



New Iberia. LA

# Catholic High Technology Plan

2007-2014  
Revised May 2010

## Catholic High School Technology Plan

### *Principal/Assistant Principal/Governing Advisory Council*

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# Catholic High School Technology Plan

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# Catholic High School Technology Plan

## INTRODUCTION/OVERVIEW

The Catholic High School Technology Plan is aligned to the state technology plan and outlines the school's vision for educational technology. The document offers guidance to school leaders on how to support further implementation of technology in today's educational settings. The plan provides a common vision for continued technological advancement and strategic planning for future growth and needs in the area of educational technology.

Four major action steps (objectives) are addressed in the plan and have been reviewed for alignment with national goals and expectations as well as the overall state technology goal. Addressing the following four action steps will assist Catholic High School in developing technology integrated learning environments supported by all stakeholders:

### **Action Step 1: Strengthen Leadership**

### **Action Step 2: Improve Teacher Training**

### **Action Step 3: Support E-Learning and Virtual Schools**

### **Action Step 4: Provide Improved Access and Technology Usage**

While necessary revisions will occur during the life of this document, it will be evaluated and revised every three years. The technology plan consists of the following sections: (1) statement of action step, (2) statement of current status, (3) listing of benchmark/targets for 2014, (4) evaluation strategies and timelines, and (5) strategies.

### **Action Step 1: Strengthen Leadership**

School leaders will support systemic change through transformational leadership while monitoring effective use of instructional technology which supports standards-based school improvement efforts.

#### **Current Status:**

- School leaders build the instructional skills of teachers through diverse professional development opportunities.
- Information is disseminated at the school level regarding 8(g) competitive grants and other funding opportunities.
- School leaders utilize RenWeb, a web-based Student Information System, for maintaining and reporting student grades, attendance records, scheduling, and other necessary record keeping.
- All educational administrators/leaders use a variety of emerging technologies (i.e., e-mail, voice technologies, and school intranet) as primary sources of communication.
- The school has adopted and enforces a Technology AUP that addresses faculty's and students' online safety, fair use, intellectual properties, and privacy issues.
- The School Improvement Team has identified ISTE NETS integration as a primary focus area within the School Improvement Plan.

#### **Benchmarks, Target year 2014:**

1. All educational administrators/leaders will be technology proficient according to state adopted standards found in the International Society for Technology in Education's National Educational Technology Standards for Administrators (NETS-A).
2. All educational administrators/leaders will participate in leadership professional development offered by the Louisiana Department of Education.
3. All educational administrators/leaders will be encouraged to use technology to effectively monitor and evaluate teachers.
4. All educational administrators/leaders will routinely model appropriate use of technology resources to support administrative and instructional functions.
5. The school will form partnerships to insure collaboration with various education entities that initiate policies across 4-12th grades, maximizing the effective use of educational technology.
6. The school will assign a Technology Director to act as the primary technology contact. The Technology Director will set up and maintain communication between the school and the Diocese.
7. Catholic High School administration/leaders will support, evaluate, and modify the school technology plan regularly to:
  - maximize financial resources;
  - address "state of the art" curriculum standards; and
  - ensure alignment with overall federal, state and district educational technology and accountability goals.

#### **Evaluation Strategies and Timeline:**

<b>Evaluation Strategy</b>	<b>Frequency</b>	<b>Timeline</b>
Teacher Observations, Administrative Walkthroughs	Semi-annually	Fall, Spring
SACS/CASI Professional Development Records, Certificates of Completion	Annually	Ongoing
Yearly updates to the Technology Plan and AUPs	Annually	Fall
Personnel Records	Annually	Spring
Faculty and Student AUP agreement records	Annually	Fall (teachers, during orientation), Spring (students, during registration)

