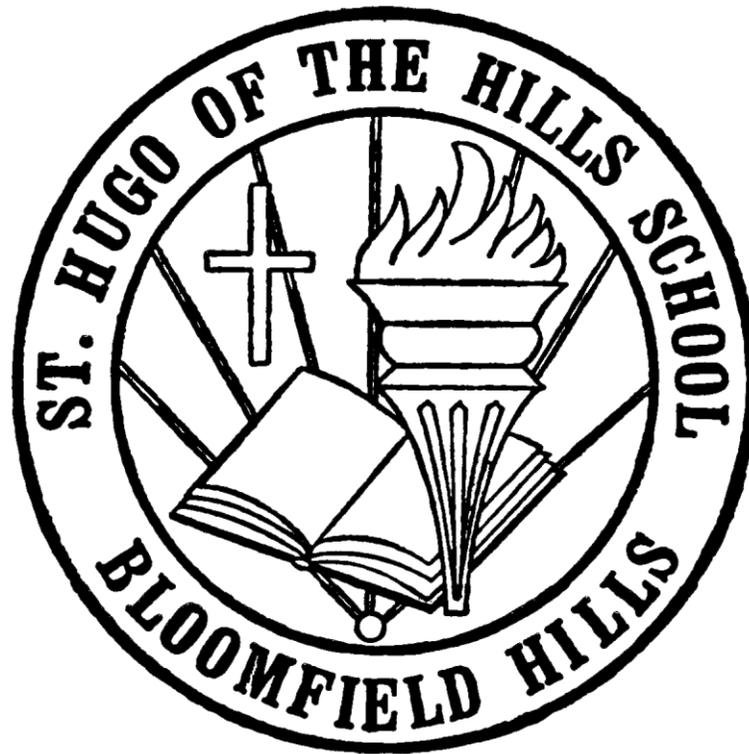


**St. Hugo of the Hills
Catholic School**



Technology Plan

August 2015 - June 2018

Section 1: Cover Page

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<http://www.sthugoschool.org/wp-content/uploads/2014/10/Technology-Plan-2015-2018.pdf>

Required Components for a Technology Plan

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Section 2: Introduction

Mission

The mission of St. Hugo of the Hills School is to provide students with an educational environment in which the teachings of the Catholic faith are instilled, nurtured and demonstrated. These teachings constitute an integral part of the school's academic program and the St. Hugo school community. Strengthened by the values inherent in these teachings, students and staff are challenged to live with the conviction that, *as followers of Jesus, it must be different with us.*

Philosophy

The philosophy of St. Hugo of the Hills School is based on the teachings of Jesus Christ. As a faith-filled community of parents and staff, we strive to nurture children to emulate His actions and to grow in love for God, self, and others.

Learning to honor not only the uniqueness of the individual, but also the richness of diversity, we are challenged to treat others as we wish to be treated.

The school provides an environment of academic excellence, giving each student the opportunity to develop as a whole person: spiritually, socially, emotionally, physically, and intellectually in order to meet the challenges of the future.

School Demographics

St. Hugo of the Hills School is a Roman Catholic, faith-filled academic community staffed by dedicated teachers. Located on 30 scenic acres in the city of Bloomfield Hills, the campus includes St. Hugo of the Hills Church, Stone Chapel, school grounds, and athletic facilities.

St. Hugo of the Hills School provides children with a well-rounded junior-kindergarten through grade-eight coed educational experience, rich in the teaching of Jesus Christ. The school exudes an environment of academic excellence giving each student the opportunity to develop as a whole person: spiritually, socially, physically, emotionally, and intellectually in order to meet the challenges of the future.

We have an enrollment of 500 students with 35 full-time teachers, 7-part time teachers, and a full-time counselor. Our school office is staffed with an office manager. The administration consists of a principal, an assistant-principal, and an administrative-assistant.

The school was founded in 1940 and has had many additions built to accommodate the growth of the school. Our school population draws from students who live in Bloomfield Hills, Bloomfield Township, Birmingham, Troy, Auburn Hills, Rochester and other neighboring communities. Bus service is provided to families living in the Bloomfield Hills School District; other families arrange carpools.

The physical building contains 26 classrooms, 4 resource rooms, 2 computer labs, art room, library, gymnasium, music room, conference room, counselor office, main office, assistant principal office, assistant administrative office, copy room, health room, Latch Key room and a full-service cafeteria.

To accommodate students who remain after school, we have a Latch Key Program and an After School Computer Lab Program that allows students to remain at school until they are picked up.

Section 3: Technology Vision and Goals

Vision Statement for Technology

Philosophy

The philosophy of the computer teachers embodies the attitude that the computer is a *tool*, and not a *class*, and that technology is an important part of every student's life. Just as students are taught to use a compass and protractor in math and dictionaries in English, they must also be taught the capabilities of computer applications. Every student with access to these tools should be taught to use them to his or her full potential.

To reach this objective, students must learn the basic skills (mouse, keyboarding skills, and file management). In the lower grades, there is a greater focus on these skills, as well as on the use of educational software for learning, productivity and enjoyment. For students in the middle grades, the focus is on the mastery of productivity software such as word processors and spreadsheets for inter-disciplinary projects. In the upper grades, the focus is on more advanced projects that incorporate Internet research. Finally, a key objective is to provide all students with a mastery of the concepts of digital literacy and the skills of critical thinking required to excel in the digital age and to become “information consumers”.

As much as possible, computer teachers must work closely with subject area teachers to provide lessons to complement and support classroom instruction.

Goals

Technology goals and objectives:

Goal 1: Integrate technology into teaching and learning.

Enabling teachers:

Teachers need the necessary tools to teach effectively. These tools include a computer or other electronic device, Promethean boards, Chrome Books, laptops, sound system, wireless microphones, document cameras, and software for planning lessons, maintaining grades, presenting materials to the students, and communicating with parents.

