

All Saints Academy

Elementary Campus
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Grand Rapids, MI 49505
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School Code: 41010-00348

Middle School Campus
1110 Four Mile Road NE
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School Code: 41010-03826

Technology Plan

Beginning July 2011

Ending June 2014

<http://www.allsaintsacademygr.org>

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Kent Intermediate School District

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Mission Statement

“United in faith, hope, and love, we are dedicated to excellence in education Catholic living and the teachings of the Catholic Church. Guided by the Holy Spirit, we will show respect and care for all children.”

District Profile

As Roman Catholic people of the Diocese of Grand Rapids, we are committed to the Proclamation of the Gospel of Jesus Christ. We do so in a manner that is true to the Word of God and consistent with the teachings of our Church. We act in union with the Holy Father and with the leadership of our Bishop. We dedicate ourselves to the building of parish communities, strong in faith, vibrant in worship and united in purpose. Strengthened and challenged by prayer and sacraments, and with full reliance upon the Holy Spirit, we are sent by Jesus to manifest the reality of God's saving presence.

As a gifted, hopeful and caring people we journey forth teaching, healing, liberating and reconciling, striving to grow in holiness and in the image and likeness of God.



The Office of Catholic Schools assists the Catholic schools in the diocese to share in the teaching ministry of Jesus and the Church. Rooted in Gospel values, Catholic schools work to develop a faith community, to preserve and teach doctrines and traditions of the Catholic faith, and to provide a learning environment which fosters academic excellence.

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School Information

All Saints Academy was opened in September 2008 from the consolidation of four Catholic Elementaries (Blessed Sacrament, St. Alphonsus, St. Isidore and St. Jude). The organization includes two single story school buildings. The elementary is located at 2233 Diamond Ave. NE, and the middle school is located at 1110 4 Mile Road NE. Current enrollment for grades Pre-8 is 386. There are 28 teachers and 22 administrators/support staff.

The student body for Diocesan Catholic Schools hails from all of Kent and portions of Ottawa counties. The students belong to a diverse socio-economic class. The overall minority population for both schools is approximately 10% with the largest individual group of these being students of Hispanic descent.

All Saints Academy is governed by a leadership cabinet consisting of principal, assistant principal, business manager, technology coordinator, Pastor Board of the four parish pastors, and board of education, consisting of representatives of the four parishes.

Technology Staff

All Saints Academy employs one full time technology coordinator, with assistance from the director of maintenance, who are responsible for all aspects of technology within the schools and who answer directly to the school principals and coordinate efforts with the Director of Information Services at the Diocesan office. They conduct repairs, installations, support and staff training, as well as develop the direction and vision for the department.

In addition to the coordinator, ASA has a school technology committee that aids the coordinator in coming up with ideas for the direction of technology in the school. This committee is lead by a member of the Board of Education, and includes teachers from each campus, parents, as well as principals, and a pastor. They meet regularly throughout the year and report the contents of their meetings to the Board of Education.

The schools are also working to identify teachers in each department who are willing to offer basic support and help to their peers. They will be the first-line troubleshooters who will assist teachers before it becomes necessary to contact the technology coordinator for help. In return for their assistance, they will receive additional training in computer use and will be the first people to have their equipment updated. They will also have added input to decide what programs will be purchased.

Vision

Technology has been widely adopted and this is evident in the culture of the diocesan school community. Our administrators, faculties, and staffs are dedicated to learning to use technology as it emerges in order to make the learning process more effective, efficient, and engaging for students, and to maintain competitive excellence in our schools. Technology continually challenges our teachers to learn how to use and integrate new methods and instructional practice into their presentation of the curriculum. We have learned that technology enhances the teacher's ability to assure that teaching is customized to meet the various developmental needs and learning styles of their students. Diocesan schools have created excitement around curriculum through the use of technology and in some schools, have been able to offer science and math concepts that students never before had the opportunity to learn due to the use of technology. Technology empowers teachers to create, execute, and assess lesson plans that use information and knowledge that exist beyond the confines of classroom and school. These capacities are some of what make our schools credible competitors among quality schools.

Technology Vision Statement

The Office of Technology in the Catholic Diocese of Grand Rapids joins top educational leaders around the globe in their belief that technology can play a major role in how students learn and how teachers educate. Therefore it is our vision to incorporate core school programs that prepare our teachers and students to engage in an increasingly connected ecosystem that requires an understanding of how to use technology to participate today as well as become productive members of tomorrow's workforce. Successfully implemented technology can:

1. Broaden the scope of how students learn
2. Encourage student engagement and participation
3. Enable students to develop skills in team and project-based learning
4. Integrate personalized teaching and learning to address the level of proficiency of each student
5. Provide innovative approaches to education while reducing the overall cost
6. Improve communications with parents, faculty, and staff
7. Increase administrative efficiency.