**Strategies:**

- Provide cohesive, multi-faceted technology leadership professional development opportunities including, but not limited to LEADTECH, Tech Tools for Administrators, and Intel’s Leadership Course.
- Encourage all administrators to have a basic understanding of accessible technology and universal design principles and their impact on instructional practice.
- Conduct a technology needs assessment of the school and establish a plan for technology professional development.
- Provide funding and technical support for leaders to enable participation in ongoing professional development activities.
- Encourage technology-based, creative and supportive partnerships between the school, higher education, businesses and the community.
- Encourage all special committees established to focus on technology- related issues to include memberships comprised of all appropriate stakeholders.
- Establish and maintain school-wide systems of communication that support the effective use of electronic communication.
- Provide each teacher and administrator with an up-to-date computer, software and appropriate training to ensure its effective use.
- Provide for a plan to systematically update equipment which keeps pace with the changing world of technology.
- Include an indicator that monitors and evaluates not only the use of classroom technology but curriculum integration with technology on required observation, evaluation or walk-through district forms.
- Recommend authentic assessment of the technology proficiency of returning and newly hired personnel.
- Develop and maintain staff or commit to service contracts to support the technical infrastructure.
- Cultivate leadership within the school to guide the appropriate integration of technology and curricula.
- Require successful completion of LeadTECH by head administrator.
- Obtain funding for professional development for faculty, administration, and technology leaders.

- Conduct quarterly meetings of technology team to revise and update technology plan; develop, administer, and collate surveys; and oversee the needs and successes of the school's technology endeavors.
- Conduct quarterly meetings with department heads to evaluate and update technology professional development plans and their effectiveness.
- Require all students, faculty, and staff to sign and agree to abide by the school AUP and any other AUPs as needed for specific technologies (i.e. Handhelds, Wireless Laptop Lab, Class Labs, etc.)
- Provide ongoing support to teachers as they learn to integrate technology into the curricula.
- Subscribe to RenWeb as a means of providing teachers with a classroom-home communication portal.

## **Action Step 2: *Improve Teacher Training***

Teachers will participate in effective professional development to ensure that technology and other educational resources available in schools are being used to enhance student learning.

### **Current Status:**

- Teachers participate in professional development opportunities offered through the Region IV Teaching, Learning and Technology Center; the Division of Leadership of Technology; the Louisiana Resource Center for Educators; the Iberia Parish Technology Training Center; and others within the state.
- Online K-12 database resources and accompanying professional development on using these resources are available.
- All teachers use technology to perform administrative tasks efficiently; e.g. electronic grade books, planning, attendance, communication, etc.
- All teachers have access to a resource library for technology ideas appropriate for their curriculum including lists of lesson plan sites, professional magazines, activity ideas, etc.

### **Benchmarks, target year 2014:**

1. All teachers will engage in professional development that includes both online and face-to-face local and state developed professional development opportunities.
2. All teachers will be required to complete InTECH within two years of hire.
3. All teachers will participate in professional learning communities that facilitate the integration of technology into student learning.
4. All new teachers will participate in ongoing professional development designed to facilitate the integration of technology into instruction.
5. All teachers will be proficient in the use of technology to enhance student learning by 2014.
6. All teachers will be trained in resources designed to allow students to safely and effectively conduct research using technology.
7. All teachers will know how to use data to personalize/individualize instruction.
8. All teachers will receive instructional technology support on an on-going basis from a school technology facilitator so that there will be at least one half-time support person for every 20-30 teachers.
9. Faculty and administrators will be encouraged to belong to and participate in national and state technology professional organizations.
10. Adopt criteria to recognize competency levels in educational technology facilitation and educational technology leadership.
11. Educational administrators will provide opportunities for continuous, planned professional development to support the use of technology in teaching and learning.
12. Administration will arrange with seasoned staff members or outside consultants for on-campus professional development opportunities focusing on topics such as Helping Students Avoid Plagiarism, Evaluating Web Sites, Incorporating Technology Standards, Creating a Class Website, Troubleshooting and Maintenance, etc.

### **Evaluation Strategies and Timeline:**



<b>Evaluation Strategy</b>	<b>Frequency</b>	<b>Timeline</b>
SACS/CASI Professional Development Records, Inservice Attendance Records	Annually	Ongoing
Teacher technology needs/use/proficiency survey	Annually	Spring
InTECH Certificates	Semi-annually	Fall, Spring
Personnel Records	Annually	Spring
Feedback and evaluation of professional development opportunities	Quarterly	Ongoing

