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Section 1 – Technology Plan Summary Sheet

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Web Address: www.mostholytrinityschool.org

Years covered by plan: 2009-20012

Start date of plan: July 1, 2009

End date of plan: June 30, 2012

Intermediate School District: Wayne County RESA

URL for Technology Plan: www.mostholytrinityschool.org

School Technology Team

The technology team is made up of a combination of educators, parents, administrator, and parish members.

Kathleen McBride	Principal
Lynn Rausch	Teacher
Lisa Dugliss	Teacher
Lindsey Willette	Teacher
Maria Avila	Parent
Sandy Salazar	Parent
Imelda Pena	Parish Member
Dan Cable	Consultant

Section 2 – Introduction

An introductory section is needed to provide reviewers and other readers with background information and plan context.

School Mission Statement

Most Holy Trinity School is a Christian Catholic Community dedicated to providing the opportunity to further the religious, academic, social and physical growth of the whole child. Academic excellence, respect, and the importance of racial and cultural diversity is taught and modeled.

School Philosophy

We foster academic excellence in our students by recognizing and drawing out the potential present in each child. We foster in students the responsibility for helping to create a school atmosphere where learning and self-development are able to occur. We promote understanding between cultures and races for the good of all society.

School Profile

Most Holy Trinity School is located in the heart of historic Corktown, in Southwest Detroit. It began in 1838 and is the longest continuously operating elementary school in the Midwest. Present enrollment is 130 students in pre-school through 6th grade in one building with eight classrooms and eight teachers. The annual income level of 66% of the families is \$24,000-\$25,000. 90% of the student body receives free or reduced lunch per government guidelines. The student population is 47% Hispanic, 36% African-American, 17% White. The curriculum is diverse and well-rounded, encompassing the core curriculum of Religion, Math, Science, Language Arts, Social Studies, Spanish, Art, Music, Physical Education, and Computers. Technology supporting the curriculum is available in all grades.

Section 3 – Vision and Goals

Vision

Technology planning is an on-going process at Most Holy Trinity School. This plan was designed to meet the federal and state guidelines for technology plans.

As a community of faith, Most Holy Trinity School is committed to using communication and information technologies to develop a community where:

- Students have access to technology which will support their educational development and individual learning styles, enhance the development of higher level thinking skills, and provide them with the opportunity to take responsibility for their own learning.
- Teachers use technology to support instruction and learning.
- Teachers participate in in-services to ensure competence in the use of technology to support their mission: teaching, administration, or the provision of support services.
- Technology is used to connect both the parents and parish community to the school through the school's website.

Most Holy Trinity School is accredited through the Michigan Non-Public Schools Accreditation Agency. Each year we are required to report on our progress toward the concerns raised by the school self-study and the team site visit. We are currently in year four of the seven year cycle.

Goals

Major goals of the technology plan:

- Align the technology curriculum with national and state standards.
- Provide funding for hardware, software, and staff development needs.
- Implement technology with curriculum at all levels.
- Implement daily skills practice in mathematics, using not only basic drill and practice software, but also modeling and graphing tools.
- Promote differentiated instruction using software programs.

Goals for teachers and students:

- Students will utilize technology to deepen their understanding of basic concepts and skills in Mathematics, Language Arts, Social Studies, Science, and Religion.
- Word processing software will be utilized in the writing process.
- Multimedia software will be used at each grade level to create reports and presentations including graphics, text and sound.
- Spreadsheet software will be used in research, simulation, and graphing.
- Internet resources will be used to support Science instruction and Social Studies reports.
- Assistive technology and software will be used to support special needs students.

I. Curriculum

Section 4 – A: Curriculum Integration

Most Holy Trinity School's goals and strategies are aligned with Michigan Educational Technology Standards. Students are expected to master the curriculum objectives presented in the METS by the grade levels specified.

