Kansas State Department of Education Technology Plan
ZOO29 – Kansas City Catholic Diocese
Effective from: 7/1/2012 to 6/30/2015

Contact Information

School District Number: ZOO29

School District Name: Kansas City Catholic Diocese

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Technology Plan Creation Date: 03/23/2012

Date Technology Plan Approved by District School Board: 04/06/2012

Board Approved District Policies Section

1. The district has Appropriate Use Policies that address network use, copyright issues, software agreements and policy, and governs the use of all technologies including Internet access by students, teachers, staff, administrators, and community. The policies are reviewed with students and staff yearly.

   Yes

2. Has the district installed, and does it regularly update, a technology filtering software application, a technology filtering service, or a technology hardware device, which filters access to obscene, pornographic, and other inappropriate materials as mandated by the Children's Internet Protection Act, in order to qualify for federal e-rate funds and other federal grant programs?

   Yes

3. Are district policies in place that address state and federal requirements to educate students regarding Cyberbullying, Internet Safety and Digital Citizenship and appropriate online behavior--including interactions in social networking sites, forums and chat rooms?

   Yes

4. Does the district have policies clearly articulating both gift acceptance of technology hardware and software and the disposal process for unused, outdated, or inoperable technology hardware and software? Are the policies evaluated and updated yearly?

   Yes

5. Does the district maintain a concise, complete technology inventory that includes software licensing, hardware, and where the items are located or can be accessed?

   Yes

6. Does the district have a plan and an adequate budget for the regular upgrading of technology hardware and software, and plans for electrical upgrades that relate to technology, that is evaluated and updated yearly?

Yes

7. Does the district have a plan that addresses the equitable distribution of available technologies, including hardware and software, and technology integration into the learning environment for all students?

Yes

8. Does the district have a plan and adequate budget to consider accessibility and compliance with Section 508? Answering 'no' will not negatively affect District Technology Plan approval-the district should be aware of the compliance requirements that can be found on the [Kansas Partnership for Accessible Technology (KPAT) website](#)

Yes

Committee Membership *I* Stakeholder Representation (This section is no longer scored)

Identifies contributors to the plan. Consideration should be given to include representation from all constituencies: students, teachers, administrators, parents, educational institutions, and the community.

List the members of your committee, their titles, and identify the constituency each member represents:

All of the following members of the Technology Committee are designated at the technology coordinator of their school. Many are also parishioners, teachers, parents and school leaders as well.

Name	School
Karin Walz	ACES, technology coordinator
Dave Shriver	Aquinas, technology coordinator
Patricia Berning	Ascension, technology coordinator
Brien O'Neill	Bishop Miege, technology coordinator
John Riley	Bishop Ward, technology coordinator
Hal Boyles	Christ the King, KCK, technology coordinator
Greg Zeller	Christ the King, Topeka, technology coordinator
Brock Hampton	Corpus Christi, technology coordinator
Joan Jaksa	Cure of Ars, technology coordinator
Peggy Bevan	Good Shepherd, technology coordinator
Paul Clark	Hayden, technology coordinator
Denise Mason	Holy Cross, technology coordinator
Kathy Bovaird	Holy Family, technology coordinator
Eric Serrano	Holy Name, technology coordinator
Tami Jeter	Holy Rosary, Wea, technology coordinator
Andrew Hazen	Holy Spirit, technology coordinator
Carolyn Bible	Holy Trinity, Lenexa, technology coordinator
Sue Lednicky	Immaculata, technology coordinator
Tom Yedo	John Paul II, technology coordinator
Terri Kennedy	Mater Dei, technology coordinator
Patricia Saracyewski	Mater Dei, technology coordinator
Chris Sinclair	Maur Hill, technology coordinator
Sharon Kenagy	Most Pure Heart, technology coordinator
Amy Sells	Nativity, technology coordinator
Ted Keary	Prince of Peace, technology coordinator
J. R. Hladky	Resurrection, technology coordinator

Patrice Peoples	*Sacred Heart, Ottawa, technology coordinator*
Shelly Cooper	*St. Agnes, technology coordinator*
Josephine Michelette	*St. Ann, technology coordinator*
Deb Brucker	*St. Gregory, technology coordinator*
Samantha Sherer	*St. James, technology coordinator*
Karen Dixon	*St. John, technology coordinator*
Pat Roennigke	*St. Joseph, technology coordinator*
Debra O'Shea	*St. Matthew, technology coordinator*
Thane Woods	*St. Michael the Archangel, technology coordinator*
Tamara Walters	*St. Paul, technology coordinator*
Cindi Thiele	*Xavier, technology coordinator*
Ann Connor	*Associate Superintendent*

Are all recommended constituencies represented?