**Strategies:**

- Offer face-to-face, hybrid, or online professional development opportunities that address the International Society for Technology Education Foundation’s National Educational Technology Standards.
- Disseminate Louisiana K-12 Educational Technology Standards, State Guidelines for Distance Education, and National Educational Technology Standards (NETS) documents.
- Align curriculum with Louisiana K-12 Educational Technology Standards, ISTE NETS, and Louisiana Standards for Distance Education.
- Foster a close relationship with the Region IV Teaching, Learning and Technology Center (TLTC), the Division of Leadership and Technology (DLT), the Iberia Parish Technology Training Center, the Louisiana Resource Center for Educators (LRCE), and the diocese to support the development of technology proficient teachers.
- Make pertinent data and survey results available to school personnel in a universally accessible format.
- Allocate sufficient funds and resources for professional development for all faculty and staff and hiring of technology support personnel.
- Provide opportunities for all teachers to enhance their educational technology knowledge and skills by developing and providing access to professional development programs, funding stipends and substitutes, and providing travel assistance.
- Provide technical troubleshooting training for teachers.
- Encourage teachers to learn and use correct technology vocabulary.
- Require all teachers complete appropriate technology integration training(s) to become technology proficient by 2014.
- Include components of effective technology integration in the development of lesson plans.
- Recommend monthly departmental meetings include activities that address the integration of technology into the curriculum.
- Send regular email messages about sound educational websites, technology lesson plans and resources, and instructional tools.
- Provide access to various levels of technology lesson plans and instructional resources (beginner to advanced) within the school.

- Provide access to a school-based Technology Integration Specialist to assist faculty with job-embedded staff development opportunities and needs, classroom modeling, ongoing support, and development of technology integrated curriculum.
- Recommend and support participation in professional organizations (i.e., LACUE, NECC, ISTE, CoSN) by providing financial assistance to staff.
- Incorporate Universal Design for Learning strategies emphasizing accessible technology/ curriculum into professional development initiatives.
- Utilize state provided tools and evaluation instruments for determining teacher technology proficiencies.
- Determine specific professional development needs of teachers by surveys and interviews conducted by the school improvement team as part of the SACS/CASI five year action plan, with special emphasis placed on the needs of professional development in technology integration.
- Require successful completion of Louisiana InTECH Phase I by all teachers.
- Record attendance at all technology based in-services, classes, etc.
- Provide teachers with a regularly updated resource library of lessons, ideas, professional development articles, and resources for integrating technology into the curriculum, in both digital and print formats.
- Promote the appropriate, ethical usage of online resources, such as K-12 Online Databases Resources, Discovery Streaming, and Thinkfinity.
- Assist beginning teachers to assure the appropriate integration of technology and curricula.
- Recognize successful technology-integrating principals, teachers, and classrooms as models.

### **Action Step 3: Support E-Learning and Virtual Schools**

During the last five years, Catholic High School has made tremendous advances incorporating technology into every course at every level. Through e-learning of both teachers and students, the school is beginning to bring technology experiences beyond the classroom setting into an online environment.

#### **Current Status:**

- Catholic High School promotes e-learning through its use of TurnItIn not only as an online plagiarism prevention tool, but as an online portal for digital portfolios and class discussion Advisory Councils.
- All teachers at Catholic High School utilize RenWeb school management system for posting homework, assessing skills, and uploading course documents, providing students e-learning opportunities from their home computers.
- Teachers design and incorporate original Web quests for students into their curriculum.
- Teachers develop their own class Web sites.
- Teacher e-learning is promoted through online university course offerings, Webinars, online mini-courses, and online professional journals and readings.
- Teacher e-learning is expanding to the social Web including wikis, blogs, listservs, social bookmarking services, etc.
- Catholic High Students elect to enroll in Louisiana Virtual School elective offerings, currently Computer Science, Independent Study in Computer Applications, Latin, and Astronomy.

#### **Benchmarks, Target Year, 2014:**

1. Catholic High School will continue to encourage high school teachers to utilize the features of TurnItIn, with a focus on online collaboration through discussion Advisory Council use.
2. Catholic High School will continue to utilize RenWeb, TeacherWeb, and other online e-learning portals and Web services.
3. Catholic High School will promote professional development through online course work and collaborative modes.
4. Catholic High School will provide teachers with reliable online access in order for e-learning opportunities to become a natural element in all classes.
5. Catholic High School will assist teachers to incorporate e-learning modes into their existing curricula.
6. Catholic High School will develop online Professional Learning Communities (PLCs) that will focus on teacher interests and needs.
7. Catholic High School will expand its course offerings of Louisiana Virtual School both during the school year and for summer enrollment.