Grades K-2 Goals

Prior to completion of Grade 2, students will:

1. Use input devices (e.g. mouse, keyboard, remote control) and output devices (e.g. monitor, printer) to successfully operate computers, VCRs, audiotapes, and other technologies. (1) *
2. Use a variety of media and technology resources for directed and independent learning activities. (1,3)
3. Communicate about technology using developmentally appropriate and accurate terminology. (1)
4. Use developmentally appropriate multimedia resources (e.g., interactive books, educational software, elementary multimedia encyclopedias) to support learning. (1)
5. Work cooperatively and collaboratively with peers, family members, and others when using technology in the classroom. (2)
6. Demonstrate positive social and ethical behaviors when using technology. (2)
7. Practice responsible use of technology systems and software. (2)
8. Create developmentally appropriate multimedia products with support from teachers, family members, or student partners. (3)
9. Use technology resources (e.g., puzzles, logical thinking programs, writing tools, digital cameras, drawing tools) for problem solving, communication, and illustration of thoughts, ideas, and stories. (3,4,5,6)
10. Gather information and communicate with others using telecommunications, with support from teachers, family members, or student partners. (4)

Numbers in parentheses following each performance indicator refer to the standards category to which the performance is linked.

The categories are:

- 1. Basic operations and concepts*
- 2. Social, ethical, and human issues*
- 3. Technology productivity tools*
- 4. Technology communication tools*
- 5. Technology research tools*
- 6. Technology problem-solving and decision-making tools*

Section 4 –A: Curriculum Integration

(continued)

Grades 3-6 Goals

Prior to completion of Grade 6, students will:

1. Use keyboarding and other common input and output devices (including adaptive devices when necessary) efficiently and effectively. (1*)
2. Discuss common uses of technology in daily life and the advantages and disadvantages those uses provide. (1,2)
3. Discuss basic issues related to responsible use of technology and information and describe personal consequences of appropriate use. (2)
4. Use general purpose productivity tools and peripherals to support personal productivity, remedial skill deficits, and facilitate learning throughout the curriculum. (3)
5. Use technology tools (e.g., multimedia authoring, presentation, Web tools, digital cameras, scanners) for individual and collaborative writing, communication, and publishing activities to create knowledge products for audiences inside and outside the classroom. (3,4)
6. Practice correct keyboarding techniques. (1)
7. Participate in virtual classes and Passport programs through 21st Century Learning. (3,4,5,6)
8. Use telecommunications efficiently to access remote information, communicate with others in support of direct and independent learning, and pursue personal interests. (4)
9. Use telecommunication and online resources (e.g., email, online discussions, Web environments) to participate in collaborative problem-solving activities for the purpose of developing solutions or products for audiences inside and outside the classroom. (4,5)
10. Use technology resources (e.g., calculators, microscopes, data collection probes, videos, educational software) for problem solving, self-directed learning, and extended learning activities. (5,6)
11. Determine which technology is useful and select the appropriate tool(s) and technology resources to address a variety of tasks and problems. (5,6)
12. Evaluate the accuracy, relevance, appropriateness, comprehensiveness, and bias of electronic information sources. (6)

**Numbers in parentheses following each performance indicator refer to the standards category to which the performance is linked.*

The categories are:

- 1. Basic operations and concepts*
- 2. Social, ethical, and human issues*
- 3. Technology productivity tools*
- 4. Technology communication tools*
- 5. Technology research tools*
- 6. Technology problem-solving and decision-making tools*

Section 4-A: Curriculum Integration

(continued)

Strategies and Action Plans

Strategies:

- Develop a school-wide writing process program
- Provide students the opportunity to create presentations requiring both oral presentations and written supporting materials
- Provide in-classroom support for various subject matters to help advanced students to higher learning in many or all curriculum
- Develop higher-order mathematics thinking skills
- Obtain and support Internet access throughout the building
- Employ professional development to teach enhanced methods of differentiated instruction and help increase cognitive learning
- Provide students opportunities to use digital video equipment and computer media technology for the purpose of creating multimedia presentations
- Provide a range of products to support individual student learning in mathematics skills
- Provide students the opportunity to analyze data using technology tools

Action Plan:

- Review current language arts curriculum and update to include writing process
- Develop lesson plans that include student presentations which demonstrate synthesis of knowledge
- Obtain additional educational software that would be used to run incremental drills and lessons before or following instructions
- Use spreadsheet and programming software to promote achievement and high order thinking skills
- Utilize existing Internet access points in our building
- Enhance our existing network to create a wireless network that would provided each classroom access to the world wide web
- Have teachers become proficient in differentiated instruction through professional development
- Teach students to use media equipment such as a digital camera and/or video camera for the purpose of documenting and presenting a complete multimedia presentation in various subject matters
- Use Federal funds to purchase math software products
- Provide students opportunities to use graphing calculators and handheld devices