- **1.1** All teachers will include the use of technology in their curriculum
- **1.2** Staff will take the initiative to learn about and implement new technology into the curriculum
- **1.3** Provide in-services and training for teachers to learn how to incorporate the hardware and software available to enhance the learning of our students in the content areas.
- **1.4** Maintain technology department to provide help desk support.

Goal 2: St. Hugo School will strive to keep current with new technologies that enhance student achievement.

Providing the Infrastructure:

All of our technology requires a network, bandwidth, wiring and wireless capabilities in classrooms, security, etc. This infrastructure must be in place in order for the school to function.

- **2.1** Update and maintain our technology infrastructure to ensure consistent functioning of all hardware, software, and Internet access.
- **2.2** Replace staff computers. (replaced August 2015- now on a 3 year lease)
- **2.3** Replace main lab and mini lab computers by 2018 (possible lease)
- **2.4** Update technology throughout the building as needed.
- **2.5** Maintain and upgrade building network, phones and servers to provide optimal performance.
- **2.6** Upgrade wireless performance (one access point per classroom)

Goal 3: How technology will be used to improve student learning and achievement.

Teaching students using technology:

Our teachers and students use technology in the classrooms to enhance the learning process. This includes the use of equipment such as tablets, laptops, and cameras in conjunction with lesson plans in core subjects.

- **3.1** Using the data from the IOWA tests, we will identify skills that need strengthening, and use our technology resources to support educational lessons to improve those skills.
- **3.2** Incorporate computer lessons and activities into the content areas with a focus on the immediate application of new techniques.

Goal 4: How the goals address the objectives of the school's improvement plan.

- **4.1:** Facilitate the communication between parents, students, staff, and administration with Power School.
- **4.2:** Strengthen our commitment to be a “green” participant of the world and maintain our status as an “Emerald School”. We will continue this effort with the use of available technology such as Power School, School Reach, E-mail, and ClassJump, and through the recycling of electronic equipment, inkjet/laser jet cartridges, and batteries.

I. Curriculum

Section 4: Curriculum Integration

Technology is an integral part of the academic setting at St. Hugo of the Hills School. Our students are taught to use technology responsibly and effectively beginning in junior kindergarten and continuing through the eighth grade. This instruction is provided during computer classes that take place in a lab setting.

All students attend a weekly or bi-weekly computer class (see below for time allotments). There are currently three computer teachers at St. Hugo School: one full-time teacher for grades K-3; one full-time technology coordinator who teaches grades 4-5 and serves as Power School administrator, technology help desk, and resource support; and one full-time teacher for grades 7-8. Our curriculum is based on the ISTE and Michigan State Standards. Students progress through the program as they engage in cross curriculum activities, lessons and projects which use Internet resources, keyboarding skills, word processing, spreadsheets, and presentation software. Emphasis on critical thinking and evaluation skills will enable students to use technology efficiently, effectively, and with a sound sense of Christian ethics. (Specifics are included in the curriculum section.)

Teachers use textbook support technology in the form of CD's, on-line resources, test generators, resource applications and iPads. Our entire reading textbook series is available to parents and students online.

Technology assistance for students who have special needs is coordinated through the Bloomfield Hills Support Staff and the Oakland Schools ISD.

To integrate the use of technology into the K-8 curriculum:

- Students will use technology to enhance classroom instruction in areas of math, science, language arts, and social studies.
- The Renaissance Learning Accelerated Reader Program is used to facilitate AR testing which is an integral part of the language arts curriculum in grades 4-6.
- Students use the reference materials available in *World Book Online*, Michigan Electronic Library resources, etc...
- The St. Hugo School *World Book Online* subscription provides in-school and remote access to *World Book Online* resources including e-books.
- Library circulation program is Follett Destiny.
- Teachers will use *World Book Online*, Brain Pop, Khan Academy, Discovery Education, Reflex Math, Gizmos Math, and science web-based software to supplement classroom teaching.
- Teachers will use their textbook online assistance programs to integrate technology into their lessons.
- Teachers will encourage the use of on-line text books/software & websites.
- Teachers will use curriculum mapping to integrate technology into their curriculum.
- Teachers will use the Power School software that is available on the AOD Network as their gradebooks, attendance tools, and will use data to produce progress reports and report cards. Power School and ClassJump are used as communication tools with parents and the school community. The teachers maintain a class homepage (via Class Jump web site) to post assignments, to communicate with parents through e-mail, and to post news, communications, and progress reports.

- Classes are offered to assist and support staff in integrating technology and software programs that we use to integrate it into their curriculum areas. Elective classes are also offered to students in grades 7 and 8 (Yearbook and Lego Robotics).
- Technology Newsletter / Calendar for staff with software updates, new websites or APPS

Class time allotment:

- Grade junior k: 30 minutes of instruction per week
- Grades k-3: 40 minutes of instruction per week
- Grades 4-5: 80 minutes of instruction per week
- Grades 6 & 8: 80 minutes of instruction per week
- Grade 7: 120 minutes of instruction per week
- Time is also available for student to work on computer programs in their homerooms.
- Time slots are available in both the upper-lab and the mini-lab schedules for teacher use to aid in meeting the Common Core Curriculum goals.
- All students have access to a class set of I pads, Chrome Books and laptops to support reading, math, phonics, science, social studies, and spelling.
- Teachers can use the I pads for formative and summative assessments as well as for increased student engagement.

Technology Integration Timeline

St. Hugo of the Hills School will strive to keep current with new technologies that will enhance student achievement. The timeline for technology integration into the curriculum and for instruction includes the following:

Technology Integration	2015-16	2016-17	2017-18
Evaluate the addition of devices for student use at school	X	X	X
Improve use of textbook software and websites for home use in all subjects	X	X	X
Investigate alternative learning management systems	X	X	X
Investigate cloud- based technology such as Google for Education as expansion for student achievement	X	X	X
Evaluate e-books for library		X	X
Provide teacher training in all subject areas on new technology/integration	X	X	X
Provide ongoing support	X	X	X

Section 5: Student Achievement

St. Hugo of the Hills School participates in the diocesan-required Iowa Test of Basic Skill (ITBS) test for both the Cognitive and Achievement Evaluations. The school administration, counselor, and grade-level and subject-area teachers evaluate the data received from these tests. Recommendations and goals are set to fill curriculum gaps and to improve the students' skills. Using the data in this way has improved the effectiveness and focus of our teaching. A copy of each student's test results is sent to his or her parents, and their feedback is welcomed. We would like to note for the reviewers that, as a non-public school, we are not required to participate in either the M-STEP or the NCLB.

