



Technology Plan 2007 - 2010

St. Francis Borgia Regional High School
1000 Borgia Drive
Washington, MO 63090

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Introduction to St. Francis Borgia Regional High School

School Mission Statement

Our Mission is to provide a Catholic education that fosters spiritually, morally, academically and technologically prepared learners.

School Demographics

St. Francis Borgia is a regional, Catholic, co-educational high school in Washington, Missouri, a small community about 50 miles southwest of St. Louis. SFBRHS serves, and is supported by, the nineteen parishes of the Washington Deanery and surrounding counties. Students from other faiths and communities are also welcome. The enrollment for the 2006-2007 school year is 543 and is expected to increase slightly over the next couple of years. SFBRHS is accredited by the state of Missouri and the North Central Association of Colleges and Schools.

Technology Vision and Mission Statements

Technology Vision Statement

To live and work successfully in our global society, graduates of St. Francis Borgia Regional High School must be critical thinkers and problem solvers. In order to equip students with the skills necessary to succeed in the Information/Communication Age of the twenty-first century, technology must be integrated into all aspects of the curriculum. Students must be provided with the opportunity to explore, investigate, analyze, evaluate, design and create using technology to solve “real world” problems. Technology must be available to empower students to be more proactive in the acquisition and application of knowledge. Teachers should have access to resources that will help them with differentiated teaching strategies.

Technology Mission Statement

As technologically prepared learners ready to contribute to our ever-changing community, students will demonstrate an increased ability to responsibly interact with and apply technology.

All teachers will integrate technology into their curriculum.

Administrators will provide direction and support for the technology plan.

All members of the school community will utilize available technology.

Technology Committee

Committee Overview

The Technology Committee met in the fall of 2006 to conduct a comprehensive review and revision of the 2004-2007 Technology Plan. The current committee includes a student, teacher representatives from different subject areas, the Principal, the Technology Coordinator, the Instructional Technology Specialist, the Library/Media Specialist and parents. Community and

business leaders were also invited to join the committee but were unable to attend the scheduled meetings. However, they did contribute their ideas through phone conversations, messages and email. The committee discussed the five major technology focus areas: student learning, teacher preparation, administration/data management/communication processes, resource distribution and use, and technical support. A major focus of the plan is to use the technological tools provided to connect with the real world. The committee will meet annually hereafter and revise the technology plan every three years.

Committee Ideals

- **Current Status:** Compile data through evaluations and surveys to evaluate the effectiveness of the Technology Plan and to maintain an ongoing needs assessment.
- **Students:** Possess the technological foundation necessary to succeed in our evolving world.
- **Teachers:** Maintain ongoing professional development to increase teachers' technology competencies so they effectively integrate technology into their curriculum.
- **Administrators:** Assess student and teacher use of technology and utilize technology to evaluate student data and test scores and to plan.
- **Resources:** Provide sufficient technology resources and tools that are current and appropriate for achieving goals outlined in the Technology Plan.
- **Technical Support:** Maintain effective technical support that is efficient and timely.
- **Community:** Extend use of SFBRHS technological resources into the home.
- **Funding:** Explore funding and grant possibilities (State, Federal and Corporate Grants).
- **Evaluate:** Assess the effectiveness of the Technology Plan.
- **Availability:** Post the Technology Plan on school website.

About the Technology Plan

The technology plan is expected to guide the implementation of professional development and purchase hardware and software over the next three years. SFBRHS has made a major financial commitment to move technologically into the twenty-first century. One of our major focal points is the integration of technology across the curriculum to explore real-world situations. To accomplish this, a dual focus must be addressed: (1) a staff development program focusing on technology integration and emphasizing student achievement, and (2) ongoing acquisition of resources and technical support.

Status of Technology

History: 1997- Present

In the summer of 1997 the library was expanded from four computers connected to the Internet to a Media Center with 27 computers connected to the Internet. Wires were run throughout the school building to all classrooms and offices. Seven computers on carts were made available—some on each floor—so all teachers could access the Internet from their classrooms as well as take the entire class to the Media Center for individual research. New computers were also installed in the administrative offices and guidance center for additional networking possibilities. An additional server was added to provide space for homepages and email accounts for all faculty and students.

In the summer of 2001 two additional computer labs were added in the newly-constructed classroom wing. The ISDN line was converted to a DSL connection. Every classroom was also provided with a computer so teachers and students had immediate Internet access in the classroom. During the summer of 2004 wireless access points were installed throughout the school building. Teachers were provided with tablet PCs for classroom use and for record keeping through a generous donation from a local business. Data projectors with wireless capabilities for each classroom were also installed. Staff training was scheduled for the summer of 2004 and throughout the 2004-2005 school year to familiarize faculty with the flexibility and advantages of the tablet PC and the data projectors. Tablet PCs were also made available to students if they wanted to purchase them. During the 2005-2006 school year, the wireless projectors were ceiling mounted in most classrooms and one of the labs was replaced, because of the age of the computers, with two mobile carts containing 30 laptops for classroom use. Teachers would check out one or two carts for student research. This procedure, however, was time consuming and could take up more than 30 minutes of class time. The process involved moving the carts to the classroom, students checking out a computer and doing research and then reversing the process to return the carts to the Media Center. So during the summer of 2006, an additional 30 laptops were purchased and made available for students to check out for classroom use. Students have also continued to purchase computers and currently more than one-third of our students bring their own laptops to school. Our current ratio is two students per computer. During the summer of 2006, the old Rj45 Cat5 wire in the school was replaced with Cat6 Plenum cable and wireless access points were also updated. A Cable internet connection was also installed.

Technical Support

A part-time network administrator was added to the school staff in 2001. During the summer of 2003 a computer technician was hired to help maintain the network and make computer repairs on site. During the 2004 school year, our full-time technician resigned and his responsibilities were contracted out on a part-time basis. This same arrangement was continued throughout the 2005-2006 school year, but it proved inadequate to meet the needs of the faculty and the students. During the summer of 2006 a full-time Technology Coordinator was hired.

Staff Development

During the 2004 school year, an Instructional Technology Specialist was hired part-time to teach staff development classes. These classes are scheduled throughout the semester and topics vary according to the needs and requests of the faculty. (See Appendix for workshop schedule)

Computer Access

SFBRHS operates on an eight block schedule. Classes are 85 minutes long and the 32 computers in the Media Center and the 60 individual laptops are available for teachers to reserve for their class research. The laptops are accessed through the wireless network. If students need to download large files or access streaming video, teachers can reserve the Media Center for half of the period to maximize student usage of the computers. Additional computers for student access are available in the teaching lab, the guidance department, and selected classrooms. All of the computers are connected to the Internet and our local area network.

Curriculum

Since the mid-nineties, technology classes have been part of the curriculum. Keyboarding and computer applications were required for all freshmen and sophomores, respectively, and computer programming was offered as an elective. In 1997, a video productions class was added to the curriculum. Our yearbook and school newspaper are produced using specialized software which is taught in the yearbook and journalism classes. During the 2001-2002 school year, web design and a C++ programming class were added and additional levels of video production classes were added. Faculty began using online activities and testing during the 2004-2005 school year and online classes are offered as an option for students who need to make up a theology credit. A computer repair and networking class was also added to the curriculum to help prepare students for the A+ Certification test. During the 2006-2007 the foreign language classes purchased digital textbooks, and, as textbooks are replaced, more departments will be moving toward digital textbooks. Videoconferencing opportunities will also be available starting in August 2007.

Total Cost of Ownership

Budget and Funding

Incorporating new technology in the way our teachers teach and the way our students learn is crucial if we are to maintain our quality environment. Achieving the goals of this plan will require significant ongoing commitment of resources. These resources must take the form of continued strong support for the acquisition of new technology: increasing support for routine maintenance, repair and replacement of equipment; supplies to support new technology, and, most importantly, continuous staff development to ensure the effective use of technology. For our technology plan to be effective, it is important to identify fiscal resources on an ongoing basis.