Section 4 – A: Curriculum Integration

(continued)

Most Holy Trinity School's technology plan is aligned with the Michigan State Standards and Benchmarks. The integration of technology into the curriculum will empower teachers to create units of instruction which will incorporate the available technology. This will enhance the delivery of instruction and will engage each student in the learning process. Units of instruction include simulations and applications associated with higher order thinking skills found in Bloom's Taxonomy. Most Holy Trinity School faculty and staff are encouraged to enhance their technology skills through attendance at professional conferences. Utilizing the Michigan Learnport website is encouraged. Their participation in on-site training and working on web literacy classes on their own will only increase their ability to implement this technology plan.

Section 5 – B: Student Achievement

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.

Most Holy Trinity School uses the IOWA test of Basic Skills as one tool to track student growth and achievement over time. We are able to disaggregate the data and look at individual students and groups of students over a period of several years. This data, provided online through (iRM) Interactive Results Manager, is then used to guide changes and improvements in curricula and instruction.

We use curriculum management software (Curriculum Mapper) to track individual goals and objectives for each of our main subject areas. This software allows us to match the objectives tested on the ITBS with our current goals and objectives so that we have an excellent alignment between curriculum testing. Math, Language Arts, and Science objectives have been entered into Curriculum Mapper. Over the next two years we plan to add Social Studies and Religion objectives to help with effective curriculum planning and mapping. We plan on engaging students in this planning. Our technology goals focus on the integration of technology into the classroom rather than as a stand-alone "extra" to the curriculum. (see previous section for specifics.)

Section 5-B: Student Achievement
(continued)

Timeline for Integration

Year 2009-2010:

One third of all content standards at each grade level will be integrated into each core content area of the curriculum and in regular instructional practice, as measured by student attainment of correlated performance benchmarks.

Year 2010-2011:

Two thirds of all content standards at each grade level will be integrated into each core content area of the curriculum and in regular instructional practice, as measured by student attainment of correlated performance benchmarks.

Year 2011-2012:

All content standards at each grade level will be integrated into each core content area of the curriculum and in regular instructional practice, as measured by student attainment of correlated performance benchmarks.

Section 6- C: Technology Delivery

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

- Develop a greater awareness of resources providing technology information in the areas of development, understanding, and use of technology in the curriculum.
- Align the technology curriculum with national and METS standards
- Align technology goals and strategies with the METS
- Students will be expected to master the curriculum objectives presented in the METS by the grade levels specified
- Utilize resources to provide continued direction and information for staff development, strategies for learning and teaching technology, as well as implementing curriculum through technology
-

Most Holy Trinity School teachers will continue to participate in professional development, as needed, to develop pedagogical techniques and strategies that integrate the use of technology.

Our Title I program is implemented through 21st Century Learning which utilizes web-based instruction for the students. The company also provides live-interactive webcast professional development for our staff concerning the use of technology to map curriculum and provide specialized instruction for students who need extra assistance.

Section 7 – D: Parental Communications and Community Relations

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

The technology plan will be available to the school community and the community at large. The plan will be published through various media and methods.

- The school web page will be posted in HTML.
- The technology plan will be available for review in the office.
- The use of Fastdirect, an online grading and report card system, is in partial operation.

We use numerous strategies to promote parent involvement in the school.

- September Open House for new and returning students/families
- Monthly calendar sent home
- Most Holy Trinity web site as reference for activities and school opportunities
- Use of Fastdirect which allows parents access to grades, assignments, and school calendar
- Parent/teacher conferences at end of first two quarters
- Volunteer opportunities for field trips, Spring Show, lunch supervision
- Monthly letters from principal
- March Open House for registration
- Parish activities open to parents
- Sacramental preparation/celebration in coordination with parish

Each staff member has been provided with a school email address which is used for communication with parents and the community.

Section 8 – E: Collaboration

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

- Since Most Holy Trinity is a parish elementary school, we have minimal contact with adult literacy providers. However, several of our parents attend the General Education Diploma classes held nearby in our neighborhood, the Mercy Education Project.
- We propose a parish-level program that would match senior citizens with sixth grade students to share their computer skills.

