

St. Gabriel School  
&  
Parish

Technology Plan

Fall 2010-Spring 2013

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# SCHOOL PROFILE

School: St. Gabriel School

Address: 5503 Bardstown Rd.

Principal: Ms. Pam Huelsman

Asst. Principal Mrs. Kathy Stivers

School Technology Coordinator: Mrs. Sheryl Kremer

Parish / School IT Manager: Mr. Steve Mattingly

Phone: 502-239-5535

Fax: 502-231-1464

Principal E-Mail: [phuelsman@stgabriel.net](mailto:phuelsman@stgabriel.net)

E-Mail: [skremer@stgabriel.net](mailto:skremer@stgabriel.net) & [support@stgabriel.net](mailto:support@stgabriel.net)

Web Site URL: [www.stgabriel.net](http://www.stgabriel.net)

## SCHOOL DESCRIPTION

St. Gabriel is one of the largest parochial elementary schools in the tri-state area, with 750-800 students in grades pre-K-8. Located in Fern Creek, KY a suburb of Louisville, its socio-economic background is primarily that of middle income families. St. Gabriel prides itself on focusing the educational process around Christ-centered values and offers a traditional curriculum with special instruction in Spanish, Music, Library, Computers, Art, Counseling and PE. St. Gabriel School can be found online at [www.stgabriel.net](http://www.stgabriel.net) where web pages are updated on a regular basis and used as a primary means of communication with the community, eliminating much paper waste. All St. Gabriel computers are networked to numerous file servers and a dual-T-1 line for filtered internet access. The school houses a 70 unit dual purpose media / computer center with networked printers, scanners, LCD projectors, Smart Boards, digital cameras, a fully automated library system, and a closed circuit student-manned video studio which broadcasts a daily news program. Each classroom is equipped with two computers, specialized surround sound system, a ceiling mounted LCD projector and a wall-mounted Smart Board. St. Gabriel teachers post grades online for parents and students via Power School and maintain their own individual web pages, posting nightly homework and long term assignment details. Success Maker (CAI in math and reading) is used weekly for individualized student instruction. St. Gabriel has been nationally acclaimed as a SMART Showcase School. Two mobile laptop labs with 15 units each are available for classroom use, and a 7-unit mobile laptop lab is available for enrichment instruction.

## **SCHOOL MISSION STATEMENT**

1. St. Gabriel will educate all students to be learners and problem solvers, able to seek and use information and communicate effectively to pursue real-world, lifelong learning and work.
2. St. Gabriel views technology as an effective and necessary tool, capable of enhancing both the communication ability and productive capacity of students, staff and parents. The opportunity to develop technological proficiency will enable students and staff to maximize access information, enhance problem-solving skills and develop effective and responsible communication in the information age.
3. St. Gabriel will facilitate the use of contemporary technologies in the process of lifelong formation and education for the students, faculty and staff, and St. Gabriel community at large.

## **VISION STATEMENT**

**The vision of the St. Gabriel Technology Committee is to leverage technology for the enrichment of faith formation for our parishioners and academic excellence in education for our students.**

We strive to provide the following strategic elements in support of this vision:

- To enrich existing curricula and lay the framework for future capabilities.
- To enable communications and collaboration among staff, school families ,other parishioners, and the community at large.
- To improve efficiency for parish and school staffs.
- To strengthen faith and knowledge for the St. Gabriel community through information.
- To enhance, increase and expand technology awareness of all parishioners, especially students and staff.

## HISTORICAL PERSPECTIVE

St. Gabriel began to establish an Apple IIe lab in 1985. Only students whose classes had parent volunteers made use of the lab. There was no centralized storage of software, so each teacher “hoarded” their personal copies of software, available for copy from the Archdiocese, in their classrooms. For most classes, computer time was free time earned as a reward for good behavior. Computers were pretty much used solely for drill and practice.