#### **Evaluation Strategies and Timeline:**

<b>Evaluation Strategy</b>	<b>Frequency</b>	<b>Timeline</b>
Teacher lesson plans indicating e-learning incorporation	Monthly	Fall

Usage Reports from RenWeb, Discovery Streaming, and Moodle	Quarterly	Fall
Surveys on professional development needs, post-in-service surveys	Annually--Within school professional development plan	Ongoing
Department curricula	Annually	Spring
Student online portfolios of work	Within course framework grading periods	Fall

**Strategies:**

- Provide every 9-12 student the opportunity to enroll in online courses.
- Utilize Moodle for administrators, technology coordinator, curriculum director, and department heads to design high-quality online professional development opportunities.
- Utilize Moodle, an online course management system, for teachers to design courses to compliment traditional face-to-face, in-class instruction.
- Provide teachers with guidelines and training on the design of viable, online instruction and collaborative learning.
- Promote e-learning by informing stakeholders of e-learning initiatives.
- Provide all high school students with the opportunity to complete at least one online learning experience prior to graduation.

#### **Action Step 4: *Encourage Improved Access and Technology Usage***

All students at Catholic High School now have access to high-speed, high-capacity hardware, software, and broadband communications. The challenge is to keep these systems current and well-maintained to empower educators to transform teaching.

#### **Current Status:**

- One hundred percent of classrooms have Internet access.
- The school has wireless coverage in 90% of all facilities.
- Ninety percent of classrooms have a large-screen display device (i.e. NetTV, TV with scan converter, or LCD/DLP projector).
- All teachers have and frequently utilize a school e-mail account.
- Students, educators, and parents use technology, namely the Parents Web portal of RenWeb as a communication tool linking school, family, and community.
- School and teacher web pages include homework, weekly content focus of instruction, parent resources to help support curriculum, student products, and other appropriate information.
- The school has broadband capabilities available to the end user for data management, online and technology-based assessments, e-learning, and accessing high-quality digital content.
- Catholic High School has adopted Technology Acceptable Use Policies for grades 4-8, grades 9-12, and faculty and staff. The policy is reviewed and updated annually. It addresses online safety, Fair Use, intellectual property, and privacy issues.
- Age-appropriate Internet safety curriculum (i.e. iSAFE America, NetSmartz, etc.) is delivered to all students through the school's librarian, computer elective teachers, and classroom teachers.
- Catholic High School has designated a faculty Webmaster who maintains an up-to-date Website for the purpose of public communications.

#### **Benchmarks, Target Year 2014:**

1. All students, teachers and administrators will have access to computers, printers, and appropriate connectivity in educational settings.
2. Appropriate assistive/adaptive technology will be available to address the unique requirements of persons with special needs.
3. At least eighty percent (80%) of all instructional spaces in 4-12 classrooms will exhibit a minimal ratio of 4:1 student-to-networked computer, one networked teacher computer, one networked printer, and a large screen display.
4. All students will use online resources and software packages including a productivity package, virus protection, and software that promote open-ended reasoning and higher-order thinking skills.
5. Every student, administrator, and teacher will receive high-quality technical support to manage and maintain computer networks and plan for future needs, so that there will be at least one (1) full-time technical support person for every 500 computers.
6. The school will establish recurring funding for technology, using innovative restructuring and reallocation of existing budgets to purchase needed technology and provide access to high quality professional development opportunities.

7. All students will use age appropriate technology to conduct research, to solve problems, to analyze data, to collaborate, and to communicate with experts and peers.
8. The school will provide parental use training for Web resources such as RenWeb and school and teacher Websites.
9. All teachers will address plagiarism and copyright issues, incorporate into their lesson plans strategies for student avoidance, and demand compliance in all aspects of the school setting.
10. Teachers and students will have access to a variety of electronic resources such as digital still and video cameras, scanners, graphing calculators, and scientific probes.
11. Teachers will integrate digital content into their standards-based learning objectives.
12. Teachers will create technology-connected lessons that go beyond basic word processing, incorporating current technologies and challenging students to create products demonstrating increasing technology literacy.
13. Students will evaluate electronic information for accuracy, relevance, appropriateness, comprehensiveness, and bias.

