

Trinity Catholic High School

Technology Plan

2009 – 2011



Sister Karl Mary Winkelman President
Nancy Lydon Principal
Dan Reardon Technology Coordinator

1720 Redman Road
St. Louis, MO 63138
314-741-1333
www.trinitycatholichigh.org

Trinity Catholic High School

Mission Statement:

The commitment of the Trinity Catholic High School community is to graduate responsible, Christian citizens based on the three pillars of academics, Christian character, and service.

Core Values:

Trinity Catholic High School guided by a philosophy based on our Catholic faith and the teaching of Christ in the Gospels, strives to educate young women and men through a comprehensive program of academic excellence.

Trinity Catholic High School, recognizing the uniqueness and diversity of individual talent, intellect, style, and ability, teaches students to think critically, live virtuously, and serve joyfully.

Trinity Catholic High School enables students to be transformed into moral, prayerful, responsible men and women who, in turn, transform our Church and the world as mature Christian citizens who respect the diversity and sacredness of God's creation.

Curriculum Goals:

Students of Trinity Catholic High School will

- Practice Catholic values and beliefs based on gospel teachings, Church rituals and the sacraments.
- Identify and apply practices that preserve and enhance the safety and health of themselves and others.
- Read, write, speak, and listen effectively for multiple purposes and settings.
- Use high level thinking skills to conduct research, find sources, evaluate information, recognize and solve problems, and determine the validity of results.
- Exhibit respect for the diversity of human ideas, cultures, and traditions.
- Use technological tools and other resources to locate, select, organize, and judge information.
- Understand and demonstrate individual, social, civic, and moral responsibility, including concern, tolerance, and respect for others.
- Express themselves creatively and appreciate the creativity of others
- Demonstrate the skills and attitudes necessary to become self-directed, life-long learners.
- Develop the flexibility to adapt to a variety of situations.

School Improvement Goals:

The current school improvement plan for Trinity Catholic High School focuses on two goals:

- All students will improve their reading skills in all curricular areas.
- All students will improve their writing skills in all curricular areas.

Trinity High School is in the final year of a five-year cycle for school improvement plan implementation. At the completion of the quality assurance review and the decision for accreditation the cycle will be renewed. The current goals will be continued. Other areas for focus for the next cycle will include enhancing the availability and use of technology in teaching and learning.

ADMINISTRATIVE GOALS FOR 2006-2007

STRATEGIC PLAN

Mission: Trinity Catholic High School will graduate responsible citizens, based on the three pillars of Christian Character, Service and Academics.

8. Technology

Trinity Catholic High school provides technology opportunities for all students, teachers and staff to maximize student learning and to ensure student success in a global community.

- 8.1 Upgrade, extend and administer computer network and communications components.
- 8.2 Upgrade and install computer hardware to support user technology needs.
- 8.3 Upgrade and install computer software to support user/system needs.
- 8.4 Improve student academic performance through integration of curriculum and technology.
- 85. Utilize technology as a medium to create an interactive partnership between Trinity Catholic High School and its parents, community and business partners.
- 8.6 Integrate technology initiatives into Professional Learning activities and deliver instruction.

Technology Mission Statement

Trinity Catholic High School recognizes that its students are a generation of “digital natives” who have integrated technology into their daily activities. The school’s technology mission is to accommodate that reality by providing basic competency for all learners, (TFA 1) ongoing professional development for the instructional staff, (TFA 2) instructional revisions and mandates to insure applications across the curriculum (TFA 1) and continuous expansion and growth of hardware and software to meet these ambitions. (TFA 4)

Technology Committee

Name	Position/Role	Company	TFA
Sr. Karl Mary	President	TCHS	3,4,5
Mike Leonard	Alumni	St. Thomas Aquinas	4,5
Pam Gilbert	Principal	St. Norbert Grade School	1,3
Tim Quinn	Registrar	TCHS	2,3
Bill Steffen	Teacher	TCHS	2
Melissa Weldele	Teacher	TCHS	2,4
Ben Nolan	Technology Specialist	Cogent innovators	4,5
Gail Hoffman	Librarian	TCHS	1,2,4
Nancy Lydon	Principal	TCHS	1,2,4,5
Dan Reardon	Tech Coordinator	TCHS	1,2,3,4,5
Aaron Johnson	Student	TCHS	1
Marianne Drake	Director of Communications	TCHS	3
Marilyn Telowitz	Academic Dean	TCHS	1,2,5
Beth Russo	Parent	TCHS	1
Joanne Mattson	Tech Coordinator	St. Marys High School	4,5
Patricia Carroll	Parent	TCHS	1

2009-2012 Technology Focus Areas: Data Analysis, Goals and Objectives.

Technology Focus Area 1: Student Learning

The following data was used in the evaluation of the current status of Student Learning and technology usage.