In 1987 St. Gabriel hired their first part time computer teacher. At that time the ratio of students to computers in the lab was 3:1. The lab was in the old convent and was the combined area of two small bedrooms whose center wall was removed. Students were crowded at best, and lucky to see or use the computer that they shared. There were no computers anywhere else in the building. There was no computer curriculum and students were scheduled into the lab once a week, basically for drill and practice activity, on a very limited software list. Since Apple IIes did not have hard drives, 5 1/2” floppies had to be created, labeled, cataloged, stored and distributed for use to accommodate nine different grade levels. Hours were spent every year copying the newest Archdiocesan licensed software onto disks for school use.

As the years went by, the computer teacher eventually became a full time staff member and developed a computer curriculum. The Archdiocese created a curriculum guideline as well. Both focused on the computer as a subject unto itself, with skills acquired to be used in the computer lab only. The number of IIes in the lab began to increase, as did printers, and software titles. Soon the ratio of student to computer was 2:1 and narrowing to 1:1. Students learned the basics of databases, spreadsheets and word processing through integrated programs like Appleworks. They did some programming in BASIC and LOGO, some keyboarding practice, and subject specific drill and practices continued. Students began to move away from the image of computer as toy, and into the realm of computer as a tool. An Apple IIe connected to a TV became a visual aid for whole class instruction. Students completed contrived projects in the lab that were strictly for the lab teacher’s benefit. Grades were given on the report card in computer, though many parents and students did not see computers as a “real subject” and validation of computer use at school was hard to achieve. Due to time constraints and accessibility issues, projects were rarely coordinated with the classroom. Students’ skills began to expand, while with little or no access to computers, teachers’ skills did not.

In 1993 Macintosh computers began to appear on the market. They were the only platform that took any interest in school applications on computers. The decision was made to switch from IIes to Macs. The old IIes were distributed throughout the school, where classrooms had computers for the first time. Eventually the first local area network was established in the lab using local talk connectors and daisy chaining, primarily for print sharing.

After almost ten years, in 1995, the computer lab broke free from the “oversized closet” and moved into a brand new larger computer lab, constructed on the 2<sup>nd</sup> floor of the newly renovated old church. An Ethernet based local area network was established within the lab only, so students could store data files in a centralized location and run networked software. The process began to build software titles back up began. The Archdiocese found itself torn between allocating time and money for software and professional development between the Mac and Windows platforms. From this point onward students would never again share a computer. An overhead projector connected to a computer allowed for black and white displays for smaller detailed teaching purposes, and connection to two large wall mounted colored TVs was used for larger more colorful displays. About this time the Internet appeared. St. Gabriel started with one dial up connection over a 28.8K modem and one e-mail address.

As newer Macs were produced and purchased, older models were put into the classrooms to replace the Apple IIes, which were quickly dating themselves. By 1997, the Apple IIe was extinct. In 1998 Bell South introduced their Net Day program which provided CAT-5 wiring and Internet connection for the school over a 64K ISDN

line. A router was purchased. The school became a complete local area network, except for the school and parish offices, which were on their own network and used Windows platform machines. The school purchased 5 site licenses for a CAI product called Success Maker that would track, diagnosis, prescribe and deliver remediation and instruction for students in math and language arts over a nine-year period. Its use was targeted in the classrooms for use with special needs students and accelerated students. The following year we doubled the ISDN bandwidth to meet increased Internet demands.

It was about this time (1999) that the philosophy of how students and teachers used computer technologies was revisited. It was decided that the computer was a means to an ends in education, a resource or tool, and not an isolated entity. Professional development began to bolster teachers' tech skills, which had fallen behind students' skills. The computer lab went to total flexible scheduling. Classroom teachers were responsible for scheduling their classes into the lab when and as frequently as it was appropriate in their curriculum. They were further responsible for determining what students were to do in the lab; what students were to produce; and what the rubric for assessment would be. Grades for computers became a thing of the past. Any products or projects produced as a result of computer usage went to the teacher for whom it was produced, for evaluation. The computer teacher though still an instructor, became a technology coordinator, a resource for both student and teacher.

From 1999-2000 the technology continued to grow and change. New replaced old – an LCD projector replaced the over head and TVs in the lab for instruction. A school web page was created with pages designed specifically to help students with curriculum based research. Scanners and digital cameras were added to enhance graphic presentation of data. After a lightning strike to the ISDN router, it was decided to install a partial T-1 line and new router to better accommodate the ever-growing demand for speed and volume on the Internet. iMacs replaced slower PowerMacs, which went to the classrooms. Now every classroom had 1-2 networked Macintosh machines with Internet access and a printer.