**Evaluation Strategies and Timeline:**

<b>Evaluation Strategy</b>	<b>Frequency</b>	<b>Timeline</b>
Teacher lesson plans	Weekly	Ongoing
RenWeb Activity Logs	Quarterly	Ongoing
Inventory Records	Semi-annually	Fall
Survey of Teacher Classroom Needs	Annually	Spring
Subscription contracts with vendors such as RenWeb, Discovery Streaming, Cox Communications, and LiquidWeb	Annually	Fall

**Strategies:**

- Provide a 21st century technology plan that equips all classrooms with the technology necessary to support the teaching and learning process and instructional management needs.
- Develop and evaluate school budgets that provide for hardware, licensing, connectivity, technical assistance, maintenance, digital content, and professional development.
- Evaluate the student technology fee yearly to ensure it meets current funding needs.
- Collaborate with other diocesan educational entities for purchasing power and discounted licensing opportunities.
- Actively seek partners for funding/support for technology implementation.
- Seek federal, state and corporate grant funding for technology where available.
- Participate in e-rate to maximize the funds available for technology.
- Maintain a Broadband Internet connection for appropriate bandwidth throughout the campus’s LAN, monitoring and addressing the need for bandwidth increase.
- Increase areas of wireless access within the school.
- Provide access to data to facilitate reporting without duplication of effort.

- Advocate that all teachers and students have access to a variety of electronic resources such as digital and video cameras, scanners, graphing calculators, and science probes.
- Develop clear and concise guidelines/policies for online resources (i.e., online gradebook, attendance and email system requirements).
- Continue to expand the computer education courses of study for students, including, but not limited to the development of student technical support training.
- Facilitate electronic communication throughout the school so that administrators, teachers, Advisory Council members, and special groups have access to diocesan and school resources and information.

## Glossary

**AUP** Acceptable Use Policy. A fairly comprehensive set of regulations and guidelines that governs the appropriate use of computers and other technology. While it cannot cover every aspect of computer use, it does address many of the major concerns in the attempt to set forth the general expectation that all members of the school community use their computers and the network in a safe, responsible, respectful, and appropriate manner.

**Assistive Technology** The term “assistive technology device” means any item, piece of equipment, or product system, whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain, or improve functional capabilities of a child with a disability. The term excludes medical devices that are surgically implanted, or the replacement of such devices.

[20 U.S.C. Section 602.1]

**Broadband** Data transmission scheme that sends multiple pieces of data over a single medium. Often refers to high-speed data transfer speeds when benchmarked with dial-up. FCC defines (2004) broadband speeds to be upstream/downstream data flow of a MINIMUM OF 200 kbps.

**CoSN** Consortium of School Networking

**Discovery Streaming** Web-based digital video delivery system consisting of the largest and most current library of K-12 digital video/video clips. Offered through Louisiana Public Broadcasting’s Cyber Channel and correlated to Louisiana state standards, Discovery Streaming offers high-quality, content-based streaming video from award-winning producers. (Formerly *United Streaming*)

**DLT** Division of Leadership and Technology – Office of Educator Support. Provides support and leadership for Louisiana educators relative to the effective use of educational technology through ongoing professional development, curriculum development, funding resources, and web applications. (Formerly LCET)

**eLearning** A human performance improvement initiative that employs electronic technology.

**GEE** Graduate Exit Exam

**IEP** Individualized Education Program. In accordance with IDEA (the Individuals with Disabilities Education Act), children who receive special education and related services must have an IEP. Each IEP must be designed for one student and must be a truly *individualized* document. The IEP creates an opportunity for teachers, parents, school administrators, related services personnel, and



students (when appropriate) to work together to improve educational results for children with disabilities.

**INTECH** An intense, research-based, content-rich, hands-on, 56-hour staff development program for educators. An adaptation of the Georgia InTech model, it provides teachers with many examples of effective technology-based strategies that support and enhance curriculum and that can serve as catalysts for fundamental change in overall teaching and learning processes.

**ISTE** International Society for Technology in Education. A nonprofit professional organization with a worldwide membership of leaders in educational technology dedicated to promoting appropriate uses of information technology to support and improve learning, teaching, and administration in K–12 education and teacher education.

**K-12 Online Database Resources** Free, unlimited access to quality information resources via the Internet offered to all of Louisiana’s public and non-public schools through the Louisiana Department of Education. This project was funded with State Classroom-Based Technology Grant funds. This database includes reference resources of the *GALE Group* and *World Book, Inc.*

**LEADTECH** Technology high quality professional development training designed for superintendents and principals. This project is administered by the Division of Leadership and Technology.