The overall current technology budget comes from many different sources: the general school budget, grants, an endowment fund, donations, bequests and E-rate funds. During the summer of 2006, roughly \$26,000 was spent on phone and network cabling throughout the school and \$3,600 was spent on wireless access points and antennas. Additionally, \$51,000 was allocated to purchase laptops to replace guidance office desktops and provide thirty laptops for the student check out system and \$7,000 was spent on Macintoshes for the journalism classes. An additional \$10,000 was spent on new servers and routers to manage network traffic and \$6,500 was budgeted for data projectors and ceiling mounts for the third floor. A Facilities Grant of \$17,500 was used to purchase and install security cameras in the parking lots and near school entrances and exits. Also for the 2006-2007 school year, \$10,000 has been budgeted for staff development training and \$35,000 for computer and video equipment, library automated services, communication system and network maintenance, resource allocation, hardware maintenance, repairs, software and more.

Future Funding

SFBRHS will continue to apply for grants as opportunities arise. In addition, money will be budgeted each year for the purchase of new technology equipment. The teachers' tablet PCs are on a four-year replacement cycle. Desktop computers will continue to be on a four-year replacement cycle, with one-fourth of the computers replaced each year until all students have their own laptops. At that time the computers in the school teaching lab will be phased out. However, staff computers will continue to be replaced on the four-year cycle. SFBRHS has applied for the E-rate discount through the Universal Service Fund for school year 2007-2008. The discount will be used to help pay for telephone lines, cellular telephone accounts for the administrators, and Internet access. Community partnerships with local businesses and corporations will also be explored.

Data Analysis

The Technology Competency Survey was given to all students and faculty at St. Francis Borgia Regional High School in the spring of 2004. The NetDay Survey was administered in the spring of 2005 and 2006. However, individual class data could not be extrapolated from the NetDay Survey. The Technology Competency Survey administered in 2004 was repeated for senior students and faculty in December 2006 to compare results. Another survey which will allow for class results will be administered in the spring of 2007 and repeated each year in the spring. The Technology Competency Survey was completed by 88 % of 126 senior students. There are 45 full and part-time faculty members and 34 or 76% of the faculty responded to the survey.

Student Learning TFA

In the 2004 survey, the freshmen responded that they felt comfortable with most basic computer operations, but 60% were unfamiliar with troubleshooting simple error messages and installing peripherals. Also 60% were unfamiliar with creating and maintaining backups and operating projection devices. They were most familiar with basic word processing programs and copying graphics and inserting them into a document. They were unfamiliar with spreadsheet formulas and charts. Over 60% felt they needed assistance with database applications, Desktop publishing and creating and posting web pages. They were also unfamiliar with inserting video/audio clips or hyperlinks into presentations and projects. Under communication the freshmen expressed unfamiliarity with online interactive activities prepared by the classroom teacher. Using library resources online and verifying the authority of web pages created difficulties for the majority of the freshmen. Students expressed the most familiarity with using email, playing simulations and games, and locating information on the Internet using basic research tools. (See Appendix for survey results)

The results of the senior survey indicated that 80% of the students that responded had mastered the basic operations of computers. However, 50% of the seniors indicated they still need assistance in troubleshooting simple error messages and 40% need help installing peripherals. Additionally, 90% of the seniors responded they were familiar with the advanced features of word processing programs and over 70% indicated they could organize data, use formulas and create

charts in a spreadsheet program without assistance. Also 60% indicated they could use a Desktop publishing program or create a multimedia presentation using advanced features such as inserting video and/or audio clips or hyperlinks without assistance. The majority need assistance with a database program like Access or with creating and posting a web page. Almost one-third of the seniors need assistance verifying the validity and authenticity of web pages and using advanced search techniques to do research. (See Appendix for survey results)

Teacher Preparation & Delivery of Instruction TFA

In the 2004 survey half of the faculty who responded indicated they were unfamiliar with basic computer operations especially troubleshooting simple hardware problems, installing and using peripherals and basic folder management. They indicated they were most comfortable using basic word processing programs and uncomfortable with spreadsheets, databases, and graphic organizers. Most responded that they were unfamiliar with the aspects of preparing a presentation. They also expressed unfamiliarity with designing activities using online programs like Quia. The faculty was most comfortable using email and using basic tools for research on the Internet. Most expressed unfamiliarity with using advanced research tools. Faculty expressed that they encouraged their students to use these technologies but admitted they would send students to the Library/Media Specialist or other technology staff members for more in-depth help. Because of these results, faculty in-services were scheduled for the summer of 2004, the 2004-2005 and the 2005-2006 school years to raise the faculty comfort level when using technology in the classroom. (See Appendix for survey results)

Over the last three years their comfort level has increased. In the most recent survey, 80% of the faculty indicated they had mastered most basic computer operations. However, 25%-30% need assistance using digital cameras, camcorders and preparing data to burn to CDs or DVDs. Under productivity tools over 85% responded they had mastered Word processing applications, but over 50% were still uncomfortable with spreadsheets and database applications. Although the faculty indicated they have mastered the basics of preparing a presentation, over 50% still have not mastered all of the special features of presentations as far as adding video clips, audio clips or hyperlinks. Moreover, 50% are unfamiliar with using advanced search techniques for the Internet and verifying the validity and authenticity of web sources. Faculty in-services are scheduled on a regular basis throughout each semester to help the faculty master these and other technology skills. Assistance is also available through one-on-one sessions with the Instructional Technology Specialist and/or the Library/Media Specialist. (See Appendix for survey results)

Administration, Data Management & Communication TFA

No formal surveys were conducted regarding administrative support, but the NetDay survey is administered every year and faculty, parent and student responses are evaluated for determining needs of the school community. In addition, the Administration maintains an open-door policy and solicits input from the Academic Deans and other faculty at regularly scheduled meetings.

Resource Distribution and Use TFA

The Media Center is supervised by the Library/Media Specialist and is open Monday through Thursday from 7:30 AM until 4:00 PM and on Friday from 7:30 AM until 3:15 PM. Statistics are kept of student usage of the Media Center before 8:00 AM and after 2:30 PM. During the 2005-2006 school year, an average of 29 students used the Media Center before and after school each day. During the school day, classroom teachers reserve the Media Center for class research opportunities or to design and execute projects. There are 40 time slots available for teachers to reserve the Media Center. In addition, 60 laptops are available for teachers to reserve for student research each period. Usage varies but the Media Center is reserved on an average of 50%-60% of the time each week and roughly 35-45 laptops are checked out each period. Videocassettes, DVDs, CDs, as well as books are available in the Media Center for faculty and students to check out. The videocassettes, DVDs and CDs are checked out more frequently than the books. For this reason a large percentage (70%) of the budget is expended on those resources and on online databases. (See Appendix for list of databases).

Technical Support TFA

The technical staff consists of one full-time Technology Coordinator, one part-time Instructional Technology Specialist, and one full-time Library/Media Specialist. Students enrolled in the Computer Repair and Networking class also assist the Technology Coordinator with routine repairs and maintenance. The network is administered through a contractual agreement with a local company. The Instructional Technology Specialist and the Technology Coordinator in conjunction with administration are responsible for the online school system management software. The Instructional Technology Specialist also teaches the computer programming and web design classes and is the Technology Club Moderator. She assists students with their personal web page design questions and with updating components of the school web page. The Library Media Specialist keeps inventory of hardware, software programs and licenses and purchases. These records are available in the Media Center. (See Appendix for Hardware and Software inventory).