II. Professional Development

Section 9 – F: Professional Development

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

- Before training can be effective, the level of staff technological expertise should be identified to apply the appropriate professional development.
- Beginning level: Windows, Microsoft Word, Microsoft Excel, Microsoft Access, PowerPoint, Hardware, and Fastdirect.
- Our plan is to build expertise level so that teachers will, in turn, educate other staff members on a “need-to-know” basis.
- The school has both an official website and an email address for the school as well as for each teacher. Parents and the community are made aware of this and encouraged to visit it and use it as a form of communication with the school and individual teachers. The school website is continually updated as the need arises. Teachers are expected to regularly check their own personal email and respond in a timely fashion. This is an effective way that the staff, parents, and administration can stay in communication and continue to learn new methods of usage on the internet and email by hands-on experience.

Timeline:

Year 2009-2010:

- Continue to provide opportunities for staff to attend conferences, seminars, and workshops to enhance communication with students and parents
- Develop a teacher-to-teacher training program.
- Continue curriculum mapping

Year 2010-2011:

- Continue curriculum mapping; add more subjects
- Provide opportunities for tech support person to teach staff multimedia software

Year 2011-2012:

- Continue curriculum mapping; add more subjects
- Train staff in new technology

Section 10 – G: Supporting Resources

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

Most Holy Trinity School utilizes a variety of resources to support the entire technology program. This includes support services provided by the Office for Catholic Schools of the Archdiocese of Detroit. Faculty and staff receive ongoing training in use of technology equipment.

The following basic resources will be provided to support technology curriculum:

Services:

- Internet access
- School website
- Podcasts for students (21st Century Learning)
- Live teacher development sessions (21st Century Learning)

Software:

- Microsoft Word
- Microsoft Excel
- Microsoft Access
- PowerPoint
- Curriculum Mapping Program
- Math Blaster
- Mavis Beacon Typing
- Houghton Mifflin Reading CD-Rom Support
- Our school website
- Electronic Grade Book

Electronically Delivered Learning Materials

- LCD projectors
- Laptop computers

III. Infrastructure, Hardware, Technical Support and Software

Section 11 – H: Infrastructure Needs/Technical Specifications and Design

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

Current Status:

The electrical system has been upgraded throughout the entire building to meet current and future needs. In addition, Cat5 cabling has been installed for all classrooms and offices and there is one wireless access point.

All classrooms are currently equipped with used computers donated by local corporations and other donors.

Our current hardware includes:

Office:

- 4 PCs (Windows XP)

Teacher's Workroom

- 1 laptop
- 1 PC (Windows XP)
- 1 LCD projector

Title I Resource Room

- 8 PCs (Windows XP)

Classrooms (preK through 6)

- 22 PCs (Window(s) 2000)
- 13 PCs (Windows 98)
- 12 laptops (Windows 2000)
- 8 printers

Miscellaneous

- 1 Mac apple computeru

Section 11 – H: Infrastructure Needs/Technical Specifications and Design

(continued)

Hardware and Infrastructure Needs

- Server and networking system should be installed
- Classrooms need updated computers with more RAM and faster processors to make full use of Internet and multimedia software
- Each teacher should have use of a wireless laptop to deliver curriculum content in the classroom
- Each classroom should have an LCD projector for video streaming curriculum content
- Each classroom should have a Smart Board for curriculum delivery
- Teachers should be provided with all available computer-based curriculum materials available through textbook publishers
- School copier should serve as a network printer
- All computers should be updated with most recent Microsoft operating system

Because our funding opportunities are limited, we must rely on private and corporate assistance for the bulk of our computer acquisitions.

Technical support

A private volunteer, who visits the school approximately once a month, provides our technical support.

2009 Plans to increase access to technology and information

- 5th and 6th grade classrooms will have 5 laptops each
- Computer-based curriculum materials have been ordered for each teacher
- 1 more computer will be updated with new operating system
- Plans are to retire oldest computers as newer computers are obtained

2010 Strategies and Beyond

- Wireless network on the first floor of school building is being sought
- Funding for a Smart Board will be pursued
- More LCD projectors will be purchased
- Sound amplifying system for classrooms will be sought

Section 12 – I: Increase Access

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

Access to technology is available to all teachers and students under this current plan. Because we do not have the facilities available to offer special education services (for hearing impaired, learning disabled, or other special needs students), we do not have the need for assistive technology. The school plans to acquire more handheld computers to increase general student access to technology.