- **Teacher Technology Survey 2008-2009**
- **Student Technology Survey 2008-2009**
- **School Technology Budget 2008-2009**
- **Technology Hardware Inventory 2008-2009**
- **Technology Software Inventory 2008-2009**
- **NETS Standards for Students 2007**
- **NETS Standards for Teachers 2008**
- **NETS Essential Conditions 2007**
- **ACT Scores 2007-2008**

GOAL:

Trinity Catholic High School will improve student learning across the curriculum by building student computing competency and using that competency to provide learning experiences uniquely possible with technology.

OBJECTIVE 1:

Students will develop and improve basic computer competency.

OBJECTIVE 2:

Students will encounter educational strategies that take advantage of technological innovations applicable in the classroom.

REVIEW:

Both teachers and students identify a level of comfort and experience in using a computer. Neither group expressed much background in using that computer competency in a learning environment.

CURRENT STATUS:

Trinity offers classes at grade levels 10-12 which are computer based and one for 9th graders that has a computer component. All the computer based classes use the school's three computer labs, and the freshman level class uses the computers in the LMC.

Technology Focus Area 1: Student Learning	
Strengths	Weaknesses
1. Teachers express a high degree of confidence in their basic competency when it comes to computer skills	1. Students identify a very low degree of technology based instruction in their classes.
2. Students identify a belief teachers are knowledgeable in basic computing	2. A high percentage of the teachers (64%) average less than ten hours total for the year that they use computer technology as part of their instructional model.
3. Students see the computer as a valuable tool in learning.	3. Lab use, the only means available for student use of computers, is minimal. (Computer based classes are the exception.)
4. Most of the teachers (80%) say their laptops have been useful in instruction.	4. Bridges is the only class that presents specific training in student use of a computer in an educational context.
5. Ninety percent of the teachers would like to be able to incorporate more technology in their classrooms.	5. The decision to integrate technology into course syllabi is voluntary.
6. Students identify a better than 90% availability of a computer for use at home.	6. Students indicate a high degree of computer use at home but very little of that time is for school use.

Technology Focus Area 1: Student Learning – Action Plan

GOAL:

Trinity Catholic High School will improve student learning across the curriculum by building student competency and using that competency to provide learning experiences uniquely possible with technology

ACTION PLAN	WEAKNESS ADDRESSED	TIMELINE	FUNDING SOURCE	PERSON RESPONSIBLE
1. The school curriculum will include goals for technology integration in all subject areas.	5	Fall 2009	None	Principal Academic Dean
2. All subject areas will have a software component unique to their goals.	2, 5	Winter 2009	School Budget	Department Chairs
3. Every textbook decision will include investigation and consideration of a digital component.	2, 4, 5	Winter 2009	School Budget	Principal Department Chairs
4. Every teacher will submit, execute and evaluate a lesson plan, which includes student use of technology. (One plan - year one; two plans - year two; four plans - year three)	1, 2, 5	Fall 2009	None	Principal Academic Dean
5. All computer labs will be staffed during Academic Lab to increase the number of opportunities for student use of computers.	3	Fall 2009	None	President Principal
6. Teachers will look for opportunities to create assignments that involve the home use of computers.	2, 5	Fall 2009	None	Principal Teaching staff
7. Students will be required to purchase flash drives, which will allow students to transport school work between school and home.	6	Fall 2009	None	Principal

Technology Focus Area 2: Professional Development

The following data was used in the evaluation of the current status of Professional Development in Technology Integration.

- **Teacher Technology Survey 2008-2009**
- **Student Technology Survey 2008-2009**
- **School Technology Budget 2008-2009**
- **Technology Hardware Inventory 2008-2009**
- **Technology Software Inventory 2008-2009**
- **NETS Standards for Students 2007**
- **NETS Standards for Teachers 2008**
- **NETS Essential Conditions 2007**
- **Trinity Technology Strategic Plan 2006-2007**

GOAL:

Trinity Catholic High School will integrate technology initiatives into Professional Development at all levels and mandate that these initiatives are demonstrated as a part of instruction.

OBJECTIVE 1:

Trinity will give a priority to train and improve the instructional and administrative staff's knowledge of computer skills and application of those skills in instruction.

OBJECTIVE 2:

Trinity will develop course syllabi across all departments, which include student use of computer technology.

REVIEW:

Use of computers in instruction is primarily done in computer-based classes. Policies requiring lesson plans using computer technology have been part of the school's strategic plan but have not been implemented.

CURRENT STATUS:

Teacher laptops have elevated the basic computing skills of a majority of the teaching staff. Most of that knowledge is confined to administrative use of the computers, and there is no plan in place for adding the educational component of competency.

Technology Focus Area 2: Professional Development

Strengths	Weaknesses
1. Teachers have learned to use e-mail, word processing, grading and some search using computers.	1. There is no system in place that will effectively move the teaching staff forward in the use of computers in learning. (technology integration)
2. Title II funds address some of the financial hurdles professional development presents.	2. Physical resources for teachers not in lab based classes are insufficient for real growth.
3. Some faculty have developed greater mastery in the area of computing and have reached out to others with help.	3. Goals in the school's strategic plan have not been reached, or in some cases, been attempted.
4. A few professional development days have included some work in the areas of technology integration.	4. The knowledge divide between tech savvy staff and non has grown greater.
5. The school's three years strategic plan included specific measures for growth.	5. The voluntary approach to use of technology in instruction has allowed a significant number of staff to remain on the sidelines.
	6. The tech coordinator has been involved primarily in technical rather than educational areas.
	7. The administration team lacks experience or knowledge of technology integration in the classroom.
	8. Tech integration has been a low priority in professional development opportunities.