**Technology Goals
2007-2010**

GOAL 1. STUDENTS WILL USE TECHNOLOGY ACROSS THE CURRICULUM TO EXPLORE REAL-WORLD SITUATIONS.

Objective 1: Students will use a variety of technologies in their classes.

Evaluation: Survey students and faculty to see how technology is being used in the curriculum.

TFA Links	NETSS	Action Plan/Strategies	Start Date	End/ Review Date	Budget/ Cost/ Fund	Persons Responsible
Student Learning	1.1, 1.2 3.1, 3.2, 4.2	1. Students are required to complete a one-semester course in Principles of Technology I during their freshman year.	Ongoing	Yearly	Annual Budget	Students
Student Learning	1.2, 3.1, 3.2, 4.1	2. Students are offered the opportunity to take additional technology courses during sophomore, junior, and senior years.	Ongoing	Yearly	Annual Budget	Students
Student Learning	1.1, 4.2	3. Students will use network drives and email to save and/or turn in assignments and research.	Ongoing	Yearly	Annual Budget	Students
Student Learning	1.2, 4.2	4. Students will integrate into their course work a variety of technological resources.	Ongoing	Yearly	Annual Budget	Students
Student Learning	5.2, 6.1	5. Students will integrate content specific software into their course work such as Geometer's Sketchpad, Quantum Reading, Interactive Language Programs, etc.	Ongoing	Yearly	Annual Budget	Students
Student Learning	1.2, 3.1, 3.2	6. Students will demonstrate technological skills taught.	Ongoing	Yearly	Annual Budget	Students

GOAL 1. STUDENTS WILL USE TECHNOLOGY ACROSS THE CURRICULUM TO EXPLORE REAL-WORLD SITUATIONS.

Objective 2: Students will connect to and interact with the world through technology.

Evaluation: Survey students and faculty to see how technology is being used to connect to and to interact with the world.

TFA Links	NETSS	Action Plan/Strategies	Start Date	End/ Review Date	Budget/ Cost/ Fund	Persons Responsible
Student Learning	5.1, 5.2, 5.3, 6.1, 6.2	1. Students will use the Internet and online subscription databases for research, information analysis, problem solving, and decision-making in content learning.	Ongoing	Yearly	Annual Budget	Students
Student Learning		2. Students will participate in videoconferencing.	August, 2007	Yearly	Annual Budget	Students
Student Learning	3.1, 3.2, 4.2	3. Students will present results of their learning experiences in a digital format.	Ongoing	Yearly	Annual Budget	Students
Student Learning	3.1,3.2, 6.1, 6.2	4. Students will use their provided opportunities to demonstrate these skills.	Ongoing	Yearly	Annual Budget	Students

GOAL 1. STUDENTS WILL USE TECHNOLOGY ACROSS THE CURRICULUM TO EXPLORE REAL-WORLD SITUATIONS.

Objective 3: Students will be responsible users of technology.

Evaluation: Faculty will observe students' use of technology.

TFA Links	NETSS	Action Plan/Strategies	Start Date	End/ Review Date	Budget/ Cost/ Fund	Persons Responsible
Student Learning	5.1, 5.3, 6.1	1. Students will evaluate media sources for bias and authority.	Ongoing	Yearly	Annual Budget	Students
Student Learning	2.1	2. Students will understand and follow copyright regulations.	Ongoing	Yearly	Annual Budget	Students
Student Learning	1.1, 2.2,2.3	3. Students will demonstrate proper handling of technological resources.	Ongoing	Yearly	Annual Budget	Students
Student Learning	2.1, 2.2	4. Students will submit original work through plagiarism prevention software when required.	Ongoing	Yearly	Annual Budget	Students
Student Learning	2.1, 2.2	5. Students will use caution concerning online risks.	Ongoing	Yearly	Annual Budget	Students

GOAL 2. PROMOTE PROFESSIONAL DEVELOPMENT

Objective: Professional development opportunities will be provided to promote the use of technology.

Evaluation: Observe the use of Professional Development opportunities and technologies.

TFA Links	NETST	Action Plan/Strategies	Start Date	End/ Review Date	Budget/ Cost/ Fund	Persons Responsible
Teacher Prep	1b, 2a, 2b, 3b, 5	1. Faculty will attend technology workshops to enhance the learning process.	Ongoing	Yearly	Annual Budget	Faculty/Administration
Teacher Prep	1b, 2d, 2e, 3d, 4	2. Faculty will master course management software.	Ongoing	Yearly	Annual Budget	Faculty/Administration
Teacher Prep	1b, 3b	3. Faculty will attend workshops to utilize videoconferencing.	Spring 2007	Yearly	Annual Budget	Faculty/Instructional Technology Specialist
Teacher Prep	1b, 4a, 4b,	4. The Instructional Technology Specialist will provide training to utilize classroom management software.	Ongoing	Yearly	Annual Budget	Faculty/Instructional Technology Specialist
Teacher Prep	2d, 2e, 3c, 6a	5. The Instructional Technology Specialist will provide training that supports school software and hardware for various levels of users.	Ongoing	Yearly	Annual Budget	Faculty/Instructional Technology Specialist
Teacher Prep	2c, 3b, 6b, 6c, 6d	6. The Library Media Specialist will provide formal and informal instruction on the use of technology resources available in the Media Center.	Ongoing	Yearly	Annual Budget	Faculty/Library Media Specialist
Teacher Prep		7. The Administration will provide support for professional development.	Ongoing	Yearly	Annual Budget	Administration

GOAL 3. PROVIDE AND IMPLEMENT ADEQUATE RESOURCES

Objective: Acquire and implement the technology and resources necessary to enhance and support the instructional process.

Evaluation: Survey members of the school community to determine if the current technological resources are meeting expectations.

TFA Links	TSSA	Action Plan/Strategies	Start Date	End/ Review Date	Budget/ Cost/ Fund	Persons Responsible
Resources	4E	1. Wireless technology will be upgraded and secured throughout the school.	07/06	Yearly	Endowment	Network Administrator/ Technology Coordinator
Resources	4E, 2D	2. A sufficient number of servers will be provided to support the school LAN	Ongoing	Yearly	Annual Budget	Network Administrator/ Technology Coordinator
Resources	2B, 2C, 2D	3. Laptops will be provided for the student loan program.	Ongoing	Yearly	Annual Budget	Administration/Technology Coordinator
Resources	2B, 2C, 2D	4. Technology equipment and resources will be available to students and faculty for short-term loan.	Ongoing	Yearly	Annual Budget	Library Media Specialist/ Technology Coordinator
Resources	2B, 3E, 4C	5. Videoconferencing equipment and resources will be provided.	07-08 School year	Yearly	Endowment	Administration
Resources	4C, 6B, 6D, 6E	6. Individual and/or site licenses will be purchased for all software programs used throughout the school.	Ongoing	Yearly	Annual Budget	Administration/ Library Media Specialist

GOAL 3. PROVIDE AND IMPLEMENT ADEQUATE RESOURCES

Objective: Acquire and implement the technology and resources necessary to enhance and support the instructional process.

Evaluation: Survey members of the school community to determine if the current technological resources are meeting expectations.