YES

Mission and Vision (This section is no longer scored)

MISSION STATEMENT (This section is no longer scored)

The school district mission statement is used to focus the vision for instructional technology. All school improvement initiatives across the district are tied to the overall mission of the school district.

Please state your School District Mission Statement:

> *The mission of the Archdiocese of Kansas City in Kansas Catholic School System is to develop and to graduate lifelong learners who possess the necessary knowledge and 21st century skills to be responsible, contributing members of the global community and of a dynamic society in accordance with the teachings of the Roman Catholic Church.*

INSTRUCTIONAL TECHNOLOGY VISION (This section is no longer scored)

Vision is an integral part of implementing the school district mission statement. The vision is not only aligned to the District Mission Statement but supports student learning outcomes, enables students to transfer their knowledge to new, emerging technologies and provides for 21st Century teaching and learning opportunities.

Please describe the district vision for the use of Instructional Technology:

> *The Archdiocese of Kansas City in Kansas Catholic School System envisions technology as a key to life-long learning. It believes that proficient use and knowledge of technology is essential for students to make the transition from the educational environment to a competitive world, while increasing their ability to function in and contribute to a technology-rich society. Students will have the ability to exercise responsible digital citizenship that reflects the moral teachings of the Catholic faith.*
>
> *Adequate technical support for technology and on-going staff development is critical to realize the potential of the seamless integration of technology into learning and teaching and all Archdiocesan functions. Teachers will integrate technologies to connect students with media that allows them to explore ideas, acquire and synthesize information. Also, teachers will be fluent in creating real-world, authentic experiences that allow students to develop their creative, communicative, collaborative and critical thinking skills. Schools will begin to explore alternative educational options such as mobile devices, distance learning and virtual education, in an effort to embrace the best practices in the global community.*
>
> *A K-12 sequenced program of technology skills will be maintained and taught to students to meet technology curriculum skills mastery levels, building from the basic to the advanced. The Archdiocese envisions three levels of practical, innovative technology instruction. Level One: Elementary students will be introduced to and master rudimentary technological skills.*

3. *Level Two: Middle school students will advance to the application of intermediate technology skills. Level Three: High school students will refine their application of advanced technology skills with the goal of seamless integration of these skills in everyday problem-solving. (global community, global best practices)*

District Summary of Progress and Technology Goals

Summary of Previous Technology Plan (This section is not scored)

Briefly describe your progress toward meeting the goals and objectives in your previous technology plan:

Goal 1: Technology will provide, support and enhance learning opportunities

- *Use interactive whiteboard, digital online multimedia, online assessments, word processing projects*
- *Teach students about Internet Safety, ethics, and cyber-bullying*
- *Collaborate with technology resource person in planning and integrating technology activities*
- *Use of technology across curriculum has risen*
- *Statistical increase in use of technology for both schoolwork (homework and in class) which would highlight or enhance digital literacy skills (problem-solving, analyzing ...)*

Goal 2: Technology will be used to increase productivity and connect people and resources.

- *Grades, Blogs, websites, RSS feeds made available through school to post information to students and parents.*
- *Information about class (attendance and grades) made available online (Moodie, EdModo, websites, etc)*
- *Productive online communication between teachers and parents (newsletters, grades, blogs)*

Goal 3: Critical elements of hardware, software, training, maintenance and support will be provided.

- *Administration ensures that faculty members learn new technologies yearly to enhance the teaching experience.*
- *Beginning to create technology coordinator positions within schools bridging the technology and classroom teacher divide.*
- *Technology budget developed among each individual Archdiocesan school.*
- *As school records are going into the cloud, there is an increase in content filtering. School records are being used remotely.*

4.