Section 13 – J: Budget and Timetable

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

	2009-2010	2010-2011	2011-2012
Hardware/Networking	\$2,500	\$2,500	\$2,500
Maintenance/Service	\$500	\$500	\$500
License Agreements	\$500	\$500	\$500
Software/Curriculum	\$1,000	\$1,000	\$1,000
Professional Development	\$500	\$500	\$500

Section 14 – K: Coordination of Resources

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

As a parochial school, we have limited options for local, state, and federal funding. Some of the resources we use include:

- E-rate
- Federal Title monies through our LEA
- Utilization of REMC-Bid list for purchases
- Donations from foundations and private individuals

Section 15 – L: Evaluation

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

Process by which the evaluation will be conducted for teachers:

- The use of technology will be measured as part of each staff member's annual review
- Participation and attendance will be required at technology workshops
- Principal will conduct classroom observations and note technology integration in the classroom

Process by which the evaluation will be conducted for the student:

- Principal will conduct classroom observations and note the use of technology by the students in the classroom
- Technology integration should improve student understanding of complex materials and help build intrinsic knowledge: therefore, we will use the IOWA test as a measure of the effect of technology on the curriculum
- Surveys will be given to parents measuring the use of technology by their child(ren) at home

The process by the evaluations will be conducted at Most Holy Trinity School will be through observations, IOWA test scores, and student report cards. We expect the IOWA test scores to increase with the increased use of technology in the classrooms. Therefore, we will review standardized test scores as well as the portfolios of student work and student report cards. This data will be collected and reviewed by our principal and teaching staff.

The complete technology plan will be reviewed annually to ensure that the technology plan is keeping pace with changing technologies and addressing current student instructional needs. Revisions to the plan may be made as necessary and authorized by the principal. The principal and staff will be responsible for creating extended action plans if the specific integration goals are not achieved.

Unmet goals will be addressed as follows:

- Goals for the school, teachers, and students will be reviewed yearly by the principal, staff, and technology committee
- A plan of action will be taken as to the reason goals were not met and when they will be met
- The revised plan of action will then be written into the goals and objectives for the upcoming school year
- Any goal not met the previous year will be addressed as a priority and will be considered at the end of the first semester of the following school year

Section 16 – M: Acceptable Use Policy

Strategies are in place to monitor the district's Acceptable Use plan for staff and student use of the technologies. Required by the NCLB legislation and the FCC E-rate program.

Most Holy Trinity School encourages and strongly promotes the use of electronic information technologies in educational endeavors. The school provides access to electronic information resources in a variety of formats, and for the development of information management skills. Together these allow learners the ability to access current and relevant resources, provide the opportunity to communicate in a technologically rich environment, and assist them in becoming responsible, self-directed, life-long learners.

Acceptable Use Policy

1. I will not damage the computer or network in any way.
2. I will not use a computer or hand-held to harm other people or their work.
3. I will not violate copyright laws.
4. I will not view or use other people's folders, files, or work without their permission.
5. I will not view, send, or display offensive messages or pictures, or harass others in any way. This includes using obscene language.
6. I will not access personal e-mail account or any free e-mail services from any school computer.
7. I will not record any personal information, such as name, address, etc., about myself for anyone else on an Internet site.
8. I will not view Internet sites that my school or teacher does not allow or thinks is inappropriate.
9. I will not represent other people's work as my own (plagiarism).
10. I will tell any adult immediately if I see materials that violate these rules.
11. I understand that all electronic files are subject to review by the administration.

I am prepared to be held accountable for my actions and for the loss of privileges if the Acceptable Use Policy is not followed.

Student's signature_____

Parent's signature_____

Students and parents will sign an acceptable use policy each year. The classroom teacher and principal are responsible for monitoring compliance with the policy.

The Acceptable Use Policy for computers and handheld computers is available at:

www.mostholyltrinityschool.org

Content filtering is provided through our ISP (Internet Service Provider), Comcast Business Communications.