TFA Links	NETSS	Action Plan/Strategies	Start Date	End/ Review Date	Budget/ Cost/ Fund	Persons Responsible
Resources	4C, 6A, 6C	7. Online reference resources for faculty and student use will be purchased and made available through the Media Center webpage.	Ongoing	Yearly	Annual Budget	Library Media Specialist
Resources	6B, 6C, 6D	8. Online tools and platforms will be provided for students to explore social media i.e. podcasts, blogs, etc.	Ongoing	Yearly	Annual Budget	Technology Coordinator
Resources	4C, 4E, 6A	9. The school will acquire new technology resources yearly and replace outdated or damaged resources.	Ongoing	Yearly	Annual Budget	Library Media Specialist/ Technology Coordinator
Resources	4A, 4E, 5A	10. An inventory of all computers, software, services and other technological equipment will be compiled.	Ongoing	Yearly	Annual Budget	Library Media Specialist/ Technology Coordinator
Resources	5B, 5D	11. Technology usage statistics will be collected to determine future technology purchases.	Ongoing	Yearly	Annual Budget	Library Media Specialist/ Technology Coordinator
Resources	1C, 4E	12. Procedures for technology use will be updated as necessary.	Ongoing	Yearly	Annual Budget	Administration/Library Media Specialist/ Technology Coordinator

GOAL 4. MAINTAIN AN EFFECTIVE TECHNICAL SUPPORT PROGRAM

Objective 1: Maintain the network infrastructure in an efficient manner.

Evaluation: Observe the efficiency and reliability of the network.

TFA Links	TSSA	Action Plan/Strategies	Start Date	End/ Review Date	Budget/ Cost/ Fund	Persons Responsible
Technical Support	2A, 4C	1. Network management tools will be implemented to distribute all applications.	Ongoing	Yearly	Annual Budget	Technology Coordinator /Administration
Technical Support	2A, 4C	2. Workstation management tools will be implemented.	Ongoing	Yearly	Annual Budget	Technology Coordinator /Administration
Technical Support	4C, 4E	3. Network performance will be improved by increasing efficiency and upgrading infrastructure.	Ongoing	Yearly	Annual Budget	Technology Coordinator /Administration
Technical Support	6C	4. A firewall will be provided and maintained.	Ongoing	Yearly	Annual Budget	Technology Coordinator /Administration
Technical Support	6C	5. An effective internet filter will be provided and maintained.	Ongoing	Yearly	Annual Budget	Technology Coordinator /Administration
Technical Support	4E	6. Updated software will be purchased to maintain the efficiency of the network.	Ongoing	Yearly	Annual Budget	Technology Coordinator /Admin

GOAL 4. MAINTAIN AN EFFECTIVE TECHNICAL SUPPORT PROGRAM

Objective 2: Provide and improve technical support

Evaluation: Observe the efficiency of technical support.

TFA Links	NETSS	Action Plan/Strategies	Start Date	End/ Review Date	Budget/ Cost/ Fund	Persons Responsible
Technical Support	4C	1. Ample technology support personnel will be provided.	Ongoing	Annually	Annual Budget	Administration
	4C	2. Technology support for student owned laptops will be provided onsite.	Ongoing	Annually	Annual Budget	Technology Coordinator
Technical Support	4C	3. Interns from Four Rivers will be utilized to assist with technical support.	Ongoing	Annually	Annual Budget	Technology Coordinator
Technical Support	2C, 4C	4. Computer Networking and Repair students will be utilized to troubleshoot technical problems and perform simple repairs.	Ongoing	Annually	Annual Budget	Technology Coordinator
Technical Support	2C, 4C	5. Technology Club members will learn technical support skills.	Ongoing	Annually	Annual Budget	Technology Club Moderator
Technical Support	4B, 4E 5B	6. Implement a problem tracking system.	January, 2008	Annually	Annual Budget	Technology Coordinator
Technical Support	2B, 2C	7. Provide support for classroom technology.	Ongoing	Annually	Annual Budget	Administration, Technology Coordinator, and Library Media Specialist

GOAL 4. MAINTAIN AN EFFECTIVE TECHNICAL SUPPORT PROGRAM

Objective 3: Maintain an environment which supports the use of technology.

Evaluation: Observe and survey members of the school community.

TFA Links	NETSS	Action Plan/Strategies	Start Date	End/ Review Date	Budget/ Cost/ Fund	Persons Responsible
Technical Support	3B, 3C, 6D	1. Maintain separate servers for classroom software, school system management software, internet and email.	Ongoing	Annually	Endowment	Technology Coordinator and Instructional Technology Specialist
Technical Support	3F, 4B	2. Maintain network file folders for teachers/students to save projects and work.	Ongoing	Annually	Annual Budget	Technology Coordinator
Technical Support	3F, 4B	3. Set up and maintain user accounts on the network for faculty, staff and students.	Ongoing	Annually	Annual Budget	Technology Coordinator
Technical Support	3B, 3F, 4B	4. Set up faculty, staff and student email accounts.	Ongoing	Annually	Annual Budget	Technology Coordinator
Technical Support	6A, 6C, 6D, 6E	5. Review and update the Internet Use Policy.	Ongoing	Annually	Annual Budget	Technology Coordinator and Library Media Specialist

GOAL 5. ADMINISTRATION WILL PROVIDE VISION AND LEADERSHIP IN THE USE OF TECHNOLOGY

Objective 1: The Administration will support the use of technology in the school community.

Evaluation: Survey the school community.

TFA Links	TSSA	Action Plan/Strategies	Start Date	End/ Review Date	Budget/ Cost/ Fund	Persons Responsible
Administration	2B, 2C, 3C, 4C	1. The administration will provide necessary resources.	Ongoing	Annually	Annual Budget/ Endowment’/	Administration
Administration	2A, 2D	2. The administration will motivate faculty regarding technology use.	Ongoing	Annually	Annual Budget	Administration
Administration	2E, 3D	3. The administration will provide instruction and support.	Ongoing	Annually	Annual Budget	Administration
Administration	1A, 1C, 3E	4. The administration will keep abreast of current and emerging practices in technology.	Ongoing	Annually	Annual Budget	Administration
Administration	3F, 4B	5. The Administration will provide opportunities to utilize technology to facilitate school procedures.	Ongoing	Annually	Annual Budget	Administration

Distribution, Monitoring and Evaluation

Technology Plan Review

The Technology Committee will meet once a year to review and update the Technology Plan. The Technology Committee will also meet every three years to conduct a comprehensive review and revision of the entire plan. The committee will use surveys, the technology inventory, a review of past implementation, input from the academic deans, administration, and parents to analyze the school's needs. The committee will then update and extend the technology plan for an additional three years. The revisions to the Technology Plan will be submitted to the School Board for approval.

Technology Plan Assessment/Evaluation

The Technology Committee will routinely conduct an end-of-year review of the Technology Plan to determine if adequate progress has been made on the stated goals and objectives. Revisions, if appropriate, to the Technology Plan should be made at this time. The following assessment and evaluation tools may be used:

- Survey staff, students, and parents
- Evaluate whether or not the goals and objectives of the plan have been met
- Analyze the effectiveness of the strategies included with each objective
- Review school improvement goals specific to technology
- Collect data on staff development in the area of technology
- Demonstrate examples of student work or skills
- Present lessons at staff meetings and workshops showing best practices in integrating technology
- Evaluate inventory lists and usage statistics

Distribution of the Technology Plan

One of the most important aspects of the Technology Plan is communicating to the students, teachers, parents, staff and community any new changes. The new plan will be distributed in the following manner:

1. A printed copy of the Technology Plan will be available in the Media Center.
2. The Technology Plan will be posted on the Media Center web page so the entire school community will have access to it at any time.

Appendix

Technology Standards

National Education Technology Standards for Students

National Education Technology Standards for Teachers

Technology Standards for Administrators

Technology Surveys and Needs Assessment

Technology Competency Survey Student Results

Technology Competency Survey Teacher Results

NetDay Survey 2005 Student Results

NetDay Survey 2005 Teacher Results

Teacher Technology Training 2004-2007

Media Resources Collection

Technology Inventory

Wiring History

Policies and Procedures

Acceptable Use Policy

NETS for Students

Technology Foundation Standards for All Students

The technology foundation standards for students are divided into six broad categories. Standards within each category are to be introduced, reinforced, and mastered by students. These categories provide a framework for linking performance indicators within the Profiles for Technology Literate Students to the standards. Teachers can use these standards and profiles as guidelines for planning technology-based activities in which students achieve success in learning, communication, and life skills.