Technology Needs Assessment

This section identifies and explains the technology needs assessment process that is used to drive acquisition, upgrades/replacements and the deployment of technology resources in support of the educational and administrative needs of the district.

- What evaluation process is the district using to make decisions regarding the needs for purchasing telecommunications, hardware, software, and other technology resources and services?
- What target groups are surveyed and how often?
- How does the district ensure equitable distribution of technologies throughout the district?
- How does the collected data influence planning for future use of resources, and acquisition of new technologies?

Quality district-wide technology needs assessments should be completed yearly and be aligned with district-wide strategic plans and school improvement criteria, plans, and progress reports. A summary of this information should be included in the plan.

Approaches Requirement

School district staff is surveyed to determine hardware needs in their classrooms. It is not evident that surveys are conducted on an annual basis or how results influence acquisitions and the deployment of technology resources.

Meets Requirement

A variety of instruments are used to evaluate technology needs on an annual basis. A summary of the results is provided, and includes

the needs identified for the following groups: student; staff & administration; parent & community; and district. The results are used to influence decisions related to acquisitions and deployment of technology resources.

Exemplary

Data is collected and analyzed on an ongoing basis and is in addition to the annual technology needs surveys. Technology related decisions are based on a wide range of data which is collected dynamically through district/school information systems, websites, and/or events. Data is gathered from a variety of stakeholders in a variety of ways, including students; staff & administration; parent & community; and district.

Enter a summary of the district process for determining technology needs, drive acquisition/upgrade/replacements, and deploy technology resources in support of the educational and administrative needs of the district:

> *The results of the annual surveys are used to drive decisions regarding the implementation of the technology plan.*
>
> *A technology survey of the Archdiocesan schools was completed in February 2012. All of the schools have LAN and broadband Internet connectivity. During the past three years a concerted effort has been made to improve wireless Internet connectivity in the schools. Implementation of school administrative software and electronic grade books are now in use in all schools. One hundred percent of all schools responding to the survey have a website and 94.4% have e-mail communications for all teachers. A technology coordinator is in place in 78% of all schools. Efforts will be made to increase this to 100% over the next three years. Thirty-five percent f the schools have a technology coach - efforts will be made to increase this over the next three years. It is felt that a technology trainer would enhance technology professional development in the schools which is currently at an 80% participation level.*
>
> *A survey of families from each school was completed in February 2012. The results of this survey indicate that 99.2% of parents could communicate via e-mail and 88.8% visit their schools website regularly for the purpose of obtaining information. There was an increase from 70% to 84.9% of respondents indicating that their students use technology for the purpose of completing homework assignments. School Internet subscriptions are used at home by 55.4% of families surveyed. Outside school access to computers remains at 97%.*
>
> *A survey of teachers was also completed in February of 2012. The results of the survey indicate that 70.9% of all teachers use computers for daily instruction and 94.8% of teachers indicate that they use the Internet to find teaching resources. Internet safety, ethics, and awareness of cyber-bullying is taught by 85.5%. Interactive Whiteboards are now in use by 54.9% of teachers; 86.9% have a computer lab available to them and 60.9% have a laptop cart in use in their school.*
>
> *A survey of students was also conducted in February of 2012. 97.8% of students reported that they had access to a computer at home. Daily use of a home computer was indicated by 57.3%. 97.2% reported that they had Internet access at home. School work accounts for 83.5% of home computer usage. 61.6% indicated that they used computers at least weekly during school. Most students indicated that their computer skills were at a basic level. School Internet usage was reported to be 55% on a weekly basis. Research, testing, and the creation of documents were reported as the reason computers were most used in school. Most significantly, 84.9% reported that technology in the classroom made the curriculum easier to understand.*
>
> *The results of all surveys indicate a need to continue to provide regular training for teachers in integrating the use of technology into core curriculum subjects and in using technology to further student learning. Training is being conducted in the 50% ranges in all areas at this time.*

6.