Technology Focus Area 2: Professional Development – Action Plan

GOAL:

Trinity Catholic High School will integrate technology initiatives into Professional Development at all mandate these initiatives produce are demonstrated as part of instruction.

ACTION PLAN	WEAKNESS ADDRESSED	TIMELINE	FUNDING SOURCE	PERSON RESPONSIBLE
1. Every major faculty gathering, (monthly meeting, in-service, etc.) will include a technology component.	1, 3, 4, 6, 8	2009/2010	None	Principal Tech Coordinator
2. At least one professional development day will be set aside for technology integration.	1, 8	2009/2010	None	Tech Coordinator Academic Dean
3. The administrative team will pursue conversation and documentation from sister archdiocesan schools in order to heighten awareness and knowledge of technology integration.	7	2009/2010	None	President Principal
4. Tech support groups will be set up for all staff members to broaden the scope of knowledge beyond a select few individuals.	1, 2, 4	Fall 2009	None	Principal Academic Dean
5. Teachers will be strongly encouraged to look for workshop opportunities that will enhance their basic computing skills and application within the classroom.	1, 3, 8	2009/2010	Title II Funds	Principal Academic Dean
6. Establish a local clearinghouse of successful uses of technology, which can be used as a resource for the entire staff.	1, 4	Fall 2009	None	Academic Dean Librarian

Technology Focus Area 3: Administration

The following data was used in the evaluation of the current status of Professional Development in Technology Integration.

- **Teacher Technology Survey 2008-2009**
- **School Technology Budget 2008-2009**
- **Technology Hardware Inventory 2008-2009**
- **Student Technology Survey 2008-2009**
- **Technology Software Inventory 2008-2009**
- **NETS Standards for Teachers 2008**
- **NETS Essential Conditions 2007**
- **Trinity Technology Strategic Plan 2006-2007**

GOAL:

Trinity will utilize technology as a medium to create an interactive partnership between the school and its stakeholders.

OBJECTIVE 1:

Trinity will use technology to improve interactive communication with students, parents, alumni, feeder schools and business partners.

OBJECTIVE 2:

Trinity will use the school's web presence to advise and inform students and their parents on academic achievement and projects.

REVIEW:

Family access and educator access have been the most dramatic change in reaching out to students and their parents in the area of class performance. The school's website has become an integral means of keeping the school's publics informed.

CURRENT STATUS:

The school has upgraded its website and revised outreach methods to push its stakeholders to visit the site regularly. Faculty e-mails built into Educator/Family Access have added another means of communicating with students and their parents.

Technology Focus Area 3: Administration

Strengths	Weaknesses
1. The school's website has moved from largely static to dynamic.	1. Parent's use of Family Access lags behind that of the students.
2. Family Access is identified as a grade monitoring tool students visit weekly, if not more often.	2. Some content on the website remains static and falls out of date.
3. Teachers have greater incentive to keep grades current because of online posting.	3. Organizations, teams, school departments and events have not taken ownership of their presence on the web.
4. Forms and documents important to the school's operation are readily available online.	4. No emerging technologies, wikis, podcasts, blogs, etc., have become a part of Trinity's world.
5. Web based documents are more contemporary in look and design.	5. The school's web presence remains heavily text based.
6. Local management of the website offers a direct means of making changes and additions.	6. Current Skyward software is incapable of tracking student credit progress digitally and making that information current and available.

Technology Focus Area 3: Administration - Action Plan

GOAL:

Trinity will utilize technology as a medium to create an interactive partnership between the school stakeholders.

ACTION PLAN	WEAKNESS ADDRESSED	TIMELINE	FUNDING SOURCE	PERSON RESPONSIBLE
1. Add the Skyward Credit Check component to the administrative package.	1, 6	Fall 2009	School Budget	President Principal
2. Incorporate the school's Web Design class in generating content for the school's website.	2, 3, 4, 5	Winter 2009	None	Tech Coordinator Web Design Teacher
3. Make a consistent effort to have organization moderators provide current content.	3, 4, 5	Winter 2009	None	Tech Coordinator President Athletic Director Director of Communication Principal

Technology Focus Area 4: Resources

The following data was used in the evaluation of the current status of Professional Development in Technology Integration.

- **Teacher Technology Survey 2008-2009**
- **School Technology Budget 2008-2009**
- **Technology Hardware Inventory 2008-2009**
- **Student Technology Survey 2008-2009**
- **Technology Software Inventory 2008-2009**
- **NETS Standards for Teachers 2008**
- **NETS Essential Conditions 2007**
- **Trinity Technology Strategic Plan 2006-2007**

GOAL:

Trinity Catholic High School will upgrade, extend and install computer hardware and software necessary to meet its technology mission statement and apply the same measures to the school's network and communication components.