Technology Foundation Standards for Students

1. Basic operations and concepts
 - Students demonstrate a sound understanding of the nature and operation of technology systems.
 - Students are proficient in the use of technology.
2. Social, ethical, and human issues
 - Students understand the ethical, cultural, and societal issues related to technology.
 - Students practice responsible use of technology systems, information, and software.
 - Students develop positive attitudes toward technology uses that support lifelong learning, collaboration, personal pursuits, and productivity.
3. Technology productivity tools
 - Students use technology tools to enhance learning, increase productivity, and promote creativity.
 - Students use productivity tools to collaborate in constructing technology-enhanced models, prepare publications, and produce other creative works.
4. Technology communications tools
 - Students use telecommunications to collaborate, publish, and interact with peers, experts, and other audiences.
 - Students use a variety of media and formats to communicate information and ideas effectively to multiple audiences.
5. Technology research tools
 - Students use technology to locate, evaluate, and collect information from a variety of sources.
 - Students use technology tools to process data and report results.
 - Students evaluate and select new information resources and technological innovations based on the appropriateness for specific tasks.
6. Technology problem-solving and decision-making tools
 - Students use technology resources for solving problems and making informed decisions.
 - Students employ technology in the development of strategies for solving problems in the real world.

http://cnets.iste.org/Students/NETS_S_standards.doc

NETS for Teachers

Educational Technology Standards and Performance Indicators for All Teachers

Building on the NETS for Students, the ISTE NETS for Teachers (NETS•T), which focus on preservice teacher education, define the fundamental concepts, knowledge, skills, and attitudes for applying technology in educational settings. All candidates seeking certification or endorsements in teacher preparation should meet these educational technology standards. It is the responsibility of faculty across the university and at cooperating schools to provide opportunities for teacher candidates to meet these standards.

The six standards areas with performance indicators listed below are designed to be general enough to be customized to fit state, university, or district guidelines and yet specific enough to define the scope of the topic. Performance indicators for each standard provide specific outcomes to be measured when developing a set of assessment tools. The standards and the performance indicators also provide guidelines for teachers currently in the classroom.

1 TECHNOLOGY OPERATIONS AND CONCEPTS.

Teachers demonstrate a sound understanding of technology operations and concepts. Teachers:

- demonstrate introductory knowledge, skills, and understanding of concepts related to technology (as described in the ISTE National Education Technology Standards for Students)
- demonstrate continual growth in technology knowledge and skills to stay abreast of current and emerging technologies.

2 PLANNING AND DESIGNING LEARNING ENVIRONMENTS AND EXPERIENCES.

Teachers plan and design effective learning environments and experiences supported by technology. Teachers:

- design developmentally appropriate learning opportunities that apply technology-enhanced instructional strategies to support the diverse needs of learners.
- apply current research on teaching and learning with technology when planning learning environments and experiences.
- identify and locate technology resources and evaluate them for accuracy and suitability.
- plan for the management of technology resources within the context of learning activities.
- plan strategies to manage student learning in a technology-enhanced environment.

3 TEACHING, LEARNING, AND THE CURRICULUM.

Teachers implement curriculum plans that include methods and strategies for applying technology to maximize student learning. Teachers:

- facilitate technology-enhanced experiences that address content standards and student technology standards.
- use technology to support learner-centered strategies that address the diverse needs of students.
- apply technology to develop students' higher order skills and creativity.
- manage student learning activities in a technology-enhanced environment.

4 ASSESSMENT AND EVALUATION.

Teachers apply technology to facilitate a variety of effective assessment and evaluation strategies. Teachers:

- apply technology in assessing student learning of subject matter using a variety of assessment techniques.
- use technology resources to collect and analyze data, interpret results, and communicate findings to improve instructional practice and maximize student learning.
- apply multiple methods of evaluation to determine students' appropriate use of technology resources for learning, communication, and productivity.

5 PRODUCTIVITY AND PROFESSIONAL PRACTICE.

Teachers use technology to enhance their productivity and professional practice. Teachers:

- use technology resources to engage in ongoing professional development and lifelong learning.
- continually evaluate and reflect on professional practice to make informed decisions regarding the use of technology in support of student learning.
- apply technology to increase productivity.
- use technology to communicate and collaborate with peers, parents, and the larger community in order to nurture student learning.

6 SOCIAL, ETHICAL, LEGAL, AND HUMAN ISSUES.

Teachers understand the social, ethical, legal, and human issues surrounding the use of technology in PK-12 schools and apply those principles in practice. Teachers:

- model and teach legal and ethical practice related to technology use.
- apply technology resources to enable and empower learners with diverse backgrounds, characteristics, and abilities.
- identify and use technology resources that affirm diversity
- promote safe and healthy use of technology resources.
- facilitate equitable access to technology resources for all students.

http://cnets.iste.org/docs/NETS_T.doc

Technology Standards for School Administrators TSSA Draft Framework, Standards, and Performance Indicators (v4.0)

I. Leadership and Vision ∅ Educational leaders inspire a shared vision for comprehensive integration of technology and foster an environment and culture conducive to the realization of that vision.

Educational leaders:

- A.** facilitate the shared development by all stakeholders of a vision for technology use and widely communicate that vision.
- B.** maintain an inclusive and cohesive process to develop, implement, and monitor a dynamic, long-range, and systemic technology plan to achieve the vision.
- C.** foster and nurture a culture of responsible risk-taking and advocate policies promoting continuous innovation with technology.
- D.** use data in making leadership decisions.
- E.** advocate for research-based effective practices in use of technology.
- F.** advocate on the state and national levels for policies, programs, and funding opportunities that support implementation of the district technology plan.

II. Learning and Teaching ∅ Educational leaders ensure that curricular design, instructional strategies, and learning environments integrate appropriate technologies to maximize learning and teaching.

Educational leaders:

- A.** identify, use, evaluate, and promote appropriate technologies to enhance and support instruction and standards-based curriculum leading to high levels of student achievement.
- B.** facilitate and support collaborative technology-enriched learning environments conducive to innovation for improved learning.
- C.** provide for learner-centered environments that use technology to meet the individual and diverse needs of learners.
- D.** facilitate the use of technologies to support and enhance instructional methods that develop higher-level thinking, decision-making, and problem-solving skills.
- E.** provide for and ensure that faculty and staff take advantage of quality professional learning opportunities for improved learning and teaching with technology.

III. Productivity and Professional Practice ∅ Educational leaders apply technology to enhance their professional practice and to increase their own productivity and that of others.

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Educational leaders:

- A.** model the routine, intentional, and effective use of technology.
- B.** employ technology for communication and collaboration among colleagues, staff, parents, students, and the larger community.
- C.** create and participate in learning communities that stimulate, nurture, and support faculty and staff in using technology for improved productivity.
- D.** engage in sustained, job-related professional learning using technology resources.
- E.** maintain awareness of emerging technologies and their potential uses in education.
- F.** use technology to advance organizational improvement.

IV. Support, Management, and Operations D Educational leaders ensure the integration of technology to support productive systems for learning and administration.

Educational leaders:

- A.** develop, implement, and monitor policies and guidelines to ensure compatibility of technologies.
- B.** implement and use integrated technology-based management and operations systems.
- C.** allocate financial and human resources to ensure complete and sustained implementation of the technology plan.
- D.** integrate strategic plans, technology plans, and other improvement plans and policies to align efforts and leverage resources.
- E.** implement procedures to drive continuous improvement of technology systems and to support technology replacement cycles.

