quarterly Technology Committee Meetings</p>	<p>The OLA Technology Committee will meet quarterly to review goals and assess progress on objectives.</p>
<p><b>Objective: By June 2013:</b></p> <ol style="list-style-type: none"> <li>1. The school will purchase the database.</li> <li>2. The school will train faculty and office personnel on how to use the database.</li> </ol>		
<p><b>Evaluation Instrument(s): Data to be Collected</b></p>	<p><b>Schedule for Evaluation</b></p>	<p><b>Program Analysis and Modification Process</b></p>
<ol style="list-style-type: none"> <li>1. Price Comparisons and research on best database</li> </ol>	<p>Quarterly Technology Committee Meetings</p>	<p>The OLA Technology Committee will meet quarterly to review goals and assess progress on objectives.</p>

## 5. Professional Development

### Professional Development

<p><b>Goal 1:</b> Create a professional development schedule based on curricular needs and education technology that enhance student learning</p>		
<p><b>Objective: for the 2015-2016 School Year</b></p> <ol style="list-style-type: none"> <li>1. LearnPad Professional Development: OLA will contract with a coach from Education Resources to work with entire staff and closely with teachers piloting 1 to 1 program in Junior High. February, 2015</li> <li>2. Training on Google Tools for Education: To take place in October</li> <li>3. Training on new copy machines which will be wirelessly connected to computes and other devices, such as tablets and cell phones.</li> <li>4. Faculty Training on Beehively: August and October of 2014</li> <li>5. Faculty training on Interactive Projector Software in Spring of 2015.</li> <li>6. At least \$1,000 of Title II funds and/or the school's professional development budget will be allocated for professional development in educational technology.</li> </ol>		
<p><b>Evaluation Instrument(s): Data to be Collected</b></p>	<p><b>Schedule for Evaluation</b></p>	<p><b>Program Analysis and Modification Process</b></p>
<ol style="list-style-type: none"> <li>1. Invoice of training in-service and sign-in sheet</li> <li>2. Faculty Meeting Minutes</li> <li>3. Articles</li> <li>4. School Budget</li> </ol>	<p>Quarterly Technology Committee Meetings</p> <p>Monthly Faculty Meetings</p>	<p>The OLA Technology Committee will meet quarterly to review goals and assess progress on objectives.</p>

**Goal 2:** Teachers will use technology to assess student performance of learner outcomes and Schoolwide Learning Expectations.

**Objective: By June 2015**

1. Faculty will use the ACUITY software program to review student performance on the interim assessments. Teachers will form data teams to implement pre-assessments, post-assessments and instructional strategies to improve in areas with the most room for growth.
2. Teachers will review data on the ACT Aspire test and Instructional Data Teams and leverage data to improve student achievement.
3. Teachers will use Google Docs and other educational tools to assess writing and other academic activities.

<b>Evaluation Instrument(s): Data to be Collected</b>	<b>Schedule for Evaluation</b>	<b>Program Analysis and Modification Process</b>
<ol style="list-style-type: none"> <li>1. School Curriculum Data Binder and In-depth Studies</li> <li>2. Acuity and Aspire Data</li> </ol>	Faculty Meetings Teacher-Principal Meetings	The faculty will meet monthly and as needed to monitor progress on each of these goals.

<p><b>Goal 3:</b> Teachers will integrate and use technology in their instruction to improve student achievement, engage students, meet the Common Core State Standards that include technology, and provide opportunities for students to employ 21<sup>st</sup> century skills in their learning.</p>		
<p><b>Objective: By Fall 2014</b></p> <ol style="list-style-type: none"> <li>Teachers will utilize Beehively to communicate with parents by e-mail, update progress reports, publish report cards, post class news, and post their activities and events calendars.</li> </ol>		
<p><b>Evaluation Instrument(s): Data to be Collected</b></p>	<p><b>Schedule for Evaluation</b></p>	<p><b>Program Analysis and Modification Process</b></p>
<ol style="list-style-type: none"> <li>Beehively site</li> </ol>	<ol style="list-style-type: none"> <li>Monthly Faculty Meetings</li> </ol>	<p>The OLA Technology Committee will meet quarterly to review goals and assess progress on objectives.</p>
<p><b>Objective: By Spring 2015</b></p> <ol style="list-style-type: none"> <li>The faculty will use the standards-based assessment generator ACUITY, to create assessments and track student performance data.</li> <li>Teachers will be responsible for using educational technology at least once per trimester.</li> <li>Faculty members will use technological tools (e.g., Socrative, Interactive Whiteboards, projectors, and tablets) for formative assessments.</li> </ol>		
<p><b>Evaluation Instrument(s): Data to be Collected</b></p>	<p><b>Schedule for Evaluation</b></p>	<p><b>Program Analysis and Modification Process</b></p>
<ol style="list-style-type: none"> <li>Assessment Results</li> <li>Technology Support Planning Sheets</li> <li>Principal/Tech Team observation</li> </ol>	<ol style="list-style-type: none"> <li>Set by teacher and faculty tech team members once per trimester</li> <li>Faculty Meetings</li> </ol>	<p>The OLA Technology Committee will meet quarterly to review goals and assess progress on objectives.</p>

**Summary of teachers' and administrator's current technology and professional development needs**

Please see survey results in the appendix of this document.