We will be maintaining an updated technology curriculum that is aligned with the ISTE and Michigan State Standards during the 2015-2018 school years. Our curriculum will continue to grow as technology advances and financing becomes available.

St. Hugo School Elementary Technology Curriculum
Based on
Michigan Educational Technology Standards (MET) & ISTE

Key: I - Introduced D – Developed M – Mastery <u>Grades K - 2</u>	Grade		
	K	1	2
K-2 CI. Creativity and Innovation			
1. use a variety of digital tools (e.g., word processors, drawing tools, simulations, presentation software, graphical organizers) to learn, create, and convey original ideas or illustrate concepts	I	D	M
K-2 CC. Communication and Collaboration			
1. work together when using digital tools (e.g., word processor, drawing, presentation software) to convey ideas or illustrate simple concepts relating to a specified project	I	D	M
2. use a variety of developmentally-appropriate digital tools (e.g., word processors, paint programs) to communicate ideas to classmates, families, and others	I	D	M
K-2 RI. Research and Information Fluency			
1. interact with Internet-based resources	I	D	M
2. use digital resources (e.g., dictionaries, encyclopedias, graphs, graphical organizers) to locate and interpret information relating to a specific curricular topic with assistance from teachers or student partners	I	D	M
K-2 CT. Critical Thinking, Problem Solving, and Decision Making			
1. explain ways that technology can be used to solve problems (e.g., cell phones, traffic lights, GPS units)	I	D	M
2. use digital resources (e.g., dictionaries, encyclopedias, search engines, web sites) to solve developmentally appropriate problems, with assistance from teachers, or student partners	I	D	M
K-2 DC. Digital Citizenship			
1. describe appropriate and inappropriate uses of technology (e.g., computers, internet, e-mail, cell phones) and describe consequences of inappropriate uses	I	D	M
2. know the Michigan Cyber Safety Initiative’s three rules (Keep Safe, Keep Away, Keep Telling)	I	D	M
3. identify personal information that should not be shared on the Internet (e.g. name, address, phone number)	I	D	M
4. know to inform a trusted adult if they receive or view an online communication which makes them feel uncomfortable, or if someone whom they don’t know is trying to communicate with them or asking for personal information	I	D	M
K-2 TC. Technology Operations and Concepts			
1. discuss advantages and disadvantages of using technology	I	D	M
2. be able to use basic menu commands to perform common operations (e.g., open, close, save, print)	I	D	M
3. recognize, name, and label the major hardware components in a computer system (e.g., computer, monitor, keyboard, mouse, printer)	I	D	M

4. discuss the basic care for computer hardware and various media types (e.g., CDs, DVDs, videotapes)	I	D	M
5. use developmentally-appropriate and accurate terminology when talking about technology	I	D	M
6. understand that technology is a tool to help him/her complete a task, and that it is a source of information, learning, and entertainment	I	D	M
7. demonstrate the ability to navigate in virtual environments (e.g., electronic books, games, simulation software, web sites)	I	D	M

Key: **I - Introduced** **D – Developed** **M – Mastery**
Grades 3 - 5

	Grade		
	3	4	5
3-5 C.I. Creativity and Innovation			
1. produce a media-rich digital project aligned to state curriculum standards (e.g., fable, folk tale, mystery, tall tale, historical fiction)	I	D	M
2. use a variety of technology tools and applications to demonstrate their creativity by creating or modifying works of art, music, movies, or presentations	I	D	M
3. participate in discussions about technologies (past, present, and future) to understand that these developments are the result of human creativity	I	D	M
3-5 CC. Communication and Collaboration			
1. identify how different software applications may be used to share similar information based on the intended audience (e.g., presentations for classmates, newsletters for parents)	I	D	M
2. use a variety of media and formats to create and edit products (e.g., presentations, newsletters, brochures, web pages) to communicate information and ideas to various audiences	I	D	M
3-5 R.I. Research and Information Fluency			
1. Identify search strategies for locating information with support from teachers.	I	D	M
2. use digital tools to find, organize, analyze, synthesize, and evaluate information	I	D	M
3. understand and discuss that web sites and digital resources may contain inaccurate or biased information	I	D	M
4. understand that using information from a single Internet source might result in the reporting of erroneous facts and that multiple sources should always be researched	I	D	M
3-5 CT. Critical Thinking, Problem Solving, and Decision Making			
1. use digital resources to access information that can assist them in making informed decisions about everyday matters (e.g., which movie to see, which product to purchase)	I	D	M
2. use information and communication technology tools (e.g., calculators, probes, videos, DVDs, educational software) to collect, organize, and evaluate information to assist with solving problems	I	D	M
3. use digital resources to identify and investigate a state, national, or global issue (e.g., global warming, economy, environment)	I	D	M
3-5 D.C. Digital Citizenship			
1. discuss scenarios involving acceptable and unacceptable uses of technology (e.g., file-sharing, social networking, text messaging, cyber bullying, plagiarism)	I	D	M
2. recognize issues involving ethical use of information (e.g., copyright adherence, source citation)	I	D	M
3. describe precautions surrounding personal safety that should be taken when online	I	D	M

4. identify the types of personal information that should not be given out on the Internet (name, address, phone number, picture, school name)	I	D	M
3-5 T.C. Technology Operations and Concepts			
1. use basic input and output devices (e.g., printers, scanners, digital cameras, video recorders, projectors)	I	D	M
2. describe ways technology has changed life at school and at home	I	D	M
3. understand and discuss how assistive technologies can benefit all individuals	I	D	M
4. demonstrate proper care in the use of computer hardware, software, peripherals, and storage media	I	D	M
5. know how to exchange files with other students using technology (e.g., network file sharing, flash drives)	I	D	M