V. Assessment and Evaluation D Educational leaders use technology to plan and implement comprehensive systems of effective assessment and evaluation.

Educational leaders:

- A.** use multiple methods to assess and evaluate appropriate uses of technology resources for learning, communication, and productivity.
- B.** use technology to collect and analyze data, interpret results, and communicate findings to improve instructional practice and student learning.
- C.** assess staff knowledge, skills, and performance in using technology and use results to facilitate quality professional development and to inform personnel decisions.

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D. use technology to assess, evaluate, and manage administrative and operational systems.

VI. Social, Legal, and Ethical Issues D Educational leaders understand the social, legal, and ethical issues related to technology and model responsible decision-making related to these issues.

Educational leaders:

A. ensure equity of access to technology resources that enable and empower all learners and educators.

B. identify, communicate, model, and enforce social, legal, and ethical practices to promote responsible use of technology.

C. promote and enforce privacy, security, and online safety related to the use of technology.

D. promote and enforce environmentally safe and healthy practices in the use of technology.

E. participate in the development of policies that clearly enforce copyright law and assign ownership of intellectual property developed with district resources.

These standards are the property of the TSSA Collaborative and may not be altered without written permission. The following notice must accompany reproduction of these standards: "This material was originally produced as a project of the Technology Standards for School Administrators Collaborative."

http://cnets.iste.org/tssa/view_standards.html

Technology Competency Survey-Student Results					
Basic Operations					
	Question	1	2	3	4
1	Start up and shut down the computer; open and close an application/program; insert and eject a removable disk (floppy, flash, CD)	0	.9	16.5	82.6
		2.7	.9	11.7	84.7
2	Open a file from a disk or hard drive; save a file to a disk or to a specific location on a hard drive or network	1.8	8.3	29.4	60.6
		.9	4.5	20.7	73.9
3	Install a program to a hard drive from a disk or CD	13.8	19.3	27.5	39.5
		1.8	12.6	42.3	43.2
4	Download and decompress files from the Internet	7.3	26.6	33.9	32.1
		7.2	11.7	46.9	34.2
5	Troubleshoot simple error messages	24.8	36.7	25.7	12.8
		10.8	41.4	34.2	13.5
6	Install peripherals (scanners, printers, etc.)	27.5	27.5	23.9	21.1
		15.3	26.1	29.7	28.8
7	Create and maintain backup files	45	23.9	21.1	10.1
		28.8	30.6	27	13.5
8	Create, copy, move, rename and delete folders	1.8	10.1	33.9	54.1
		1.8	2.7	28.8	66.7
9	Cut, copy, and paste text both within an application and between multiple open applications.	3.7	5.5	26.6	64.2
		1.8	4.5	19.8	73.9
10	Print selected pages	.9	.9	14.7	83.5
		2.7	2.7	13.5	81.1
11	Prepare data/music for burning to a CD and burn a CD	17.4	23.9	22	36.7
		6.3	7.2	30.1	55.9
12	Prepare video files for burning to a DVD and burn a DVD				
		15.3	20.7	32.4	31.5
13	Play music or video using the CD/DVD drive	.9	2.8	24.8	71.6
		1.8	8.1	13.5	76.6
14	Use a digital camera to take pictures and download pictures to a hard drive	15.6	33	24.8	26.6
		2.7	11.7	26.1	59.5
15	Use a scanner to scan and save a document and/or image	13.8	22.9	31.2	32.1
		7.2	14.4	36.9	41.4
16	Insert a scanned/digital image into a document or presentation	18.4	32.1	25.7	23.9
		6.3	18	34.2	41.4
17	Use a projection device	29.4	37.6	15.6	17.4
		19.8	24.3	34.2	21.6

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Using Productivity Tools					
18	Use a word processing program to type a document	.9	.9	21.1	77.1
		2.7	2.7	15.3	79.3
19	Format a word processed document (select font and style attributes, set line spacing, paragraph formation, margins, tabs, etc.	1.8	3.7	38.5	56
		1.8	2.7	25.2	70.3
20	Use advanced features of a word processing program (tables, headers and footer, macros, etc.)	7.3	26.6	40.4	25.7
		3.6	7.2	42.3	46.9
21	Use a spreadsheet (Excel) to organize data	15.6	40.4	25.7	18.4
		8.1	9	40.5	41.4
22	Use formula and/or functions in a spreadsheet	30.3	41.3	23.9	4.6
		9	22.5	40.5	27.9
23	Create a graph from spreadsheet data	27.5	33	29.4	10.12
		7.2	21.6	36.9	34.2
24	Insert clipart/graphics into a document or presentation.	1.8	7.3	37.6	53.2
		1.8	2.7	30.6	64.9
25	Reduce, enlarge, or crop a graphic and convert graphics from one file format to another	15.6	25.7	26.6	32.1
		1.8	13.5	35.1	49.6
26	Create an image using a graphics program	10.1	11	39.5	39.5
		14.4	28.8	28.8	27.9
27	Use graphical applications/organizers	5.5	25.7	40.4	28.4
		4.5	25.2	44.1	26.1
28	Design, develop and publish a web page	45	27.5	19.3	8.3
		45.1	24.3	23.4	7.2
29	Create a database using field names, field sizes, data types, and primary key	53.2	28.4	13.8	4.6
		36.9	33.3	19.8	9.9
30	Create a report in a database and sort the results	33.9	38.5	14.7	12.8
		31.5	30.6	26.1	11.7
31	Merge information from a database into a word processing document such as a mail merge	29.5	34.9	16.5	9.2
		30.6	32.4	22.5	14.4
32	Use content specific software (Geometry Sketchpad, Quantum Reading, etc.	43.1	29.4	19.3	8.3
		26.1	35.1	28.8	9.9
33	Use video recorders to make a video				
		19.8	17.1	36	27
34	Use video editing software to edit a video				
		36	27	21.6	15.3
35	Use graphing calculators to solve mathematical problems				
		5.4	24.3	32.4	37.8
36	Use scientific probes to collect and study information				
		31.5	25.2	28.8	14.4
37	Use Multimedia presentation packages to create a project	11	30.3	33	25.7
		13.5	17.1	36	33.3
38	Insert video clips into a presentation or project	26.6	50.5	14.7	8.3
		10.8	29.7	30.6	28.8

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39	Insert audio clips/sounds into a presentation or project	24.8	40.4	24.8	10.1
		6.3	23.4	39.6	30.6
40	Insert a hyperlink into another document	34.9	36.7	11.9	16.5
		11.7	18	39.6	30.6
41	Use Desktop Publishing software to create a brochure, pamphlet, card, etc.	16.5	33.9	20.2	29.4
		14.4	25.2	40.5	19.8
42	Copy a graphic from a website	15.6	17.4	31.2	35.8
		8.1	13.5	36	42.3
Communication Tools					
43	Subscribe and unsubscribe from an online mailing list	20.2	26.6	29.4	23.9
		12.6	21.6	32.4	33.3
44	Participate in online exchanges (Listserv, chatrooms)	11.9	19.3	23.9	45
		10.8	12.6	41.4	35.1
45	Interact in online activities prepared using Quia, etc. Students only	40.4	34.9	17.4	7.3
		23.4	14.4	33.3	28.8
46	Design online classes usng Quia, etc (Teachers only)				
47	Send and receive email messages	2.8	2.8	16.5	78
		1.8	6.3	17.1	74.8
48	Send and open attachments to an email message	5.5	11.9	30.3	52.3
		.9	6.3	16.2	76.6
49	Manage names and groups in an electronic address book	12.8	16.5	28.4	42.2
		7.2	11.7	33.3	47.8
50	Participate in remote/distance education via two-way audio/video or other method	38.5	35.8	15.6	10.1
		36	15.3	35.1	13.5
51	Use course management software to check grades and assignments (Students only)	7.3	8.3	30.3	54.1
		3.6	5.4	30.6	60.4
52	Use course management software to enter grades and assignments (Teachers only)				
53	Play simulations/animations, games	5.5	8.3	27.5	58.7
		7.2	10.8	31.5	50.5