## 6. Infrastructure

### Existing Hardware:

In the 2011-2012 school year, Our Lady of the Assumption will have 20 Hewlett Packard Thin Client t5565 workstations, 13 HP Celeron D computers, 4 (donated) HP Compaq Elite 8000 computers, and one Sony Vaio laptop computer in the Computer Laboratory. All of the workstations are available for student use. The Laboratory provides instruction and computer support for all grade levels during the week.

Each of the nine classrooms in the school has a new HP Compact Pro 6200 desktop computer for teacher use. The Library has 13 computers, 12 available for student use; and the Science Laboratory has 7 computers, 6 available for student use. Additional computers are in the faculty room (2), the preschool (4), the mathematics room (grades 6, 7 and 8) (1), and the administrative offices (3).

All computers and workstations are networked within the school and all have access to the Internet. Wireless access to the Internet will be available during the course of this school year.

Other hardware currently in place includes:

- Nine laser printers on the network (2 color, 7 black and white)
- One facsimile machine
- Five photocopy machines (four b/w; two color)
- Three scanners, including 1 in the preschool
- Two iPads
- 72 LearnPads and 12 mini LearnPads
- 2 charging stations for tablets
- Two flat panel media stations
- 15 Document Cameras
- 15 Interactive Projectors

Additionally, OLA has 11 DVD players, 4 CD-ROM and 3 Interactive Whiteboards: two permanent Interactive Whiteboards installed in the Science room and Media Center (Library) and one portable Interactive Whiteboard.

The ratio of students to computers is 5 to 1. In 8<sup>th</sup> the ratio is 1 to 1.

The phone system consists of a landline phone in each classroom with direct outbound call access. Voicemail capabilities are provided all faculty and staff. The school has 10 walkie-talkies available and accessible to faculty and staff when they are away from their classroom and their landline phones.

### Existing Software and Electronic Learning Resources:

Faculty, staff and students use Microsoft Office 2010 (Word, Excel, PowerPoint, and Publisher). In addition, faculty/staff use Microsoft Outlook for email. The server operating system is Windows 2008, while the operating system for the newly acquired computers is Windows 7. Some of the older computers use Windows XP as their operating system. Electronic learning resources include Reading Blaster, Ice Cream Truck, Hot Dog Stand, Type to Learn, Scholastic.com, abcya.com and Nutrition.

The school's website ([www.olaparish.net/school](http://www.olaparish.net/school)) contains considerable information about the school, its admission policies, handbooks and forms. Additionally, the school uses SchoolSpeak, which provides a portal for private internal communication between administrators, teachers, parents, and students. Beehively allows communication and 24/7 access to any information that is relevant to the school community, such as school bulletins, flyers, classroom information, homework, grades, report cards, teacher pages, email and the school calendar.

### Existing Network and Telecommunications Access:

OLA utilizes the Juniper Network Gateway as well as a wireless network. OLA has an HP ProLiant ML350 server on a CAT 6 backbone running Windows Server 2008. There are 4 network switches supporting 65-70 workstations. Internet access is provided by Comcast. Speed of Internet access is 100MB. Network security consists of two firewalls on the server: one *Juniper* and one *Netgear*. The entire system is backed up every evening onto one of two Buffalo LinkStation ITB Hard Drives. One drive is kept off-site, while the other is connected to the server. Each week the drives are traded off. Every computer on the network is protected by Vipre Antivirus software.

### Hardware Needed:

The computer Lab needs to replace 12 computers.

Over the next three years, as OLA expands its one-to-one program, there will be a need to purchase class sets of LearnPads for students in grades 3 through 7.

### Networking and Telecommunications Infrastructure Needed:

To prepare for a 1 to 1 learning environment, OLA needs to enhance its wireless network and internet content filtering. The school is looking to upgrade to the Meraki system with 7 wireless access points and enhanced firewall, and licensing and support. This is a system effectively used at other schools in the Diocese.

### Physical Plant Modifications Needed:

The reconstruction of summer 2011 addressed the need for additional space to house server functions; there are no current additional modifications planned.