Key: I - Introduced

D – Developed

M – Mastery

Grades 6 -8

	Grade		
	6	7	8
6-8 C.I. Creativity and Innovation			
1. apply common software features (e.g., spellchecker, thesaurus, formulas, charts, graphics, sounds) to enhance communication with an audience and to support creativity	I	D	M
2. create an original project (e.g., presentation, web page, newsletter, information brochure) using a variety of media (e.g., animations, graphs, charts, audio, graphics, video) to present content information to an audience	I	D	M
3. illustrate a content-related concept using a model, simulation, or concept-mapping software	I	D	M
6-8 C.C. Communication and Collaboration			
1. use collaborative digital tools to explore common curriculum content with learners from other cultures	I	D	M
2. identify effective uses of technology to support communication with peers, family, or school personnel	I	D	M
6-8 R.I. Research and Information Fluency			
1. use a variety of digital resources to locate information	I	D	M
2. evaluate information from online resources for accuracy and bias	I	D	M
3. understand that using information from a single Internet source might result in the reporting of erroneous facts and that multiple sources should always be researched	I	D	M
4. identify types of web sites based on their domain names (e.g., edu, com, org, gov, net)	I	D	M
5. employ data-collection technologies (e.g., probes, handheld devices, GPS units, geographic mapping systems) to gather, view, and analyze the results for a content-related problem	I	D	M
6-8 C.T. Critical Thinking, Problem Solving, and Decision Making			
1. use databases or spreadsheets to make predictions, develop strategies, and evaluate decisions to assist with solving a problem	I	D	M
2. evaluate available digital resources and select the most appropriate application to accomplish a specific task (e, g., word processor, table, outline, spreadsheet, presentation program)	I	D	M

3. gather data, examine patterns, and apply information for decision making using available digital resources	I	D	M
4. describe strategies for solving routine hardware and software problems	I	D	M
6-8 D.C. Digital Citizenship			
1. provide accurate citations when referencing information sources	I	D	M
2. discuss issues related to acceptable and responsible use of technology (e.g., privacy, security, copyright, plagiarism, viruses, file-sharing)	I	D	M
3. discuss the consequences related to unethical use of information and communication technologies	I	D	M
4. discuss possible societal impact of technology in the future and reflect on the importance of technology in the past	I	D	M
5. create media-rich presentations for other students on the appropriate and ethical use of digital tools and resources	I	D	M
6. discuss the long-term ramifications (digital footprint) of participating in questionable online activities (e.g., posting photos of suggestive or inappropriate behavior or making threats to others)	I	D	M
7. describe the potential risks and dangers associated with online communications	I	D	M
6-8 T.C. Technology Operations and Concepts			
1. identify file formats for a variety of applications (e.g., doc, xls, pdf, txt, jpg, mp3)	I	D	M
2. use a variety of technology tools (e.g., dictionary, thesaurus, grammar-checker, calculator) to maximize the accuracy of technology-produced materials	I	D	M
3. perform queries on existing databases	I	D	M
4. know how to create and use various functions available in a database (e.g., filtering, sorting, charts)	I	D	M
5. identify a variety of information storage devices (e.g., CDs, DVDs, flash drives, SD cards) and provide rationales for using a certain device for a specific purpose	I	D	M
6. use accurate technology terminology	I	D	M
7. use technology to identify and explore various occupations or careers, especially those related to science, technology, engineering, and mathematics	I	D	M
8. discuss possible uses of technology to support personal pursuits and lifelong learning	I	D	M
9. understand and discuss how assistive technologies can benefit all individuals	I	D	M
10. discuss security issues related to e-commerce	I	D	M

Section 6: Technology Delivery

Every classroom has the following hardware:

- **Interactive Whiteboards**
 - 18 classrooms have an interactive whiteboard (Promethean 2014) used for multimedia presentations and classroom activities.
 - 2 Classrooms have older Smart boards
- **Individual classroom computer/video/multimedia instruction**
 - All classrooms with the exception of three resource rooms and the kindergarten rooms have a computer, monitor and the integrated technology to deliver instructional content through the Dukane Smart System. This system allows the viewing of TV/cable programs, videos, and DVD's. Those in the resource rooms and the kindergarten rooms can use the library's Smart System.
 - 33 classrooms are equipped with overhead projector systems and screens.
 - 33 classrooms and the library have document cameras (Elmo, Epson or Ipevo)
 - 30 classrooms have wireless-microphone speaking systems
 - All classrooms have a printer and have access to two color printers and to two black and white laser network printers.
- **Computer lab**
 - The school has two instructional computer labs: a 30-seat lab used for instruction in grades 4-8 and a 16-seat "mini-lab" used for instruction in grades k-3.
- **Computer lab networking;**
 - All of the computers at St. Hugo School are networked and provide high-speed Internet access using Comcast. The network links the classroom, the library, and the administrative office computers and printers. The network also links to a building-wide media delivery system.
- **Building-wide computer networking;**
 - All of the computers at St. Hugo School are networked and provide high-speed Internet access. The network links the classroom, the library, and the administrative office computers and printers. The network also links to a building-wide media delivery system.
 - St. Hugo School is equipped with wireless infrastructure.
- **Media center information networking;**
 - All of the computers at St. Hugo School are networked and provide high-speed Internet access. The network links the classroom, the library, and the administrative office computers and printers. The network also links to a building-wide media delivery system.
- **Media center check out/inventory technology;**
 - The library uses Destiny School Package, a software program, to manage inventory and circulation. The software uses laser scanner technology to automate the circulation of library material
- **Administration computer network and communication system with the diocese/constituency;**

- Administrative computers are linked to the data network. The network provides inter-connectivity to the Internet and electronic mail services for communication within the diocese/constituency.