We do this through the following:

- Communication, content and collaboration tools that promote higher levels of cooperation and creative problem-solving.
- Teachers supported in their use of new technologies for learning and instruction, and for professional development and collaboration.
- Curriculum/instruction/assessment plans that encourage learners to use technology to achieve deeper levels of understanding and to acquire new skills and abilities.
- Educational managers supported in their use of technology as a tool for managing schools, learner communities and professional staff.
- Capital funding, human resources and professional development.

District technology goals:

To integrate technology and learning

To ensure appropriate access for all stakeholders (students, parents, staff, community)

To utilize technology to support the district school improvement plan

Current Technology Program:

Currently, 100% of all diocesan elementary and secondary schools have Internet access with content filtering, local area networks for file and print services, wide area network (WAN) for remote support, and central application sharing. 100% of All Saints Academy personnel have e-mail accounts and web access to these accounts. Regular correspondence between ASA personnel, as well as between the central office and the schools, is through e-mail. The ASA technology staff, Office of Catholic Schools, and Diocese Office of IT continue to support and train new personnel on the use of file and print resources, Internet and WAN access, diocesan school student management system and security surrounding access to these student records. All diocesan schools will have the above items and accessibility by 2014.

In 2008, All Saints Academy began the implementation of Infinite Campus at both the elementary and middle school. All of the teachers in our schools are able to use electronic grade books to perform daily tasks such as taking attendance and entering student grades, saving them valuable instruction time. The principals and administrators in our schools are using Infinite Campus, the student management system, to run daily attendance reports, enroll students, manage student data, schedule classes, and generate report cards with accuracy and ease. Our food service program also utilizes Infinite Campus to track all aspects of the food service program, including federal meal reporting.

The implementation of Infinite Campus has greatly enhanced the communication between school and home, increasing parents' involvement in their children's education. Parents and students have real-time access to grades and assignments via the parent portal feature of Infinite Campus. Parents can also communicate via email with their child's teacher directly from the portal. By September 2010, both All Saints Academy campuses were actively using the parent portal feature to communicate with parents/guardians.

With the 2010-2011 school year, All Saints Academy implemented the grading by standards feature in Infinite Campus. This allows teachers to easily manage and track their assignments and connect them to State of Michigan GLCE standards. This gives teachers and students immediate feedback as to which standards students are mastering. This feature will be implemented at ASA Middle School beginning with the 2011-2012 school year.

During the year 2011-2012, the Office for Catholic schools will be trained to utilize Infinite Campus's administrative capabilities. It is expected that this implementation will streamline administrative tasks, increase the accuracy of student data, facilitate the exchange and utilization of information across all diocesan schools, and enhance the ability to make data-driven decisions.

In 2010 ASA also replaced all overhead projectors with more versatile and energy-efficient projectors and document cameras. This allows teachers a much wider range of options for presenting information to their students. SmartBoards were also installed in 9 classrooms, further enhancing content presentation and allowing for more student interaction. Two classrooms also use Student Response Systems, which allow for interactive assessments and delivery of content material.

Beginning with the 2011-2012 school year, All Saints Academy began using NWEA Measuring Academic Progress (MAP) testing. Because this testing is delivered via a computer program, the test is customized for each student, and becomes a true reflection of what each student has mastered, as opposed to if students have mastered a static set of material. This technology has enhanced our ability to meet the differentiated learning needs of our students.

The Diocese of Grand Rapids will continue to embrace and build upon previous technology deployments. This includes but is not limited to network file and print, organizational-wide email, scheduling and collaboration software, the student management system, private cloud accessibility by all school staff and students, and the development of policy and procedure for technology use in the computer labs and in the classroom allowing for 1:1 Computing. All Saints Academy will participate in these options as the need and funding arises.

I. Curriculum

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

I. Integrate technology and learning

A. Support an awareness of The Common Core State Standards and Benchmarks in Technology - <http://www.corestandards.org/>

1. Provide staff with current technology standards
2. Provide opportunities for staff to fully understand the implications of the standards for their grade level or course.