OBJECTIVE 1:

Trinity will take the steps necessary to allow for student use of computers within each classroom.

OBJECTIVE 2:

Trinity will update and acquire software and peripherals to make student use of computers viable and relevant to technology in the real world.

REVIEW:

Archdiocesan and Emerson grants have been the primary source of hardware upgrades in Trinity's infant years. Hardware and software additions beyond that have been minimal.

CURRENT STATUS:

The school has three distinct computer labs plus the LMC with computers available for class use. All members of the instructional staff have laptops. The school hosts its own website, and e-mail. The school relies on a single DSL connection for all Internet traffic

Technology Focus Area 4: Resources

Strengths	Weaknesses
1. Emerson and Archdiocesan grants have provided the school with 90% on the laptops and upgrades in all computer labs.	1. Budgeting has failed to allow the school to grow, or even remain current, with the school's goals in the area of technology integration.
2. Two of four servers are relatively new and functional.	2. No refresh cycle is in place for any hardware or software used by the school.
3. Network switches for the servers and labs in 215/217 have been upgraded.	3. Faculty laptops are beyond warranty (4th year) and their future viability is questionable.
4. Eleven access points in the school allow for basic functionality for wireless devices.	4. Peripherals have not been augmented or updated since the school opened.
5. Offsite hosting for data (records, transcripts, grades, etc.) is secure and reliable.	5. Educational software is lacking in almost all departments.
6. Skyward services have made all administrative operations more efficient and timely.	6. The school's internet connection is well short of current needs, much less projected goals.
7. The school has shown some movement toward a paperless approach.	7. Computing in individual classrooms is non-existent beyond the teacher's laptops.
8. Faculty e-mails have improved weekly information from the administration.	8. Any attempt to add student access to computers in the classroom is prevented by available electrical outlets.
9. Thin clients in Room 217 have greatly improved the reliability of workstations for "Keyboarding" and "Office" classes.	9. Network access via Ethernet is available in no classrooms and the wireless system can't support any increases.
	10. Library clients are not audio/visual capable and need to be replaced.
	11. Industrial Arts workstations are at the end of their life cycle.
	12. Microsoft Office software for everywhere but two labs is nine years old.
	13. Math and Science has purchased no subject related software since the school opened.
	14. Currently there is no physical backup in place for all local files. The school is vulnerable to lose all school content with one server failure.

Technology Focus Area 4: Resources – Action Plan

GOAL:

Trinity Catholic High School will upgrade, extend and install computer hardware and software necessary technology mission statement and apply the same measures to the school's network and communications.

ACTION PLAN	WEAKNESS ADDRESSED	TIMELINE	FUNDING SOURCE	PERSON RESPONSIBLE
1. Trinity will upgrade its online capacity by adding a T1 line or best option available to meet increasing demands.	6	2009	School Budget	Principal Tech Coordinator
2. Trinity will replace the current generation of faculty laptops.	3	Fall 2009	School Budget	President Tech Coordinator
3. Add a laptop cart to employ the current faculty laptops as a portable student lab.	7	2009	School Budget	President Tech Coordinator
4. Install permanent ceiling mounted projectors in all three computer labs.	4	2010	School Budget	President Tech Coordinator
5. Establish an ongoing policy of refreshing all tech related materials (software and hardware).	2	2009	None	President Tech Coordinator
6. Establish annual tech assessment to allow for expansion of current capabilities.	1, 2	2009	None	President Tech Coordinator
7. Create realistic budget line items that allow for upgraded and extended technical capabilities.	1, 2	2009	None	President
8. Purchase site licenses to allow all current work stations to run Microsoft Office (current version).	2, 5	2009	School Budget	President Tech Coordinator
9. Replace workstations in the LMC to allow for AV capabilities.	10	2010	School Budget	President Tech Coordinator
10. Replace work stations in Lab Room 206.	11	2010	School Budget	President Tech Coordinator
11. Begin the process of retro fitting the building for classroom electrical and ethernet for phased in classroom work stations (mini labs).	7, 8, 9	2010	School Budget	President Tech Coordinator
12. Begin the process of adding student use computing in every classroom (mini labs).	7, 8, 9	2010	School Budget	President Tech Coordinator
13. The school needs to position a backup system in place for the school servers.	14	2009	School Budget	President Tech Coordinator

Technology Focus Area 5: Technical Support

The following data was used in the evaluation of the current status of Professional Development in Technology Integration.

- **Teacher Technology Survey 2008-2009**
- **School Technology Budget 2008-2009**
- **Technology Hardware Inventory 2008-2009**
- **Student Technology Survey 2008-2009**
- **Technology Software Inventory 2008-2009**
- **NETS Standards for Teachers 2008**
- **NETS Essential Conditions 2007**
- **Trinity Technology Strategic Plan 2006-2007**

GOAL:

Trinity Catholic High School will expand the notion of technical support from a one to many model to a collaborative approach employing all levels of the staff.