District Technology Infrastructure Goals and Objectives

This section is for districts to provide specific, measurable, District Technology Infrastructure Goals and Objectives, and a narrative description **For e-rate purposes, districts should <u>specifically mention e- rate eligible services that the district will leverage to support the educational and administrative needs of the district.</u> Kan-Ed members should include a reference to Kan-Ed provided services when addressing this goal.**

Approaches Requirements: Objectives are not linked to goals or are absent. Objectives do not appear to be measurable or attainable. Infrastructure, telecommunications, hardware, software, Internet access, services and resources are mentioned but it is not clear how these support the educational or administrative needs of the district. .

Meets Requirements: Measurable objectives for each goal have been established. Infrastructure, telecommunications, hardware, software, Internet access, services and resources clearly support the educational and administrative needs of the district. E-rate eligible

services, including Kan-Ed services, if a member of Kan-Ed, are addressed.

Exemplary: Measurable objectives for each goal have been established. Objectives are identified as being integrated into building-level school improvement plans to improve student learning. District goals & objectives support 21st Century Teaching and Learning. District educational priorities clearly drive decisions related to district technology infrastructure, telecommunications, hardware, software, Internet access, services, and resources. E-rate eligible services, including Kan-Ed Member Services, if a member of Kan-Ed, are addressed. Hardware, software and infrastructure purchases clearly support the school improvement plans of the district.

District Technology Infrastructure Goals/Objectives:

Network Infrastructure: Provide adequate network infrastructure to support high access for technology-engaged instructional learning and school operational needs.

- Increase system utilization, security, and reliability.
- Conduct scheduled hardware and software patches and upgrades.
- Identify support staff required to maintain the system(s)
- Provide enhanced wireless infrastructure to support the increased demand for secure Internet access by mobile devices (compliant with Child Internet Protection Act (CIPA)).
- Consolidate and reconfigure server infrastructure and management.
- Categorize IT infrastructure platforms into systems such as, learning and instructional, IT enterprise and business operations to enable an architecture that simplifies infrastructure transition to server hosting and Cloud management providers.

Affordability for Productivity: Reduce school's internal IT storage and application reliance and transition to secure online resources that provide equity of access of applications and documents from any wired or wireless location.

- Consolidate and reconfigure server infrastructure and management.
- Reduce school's physical data center requirements
- Commit to a smaller IT infrastructure that addresses only specific platforms that supports emerging instructional systems and data systems.
- Reduce school software requirements with software portfolio management to eliminate software redundancy.
- Leverage server virtualization.
- Implement a technology infrastructure that is fast, reliable, and secure

Collaborative Learning: Take significant strides towards providing access to digital resources for all students and faculty.

- Provide adequate, agile, and state of the art devices in the classrooms that permit students to learn and achieve more.
-   Ensure quality delivery from the backend of the school's IT infrastructure to support the connectivity needed by 21st curriculum-driven collaboration.
- Increased focus on community partnerships to expand possibilities for more computers and wireless devices in students hands.
- Establish a standards-based infrastructure to meet standards based 21st Century curriculum, so IT will be able to respond more quickly to new technology requirements.
- Increase IT services access for children with disabilities
- Establish data systems to inform teachers, principals and policymakers about how they can improve the delivery of their educational services to students through the expansion of virtual and blending teaching.
- Deliver anywhere, anytime, access to education resources by consolidating IT infrastructure platforms.
- Ensure access and 97% uptime to Internet resources at all levels possible.
- District technology infrastructure, telecommunications, hardware, software, internet access, services and resources support the educational and administrative needs of the district.
- Enhance, improve, expand communication that go beyond the school campus between stakeholders and school operations.
- Teaching staff will be routinely trained to seamlessly use current technology in curriculum.
- All classrooms will include digital technology to support 21st century learning initiative defined by state and federal education requirements.
- Infrastructure should be fluid in the operations and learning environment of the school.
- Infrastructure and security measures to support the integrity of intellectual property, data, and safety of school environment.

District Technology Infrastructure Narrative Description

Provide a description of the infrastructure, telecommunications, hardware, software, internet access, services, support, and resources the district will leverage to support the educational and administrative needs of the district:

> *An integral part of creating sound technology infrastructure is to provide high- availability performance, constant communication, and reliable yet secure platforms and services. Schools will better prepare its IT infrastructure to support the transition to online assessments, 21st century online curriculum, universal and equitable access to digital content with personal teaching devices and resources.*

Evaluating District Technology Infrastructure Goals And Objectives

This section is for districts to identify how they will measure the successful completion of Infrastructure Goals and Objectives. How will districts know when these goals/objectives are successfully achieved?