B. Integrate the Common Core State Standards and Technology into the courses and classroom.

1. Curriculum study groups will use research based information to ensure technology is embedded in the core curricular areas
2. School improvement teams will use process data and achievement data to determine areas of focus for integrating technology into the curriculum

C. Students will have opportunities to utilize a variety of technology tools to improve their learning

1. Students will use technology tools as guided by the district curriculum.
2. The district will make technology available for students to address their individual needs

II. Identify and promote strategies to integrate technology

A. Conferences and workshops

1. MACUL, MIEM, ETCC, NECC
2. Summer Courses
3. Online Classes

B. Professional Development

1. Technology Tips at staff meetings & 4 half day technology inservices
2. Professional Development offerings based on Technology Training Needs Assessments
3. “Guide on the Side”—Individual Support Upon Request
4. Utilization of Data Collection Tools (Infinite Campus Surveys) to continually assess needs and effectiveness of training

C. Professional Journals and Websites

1. Tech & Learning, School CIO, Edweek
2. *ESchool News*, *MACUL Journal*, *The Journal*

III. Timeline

Action	Who	2011/2012	2012/2013	2013/2014
Integrate technology into the curriculum	Administration and Technology Coordinator	Refine Infinite Campus Standards based gradebooks and Datawarehouse tools to assess mastery of standards	Expand bandwidth and implement open source solutions for students and staff	Begin infrastructure for 1:1 computing
Support Awareness	Administration and Technology Coordinator	Regular meetings with faculty to assess progress	Include in regular training sessions, meet with faculty to assess progress.	Plan implementation with faculty, administrators and tech staff
Promote Strategies	Administration and Technology Coordinator	Keep staff informed of professional opportunities available	Keep staff informed of professional opportunities available	Keep staff informed of professional opportunities available

One major goal of the Catholic Schools is to keep our technology curriculum aligned with and exceed the Common Core standards set by the state of Michigan. To accomplish this task, the technology curriculum is reviewed on a 3 year cycle. Our review started during the 2010-2011 school year and is ongoing involving a major renovation of our current curriculum. We plan to continue this review throughout the next 3 years with our Catholic Schools Management Curriculum Consultant throughout grades K-12 to ensure success.

Common Core State Standards and benchmarks will be mirrored in the Catholic Schools curriculum by focusing on integration of technology instruction into all subject areas. Based upon the creation of these goals and in order to further the technology education of all students, all students in grades K-12 attend several technology classes each week, with additional options for alternative technology classes available in middle school elective courses. When possible, student computers are made available in classrooms to help with differentiated learning options. New classes were created and old classes were revised to provide the skills necessary for the students to achieve the above goals. The teachers in every discipline are then encouraged to develop lesson plans that challenge each student to use the skills that have been developed within the technology course to aid and improve their learning.

The teachers are expected to be familiar with the technological tools available to them. These range from the availability PCs, and computer labs to projectors, document cameras, student response systems and Smart Boards. If any teacher finds any new programs that they might deem to be beneficial they are encouraged to discuss them with the technology coordinator and/or their department head. Four half-day professional development sessions per school year are devoted to technology training for faculty and staff. The school relies on these sessions to present new technology programs and for faculty to share what they have learned with other teachers in order to bring new ideas of technology integration into the classroom.

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

The Catholic Schools take a great deal of pride in achieving the highest levels of instructional and spiritual development. Many factors go into the self-evaluation of our instructional facilities and our students' education.

As with nearly every educational institution, the Catholic Schools use standardized tests as one measure of student achievement. Over the years, our schools have measured up very favorably to other schools on tests like the MEAP, ITBS and MAP. However, we realize that there is always room for improvement. Therefore, we have used Data Warehouse to analyze our test scores in different subject areas to recognize areas of success and areas where improvement could occur. Data Warehouse allows us to tie assessment scores to individual common core standards to better measure mastery. All faculty and administrators have access to Data Warehouse, and have been trained on its uses. We will continue to revisit the use of this tool to measure student and progress and curriculum effectiveness.

The list below illustrates some of the measures taken at the Grand Rapids Diocese Office of Catholic Schools to promote development based on research:

1. Identify best practice strategies identified by school research teams as well as state and federal organizations to integrate technology into the curricula (NCREL, ISTE, MDE, ASCD, NSDC)
2. Communicate and train staff to utilize best practice strategies as described above.
3. Proposed Timeline for core curriculum development:
 - a. *Technology benchmarks will be integrated in tandem with this core curriculum effort.*

Action	Who	2011/2012	2012/2013	2013/2014
Integrate technology into the curriculum	Office of Tech, Curriculum Dir, Principals, Teachers	Mathematics, English Language, Arts, Science, Social Studies	Mathematics, English Language, Arts, Science, Social Studies	Mathematics, English Language, Arts, Science, Social Studies