OBJECTIVE 1:

Trinity will improve support for teachers and students by developing expertise in all levels of administration and departmentally to serve as a resource and mentor for the staff.

OBJECTIVE 2:

Trinity will assure technical resources are available both locally and beyond, will resolve problems as they arise and will provide consultant expertise on decisions to be made.

REVIEW:

The school added the position of tech coordinator to provide more immediate assistance and expertise in resolving issues and plan for the future. Cogent Innovators has been an invaluable resource with higher-level issues. The educational component of the use of technology has not kept pace.

CURRENT STATUS:

The tech coordinator position is available 30% less than at the creation of the position. The registrar has taken on responsibilities for the Skyward issues. The only other staff member positioned to work with teachers on technology integration is the librarian, and her offers have generally generated little response.

Technology Focus Area 4. Tech Support

Strengths	Weaknesses
1. A tech coordinator position helps provide assistance in many areas of technology.	1. Too much expertise is concentrated into too few staff members to make effective growth possible.
2. Some redundant knowledge is in place for key areas of administrative computing.	2. There is no system in place for orienting new staff members to the school's use of technology.
3. The school's librarian has shown a willingness to learn, mentor and assist both students and staff in using technology.	3. There is no system in place for upgrading teacher's knowledge and abilities in the use of technology.
4. The school's higher level technical support (Cogent Innovators) has been invaluable and generally timely in resolving major issues.	4. There is no system in place to inform and improve student's in the use of technology at the school and beyond.
5. Teachers indicate a willingness to learn.	5. There is no system in place for building staff knowledge of integrating technology into instruction.
	6. There is no vehicle in place to monitor, assess, plan or recommend direction in technology integration.

Technology Focus Area 5: Technical Support – Action Plan

GOAL:

Trinity Catholic High School will expand the notion of technical support from a one to many model to a collaborative approach employing all levels of the staff.

ACTION PLAN	WEAKNESS ADDRESSED	TIMELINE	FUNDING SOURCE	PERSON RESPONSIBLE
1. Create a portion of new teacher orientation to acquaint them with the school tech capabilities, expectations and basic computing skills.	2	Fall 2009	None	Tech Coordinator Academic Dean Registrar
2. Revise the tech component of "Bridges" to extend knowledge of the school use of computers.	4	Fall 2009	None	Bridges Teachers
3. Mandate that each lesson plan employing student computer use include step-by-step scripted computer use instructions to carry out the assignment.	3, 4	Fall 2009	None	Academic Dean Tech Coordinator Teaching Staff
4. Expand the role of the Academic Dean to include planning and implementation of instruction employing technology integration.	1, 3, 5	Fall 2009	None	Principal Academic Dean
5. Establish a local internal tech committee.	6	Fall 2009	None	Principal Tech Coordinator
6. Establish a schedule for ongoing meetings with the administrative team and a local tech committee.	6	Fall 2009	None	President
7. Establish a rotation of department meetings to include the tech coordinator.	1, 5	Fall 2009	None	Tech Coordinator Department Chairs Academic Dean Principal

2008/2009 Teacher/Staff Survey

USE OF TECHNOLOGY IN TEACHING	0-1	%	1-3	%	4-6	%	10 +	%	Total
Teacher uses a computer to present to class	18	64%	4	14%	3	11%	3	11%	28
Slideshows	21	75%	6	21%	1	4%	0	0%	28
Movies	12	43%	11	39%	5	18%	0	0%	28
Audio clips	23	82%	3	11%	2	7%	0	0%	28
DVD's	10	36%	11	39%	7	25%	0	0%	28
Projection of computer for internet instruction	20	71%	4	14%	3	11%	1	4%	28
Students using computers	15	47%	8	25%	5	16%	4	13%	32
Word processing	14	50%	4	14%	6	21%	4	14%	28
Internet research	12	43%	9	32%	5	18%	2	7%	28
Webquests	21	75%	6	21%	1	4%	0	0%	28
United Streaming	26	93%	2	7%	0	0%	0	0%	28
Software driven student projects	20	71%	3	11%	2	7%	3	11%	28
Graphing calculators	24	86%	1	4%	0	0%	3	11%	28
Computer used outside of class to complete work	15	54%	9	32%	3	11%	1	4%	28
United Streaming assignments outside class	15	54%	10	36%	3	11%	0	0%	28
Student research outside of class	23	82%	4	14%	1	4%	0	0%	28
Technology component in presentations	17	61%	7	25%	4	14%	0	0%	28
All Departments	306	64%	102	21%	51	11%	21	4%	480
Core Departments (Non-elective)	238	66%	80	22%	38	10%	6	2%	362