Approaching Requirements: Measurements are mentioned but it is not clear what will be measured to identify whether goals and objectives are met

Meets Requirements: A plan for measuring the goals and objectives identified in 4A is described. It clearly defines how the district will assess and monitor annual progress toward these goals and objectives.

Exemplary: A plan for measuring the Infrastructure goals and objectives identified is described. It clearly defines how the district will annually track progress and measure growth toward these goals and objectives. Specific examples of Quantitative and Qualitative methods used for evaluating goals and objectives are identified.

Outline specifically how the district intends to measure success related to District Technology infrastructure Goal(s) and Objectives:

1. *Create a yearly minimum technology standard scorecard to establish a historical baseline of school IT infrastructure (hardware and software) resource demand. This allows the school to identify the accessibility and resource gaps during each school year*

2. *Yearly assessment of IT inventory hardware, software.*

3. *Ensure a school refresh plan is in place, reviewed and updated.*

4. *Use minimum baseline technology standards to constantly drive technology decision-making. .*

5. *Review innovative funding sources: blended funding, and other resourceful financial means.*

6. *Record and Review bandwidth demands during peak periods of Internet use to help satisfy increased Internet use.*

7. *Help Desk quarterly summary reports (Tech Coordinator).*

8. *Technology Committee of faculty and parents (Champion monthly reviews of school's tech plan against school needs.).*

9. *Continual Service Improvement (CSI) based on benchmark tests.*

10. *Training plans and skills measurement for Tech Coordinator, Teachers and Staff.*

8.

Curriculum Integration Goals and Objectives

In this section the district will outline the District Goals and Objectives related to Curriculum Integration--specifically, how the district will leverage technology to support the teaching and learning mission of the district.

Approaches Requirements: Objectives are not linked to goals or are absent. Objectives do not appear to be measurable or attainable. The plan mentions curriculum integration but lacks details for one or more of the goals.

Meets Requirements: Measurable objectives for each goal have been established. The plan describes the current district-wide curriculum, efforts and initiatives for technology integration into the curriculum. It is evident that technology use is expected and planned in curriculum and instruction. A detailed summary of how the district will address the Curriculum Integration Goals and Objectives are identified.

Exemplary: Measurable objectives for each goal have been established. Objectives are identified as being integrated into building-level school improvement plans to improve student learning. District goals & objectives support 21st Century Teaching and Learning. The plan describes the current district-wide curriculum, efforts, and initiatives for integrating technology into the curriculum. It is evident that technology use is expected and planned in curriculum and instruction. A detailed summary of how the district will address the Curriculum Integration Goals and Objectives is identified and utilizes research- based strategies for teaching and learning.

<u>Curriculum Integration Goals and Objectives:</u>

Increase Student Achievement through the effective use of technology.

- Students will increase academic achievement through the use of online and/or proprietary application, tutorial and monitoring programs to support core subjects in alignment with Common Core standards.

Ensure that students are technology literate by the end of the 8th Grade.

- Technology will be used to provide curriculum for all learners addresses integrated skills developmentally across the curriculum and all grade levels. Technology will be used to provide learning experiences which stress teamwork, involve complex thinking processes, focus on solving real world problems, increase interaction with people globally and approach learning in an interdisciplinary manner

Progress is being made toward fully integrating technology into the curriculum.

- Technology will be made available in the classrooms through interactive whiteboards, laptops, and other devices to instruct students in 21st Century skills. The use of interactive technology gives students the opportunities to participate in active, experiential learning.
- Teachers will possess a working knowledge of technology and understand its integration into the learning environment.

<u>Curriculum Integration Narrative:</u>

Please outline how the district will meet the Curriculum Integration Goals and Objectives outlined above:

The use of interactive technology gives students the opportunities to participate in active, experiential learning. In keeping with technology literacy, lessons dealing with cyber ethics and safety will be included within the technology literacy program both as standalone content and embedded within other curricular objectives. Internet access will provide communication, research and learning experiences outside the school environment. A scope and sequence of 21st Century skills students are to attain by the time they finish with the 8th grade will be integrated into the curriculum.