- **Science lab networking;**
 - Computers in science classrooms are linked to the building-wide data network.

- **Science technology support equipment;**
 - The science curriculum includes technology support equipment such as networked computers, Elmo or Ipevo Document camera, Wolfe microscope using Motic Images, video, DVD and CD-ROM, and software and Internet resources.

- **Core subject computer application (English, math, etc.);**
 - Core computer applications are in use. Refer to the computer curriculum section for a detailed list of application software by subject area.

- **Other:**
 - The following additional technology resources are available for use by faculty, staff, and students:
 - Digital cameras
 - Color scanners
 - Color inkjet printers
 - Black/white and color laser printers
 - Portable DVD players
 - Computers with DVD drives
 - Portable VHS players
 - Video cameras
 - Media card readers
 - Answer response system –Turning Point
 - Scantron scoring machine
 - Flip cameras
 - Class set of (35) Ipads
 - 2 Large Format printers
 - 15 CD/DVD duplicator
 - 2 Ipad charging stations
 - 2 staff members have laptops
 - 13 Apple TV's
 - Class set of (32) Chrome Books
 - Chrome Book charging cart
 - Class set of (32) laptops
 - Laptop charging cart
 - 3 Cloud-based printers

Section 7: Parental Communication & Community Relations

The Technology Plan is available to the staff, parents, and the community through the St. Hugo website: <http://www.sthugoschool.org>. We welcome comments that serve to improve and enhance our system. At this time, our technology committee includes the technology coordinator, computer teachers, staff, administrators and network administrators.

Our technology is also used to communicate with parents in the following ways:

- **Administration is able to send emergency or time-sensitive information to all parents via School Reach, a system that has a phone fan-out capability.**
- **The principal posts on Power School:**
 - Parent Bulletin
 - News items
 - TV monitor outside main office with school information
 - Announcements for special events
- **The teachers post on Power School, ClassJump websites:**
 - Dailey assignments
 - News letters
 - Field trips
 - Permission slips
 - Websites that support their curriculum
 - Links to support student achievement
 - E-mails to parents
 - Surveys
 - Reading lists
- **The school's website displays important information about the school**
 - Mission Statement
 - School Philosophy
 - Academic overview
 - Curriculum
 - School information
 - History of St. Hugo of the Hills School
 - Faculty
 - Activities
 - Power School
 - Contact information
 - Class websites
 - Calendar
 - Employment
 - Fundraisers
 - Special events
 - Weekly Parent Bulletin
- **Athletic Booster Club:**
 - Sports information
 - Schedules
 - Forms

- **Music Department:**
 - Music information
 - Schedules
 - Forms

- **Parish Data Software** is used to produce tuition statements, rosters, emergency information sheets, etc.
- **Signup Genius** is used for parent signup via the web for conferences, field day, field trips, etc.
- **Google Drive & classroom** is used for teacher and student collaboration.
- Faculty and staff members have e-mail addresses, websites, and voicemail available for communicating with parents, administration, and other staff members.

EVALUATION METHOD:

Building administrators will survey parents and guardians with regard to the effectiveness of communication.

Section 8: Collaboration

St. Hugo of the Hills School does not provide adult programs or collaborate with our LEA’s adult programs. As a non-profit, non-public school, there is no funding available to provide such programs. Therefore, this technology plan does not contain a component for adult literacy.

Section 9: Professional Development

The St. Hugo School staff has many opportunities for professional development. The instructional technology staff provides small group training sessions and presentations of software use, ideas, lessons, etc. Classes and resources are also available through the ISD of Oakland County. The companies from whom we purchase software offer technical in-service sessions.

Title II funds (Bloomfield Hills Schools) and building monies are budgeted for the MACUL (Michigan Association for Computers Users in Learning), MDSTA (Metropolitan Detroit Science Teachers Association), DACTM (Detroit Area Council of Teachers of Mathematics) or other conferences that support our teachers in integrating technology into their curriculum.

Completed Staff Development

- All teachers have received training in the use their classroom computers to:
 - use Microsoft Outlook, Office 365, and Power School to send e-mails to staff and parents for communication purposes.
 - access programs on the school network, i.e., Microsoft Office 2010 & 2013, library resources, and the Internet.
- Eighteen classrooms have ActivTouch Interactive whiteboards. The teachers have received training from the computer technician and from those teachers who have mastered the technology. Ongoing classes are offered to update staff members and to share new ideas and techniques for interactive instructional purposes in their classrooms.
- Teachers have/continue training in the use of United Streaming and in the use of its support tools within their curriculum.
- Teachers have/continue to receive training in the use of Power School and Accelerated Reader.
- Teachers have/continue to receive training in the use of the Curriculum Mapping program.
- Teachers received training through the AOD on the Core Curriculum Standards.

Current Staff Development

- The principal of St. Hugo School encourages teachers to use technology in their curricula and in their communications with parents and staff, integrates technology during parent informational meetings, faculty meetings, and curriculum lessons, and oversees the Curriculum Mapping program. She is committed to using technology in all areas of the school community with the Power School-Community/Parent/Student Communication System.
- The technology coordinator and the computer teachers work with the students to develop their computer skills during class. The technology coordinator and the computer teachers then work with the teachers to develop cross-curriculum assignments that incorporate technology.
- Members of the staff share websites that they recommend as resources for supportive or instructional purposes. Staff members also suggest and demonstrate to the entire staff new software or online subscriptions to enhance the curriculum.
- Teachers will continue to receive training in the use of Ipads and new technology devices as they are purchased.
- Develop summary sheets for staff reference when learning new technologies and when solving common problems.

- Teachers attend the following conferences for professional development:
 - *MACUL
 - *DACTM
 - *MDSTA
 - *AOD Conference
 - *MANS
 - *BER Workshops
 - *Oakland Schools
 - *other opportunities as they arise

Future Staff Development

Power School was implemented during the 2012-2013 school year. Teachers will continue to receive training and support in the use of that program.