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Research Tools					
54	Use online subscription resources to do research	17.4	25.7	27.5	29.4
		5.4	9.9	34.2	50.4
55	Search the Internet to locate information and sources for research papersw	2.8	2.8	32.1	62.4
		.9	6.3	32.4	60.4
56	Search the Internet using advance search tools (Boolean operators and limiters)	20.2	26.6	36.7	16.5
		16.2	27	37.8	18.9
57	Verify the validity and authenticity of web sources	29.4	39.5	19.3	11.9
		12.6	28.8	43.2	15.3
58	Create and use bookmarks/favorites	11	13.8	29.4	45.9
		9.9	10.8	29.7	49.6
59	Access a specific Web page	9.2	22	28.4	40.4
		4.5	5.4	29.7	60.4
60	Follow copyright regulations for copying information				
		7.2	15.3	44.1	33.3

Technology Competency Survey-Faculty Results					
Basic Operations					
	Question	1	2	3	4
1	Start up and shut down the computer; open and close an application/program; insert and eject a removable disk (floppy, flash, CD)	0	3.3	23.3	73.3
		0	0	8.8	91.2
2	Open a file from a disk or hard drive; save a file to a disk or to a specific location on a hard drive or network	3.3	13.3	30	53.3
		0	5.9	14.7	79.4
3	Install a program to a hard drive from a disk or CD	10	26.7	30	33.3
		0	17.7	20.6	61.8
4	Download and decompress files from the Internet	40	20	23.3	16.7
		14.7	17.7	35.3	32.4
5	Troubleshoot simple error messages	23.3	40	26.7	10
		8.8	41.2	26.5	23.5
6	Install peripherals (scanners, printers, etc.)	33.3	23.3	36.7	6.7
		14.7	26.5	26.5	32.4
7	Create and maintain backup files	23.3	20	30	26.6
		2.9	29.4	32.4	35.3
8	Create, copy, move, rename and delete folders	3.3	30	23.3	43.3
		0	8.8	38.2	52.9
9	Cut, copy, and paste text both within an application and between multiple open applications.	6.7	26.7	26.7	40
		0	17.7	29.5	55.9
10	Print selected pages	0	10	23.3	66.7
		0	5.9	8.8	85.3
11	Prepare data/music for burning to a CD and burn a CD	56.7	13.3	16.7	13.3
		23.5	14.7	17.7	44.1
12	Prepare video files for burning to a DVD and burn a DVD				
		29.4	26.5	17.7	26.5
13	Play music or video using the CD/DVD drive	20	16.7	30	33.3
		11.8	11.8	17.7	58.9
14	Use a digital camera to take pictures and download pictures to a hard drive	50	23.3	16.7	10
		29.4	14.7	11.8	44.1
15	Use a scanner to scan and save a document and/or image	40	30	16.7	13.3
		14.7	23.5	14.7	47.1
16	Insert a scanned/digital image into a document or presentation	56.7	16.7	10	16.7
		26.5	20.6	5.9	47.1
17	Use a projection device	46.7	23.3	20	10
		5.9	11.8	23.5	58.8

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Using Productivity Tools					
18	Use a word processing program to type a document	0	6.7	30	63.3
		0	2.9	11.8	85.3
19	Format a word processed document (select font and style attributes, set line spacing, paragraph formation, margins, tabs, etc.)	0	13.3	50	36.7
		2.9	0	23.5	73.5
20	Use advanced features of a word processing program (tables, headers and footer, macros, etc.)	10	56.7	30	3.3
		8.8	32.4	20.6	38.2
21	Use a spreadsheet (Excel) to organize data	36.7	33.3	23.3	6.7
		14.7	32.4	29.4	23.5
22	Use formula and/or functions in a spreadsheet	66.7	23.3	6.7	3.3
		32.4	29.4	20.6	17.7
23	Create a graph from spreadsheet data	56.7	30	10	3.3
		35.3	29.4	14.7	20.6
24	Insert clipart/graphics into a document or presentation.	30	23.3	16.7	30
		14.7	23.5	11.8	47.1
25	Reduce, enlarge, or crop a graphic and convert graphics from one file format to another	36.7	33.3	23.3	6.7
		38.2	11.8	11.8	35.3
26	Create an image using a graphics program	60	13.3	13.3	13.3
		29.4	32.3	17.7	17.7
27	Use graphical applications/organizers	46.7	30	20	3.3
		44.1	17.7	17.7	20.6
28	Design, develop and publish a web page	53.3	26.7	16.7	3.3
		47.1	23.5	17.7	11.8
29	Create a database using field names, field sizes, data types, and primary key	56.7	20	16.7	6.7
		50	23.5	14.7	8.8
30	Create a report in a database and sort the results	50	30	16.7	3.3
		50	29.4	14.7	2.9
31	Merge information from a database into a word processing document such as a mail merge	60	16.7	20	3.3
		52.9	32.4	5.9	5.9
32	Use content specific software (Geometry Sketchpad, Quantum Reading, etc.)	53.3	20	20	6.7
		38.2	26.5	14.7	17.7
33	Use video recorders to make a video				
		38.2	17.7	14.7	26.5
34	Use video editing software to edit a video				
		44.1	20.6	14.7	14.7
35	Use graphing calculators to solve mathematical problems				
		61.8	8.8	5.9	20.6
36	Use scientific probes to collect and study information				
		67.7	8.8	11.8	8.8
37	Use Multimedia presentation packages to create a project	50	26.7	16.7	6.7
		35.3	14.7	11.8	35.3
38	Insert video clips into a presentation or project	76.7	10	10	3.3
		38.2	20.6	14.7	23.5

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39	Insert audio clips/sounds into a presentation or project	76.7	6.7	13.3	3.3
		44.1	17.7	8.8	26.5
40	Insert a hyperlink into another document	63.3	13.3	16.7	6.7
		38.2	23.5	8.8	29.4
41	Use Desktop Publishing software to create a brochure, pamphlet, card, etc.	30	33.3	30	6.7
		26.4	20.6	23.5	29.4
42	Copy a graphic from a website	50	16.7	23.3	10
		26.5	23.5	11.8	38.2
Communication Tools					
43	Subscribe and unsubscribe from an online mailing list	26.7	26.7	30	16.7
		11.8	20.6	26.5	41.2
44	Participate in online exchanges (Listserv, chatrooms)	53.3	20	23.3	3.3
		44.1	20.6	23.5	11.8
45	Interact in online activities prepared using Quia, etc. Students only				
46	Design online classes using Quia, etc (Teachers only)	63.3	20	10	6.7
		55.9	20.6	14.7	8.8
47	Send and receive email messages	0	10	36.7	53.3
		0	2.9	5.9	91.2
48	Send and open attachments to an email message	16.7	13.3	46.7	23.3
		0	2.9	11.8	85.3
49	Manage names and groups in an electronic address book	26.7	23.3	36.7	13.3
		8.8	23.5	26.5	41.2
50	Participate in remote/distance education via two-way audio/video or other method	66.7	16.7	13.3	3.3
		50	38.2	5.9	5.9
51	Use course management software to check grades and assignments (Students only)				
52	Use course management software to enter grades and assignments (Teachers only)	10	13.3	36.7	40
		2.9	2.9	29.4	64.7
53	Play simulations/animations, games	40	30	23.3	6.7
		20.6	23.5	26.5	26.5