Evaluating Curriculum Integration

Curriculum integration should be carefully and thoughtfully evaluated. This section should clearly outline measures that will be used to determine:

- How the district measures student technology literacy by the end of 8th grade;

- How the district will measure the effective use of technology in teaching/learning; and
- How the district will measure the impact technology has on student academic achievement.

Approachable Requirements: It is unclear how the district will assess their achievement of the outlined Curriculum Integration Goals and Objectives. Details are lacking for 1 or more of the goals/objectives outlined.

Meets Requirements: Curriculum integration assessment plans are described in detail to support the Curriculum Integration Goals and Objectives, and include baseline data.

Exemplary: Curriculum Integration assessment plans are described in detail and include baseline data, as well as a description of how the data will be used to improve student achievement and the other outlined Curriculum Integration Goals and Objectives.

Please outline how the Curriculum Integration Goals and Objectives will be assessed:

Through various means of observation and formal documentation, it will be determined to what degree technology is appropriately integrated to impact student learning.

Teacher observations - Through walk-through documentation, it will be noted to what degree the teacher is utilizing technology to enhance his/her lessons.

Student observations - Teachers will document student use of technology to show the use of 21st Century Skills

Lesson plans - Teachers will include in their lesson plans how they are incorporating various technologies. Lesson plans will be analyzed by teachers to determine whether or not research-based strategies are being incorporated effectively.

Surveys - Through annual surveys and needs assessments of staff and students, levels of usage and incorporation of technology to enhance learning can be determined.

Reports - Local reports will be generated from various programs used to enhance student achievement. By doing so, it can be determined areas of strengths and weaknesses of students directly impacting their achievement.

Assessment Data - By analyzing reports from various assessment tools, such as KCA assessments, analyze results to determine if current instructional practices are appropriate and what adjustments are needed.

In order to ensure that students are on track to be proficient in technology usage by the time they leave the 8th grade, our adopted scope and sequence curriculum will be used as baseline data at the beginning and end of each year to track progress made. 21st Century skills will be evaluated at the local level to include:

- *Use technology to investigate, collaborate, and share solutions and products.*
- *Select appropriate tools and technology resources to accomplish a variety of tasks and solve problems.*
- *Use various programs and multi-media technologies to create and present learned concepts.*

The end results to determine the effectiveness of technology will be an examination of student products and activities which demonstrate overall computer literacy skills.

Technology Professional Development Goals and Objectives

In this section the district will outline the District Goals and Objectives related to Technology Professional Development--including professional development required to support the teaching and learning mission of the district, and to support the operational/administrative aspects of this plan.

It would be appropriate to include how the professional development will specifically support Curriculum Integration Goals and Objectives including:

- Increasing student academic achievement through the use of technology.
- Ensuring all students are technology literate by the end of 8th grade.
- Cyber bullying/lnternet Safety/Digital Citizenship (to meet federal requirements to address educating students about these

issues and appropriate online behavior including interactions in social chat rooms).

Approaches Requirement: Objectives are not linked to goals or are absent. Objectives do not appear to be measurable or attainable. Technology professional development plans are unclear or not fully
developed. Lacks detail for addressing 1 or more Professional Development Goals and Objectives outlined above.

Meeting Requirement: Measurable objectives for each goal have been established. Technology
professional development is described in detail to support the outlined Professional Development Goals and Objectives, and directly supports the district Curriculum Integration Goals and Objectives.

Exemplary: Measurable objectives for each goal have been established. Objectives are identified as
being integrated into building-level school improvement plans to improve student learning. District goals & objectives support 21st Century Teaching and Learning. The district provides technology professional development that incorporates high levels of support for teachers, such as on-going professional support through instructional technology coaching, mentor teacher strategies, etc,. Technology professional development includes multiple strategies, incentives, and resources. A clear alignment with the district professional development plan is articulated. Technology is embedded in professional learning. Technology professional development is ongoing and is applied to student learning activities in the classrooms.

Technology Professional Development Goals and Objectives:

Improve the capacity of teachers to integrate technology effectively into the curriculum and instruction.