TEACHER COMPUTER ABILITIES & ATTITUDES	YES	%	NO	%	Total
I have a computer at home.	30	88%	4	12%	34
I use my computer at home daily.	24	71%	10	29%	34
We have Internet access at home.	29	85%	5	15%	34
Our Internet access is fast (DSL, Cable, i.e.)	26	76%	8	24%	34
I know what ISP we have.	15	44%	19	56%	34
I know what word processor we have at home (Microsoft is not a correct answer).	21	62%	13	38%	34
I know how to bring a file from home and print it at school.	25	74%	9	26%	34
I know what kind of computer I have at home.	29	85%	5	15%	34
I am able to start software programs easily using icons.	29	85%	5	15%	34

I am able to start software programs using Start->Programs when there is no icon on the desktop.	26	76%	8	24%	34
I can easily use different kinds of software (Word, PowerPoint, etc).	20	59%	14	41%	34
I can easily figure out how to use new software without instruction.	16	47%	18	53%	34
If I have trouble printing, I can usually determine the problem without asking for help.	20	59%	14	41%	34
I can save documents to my school folder or to an external drive	28	82%	6	18%	34
I carry a USB (flash) drive	19	56%	15	44%	34
I can find documents after I save them.	32	94%	2	6%	34
I can create folders and organize files.	28	82%	6	18%	34
I send e-mail frequently.	33	97%	1	3%	34
I am able to send e-mail attachments.	28	82%	6	18%	34
I am able to open e-mail attachments.	30	100%	0	0%	30
I am able to insert graphics into documents using a variety of software (Word, PowerPoint, etc).	19	63%	15	50%	30
I can create presentations using PowerPoint.	18	53%	16	47%	34
If I use a computer, it is usually for school-work.	28	82%	6	18%	34
I know how to use a search engine and find the information I need quickly and easily.	30	88%	4	12%	34
I use different search engines depending on what information I am searching for.	25	74%	9	26%	34
I can bookmark websites.	23	68%	11	32%	34
I have created at least one lesson for school this year using a computer (other than word processing).	20	59%	14	41%	34
I am able to be creative and artistic with a computer.	15	44%	19	56%	34
I encourage the use of a computer for school assignments.	20	67%	10	33%	30
I have assisted a group of students to create a class project using a computer.	13	43%	17	57%	30
I believe that knowing how to use a computer is important.	34	100%	0	0%	34
If I have a problem with a computer, there is usually someone readily available who can help me.	32	94%	2	6%	34
I have used the computers in the library with a class.	18	60%	12	40%	30
Are laptops proving to be useful in instruction?	24	80%	6	20%	30
Are you comfortable with picking up voice mail and e-mail?	29	97%	1	3%	30

Would it be helpful to offer tech classes during department meetings?	26	87%	4	13%	30
Would you like to be able to incorporate more technology into your classroom?	27	90%	3	10%	30

2008/2009 Student Survey

Hours								Hours of Use
0-10	%	10-15	%	15-20	%	20+	%	
275	75%	54	15%	15	4%	21	6%	How many class hours do you use a computer at school?
61	18%	96	28%	78	23%	111	32%	How many hours do use a computer at home?
207	57%	114	32%	26	7%	14	4%	How many hours do you use your home computer for school?
232	66%	67	19%	30	9%	23	7%	How many hours do your teachers use a computer as part of their instruction?
86	23%	87	24%	78	21%	116	32%	How many hours do your teachers lecture as the method of instruction?
Yes	%	No	%	Personal Computer Use				
354	98%	7	2%	1. I have a computer at home.				
286	77%	86	23%	2. I use my computer at home daily.				
363	97%	12	3%	3. We have Internet access at home.				
308	83%	62	17%	4. Our Internet access is fast (DSL, Cable, i.e.)				
254	68%	120	32%	5. I know what word processor we have at home (Microsoft is not a correct answer).				
322	88%	45	12%	6. I know how to bring a file from home and print it at school.				
330	90%	35	10%	7. I am able to start software programs using Start->Programs when there is no icon on the desktop.				
334	91%	32	9%	8. I can easily use different kinds of software (Word, PowerPoint, etc).				
260	71%	105	29%	9. I can easily figure out how to use new software without instruction.				
306	87%	47	13%	10. I can save documents to my school folder or to an external drive				
151	41%	218	59%	11. I carry a USB (flash) drive				
137	37%	232	63%	12. I send e-mail frequently.				
305	85%	54	15%	13. I am able to send e-mail attachments.				
97	27%	263	73%	14. If I use a computer, it is usually for schoolwork.				
334	95%	19	5%	15. I know how to use a search engine and find the information I need quickly and easily.				
354	97%	12	3%	16. I believe that knowing how to use a computer is important.				
180	92%	15	8%	17. I believe that using a computer at school is important.				
313	88%	43	12%	18. The use of computer technology would make learning more interesting.				
271	74%	95	26%	19. I like it when my teacher uses a projector to teach.				
327	92%	29	8%	20. I use Family Access to keep track of my grades				
279	78%	80	22%	21. My parents use Family Access to check my progress at school.				
281	76%	90	24%	22. I check my grades on Family Access at least once a week.				