**LAN** Local Area Network. A network of personal computers and peripheral devices linked by cable and able to share resources

**LVS** Louisiana Virtual School. A Louisiana Department of Education project funded through a 8(g) grant) to provide Louisiana high school students access to standards-based high school courses delivered by Louisiana teachers via a web-based online learning environment.

**Making Connections** A web-based resource that has been termed a “one-stop shop” for educators across the state of Louisiana. It links lesson plans, web site resources, and software product previews to the Louisiana Content Standards and Benchmarks and to the statewide accountability assessment items (LEAP21) in the areas of mathematics, science, social studies, English, language arts, foreign languages, and fine arts.

**NETS** National Educational Technology Standards. The primary goal of the ISTE NETS Project is to enable stakeholders in PreK-12 education to develop national standards for educational uses of technology that facilitate school improvement in the United States.

**RenWeb** A subscription service which provides the school with website hosting as well as a portal to improve the flow of information between parents, students, and teachers.

**SACS/CASI** Southern Association of Colleges and Schools Council for Accreditation and School Improvement. The organization helps schools improve student learning through self-study and accreditation.

**Verizon Thinkfinity** A partnership between Verizon and six renowned educational organizations that provides no-cost, standards-based Internet content for the K-12 teacher and classroom, developed by the nation's content experts. (Formerly *MarcoPolo*)

**TLTC** Teaching, Learning and Technology Centers located regionally around the state and designed to offer technology training and support to the districts within each region. They serve as extensions of the Louisiana Center for Educational Technology.

**Universal Design for Learning (UDL)** A concept or philosophy for designing and delivering products and services that are usable by people with the widest possible range of functional capabilities, which include products and services that are directly usable (without requiring assistive technologies) and products and services that are made usable with assistive technologies (Assistive Technology Act 105-394, § 2432 (iv)(2)(a)(1)).

# APPENDIX A

## School Name

### NEEDS ASSESSMENT DATA

Included below are some guidance questions for the school to consider in compiling its needs assessment. The questions are intended as guidance in compiling data and developing the needs assessment. Submission of responses to these questions is not required.

#### **GUIDANCE QUESTIONS FOR THE School NEEDS ASSESSMENT**

1. What do school data reveal about the following:
  - Distance learning opportunities for students and teachers
  - Student-to-computer ratio
  - Professional development opportunities in instructional technology
  - Technical support for teachers and schools
  - Number of instructional classrooms with at least one multimedia computer with internet access
  - Online database and other web resources utilized within the classroom
  - Technical skill level of teachers
  - Teacher and principal quality relative to Integrating technology into the curriculum
  - Budgetary support of technology in teaching and learning
2. What are the school's strengths and weaknesses as identified by the data?
3. What patterns and trends emerge from the data?
4. What are the areas of weakness that must be affected to help the school accomplish the technology plan goal and objectives?
5. How will the school set priorities to address the needs revealed by the weaknesses?
6. Which of the needs have the greatest potential for influencing student learning?

The Needs Assessment Summary follows. The purpose of the summary page is to provide a "snapshot" of the school's strengths and weaknesses. Strengths are on the left and weaknesses are on the right of the page. Careful consideration should be given of how the technology plan will address the weaknesses and how it will utilize the strengths to build a stronger foundation for the school.

#### **STEPS FOR COMPLETING NEEDS ASSESSMENT**

1. Identify and gather all pertinent sources of data including those indicated above.
2. Conduct systematic analysis of all data.
3. Complete Needs Assessment Summary page.

## NEEDS ASSESSMENT SUMMARY

List the School's strengths and weaknesses as identified by data collected.