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

- I. Internet
 - A. Expand bandwidth to allow more online options and programs
 - B. Online research in class
 - C. Utilize more open source programs with teachers and students
 - D. Connect to the Diocesan cloud to offer both on-site and off-site access to ASA programs for teachers and students
- II. Classroom Hardware
 - A. Upgrade teacher workstations as funds or cloud solutions become available
As equipment remains viable offer student computers in classrooms
 - B. As funds allow, continue to add more interactive classroom hardware
 - C.
- III. Student 1:1 Computing
 - A. Investigate 1:1 computing as an offered solution vs. students bringing own devices
 - B. Investigate mobile connections vs. wireless

Action	Who	2011/2012	2012/2013	2013/2014
Internet	Teachers, Administrators, Tech Coordinator	Continue awareness of available resources	Increase bandwidth to expand available resources	Connect to Diocesan Cloud and create solution for faculty and students
Classroom Hardware	Teachers, Technology Coordinator	As lab and teacher computers are upgraded, older computers are placed in classrooms for students	Seek funding sources or alternative options for upgrading teacher workstations	Seek funding sources for adding interactive classroom hardware
Student 1:1 Computing	Teachers, Administrators, Technology Coordinator	Work with teachers to identify classroom applications	Identify staff and student solutions in the cloud	Once connected to the cloud, offer staff and students access and training

Our plan involves continuing to educate our staff to utilize the different technologies which are available to them as well as furnishing the hardware and infrastructure necessary to bring technology into daily instruction. The strategic plan of the Diocesan Catholic Schools states “Technology will be incorporated into everyday teaching of all courses in order to broaden the scope and depth of instruction.” This goal is addressed with each teacher during their annual performance review. They are expected to work with the Technology Specialists to develop a method of delivering rigorous, high-quality instruction utilizing technology.

All teachers are expected to use technology in order to both plan and develop their course as well as deliver the instruction to the students. The first step involves using the internet and email to communicate with their colleagues both locally and online. The second is to increase our bandwidth so more options are available to our teachers and students. This will allow the use of collaborative tools, such as Google docs, as well as other online applications and resources, such as Discovery Education

Streaming, Smart Board lessons, Google Earth, and various other online educational applications for project based learning.

The students are expected to create and present media-rich projects which display a level of achievement in their subject areas. The teachers encourage the students to work collaboratively with the classmates and /or with students of other schools, to produce projects that apply the knowledge they have gained from the given class. Within the class itself they can also use the internet or interactive devices/software to enhance their learning if they finish an assignment or test early.

The hardware necessary for most of these projects is already in place. Each classroom is wired for internet access and there are at least two computer available in each room. A few rooms have more than one workstation. There are two full labs and two 5-PC learning labs in each building. The teachers and staff at ASA all have their own email accounts to communicate quickly and easily with each other and the outside world. All classrooms have data projectors, and most have document cameras as well. Our task is to fund significant increase in bandwidth to make internet tools readily available. This will also allow us to join the Diocesan cloud, which will make our programs and files available to staff and students both on and off site. This will improve collaboration and communications between home and school for faculty, staff, students and parents.

The effort put into this plan will enhance the students' learning in terms of both their knowledge and ability to apply that knowledge in a practical situation. The technology allows them to communicate effectively in order to gain ideas and present their ideas to other students, teachers, and outside organizations.

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

Parental involvement has always been a hallmark of the Catholic schools in Grand Rapids and an effort is always being made to improve this involvement and to increase communication between the home and school. During the 2008-2009 school year a new student information system (Infinite Campus) was implemented that posts student attendance, assignments, and grading information online via a parent portal login. Parents were also made more aware of teacher email addresses and school phone numbers and were encouraged to contact the teachers with any questions. In addition, our school has been mailing out a newsletter with valuable school information on a weekly basis, and posting it on our web site. Our goal over the next three years is to continue this dissemination of information, but to do so in a more robust, yet efficient, manner. Our newsletter has shifted from a mailed newsletter to an emailed newsletter. If a parent so chooses, he or she may also receive a paper copy as well. New features are being added to Infinite Campus that will allow teachers to post more detailed grade information as well as descriptions of lessons that will be performed in the classroom. Parents will be encouraged to offer feedback to the school via email or voicemail in order to be certain that their voice is heard as changes are made at the school. By working on these things parents will have a daily indication of how and what their students are doing.

Furthermore, the All Saints Academy web site (www.allsaintsacademygr.org) also contains current news, the school calendar announcements, parent forms, policies, and much more information about school communications. Contact information and e-mail links for all faculty and staff are available there as well.