Before-school or after-school mini sessions will be offered on relevant topics, i.e., Microsoft Office, ActivInspire, *World Book Online*, Brain Pop, Power School, Google Drive and Classroom, Gizmos science and math software, Reflex Math software, the use of Ipads, the integration of various applications into the curriculum, and Chrome Books.

Teachers will have opportunities to attend technology-related workshops and conferences in order to stay current on technology research and professional practices.

Technology professional development will be included in the scheduling of our school-wide in-service days throughout the academic year. As we incorporate the Common Core Curriculum Standards into our curriculum, we will be addressing the need for our teachers, administrators, and support staff to meet the technology competencies required by the state and national standards.

2015-2016	2016-2017	2017-2018
<ul style="list-style-type: none"> • New teachers and staff training sessions in software and networking programs • Power School training, Grade Book component (new staff) • K-5 staff training on new report card and standards • Attend MANS • AOD conference • DACTM conventions • Office 365 training, • Tuesday tech training- Ipad applications • Review CIPA requirements • Monthly Virtus articles • Microsoft Office 2013 training • Staff training sessions as new technologies (both hardware and software) are purchased 	<ul style="list-style-type: none"> • New teachers and staff training sessions in software and networking programs • Review CIPA requirements • MDSTA • DACTM conventions • MANS • AOD conference • Monthly Virtus articles • Review the integration of the technology standards in the Common Core curriculum. • MACUL Conference, Staff meeting evaluate and share MACUL training • Staff training sessions as new technologies (both hardware & software) are purchased • Power School training, Grade Book component (new staff) 	<ul style="list-style-type: none"> • New teachers and staff be training sessions in software and networking programs • Review CIPA requirements • MDSTA • DACTM conventions • MANS • AOD conference • Assess staff training needs • Share and Take Day to integrate Common Core content • Monthly Virtus articles • Staff training sessions as new technologies (both hardware & software) are purchased • Power School training • Grade Book component. (new staff)

Section 10: Supporting Resources

The technology team provides support to the classroom teachers in the following ways:

- Problem-solving software, hardware, and technical issues
- Opportunities for teachers to share how they use the different software programs within their curriculum
- Peer teaching and peer assistance
- Bloomfield Hills Public Schools- Title II funds when available
- Oakland County REMC provides support along with a purchasing program
- Oakland county ISD provides instructional classes and resources online
- We have current subscriptions to Discovery Education, *World Book Online*, Brain-Pop, Brain Pop Jr., Power School, Curriculum Mapper, Gizmos, Reflex Math, and Accelerated Reader
- Recommendations of materials to use or to purchase in support of the curriculum
- Training materials available electronically
- Michigan eLibrary
- Airwatch software to monitor Ipads
- NetSupport software in the computer lab
- CDs and interactive websites available through the textbook publishers
- The school budget includes funding for the maintenance of and replacement of technology equipment, i.e., computers, monitors, TV's, projectors, printers, network equipment, servers, etc.
- Our Parent Teacher Guild supports the technology department through fundraising.
- Software/ Apps Approval Form
- PowerSchool Web Grade Book & Parent Web Access
- Technology Newsletter / Calendar for staff with software updates, new websites or APPS

Section 11: Infrastructure Needs/Technical Specifications, and Design Technology Infrastructure

St. Hugo of The Hills Catholic School currently has 31 classrooms each equipped with a Windows 7-based computer and monitor with network capability and Internet access, and with a black-and-white printer. The classroom connection to the network gives access to three black-and-white printers and two color-laser printers that are located in the mini lab, the main lab, or the library. The main office has two computers and a black-and-white printer, and the principal's office, vice-principal's office, administrative-assistant's office, and the counselor's office each have a Windows 7-based computer and monitor with network capability and Internet access. The network connection gives access to three black-and-white printers and two color-laser printers that are located in the mini lab, the main lab, or the library. In addition, the vice-principal's office and the counselor's office are equipped with a black-and-white printer.

The main lab is equipped with 30 Windows 7-based computers and monitors with network capability and Internet access, a black-and-white laser printer and a color laser printer. Other equipment includes a document camera, two overhead projectors and screens, 4 scanners, 2 large format printers and a 15 CD/DVD duplicator.

The mini lab is equipped with 16 Windows 7-based computers and monitors with network capability and Internet access, a black-and-white laser printer, a mini-lab color printer, and an overhead projector and screen.

The library is equipped with 8 Windows 7-based computers and monitors with network capability and Internet access, a black-and-white laser printer and a color-laser printer. One of the computers is connected to an overhead projector and an automated screen and is designated for large-room viewing. Other equipment includes a wireless microphone, a scanner and a document camera.

We have Internet wireless access throughout the building.

An Internet content filter, Sonic Wall, monitors and updates the network continuously.

Kaspersky Antivirus currently protects our workstations and servers.

Exchange Online Protection is being used to filter viruses and spam from our e-mail.

Comcast provides and maintains St, Hugo School's Internet service.

Macro Connect maintains the network.

Staff members complete a form to request support from a member of the technology team that consists of:

- One part-time network support person and technician
- One full-time technology coordinator/teacher/ Power School administrator
- One full-time computer teacher
- One half-time computer teacher

Software is used throughout the school to promote and facilitate data processing, communications, and curriculum support. Microsoft Office 2010 & 2013 Professional is installed on all staff computers. Microsoft Office 2010 is installed on the main lab computers and the mini lab computers. We use Power School for

communicating student information and for generating reports and report cards. Our network provides the classrooms, library and computer labs with educational teacher and student resources and with productivity tools to enrich and support our curriculum. The computers in the lower elementary classrooms have grade-appropriate software that can be utilized with the interactive white boards. Our focus on digital collaboration within the Intranet incorporates the use of our digital cameras and of new software: Tech4Learning Frames, Pixie and Share.