205	56%	161	44%	23. My parents check my grades on Family Access at least once a week.
248	66%	130	34%	24. I think Trinity has enough computer technology to use.
284	78%	82	22%	25. I believe my teachers have enough basic computer knowledge to help me.

2008/2009 Trinity Hardware/Software Inventory

Total	Computers	Processor	Funding Source	Approx. Age
27	Gateway laptops	Pentium 4	Archdiocesan Grant	4+
2	Dell Laptops	Pentium 4	School Budget	3
3	Macbook Laptops	Intel	Insurance Claim	2
4	Macbook Laptops	Intel	School Budget	1
26	Gateway Desktops	Pentium 4	Shannahan Gift	5+
4	Cogent Desktops	Pentium 4	Insurance Claim	2
4	HP Desktops	Pentium 4	Donation	5+
30	Thin Clients		Emerson Grant	3
60	Various Desktops	Pentium 3	Pre-merger	8+
6	Mac minis	Intel	School Budget	3+
5	iMacs	PowerPC	Pre-merger	8+
2	eMacs	PowerPC	Pre-merger	4
30	iMacs	Intel	Emerson Grant	2
203				
	LCD Projectors			
3	Canon LCD		Donation	4
1	Viewsonic LCD		School Budget	1
1	Sony LCD		Insurance Claim	1
2	Optima LCD		Pre-merger	6+
1	Sharp LCD		Pre-merger	6+
8				
	Servers	Operating System		
1	Trinity 2003	Server 2003	Pre-merger	7+
1	LMC	Server 2003	Pre-merger	7+
1	Thin Client	Server 2003	Emerson Grant	2
1	Web Server	Linux	School Budget	2
4				
	Monitors			
30	LCD 19"		Emerson Grant	2+
60	LCD 17"		Emerson Grant	2+
10	LCD 17"		Insurance Claim	3+
25	VGA Various		Pre-merger/Donation	7+
125				
	Printers			
6	Hewlett Packard Networked		Pre-merger	7+
17	Hewlett Packard Non-networked		Pre-merger	
1	Konica-Minolta networked		School Budget	1
1	Epson 700 Non-networked		Librarian	
25				

	School Software			
	Windows XP Pro	Site License	Merger	9
	Microsoft Office 2000	Site License	Merger	9
	iWork 09	Site License	School Budget	1
4	Contribute		School Budget	1
1	Adobe CS3		School Budget	1
	Department Software			
	Library			
	Follett	Site License	School Budget	5+
	Inspiration	Site License	School Budget	5+
30	Microsoft Office 2007		Librarian	2
	Business			
30	Microsoft Office 2007		School Budget	2
30	KCA		School Budget	3
	Industrial arts			
30	AutoCAD Lite 2007		Emerson Grant	2
	Other			
1	Smartboard		Pre-merger	7+

Essential Conditions

Necessary conditions to effectively leverage technology for learning

Shared Vision

Proactive leadership in developing a shared vision for educational technology among school personnel, students, parents, and the community

Implementation Planning

A systemic plan aligned with a shared vision for school effectiveness and student learning through the infusion of ICT and digital learning resources

Consistent and Adequate Funding

Ongoing funding to support technology infrastructure, personnel, digital resources, and staff development

Equitable Access

Robust and reliable access to current and emerging technologies and digital resources, with connectivity for all students, teachers, staff, and school leaders

Skilled Personnel

Educators and support staff skilled in the use of ICT appropriate for their job responsibilities

Ongoing Professional Learning

Technology-related professional learning plans and opportunities with dedicated time to practice and share ideas

Technical Support

Consistent and reliable assistance for maintaining, renewing, and using ICT and digital resources

Curriculum Framework

Content standards and related digital curriculum resources

Student-Centered Learning

Use of ICT to facilitate engaging approaches to learning

Assessment and Evaluation

Continuous assessment, both of learning and for learning, and evaluation of the use of ICT and digital resources

Engaged Communities

Partnerships and collaboration within the community to support and fund the use of ICT and digital resources

Support Policies

Policies, financial plans, accountability measures, and incentive structures to support the use of ICT in learning and in district and school operations

Supportive External Context

Policies and initiatives at the national, regional, and local levels to support schools in the effective implementation of technology for achieving curriculum and technology (ICT) standards

National Educational Technology Standards for Students

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National Educational Technology Standards (NETS•T) and Performance Indicators for Teachers

Effective teachers model and apply the National Educational Technology Standards for Students (NETS•S) as they design, implement, and assess learning experiences to engage students and improve learning; enrich professional practice; and provide positive models for students, colleagues, and the community. All teachers should meet the following standards and performance indicators. Teachers:

1. Facilitate and Inspire Student Learning and Creativity

Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments. Teachers:

- a. promote, support, and model creative and innovative thinking and inventiveness
- b. engage students in exploring real-world issues and solving authentic problems using digital tools and resources
- c. promote student reflection using collaborative tools to reveal and clarify students' conceptual understanding and thinking, planning, and creative processes
- d. model collaborative knowledge construction by engaging in learning with students, colleagues, and others in face-to-face and virtual environments