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

I. Technology Plan

- A. Tech plan will be posted on the School Website
- B. Presented at the Annual Technology Forum

II. Technology Communication

A. Infinite Campus

- 1. Grades
- 2. Attendance
- 3. Posting assignments
- 4. Grading to common core and state standards
- 5. Discipline
- 6. Parent online access and feedback
- 7. Parental Surveys through Infinite Campus on Technology

B. School Webpage

- 1. Building Information
- 2. Annual Report
- 3. Technology Plan

C. Central Issue Publication

- 1. District technology events
- 2. Classroom technology integration

Action	Who	2011/2012	2012/2013	2013/2014
Infinite Campus Parent Portal available	Technology Coordinator, Administrators, Office Staff	Train and support parents on how to access the parent portal	Train and support parents on how to access the parent portal	Train and support parents on how to access the parent portal
Web page	Website Team, Principal, Technology Coordinator	Keep information current. Continue to train staff on department web pages	Keep information current. Continue to enhance website to provide better communication	Keep information current. Continue to enhance web to provide better communication
Central Issue	Superintendent and principals	Create articles of current activities in each building	Create online articles of current activities in each building	Create articles of current activities in each building

II. Professional Development

The teachers and administrative staff of the Diocesan Catholic Schools have made a concerted effort over the past four years to begin the process of making technology an integral part of their teaching. They do however have a long way to go to achieve the objective that all staff members are comfortable using technology on a regular basis as a seamless component of their teaching. A significant challenge, but also an opportunity, is that there is a wide discrepancy in the technological skills of many of our faculty members. The major efforts of the professional development program will therefore be utilized to bring all teachers up to a minimum skill level as well as to enhance the abilities of our more advanced staff to set an example for their peers to follow. As abilities allow each and every teacher will also be expected to utilize the technologies available to them to enhance their everyday teaching.

Professional Development Goals

- To utilize our four half-day technology inservice days to provide training and assistance to faculty and staff so that they feel comfortable using technology in their teaching and common everyday tasks
- To encourage teachers to explore new methods of delivering material and collaborating with other educators
- To make all teachers aware of the opportunities that are available through a variety of on-line and traditional resources
- Inform teaching and administrative staff of the technology competencies identified by the state and national standards.

Current Status

All teachers are currently using email to communicate with the main office and to correspond with parents. In addition, all attendance is taken electronically on the computer and grades are posted electronically as well. However, each teacher has a different comfort level with this system and some teachers are currently posting more information than others. A few teachers are also utilizing content-specific software such as statistical and graphing programs in math, foreign language speaking programs, robotics, and science demonstration programs. The use of these programs is not widespread.

Strategies

1. Individual Instruction – Needs Assessment

All teachers will meet with the Principal once at the beginning of each school year and once in the final month of the school year to set individual goals, discuss opportunities, and evaluate the progress of that teacher toward accomplishing the school-wide goals. These meetings will be scheduled during the teacher's planning period or before or after school at the teacher's convenience. If it is decided that more than one hour is required additional time may be scheduled whenever convenient for both parties. One on one instruction with the Technology Coordinator is available at any time upon request.

Administrators will also meet with the technology coordinator to establish department goals and discuss hardware and software needs at the beginning of each school year. The administrator will be required to evaluate the progress of the teachers on a regular basis, and if necessary, report any difficulties back to the technology coordinator.

Non-teaching staff will also meet twice as needed to discuss ways that he or she may improve his or her use of technology as it relates to performing necessary school functions.

2. Staff In-Services

One half-day during the week before the start of the school year will be devoted to staff technology updates. All of the teachers and support staff will receive updates in any new technologies which were acquired over the summer. Group training will also take place in one of the school's instructional computer labs on various programs so that the technical skill level of every teacher will be improved.

During the school year four half-day in-service sessions will be scheduled in order to provide all of the staff with ideas for increasing technology use in their teaching, presenting new programs, and building technology skills. These in-service sessions will be organized by the technology coordinator and administrators, and when necessary will involve contracting with an outside vendor to provide the training and instruction.

3. Guidance from Technology Committee

The school's technology committee will also propose additional training or ideas for increased instruction throughout the school year. They will meet on a regular basis to evaluate the progress of the teachers toward their goal of improving instruction.