Network:

- GB switch
- Wired with a CAT5e punchdown with wall jacks in each room and office
- Three switching closets throughout the building with 4 switches which are joined back to the headend room via a fiber optic connection
- Additional fiber links to the church, the convent, and the maintenance garage

Internet:

- Comcast Business Class Internet
- Servers: 3 physical and 6 virtual servers. All physical servers run Windows 2008 R2
- SHS-HS01 hosts 3 virtual servers
 - SHS-VEX01 – Running Windows 2008 is email server
 - SHS-VDC01 – Running Windows 2008 is primary Domain Controller
 - Print server – Running Windows 2008 is a print server
- SHS- HS03 hosts 1 virtual server
 - SHS-VFS01 Running Windows 2008, Domain Controller, File Server, DHCP Server, DNS Server

Headend room has full climate and power protection:

- Location of the server and network infrastructure
- Smart System is located in the headend room.
 - Contains 7 DVD/VCR players and scheduling computer and monitor
 - Radio equipment
 - Cable TV monitoring channels
- System administrator desktop

Computer specifications:

- Teacher and library PC's are Intel Core 2 Duo CPU E76000 @ 3.06 GHz with 4 GB memory.
- Main lab PC's are Intel Core i5-3470 CPU @ 3.20 GHz with 8 GB memory.
- Mini lab PC's are Intel Core i5-2400 CPU @ 3.10 GHz with 4 GB memory.
- All computers in the building have UPS systems installed to monitor power.

Teacher/Classroom (K-5 & D3)

- Each classroom has a computer, monitor, printer (black-and-white or color), network capability, Activtouch or Smart Board, document camera, projector and Internet access.

Teacher/Classroom (6th -8th grade):

- Each classroom has a computer, monitor, printer (black-and-white or color), network capability, document camera, projector and Internet access.

Resource Room (R2)

- Classroom has a computer, monitor, printers (black-and-white and color), network capability, Smart Board, document camera, projector and Internet access.

Library:

- The library has 7 computers for student use, 1 of which is connected to the projector system, 1 designated computer that contains the library check-out system, 1 color scanner, 1 black- and-white laser printer, and 1 color-laser printer.

Office:

- Administrators, Counselor and Office Manager each have a computer networked to a black-and-white laser printer. An additional computer in the office is dedicated to the Parish software database.

Scanners:

- 1 located in Office
- 4 located in main lab
- 1 located in library

Fax Machine:

- 1 located in main office

Copiers:

- Main copier in office
- Smaller copier in library

TV's:

- All classrooms except two resource rooms and the kindergarten rooms have 32" monitors capable of delivering cable and educational television programs, videos, CD-ROM and DVD players and Internet content. The monitors are connected to the classroom computers enabling them to project programs onto a screen for full-class participation.

VCR/DVD Players:

- 7 VCR/DVD players that can be used in all classrooms are located in the headend room. This programmable system has the capability of showing a video in a single room or in multiple rooms at the same time.
- Each grade level has a portable VHS player.

Overhead projectors:

- There are 5 overhead projectors in the building.

Digital Cameras:

- 10 cameras are available for teacher use.
- 6 digital cameras are available for yearbook staff use.

Ipads:

- (35) Ipads are available for classroom checkout.
- 1 Ipad is available for teacher use per grade level (3-8)

Flip Video Cameras:

- 2 flip cameras are available for classroom use.

Web Cam:

- 1 web cam is available for classroom use.

Video Camera:

- 1 video camera and monitor on a cart is available for use throughout the school.

School Web Page:

- St. Hugo of the Hills School information can be found on our web page <http://sthugoschool.org>

E-Mail:

- Each teacher and staff member has a school e-mail address that can be found on the school webpage and on the teacher's individual ClassJump classroom web page.

Phones:

- A telephone is installed in each classroom, the office, health room, gym (athletic director's office), library, library workroom, library inner office, counselor's office, resource rooms, kitchen, religious education office, administrators' offices, conference room, and teachers' lounge. Every staff member has a voice mailbox.

Section 12: Increase Access

St. Hugo of the Hills School is not in a high-poverty area and does not need to address this issue. Assistive technologies are available for any student in need. Every classroom is equipped with a sound and microphone system to amplify the voice of the teacher for students who need this extra assistance. A student who has an Individual Education Plan (IEP) or an AOD Accommodation and Modification Plan receives accommodations and modifications in subject area classes and in resource classes. Teachers and students have daily access to computers in the classroom or in the computer lab during the lunch periods, study halls, and times before or after school. Teachers have received training in the use of interactive smart boards for lessons that involve student participation in this technology.

Mini class sessions are offered to staff members to assist them in learning new technology and to support them in using the technology. Each staff member has been given a manual to use as a reference as needed in their ongoing use of technology.

Section 13: Budget and Timetable

	2015-2016	2016-2017	2017-2018
Internet Access via Comcast and AT&T (Need to check this bill with finance)	\$1,856.40	\$3,000.00	\$3,000.00
SonicWALL Comprehensive Gateway Security 3 Yr.	\$0.00	\$2,628.00	\$0.00
Discovery Education	\$700.00	\$700.00	\$700.00
<i>World Book Online</i>	\$789.00	\$789.00	\$789.00
BrainPOP & Brain Pop JR	\$2,195.00	\$2,300.00	\$2,300.00
Power School (\$3.50 per student & \$5.00 per student- help desk)	\$4241.50	\$4241.50	\$4241.50
Network Administration fee (MacroConnect)	\$15,000.00	\$15,000.00	\$15,000.00
Printer maintenance	\$1,800.00	\$1,800.00	\$1,800.00
Kaspersky Business Space Security for workstations and servers- 110 licenses(3 years)	\$0.00	\$0.00	\$2,067.96
Acronis Server Backup (Replacing with Acronis Online in 2015)	\$720.00	\$650.00	\$650.00
Exchange Online Protection (Replaced by Office 365 for Education in 2015)	\$600.00	\$0.00	\$0.00
Reflex Math (3 rd Grade) * 2015-16 Grant for 35 free licenses (60 licenses @ 35.00 each)	\$600.00	\$2,100.00	\$2,100.00
Airwatch MDM software	\$475.00	\$475.00	\$475.00
Gizmos Math & Science software	\$2,500.00	\$2,500.00	\$2,500.00
Accelerated Reader subscription (\$1600.00 one-time upgrade & \$4.00 per student yearly)	\$0.00	\$2,400.00	\$800.00
Sign Up Genius	\$119.88	\$119.88	\$119.88
Microsoft EES (Windows, Microsoft Office, and Client CAL)	\$2,116.32	\$2,116.32	\$2,116.32
TOTAL	\$39,009.10	\$46,115.70	\$43,955.66