- Provide technology professional development on the technology in each building at least twice a year.
- Promote an awareness of new educational technology advancements in each building.

Encourage effective integration of technology through teacher training and curriculum development to establish replicable best practices.

- Teachers will know and implement the Archdiocesan policies as well as the ISTE NETS Standards for teachers into their curriculum and classroom practices.

Improve the capacity of classified staff to effectively use technology to fulfill their duties.

- Provide relevant technology training for classified staff at least twice a year. Training topics should cover general software and job specific software.
- Promote an awareness of new educational technology advancements specific to their job roles.

Technology Professional Development Narrative:

Please provide an overview of how the district will meet the outlined Professional Development Goals and Objectives here.

Professional development is an essential element in the successful implementation of this plan. The professional development strategies for improving learning and teaching with technology should be a part of school-based strategic plans and curriculum initiatives. Staff development must be authentic, hands-on and represent best practices if the expectation is for the same to occur in the classroom.

Professional development could include the following aspects:

- *Train staff to decide where to infuse technology in the curriculum in relationship to the ISTENETS * T*
- *Lead staff to various Internet resources to aid in the development of the technology infused hands -on and real world activities*
- *Offer in-services or classes on specific technology skills*
- *Teach the social, ethical, and legal aspects of Internet use including copyright laws and plagiarism.*
- *Research and Pilot new teaching strategies, technologies, and instructional resources*
- *Train staff on additional ways to use current technology in their classroom (outside training). When resources are available, send staff and teachers to outside conferences.*
- *Inform teachers on how to find information on new and upcoming educational technology resources*

Issues involved in planning this training include providing adequate time, on-going support and available resources.

Another issue involved in planning technology training is the varied levels of experience and knowledge of the participants. To make the training meaningful, we must try to meet individual needs. Therefore, professional development in Archdiocesan Schools will include opportunities for individual as well as group training.

Training will be provided by on-site by Technology Coordinators, teachers, and guest presenters. Mentoring, peer resource sharing, online course opportunities and Archdiocesan in-services will be offered to enhance local efforts. This sharing should take place at least annually either in actual meetings or virtual meetings.

Evaluating Technology Professional Development

Technology professional development should be carefully and thoughtfully evaluated, with the goal of supporting teachers and administrators in using technology to improve student learning. In this section, the district should summarize:

- How will the district know that current professional development offerings have an impact in the classroom?
- How will the district know that knowledge/skills from professional development opportunities have been transferred to classroom practice?
- What evidence will show results of the professional development activities?

Approaching Requirements: Technology professional development sessions are assessed in some way, such as post-training surveys that are filled out by participants.

Meets Requirements: Technology professional development is assessed in more than one way.
Evidence is provided to show data are utilized to inform future planning or improvement.

Exemplary: Technology professional development is assessed in more than one way. Qualitative and quantitative data is used to drive decision making and to inform future planning or improvement. Data is gathered to show level of implementation [application] and changes in student learning [impact].
Evidence of systemic classroom technology integration is provided.

Please describe how the district will assess the outlined Professional Development Goals and Objectives are met:

Teachers in each school have Individual Professional Development plans with goals for each year. These plans could include a Technology component. This will assist the annual planning of Professional Development for the use of technology in each school. Professional Development may also change due to new purchases, changes in technologies, or request and/or demand. Staff development planning processes will also be determined by the areas students need to know and being able to map the knowledge, skills, and attitudes required of educators if those students outcomes are to be realized.

Through analyses of Kansas Assessment and other standardized assessment results, teachers will be able to target areas of needed improvement for students and plan appropriate professional development opportunities in order to integrate technology.

Technology Plan verification For E-rate Purposes

Please check the statement that applies to your district:

Please note that although districts may already have an approved technology plan on file with KSDE, the following statements provide KSDE with verification of whether the district needs to file an addendum to the original technology plan to comply with the SLD criteria that technology plans include all Form 470 items (except for basic phone service).

Please check only one box.

*Our district **has filed or intends to file** only for basic Telecommunication services (POTS--basic local/long distance only, not including voice mail, Centrex, etc.) for Funding Years covered by this technology plan.*