Timeline

	2011/2012	2012/2013	2013/2014
Needs Assessment	Given in spring to plan for professional development	Given in spring to plan for professional development	Given in spring to plan for professional development
Half day Tech Inservices	Sessions held on half days in October, February, March and May	Sessions held on half days in October, February, March and May	Sessions held on half days in October, February, March and May
Technology Committee Meetings	Building Level Support Specialists bring technology needs periodically	Building Level Support Specialists bring technology needs periodically	Building Level Support Specialists bring technology needs periodically
New staff orientation	Beginning of year/as needed	Beginning of year/as needed	Beginning of year/as needed

Supporting Resources

The leadership cabinet of All Saints Academy has incorporated the goal of improving teaching through the use of technology as one of its primary goals within the school improvement plans. Therefore, every teacher has been aware of the need to improve their technological skill level by reviewing these plans every fall. The administrators, business manager and pastor board are working to provide the appropriate funding so that all of the teachers will have access to the resources necessary to accomplish this goal. In addition, teachers are encouraged search for grants to find some available dollars to improve individualized teacher training in the area of technology use, as well as to purchase enrichment materials.

The technology coordinator will provide to each teacher a list of on-line resources that are available to them to enhance their individual training. This list may include, but is not limited to, the Michigan Virtual University, Merit's Teach for Tomorrow Website, and others which may be found to be of benefit. Efforts will also be made to coordinate with the Kent Intermediate School district so that teachers may attend training sessions and workshops offered by the ISD. The technology coordinator is also a member of the RATS (Regional Area Technology Specialist) group through the ISD which provides a forum for sharing ideas and solving mutual problems related to staff professional development and technology implementation.

III. Infrastructure, Hardware, Technical Support, and Software

Current Use

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

I. Current Status

A. Hardware

1. A computer for every teacher
2. Projection devices for each teacher
3. Multi-purpose labs in each building
4. Specific computer classrooms for teaching technology
5. Networked laser printers throughout district

B. Software

1. Classroom and Lab software
 - a. K-8 Microsoft Office 2003 Professional
 - b. K-8 typing program
 - c. K-8 Quiz clickers
 - d. K-12 Multiple specialized applications
2. Administrative Software
 - a. Microsoft Office 2003 Professional
 - b. Infinite Campus
 - c. Microsoft Outlook

C. Network Infrastructure

1. T1 Connection to Diocese of Grand Rapids from each ASA building
 - a. Network
 - b. Internet
 - c. Exchange Server
2. Cat5E Ethernet or T1s connected between both ASA buildings
 - a. network
 - b. voice
3. CAT5E to desktop
4. Server at each campus
 - a. one active directory

6. Fiber from Diocese to ISP vendor
 - a. Watchguard firewall
 1. I-Prism internet security throughout district
 2. packet filtering
 3. intrusion protection
 - b. email
 - c. network monitoring
 - d. web hosting
7. Surveillance cameras at front entrances

D. Telecommunications

1. Central PBX
 - a. PRI lines
 - b. voicemail
 - c. caller ID
2. Cell Phones
 - a. T2Talk
 - b. caller ID
 - c. voicemail

II. Future acquisitions

A. Hardware

1. Additional bandwidth connections
2. Replace Elementary Lab
3. Wireless or mobile infrastructure
4. Replacement cycle

B. Software

1. Connect to Diocesan cloud network
2. Network monitoring software
3. Learning Management Software
4. Free web-based, Open source options

C. Telecommunications

1. Voice over IP
2. Replacement cycle

III. Support and acquisitions

A. Interoperability

1. Specialized purchase application
2. District standard equipment/images
3. Purchase district license for standard operating system

B. Upgrades

1. Staff workstations replaced every 3-4 years
2. Move to Bring your own device initiative, reducing paper usage
3. One server replaced every 3-4 years

IV. Timeline

	2011/2012	2012/2013	2013/2014
Elementary Lab	Replace		
Tchr Workstation		Replace	
Middle School Lab			Replace
Servers			Replace 1 server
Operating System Licenses	Upgrade where possible		N/A

V. Technical Support

A. Technology Services Coordinator

1. Servers and Infrastructure
2. District coordination of hardware needs

B. Technology Coordinator/Trainer

1. Student Management Software
2. Support and train in new curriculum based software
3. End user hardware support
4. End user software support

IV. Increase Access

Strategies to increase access to technology for all students and teachers.