Projected Expenses of Plan Improvements	2015-2016	2016-2017	2017-2018
Replace 40 classroom computers- hardware/software upgrading to Microsoft 10			40,000.00
Implement 30 more iPad mini's	9,000.00		
Implement 32 laptops (Latitude 11) & cart	27,000.00		
Implement 32 laptops (Latitude 13) & cart	30,010.00		
Implement 60 Chromebooks	31,000.00		
3 Cloud-based printers for Chrome Book, Ipad and laptop carts	1,200.00		
Lego robotic curriculum and Lego robotic Lego kits	1,000.00		
Promethean Activ-Touch Board	3,576.00		
Smart Board	4,000.00		
Update wireless throughout building (Ubiquiti access points)	22,400.00		
Update wireless throughout building (Cisco Meraki access points)	89,000.00		
Replace SHS-HS01			5,000.00
Windows 2012 R2 (3 licenses)			436.00
Update Disaster Recovery Plan			1,000.00
TOTAL	218,186.00	0.00	46,436.00

Section 14: Coordination of Resources

St. Hugo of the Hills School funds the technology budget through various resources. The two main sources are the school budget and the Parent Teacher Guild (PTG). In addition, a yearly auction funds some of the major upgrades to the technology program. Donations and gifts are also applied toward the costs of operation. Income from the After School Computer Lab Program is applied to the technology computer budget.

Section 15: Monitoring and Evaluation

Monitoring and evaluation will ensure the effective integration of technology that enables students to reach their highest academic potential.

The technology committee responsibilities are:

- to meet at least once each semester to review progress on the implementation of our goals.
- to evaluate, review, and discuss recommendations of the technology committee for growth and improvement of our program.
- to evaluate the current equipment status
- to implement outlined goals.
- to monitor the school website and school e-mail.
- to oversee the purchases for and the maintenance of the technology system.
- to administer a survey at the beginning of the school year to gather data on resources for:
 - the implementation of technology in the Junior K-grade 8 curriculum
 - the assessment of goals as met or mastered
 - to re-assess the progress toward meeting the outlined goals
- to administer a survey to assess the teachers' needs for:
 - technology to use with students within the classroom
 - integrating technology into the curriculum
 - professional development

Teachers and Staff will:

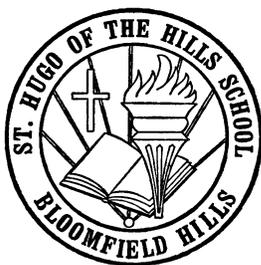
- participate in professional development.
- identify best practices in the use of technology in teaching, and share during staff meetings and other professional development opportunities.

Administration will:

- coordinate funding.
- monitor and evaluate staff members for technology integration
- provide professional development opportunities on technology applications.

The Technology Plan is only one component of the school's ongoing School Improvement Plan. The Michigan Non-Public Schools Accrediting Association sets new goals for us to attain, and supervises our improvement efforts in maintaining the accreditation of St. Hugo of the Hills School. We have been accredited through them since 1995, and are scheduled for our next accreditation during the 2016-2017 school year.

Section 16: Acceptable Use Policy



St. Hugo of the Hills School
380 E. Hickory Grove
Bloomfield Hills, MI 48304
(248) 642-6131
www.sthugoschool.org

Internet Use Policy

Access to the computer network at St. Hugo School is a privilege, not a right. The network is provided for students to complete class work, conduct research, and to communicate with others. Access to network services is provided to students who agree to act in a considerate and responsible manner.

Parental permission is required to access the Internet from the St. Hugo network. Students are responsible for their own behavior and must agree to follow the Use Policy guidelines. Parents agree to assume financial responsibility for any damages to school equipment and for any legal or financial liabilities incurred by their child. Students are also responsible for their communication on the computer network.

All student work will be generated and stored on the St. Hugo computer network. Network storage areas will be treated like school lockers. We follow the Children's Internet Protection Act. Network administrators use Sonic Wall Comprehensive Internet Security to block and filter inappropriate sites, and may review files and communications to maintain system integrity and to insure that students are using the system responsibly. Users should **not** expect that files stored on the network will remain private. Ultimately, parents are responsible to set and convey the standards their children should follow when using all media and information sources. Parents are **strongly** encouraged to monitor home Internet use. The following behaviors are not permitted:

- Creating or maintaining a blog or website on any social media networking site (**such as Instagram, Facebook, Snapchat**)
- Sending or displaying offensive messages or pictures **on or off** the St. Hugo network
- Intentionally accessing inappropriate material on the Internet
- Using inappropriate language to harass, insult, or attack others
- Accessing chat rooms or the unauthorized use of email
- Taking any action that will deny use of the network to other users
- Damaging any computer equipment or intentionally wasting limited resources
- Violating copyright laws
- Using another student's password or any other violation of the student behavior code
- Using school network resources for commercial purposes

Students should be aware that their Internet use will be monitored by network administrators. **Inappropriate use of computer resources may result in loss of computer privileges as well as other disciplinary or legal action including financial liability for any damages.**

Please return this completed form to St. Hugo School.

As a user of the St. Hugo computer network, I understand and agree to follow the Internet Use Policy.

Name: _____ Homeroom: _____

Student Signature: _____

As parent or guardian, I grant permission for my child to use the network to access email and the Internet. I understand that individuals and families may be held responsible for violations of this policy.

Parent Name: _____ Signature: _____
(Please Print) Date: _____

***** This is revisited and updated yearly as needed.**