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Research Tools					
54	Use online subscription resources to do research	23.3	30	30	16.7
		14.7	11.8	41.2	35.3
55	Search the Internet to locate information and sources for research papers	3.3	26.7	33.3	13.3
		5.9	5.9	14.7	73.5
56	Search the Internet using advance search tools (Boolean operators and limiters)	36.7	23.3	26.7	13.3
		38.2	32.4	8.8	20.6
57	Verify the validity and authenticity of web sources	33.3	40	16.7	10
		32.4	29.4	20.6	17.7
58	Create and use bookmarks/favorites	26.7	23.3	23.3	26.7
		5.9	14.7	20.6	58.8
59	Access a specific Web page	10	26.7	30	33.3
		2.9	8.8	29.4	58.8
60	Follow copyright regulations for copying information				
		20.6	23.5	26.5	29.4

**Teacher Technology Training
August 2004 to January 2007**

Date	Training Topic
August 12, 2004	Borgia Tablet PC and GradeQuick
August 13, 2004	Gateway Tablet PC and Microsoft OneNote
August 23, 2004	Edline Refresher
August 14, 2004	GradeQuick form Home
September 2, 2004	Using Scanners and Burning CDs
September 9, 2004	Education Resources on the Web and Electronic Project Submission
September 13, 2004	WebMail
September 29, 2004	Microsoft OneNote and Office Tips
October 22, 2004	eBooks Hints and Tips
October 28, 2004	Research: Online Resources
November 3, 2004	Research: Primary Resources
November 3, 2004	ML TestGen Electronic Math Worksheets
November 22 2004	PowerPoint
December 13, 2004	Playing DVDs and Audio CDs, Projecting DVDs
January 14, 2005	Excel
January 21, 2005	Plagiarism Prevention via Turnitin.com
February 7, 2005	Using Videos in the Classroom, Part 1
February 14, 2005	Peer Review via Turnitin.com
February 22, 2005	Using Videos in the Classroom, Part 2
March 16, 2005	Electronic Forms in Word
April 4, 2005	Garbage Removal (AKA On-going Computer Maintenance)
April 14, 2005	Instant Messenger – Microsoft MSN Messenger
April 22, 2005	Productivity Tools
May 2, 2005	Organizing & Saving Files for Summer
May 23, 2005	Atomic Learning
August 26, 2005	Wireless Network Tips
September 8, 2005	SpyBot and Spyward Blaster anti-spyware software
September 20, 2005	Tablet Computer Carts for Classroom Use
September 30, 2005	Quia Online Quizzes and Activities
October 28, 2005	NetDay Survey
November 3, 2005	United Streaming
November 15, 2005	Individual Technology Topics
November 29, 2005	Activites on Edline
December 5, 2005	Network Bandwidth Topics
January 19, 2006	GradeQuick Progress Reports on Edline
January 27, 2006	Air Projector Tips and NetDay Survey Results
February 7, 2006	Tech Talk Newsletter and Aomic Learning Resources
February 24, 2006	Multiple Grading Scales in GradeQuick
March 17, 2006	Vision of Learning
March 23, 2006	New WebMail Features and Computer Maintenance Tips
May 3, 2006	Lawson Portal for Pay Stubs and Tips for Accessing U Drive Remotely
August 9, 2006	Skyward Secondary Gradebooks
January 8, 2007	Reports in Skyward Secondary Gradebooks

Media Resource Collection

The media resource collection is comprised of print and media materials, online resources and computer software. The print and media materials are cataloged and available through the online card catalog which is available on the SFBRHS web page under Services. Information about new materials added to the collection is also available on the New Additions section of the Media Center web page. The collection is comprised of the following:

Books	7029
Videocassettes, DVDs, CDs	1141
Audiotapes	108

Online Resources List

Opposing Viewpoints
WebFeet
Gale Virtual Reference Library
Encyclopedia Americana
Grolier Multimedia Encyclopedia
New Book of Knowledge Encyclopedia
New Book of Popular Science
EbscoHost (Collection of 10 databases)
 Mas Ultra-Magazine database
 Newspaper Source
 ERIC
 Professional Development Collection
 TOPICsearch
 Health Source
 History Reference Center
 Literary Reference Center
 Science Reference Center
 Student Research Center

Software Collection

Encarta 2004
Kaplan SAT & PSAT ACT
Our times: multimedia encyclopedia of the 20th century

Reference Materials

World Book 2005
Kaplan road trip fo the SAT and ACT

Fine Arts

Sibelius 3	Musition
Auralia	Compass
Exploring modern art: Tate Gallery	Instruments
Introduction to technical theater	Lighting for the theater

Practical Arts

Housing decisions	3D game creation
The mortgage kit	Front Page 98
Making digital videos	Learning computer programming
C++ a ll-in-one desk reference for dummies	Dynamic HTML
Virtus 4.0	The business planning guide
Pixela	Adobe nDesign for Macs
Adobe Photoshop	

Science & Math

Test Practice Generator	Mathematics TestBuilder, version 3.6
The geometer's sketchpad	Chem ASAP Teacher Resource
Chemistry in the community	Turbo Stats

English & Foreign Languages

The time, life and works of Hemingway	The time, life and works of Shakespeare
The time, life and works of Dickens	Prentice Hall literature test bank

Social Sciences & Theology

Religions of the world	Eyewitness history of the world
World History Testmaker	

Operational Software

Easy CD Creator	Nero
Barcode creator	Calendar Creator
Adobe Acrobat Professional	Open Office 1.0
Publisher 2003	Works 2000
Read & Write v. 4	How to say it
Microsoft Office 2003	Microsoft Professional for Macs
One Note	

Technology Inventory							
	2004-2005		2005-2006		2006-2007		
Computer Hardware							
	Instructional	Administrative	Instructional	Administrative	Instructional	Administrative	
PCs							
Desktops	115	24	88	25	88	16	
Laptops	1	2	1	2		2	
Tablets	37	2	67	3	98	6	
Macintoshes	7	1	7	1		1	
IMacs					9		
Totals	160	29	163	31	195	25	
Internet Connectivity							
	2004-2007						
	Qty	Type of Access					
Type of Room		Hardwire	Wireless				
Classroom Lab	2	X	X				
Instructional Rms	49	X	X				
Media Center	1	X	X				
Admin Offices	23	X	X				
Gym	1		X				
Cafeteria	1		X				
Wireless Access Points							
2004-2005	9						
2005-2006	21						
2006-2007	48						

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Other Technology Equipment								
	2004-2005	2005-2006	2006-2007					
Televisions	56	56	65					
Digital cameras	5	7	10					
Camcorders	7	12	12					
Videocassette Players	51	8	4					
DVD Players	2	2	0					
DVD/VC Players	5	49	49					
Laserdisc Players	3	3	3					
Video Editor	1	1	1					
Scanners	6	5	8					
Laser Printers	13	12	11					
Deskjet Printers	2	2	2					
LCD projectors	16	37	42					

Wiring History

During the summer of 1998 the classrooms and administrative offices along with the Media Center were wired with Rj45 Cat5 and the following summer, the Music Office and three new classrooms were wired with Rj45 Cat 5 cable. At that time the local area network and the Internet were available throughout the building except in the gym and cafeteria areas. During the summer of 2001 the new classroom addition which included two Internet labs were wired with Rj45 Cat5 cable. The gym was provided with a wireless connection during the 2002-2003 school year and the cafeteria was hardwired. Nine wireless access points were installed throughout the building in the summer of 2004, but, because of the construction and layout of the building, that number was inadequate to meet the needs of the faculty and students. During the 2005-2006 school year an additional 14 access points were installed. Wireless connectivity was improved but there were still noticeable problems. During the summer of 2006, another 27 access points were placed throughout the building and the entire building was rewired with Cat6 Plenum cable.

Acceptable Use Policy