- I. Identify areas within teaching and learning where technology is needed and utilized.
 - A. Curriculum review cycle
 - B. Grade level meetings/ Staff meetings
 - C. School/District reviews of class schedules and curriculum maps
- II. Present findings and gather feedback
 - A. District school improvement and building school improvement meetings
 - B. Parent/community meetings (example: Technology Forum and Education Showcase)
 - C. Online surveys (Example: Infinite Campus or Survey Monkey)
- III. Research additional methods in which to increase the access to technology
 - A. Connect with other districts
 - B. Technology awareness activities (Attendance at MACUL for example)
- IV. Collaborate with school and community groups to problem-solve and to make any necessary changes that will result in increasing access.
 - A. Locate free/low cost technology that addresses our needs
 - B. Pursue grants/foundation funds that will supplement our programs
 - C. Participate and adhere to state/federal regulations and complete applications so as to maintain and /or secure additional funds for more technology.
 - D. Open Wireless Campus available 24/7
 - E. Collaborate with community agencies/groups about technology hardware and software we utilize and pursue reasonable “partnerships” that will increase access for students and teachers. (Library, Grand Rapids Community College, for example)

VI. Monitoring and Evaluation

Evaluation

The primary responsibility for the evaluation of the success of this plan will fall to the technology coordinator in conjunction with the school principal. Those two individuals will meet three times yearly to discuss progress toward achieving the various goals as well as new strategies which may be implemented to improve outcomes. The principal will also evaluate the individual teachers and staff on their progress toward achieving individual goals as part of the annual performance review process. The principal will forward to the Technology Coordinator teacher technology goals and progress. Progress toward these goals will then be discussed at least twice per year as part of the process.

There will be several methods used for determining the progress toward the goals. First will be a narrative by the individual teacher or staff member explaining the steps they have taken as well as the difficulties they have encountered while trying to achieve their goals. A secondary method of evaluation will be responses from students and parents on a survey they will be given annually to determine how effectively they believe that technology is being utilized in the teaching process. Finally, each student's progress on standardized tests that the school gives regularly (MEAP, MAP, etc) will also be used to determine how effective the additional use of technology has been in improving student learning.

If it has been determined that the school-wide goals have not been met, the principal and technology coordinator will develop a plan to address the shortcomings that have been discovered. The director will then report back to the principal on a monthly basis regarding the effectiveness of the new plan of action.

If it is determined that a teacher is not satisfactorily addressing the goals that they have set, he or she and the principal will devise strategies to rectify this situation. The technology coordinator may also be consulted to aid in this process and propose solutions to the problem.

Acceptable Use Policy

The Diocesan Catholic Schools have developed an acceptable use policy that all students and teachers within the school system are expected to follow. This policy is included following this section. The goal of this policy is two-fold. First it is designed to outline for the students what is considered acceptable behavior when using technology so that they are better educated in the moral and ethical use of computers. The second purpose is to help reduce the damage to the machines in use at the school and the number of hours the technology staff must spend repairing and supporting the technology currently in use.

All of the computers in use by students, faculty, and staff have access to the internet and all of the content that passes through to these computers is filtered at a central location for the appropriateness. All schools will be part of a network which houses an IPrism Internet Monitoring and Filtering Appliance. This device allows internet content to be blocked based up general categories as well as specific individual sites.

The technology coordinators constantly monitor the sites that are visited and make every effort available to block sites that contain inappropriate content, most notably, pornography but also including indecent acts and material which is considered unsuitable for a Catholic Schools student. Students or teachers who are caught attempting to circumvent this filtering are subject to strict disciplinary action.

All Saints Academy Internet and Computer Acceptable Use Agreement

All Saints Academy Elementary
2233 Diamond Ave NE
Grand Rapids MI 49505
616-364-9453

All Saints Academy Middle School
1110 Four Mile Road NE
Grand Rapids MI 49525
616-363-7725

Dear Parent/Legal Guardian,

All Saints Academy is pleased to be able to enhance your child's education through the use of computers and other instructional technologies. Electronic information research skills are important to future citizens and employees. Access to the Internet allows students to explore thousands of libraries, databases, and various other electronic resources. We feel this information, and the skills needed to obtain it, are an important part of a student's education. The internet is a tool for life-long learning. Individual teachers will decide if using the worldwide web to access electronic information is appropriate for their students' ages, and closely guide student use to every extent possible.

With this educational resource also comes responsibility. There are rules and ethics that govern computer use that must be understood and observed by all users. Failure to comply with the guidelines set forth in this agreement will result in disciplinary actions as deemed appropriate by school personnel. Actions could include any of the following:

- Student conference with teacher(s) and/or administrator(s).
- Parent/Student conference with teacher(s) and/or administrator(s).
- Student contract before use may be resumed.
- Financial restitution for damaged property.
- Banned from using school equipment for a specified period of time.
- Banned from using school equipment for the remainder of the school year, or permanently.