2. Design and Develop Digital-Age Learning Experiences and Assessments

Teachers design, develop, and evaluate authentic learning experiences and assessments incorporating contemporary tools and resources to maximize content learning in context and to develop the knowledge, skills, and attitudes identified in the NETS•S. Teachers:

- a. design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity
- b. develop technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress
- c. customize and personalize learning activities to address students' diverse learning styles, working strategies, and abilities using digital tools and resources
- d. provide students with multiple and varied formative and summative assessments aligned with content and technology standards and use resulting data to inform learning and teaching

3. Model Digital-Age Work and Learning

Teachers exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society. Teachers:

- a. demonstrate fluency in technology systems and the transfer of current knowledge to new technologies and situations
- b. collaborate with students, peers, parents, and community members using digital tools and resources to support student success and innovation
- c. communicate relevant information and ideas effectively to students, parents, and peers using a variety of digital-age media and formats
- d. model and facilitate effective use of current and emerging digital tools to locate, analyze, evaluate, and use information resources to support research and learning

4. Promote and Model Digital Citizenship and Responsibility

Teachers understand local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices. Teachers:

- a. advocate, model, and teach safe, legal, and ethical use of digital information and technology, including respect for copyright, intellectual property, and the appropriate documentation of sources
- b. address the diverse needs of all learners by using learner-centered strategies and providing equitable access to appropriate digital tools and resources
- c. promote and model digital etiquette and responsible social interactions related to the use of technology and information
- d. develop and model cultural understanding and global awareness by engaging with colleagues and students of other cultures using digital-age communication and collaboration tools

5. Engage in Professional Growth and Leadership

Teachers continuously improve their professional practice, model lifelong learning, and exhibit leadership in their school and professional community by promoting and demonstrating the effective use of digital tools and resources. Teachers:

- a. participate in local and global learning communities to explore creative applications of technology to improve student learning
- b. exhibit leadership by demonstrating a vision of technology infusion, participating in shared decision making and community building, and developing the leadership and technology skills of others
- c. evaluate and reflect on current research and professional practice on a regular basis to make effective use of existing and emerging digital tools and resources in support of student learning
- d. contribute to the effectiveness, vitality, and self-renewal of the teaching profession and of their school and community

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National Educational Technology Standards (NETS•S) and Performance Indicators for Students

1. Creativity and Innovation

Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. Students:

- a. apply existing knowledge to generate new ideas, products, or processes.
- b. create original works as a means of personal or group expression.
- c. use models and simulations to explore complex systems and issues.
- d. identify trends and forecast possibilities.

2. Communication and Collaboration

Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. Students:

- a. interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media.
- b. communicate information and ideas effectively to multiple audiences using a variety of media and formats.
- c. develop cultural understanding and global awareness by engaging with learners of other cultures.
- d. contribute to project teams to produce original works or solve problems.

3. Research and Information Fluency

Students apply digital tools to gather, evaluate, and use information. Students:

- a. plan strategies to guide inquiry.
- b. locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
- c. evaluate and select information sources and digital tools based on the appropriateness to specific tasks.
- d. process data and report results.

4. Critical Thinking, Problem Solving, and Decision Making

Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. Students:

- a. identify and define authentic problems and significant questions for investigation.
- b. plan and manage activities to develop a solution or complete a project.
- c. collect and analyze data to identify solutions and/or make informed decisions.
- d. use multiple processes and diverse perspectives to explore alternative solutions.

5. Digital Citizenship

Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior. Students:

- a. advocate and practice safe, legal, and responsible use of information and technology.
- b. exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity.
- c. demonstrate personal responsibility for lifelong learning.
- d. exhibit leadership for digital citizenship.

6. Technology Operations and Concepts

Students demonstrate a sound understanding of technology concepts, systems, and operations. Students:

- a. understand and use technology systems.
- b. select and use applications effectively and productively.
- c. troubleshoot systems and applications.
- d. transfer current knowledge to learning of new technologies.

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Distribution, Monitoring and Evaluation

Distribution of Technology Plan

Administration, Faculty, Students, Parents, School Board Members, and the Trinity Community will have access to the Technology Plan through the Trinity's website. (<http://www.trinitycatholichigh.org>)

Monitoring of Technology Plan

- The Technology Committee will meet at least twice a year to review the status of the plan. (Reviews may be conducted on a sub-committee level.)
- The Technology Committee will meet in December to plan for the following year's budget proposal.
- The Technology Committee will apprise the School Board members of all changes and progress made in implementing the plan.
- The Technology Coordinator will keep an updated inventory, and monitor the hardware, software, and infrastructure and report to the Committee if it fulfills the Technology Plan and make recommendations for revisions.
- The Technology Committee will publish all revisions to the plan available on the school website.

Evaluation of Technology Plan

- The Technology Committee will continue annually to implement local surveys and collect ongoing data to determine if the goals and objectives are being met through the TFA Action Plans.
- All revisions will be published on the school's website.