## **7. Technical Support**

### Existing Technical Support:

The technology teacher currently provides technical support for the computers, network and maintenance. Consulting services are purchased on an as-needed basis from Network Design Associates of Fair Oaks, California. (NDA was the vendor and installation contractor for the 2011 computer/network procurement.) Support for the instructional workstations is provided by the technology teacher and her assistant. Beehively is also contracted for additional support for Ed Tech solutions and initiatives. The CSAC Technology Committee, comprised of members with technology and Ed Tech backgrounds, also provides support and consultation.

Technology integration and training of the teachers on the use of technology in the classroom is done by the technology teacher and contracted trainers as needed.

### Technical Support Needed:

With the installation of the new network and computers in summer 2011, the vendor, NDA, will provide technical support for 3 years. Any additional support requirements will be met by contracting with the appropriate vendor. Furthermore, the school has received support and assistance from parents with a technology professional background.

## 8. Funding and Budget

### Funds Projection:

Based on the current status, the following funding picture is anticipated over the next three years of this plan:

	<b>Funding Source</b>	<b>2014-2015</b>	<b>2015-2016</b>	<b>2016-2017</b>
Beehively	Operating Budget: Instructional Equipment 614	\$7,600	\$7,600	\$7,600
SchoolSpeak Volunteer Tracking	Operating Budget	\$600	---	---
IT Support	Operating Budget	\$3,500	\$3,500	\$3,500
Supplies: (e.g., ink cartridges)	Operating Budget	\$1,500	\$1,500	\$1,500
Technology Capital Improvements	PTG: Fund-an-Item	\$36,054	\$30,000	\$30,000
Training/Professional Development	Fund-an-item 2014/15 Operating Budget 15/16 & 16/17	\$4,000	\$1,000	\$1,000
Hardware Renewal	Operating Budget/ Fund-an-Item or Golf Tournament	\$5,000	\$5,000	\$5,000
Internet and App subscriptions	Operating Budget	\$1,320 (3 units)	\$880 (2 units)	\$880 (2 units)
Internet	Operating Budget	\$1560 (\$800)	\$2,400 (2 units) (\$1,200)	\$2,400 (2 units) (\$1,200)
Learn Pad Tablets	Auction and Golf Tournament Fundraising in 2014/15  Operating Budget and Fundraising in 2015/16 and 2016/17	\$30,000	\$30,000	\$30,000
Meraki Wireless Server and Access Points.  Note: Service contract is \$4,000 and expires after 3 years.	One Campaign Grant	\$14,000	--	--

## 9. Monitoring and Evaluation

The impact of the technology plan on teaching will be assessed regularly to determine how well the plan is being implemented and how much it is improving student learning. After conducting the monitoring and evaluation review, the plan will be updated to reflect new results and revised to include additional needs or improved methods. Finally, the updated and revised plan will continue to be available to the OLA community on the school website for review and feedback to insure that the whole community can contribute to the success of technology at OLA.

### **Monitoring and Evaluation of the Technology Plan:**

1. The technology committee will include in its quarterly meetings a review of the goals and accomplishments as outlined in the technology plan. A report to CSAC and the relevant stakeholders will be made on the progress and deficiencies in meeting these goals.
2. Faculty and staff will monitor and evaluate the technology plan through two methods.
  - a. Faculty and staff will participate in a bi-annual technology needs assessment (TNA). The administration will provide the survey to the faculty and staff. The TNA not only measures current classroom practices and student performance and learning outcomes, but also identifies future needs for technology in student learning (for example: distance learning; use of online databases).
  - b. Faculty and staff will participate in a bi-annual technology survey (TS) outlined in Appendix A. The administration will provide the survey to the faculty and staff. The TS evaluates faculty needs for instruction and professional development in several areas of technology.
3. Students will monitor and evaluate the technology plan through an annual survey taken at the end of the year in computer class. The computer teacher will provide the survey to the students; the technology committee will develop the student survey. The survey will evaluate the student's perception of their technology education, access to technology, and needs for future technology. In addition, once the ability to contact graduates is established, a similar survey will be administered for students two years after leaving OLA.
4. Parents will evaluate the technology plan through several questions related to technology instruction on the end-of-year survey.
5. There will be a bi-annual pastoral review and diocesan review of the updated technology plan, as the new update is gathered from the above methods.

**Updating and Re-evaluation of the Technology Plan:**

The technology committee will update the technology plan annually with the results of the monitoring and evaluation process. This update shall take the form of a change document only reflecting new information. Every third year the technology committee will provide a new technology plan, including the annual updates, as well as any other changes the technology committee determines are needed.

**Communication and Community Review:**

The technology plan and updates will be available on the school's website. There will be a feedback mechanism so that all members of the OLA community can provide feedback about the technology plan to the technology committee.