School's Strengths	School's Weaknesses
<ul style="list-style-type: none"> <li>• Support of technology initiatives by the Catholic School Advisory Council and Administration</li> <li>• All classrooms have at least one computer with a current operating system (Windows XP or Vista).</li> <li>• All classrooms have Internet access.</li> <li>• Annual Technology Fee assessed to students provides dedicated funding for technology rotation.</li> <li>• Network Infrastructure – newly upgraded network equipment, wiring, servers, etc.</li> <li>• Collaboration between departments (Curriculum, Library/Media, Technology, Administration) to offer high quality professional development, convergence of funds, and support of technology initiatives</li> <li>• Teacher and student use of Internet resources provided by state, district, or school (Moodle, United Streaming, WorldBook Online, Making Connections, K-12 Databases, etc.)</li> <li>• Teacher use of RenWeb for lesson planning, classroom websites, and recordkeeping (attendance, discipline, grades).</li> <li>• Collaboration with regional, state, and diocesan technology leaders</li> <li>• Monthly newsletter provides communication regarding technology (issues, awareness, success stories, technology night, etc.) between school and community</li> <li>• Use of the Louisiana Virtual School</li> </ul>	<ul style="list-style-type: none"> <li>• Increase technical support</li> <li>• Consistency of funding from the National and State level</li> <li>• Need for more professional development courses in technology integration focusing on the Grade Level Expectations / Comprehensive Curriculum</li> <li>• Need an instructional technology facilitator within the school to work directly with classroom teachers on integrating technology</li> <li>• Older buildings make wiring, power, and wireless access difficult.</li> <li>• Number of INTECH trained teachers (50% based on School Technology Survey Data 07-08)</li> <li>• Student use of technology in project-based learning, interdisciplinary, and/or real-world projects</li> <li>• Percentage of administrators and teachers scoring proficient on the State Technology Proficiency Self-Assessment instrument</li> </ul>



# APPENDIX C

School Name

## Principal Review Assurance

*By signing this form, you confirm that you have reviewed and approved the school technology plan. This signed form is to be included with the school technology plan at the time of its submission to the State Department of Education.*

I HEREBY ACKNOWLEDGE THIS \_\_\_\_\_ DAY OF \_\_\_\_\_, 200\_\_\_\_, THAT I HAVE REVIEWED  
AND APPROVED THE SCHOOL TECHNOLOGY PLAN  
FOR \_\_\_\_\_ SCHOOL.

\_\_\_\_\_  
PRINCIPAL

\_\_\_\_\_  
ASSISTANT PRINCIPAL



## APPENDIX E

**School Name**

**E-rate budget**

The Analysis Sheet was prepared in accordance with Section 54.508(b) of the FCC's Rules and Regulations, Chapter 1 of Title 47 of the Code of Federal Regulations.

<b>SCHOOL:</b>	<b>FUNDING YEAR:</b>
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Prepared by:

Date:

<b>Specific E-Rate Service(s) Requested:</b>
<b>Evaluation Activity for the service (either reference to a location within the plan or a brief narrative description):</b>

Current level/amount of service:	Level after E-Rate request is filled:	Budget\$ for district's share (for each charge involved in the service):	Planned budget source or line item for each amount:

### NON-ELIGIBLE REQUIREMENTS TO MEET GOALS

Hardware required:	Current level:	New required:	Budgeted \$:	Source of funds:

Software required:	Current level:	New required:	Budgeted \$:	Source of funds:

Professional development required:	Current level:	New required:	Budgeted \$:	Source of funds:

Retrofitting required	Budgeted \$:	Source of funds:

Maintenance required:	Current level:	Location of serviced items:	Budgeted \$:	Source of funds:

<b>Total amount budgeted for Non-Eligible Requirements:</b>
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**APPENDIX F**  
**School Name**  
**Critical E-Rate Components to Technology Plan**

**Address the five critical e-rate components shown below. This should be reflective of your Form 470 and 471 and must be submitted every year as proof of having a written plan prior to submitting the Form 470 and/or 471.**

**E-RATE CRITERIA FOR THE TECHNOLOGY PLAN**

To qualify as an approved Technology Plan for a Universal Service discount, the plan must meet the following five criteria that are core elements of successful school technology initiatives:

1. The plan must establish clear goals and a realistic strategy for using telecommunications and information technology to improve education or library services;
2. The plan must have a professional development strategy to ensure that staff know how to use these new technologies to improve education or library services;
3. The plan must include an assessment of the telecommunication services, hardware, software, and other services that will be needed to improve education or library services;
4. The plan must provide for a sufficient budget to acquire and support the non-discounted elements of the plan: the hardware, software, professional development, and other services that will be needed to implement the strategy; and
5. The plan must include an evaluation process that enables the school to monitor progress toward the specified goals and make mid-course corrections in response to new developments and opportunities as they arise.

**E-Rate Technology Plan Component**  
**School \_\_\_\_\_**  
**Funding Year \_\_\_\_ - \_\_\_\_**  
**Updated: \_\_\_\_\_**

Telecommunications Services and Internet Access	Goals and Strategies	Professional Development	Budget E-Rate (Our share __%)	Assessment	Evaluation