Christine Burns
Principal

Anne Harpold
Assistant Principal

All Saints Academy Internet and Computer Acceptable Use Agreement

All Saints Academy will allow computer use and supervised Internet access to registered students in our school. Internet resources should not be considered as a primary source of information, but rather a supplemental source. The Internet provides access to millions of computers around the world, with no central control, so students will need to learn to evaluate the quality of information they gather from the Internet. Parents should be aware that the Internet might contain items that are defamatory in nature, inaccurate, or potentially offensive to some people. Before using the Internet, each student and his/her parent/guardian must sign this agreement. Students will receive acceptable use training from classroom and technology teachers.

Policy

1. Access to the Internet and the school's technology equipment is a privilege, not a right.
2. Only registered students who return a signed form and who have received the proper training will have access to school technology equipment and Internet resources in the presence of the technology teacher, school librarian, or classroom teachers.
3. Students will not have access to personal e-mail, social networking sites and chat rooms. (They may, however, participate in class project e-mail.) They will not be able to download executable files.
4. Violation of the rules may result in suspension of Internet and computer privileges as stated previously.
5. The technology teacher, librarian, and classroom teachers will control availability of their Internet stations.
6. If a student inadvertently encounters inappropriate material, images, etc., on the Internet, he or she must report it to the adult in charge immediately.
7. Live audio/video streaming is strictly prohibited without permission.

Rules

1. Students will not use the school's technology equipment unless supervised by school personnel (or other authorized adults).
2. Students will keep food and drink out of the areas of the room containing technology equipment and software.
3. Students will not download, install, or uninstall any programs (including viruses) onto any computers.
4. Students will not attempt to access, upload, or download obscene, sexually explicit, defamatory, or school inappropriate material.
5. Students will not store any graphic that is not intended for educational purposes, or alter graphics already stored on school computers.
6. Students will not use another person's login or password, trespass in another person's folders, work or files, or attempt to gain access to unauthorized files on the school's technology equipment.
7. Students will not willingly allow others to use his/her user name and/or password, and take responsibility for all files saved and/or printed under his/her user name.
8. Students will not delete, or otherwise alter in any manner, files, desktops, control panels, settings or programs not owned or created by him/her, unless given permission by the supervising teacher.
9. Students will not give out his/her name, address or phone number when using the Internet.
10. Students will ask permission before printing.
11. Students will not violate copyright, or otherwise use another person's intellectual property without proper citation.
12. Students will treat all technology equipment with proper care, respect, and in the manner intended.
13. Students will understand that any files created and/or stored on school computers and/or disks are the property of All Saints Academy, and may be viewed by All Saints Academy teachers or administrators at any time.
14. Students will not remove any hardware or software from the school premises.
15. Students will not copy any programs owned by All Saints Academy for his/her personal use.
16. Students will not use inappropriate verbal or written language.
17. Students will not use disks from home, or elsewhere, on any school computer without specific permission from the supervising teacher.
18. Students will not damage technology equipment, systems or networks, and obey all rules for use of school equipment and software.
19. Students will abide by all rules set by the supervising teacher regarding classroom behavior and expectations for completion of work.

Please read and discuss this information with your child. If you are in agreement, both you and your child must sign the attached page and return it to your child's homeroom teacher by Friday, September xx, 2010. Any student who does not return a signed form will not be allowed to participate in computer and Internet related activities. With responsible student use, and with the home and the school working together, computer resources will be valuable learning tools.

All Saints Academy
Parent Permission Form and Technology/Internet User Agreement

Parent Permission for Student Computer and Internet Use

As parent or guardian of a registered student at All Saints Academy, I have read the attached information about the appropriate use of technology equipment and the Internet at school, and I understand this agreement will be kept on file for the current school year.

(Please check one)

- My child may use technology equipment and the Internet while at school, according to the policy and rules outlined on the attachment.
- My child may not use the technology equipment and the Internet while at school.

Parent/Guardian Signature: _____ Date: _____

Parent Permission for the Publication of Student Work

I understand that from time to time the school may wish to publish examples of students' projects and other work on an Internet-accessible world-wide web server.

(Please check one)

- My child's work may be published (identified by first name only).
- I would prefer that my child's work not be published on the Internet.

Parent/Guardian Signature: _____ Date: _____

Student's Agreement of All Saints Academy Internet and Computer Acceptable Use Policy

I have read, or had it read to me, and discussed this policy with my parent/guardian. I understand it and will follow the All Saints Academy Internet and Computer Acceptable Use Policy. I also understand that violation of the policy may result in the restriction, suspension, or revocation of Internet and Technology Equipment privileges.

Student's Name (Please Print)

Student's Homeroom (Please indicate grade and teacher) _____

Student's Signature: _____ Date: _____