In the summer of 2000 a Parish / School Technology Committee was established to help vision and direct St. Gabriel in the areas of technology expansion and application in the community. The committee would also consist of maintenance and educational personnel to help support and share the technologies St. Gabriel adopted. In 2001 the decision was made to switch platforms to Windows based machines, for all future purchases. With the growth St. Gabriel was experiencing, one person (the school tech coordinator / teacher ) could no longer service all the needs of the network. Support and knowledge of the Mac platform was difficult to come by. It was decided that Macs would eventually migrate to the primary classrooms where mini-labs would be established for drill and practice and “center” activity. With a new media center and computer lab under construction, it was decided that 70 new Windows machines would be put in place in time for its opening, enough for two classes to use, and a fully equipped video production studio would be added. All the new machines would require new peripheral equipment and software, and the new media center would be opened to the community for Adult Education classes in technology.

In the fall of 2003, students in grade eight were each provided with Pocket PCs made possible through a generous grant from the Archdiocese. Students were able to use the handhelds at school and home for wireless internet access and for written work and organizational tasks. A Student Technology Leadership Program was launched in January of 2004. This group met weekly to construct web pages, do routine machine maintenance, and help where ever they could with technology.

In 2005 St. Gabriel went online with grades using Power School and added 35 network licenses of Success Maker (CAI in math and reading) for individualized student instruction.

In 2006 all classrooms were equipped with surround sound systems for voice projection.

In 2007 all classrooms had LCD projectors mounted on the ceilings for classroom instruction. In addition, St. Gabriel was nationally acclaimed as a SMART Showcase School, being one of only two such elementary schools located in Kentucky at the time to receive this honor. This honor brought with it hardware and software enhancements including additional SMART Boards, SynchronEyes software, a Seneto Student Response System, training and other materials and support. In 2007 a mobile laptop lab with 15 units was created for classroom use, with special focus in the areas of art and music. It was equipped with art pads, headphones, and subject appropriate software. By 2007, 23 Smart Boards had been wall mounted in select K-8 classroom, art, music, library, computer lab and algebra areas.

By 2008 all remaining classrooms were equipped with wall-mounted SMART Boards. In 2009-2010, a second mobile 15 unit laptop lab was established for general class use, and a 7-unit laptop lab was purchased for use with the enrichment program. The science lab was equipped with digital probes for science instruction. Distance learning / video conferencing and a 1:1 initiative for grades 6-8 and all the necessary equipment and academic implications is being explored for implementation and adoption.

It is St. Gabriel's goal to remain proactive and on the cutting edge in technology integration into the curriculum in whatever areas develop in the future. In addition we will make sure our staff remains current and trained on all the technological means for advancement of education in their areas of expertise.

# TECHNOLOGY PLANNING TEAM

The St. Gabriel Technology Committee is comprised of representatives from the parish and school staff, parishioners and other interested parties. Participation is open to all interested parishioners, solicited through stewardship forms distributed each spring. Some representatives are parents of children who attend(ed) St. Gabriel Elementary School. The pastor serves as an advisor to the committee.

## Current Committee Members

Name, Title	Position
1. Fr. John Stolz, Pastor	1. Advisory Member
2. Pam Huelsman, School Principal	2. Tech Committee Member
3. Sheryl Kremer, School Technology Coordinator / Teacher & School WebMaster	3. Teacher Representative
4. Barbara Glanz, Parish Business Manager	4. Tech Committee Member
5. Steve Mattingly, Parish IT Manager	5. Tech Committee Member
6. Matt Goetz, Parishioner	6. Tech Committee President
7. Brenden Goodwin, Parishioner	7. Tech Committee Member
8. Suzanne Fulk	8. Teacher Representative
9. Lisa Lauder	9. Teacher Representative
10. Neil Kremer, Parishioner	10. Tech Committee Member
11. Joey Brown, Parishioner	11. Tech Committee Member
12. Derek Licciardi, Parishioner	12. Tech Committee Member
13. Alex Tapia, Parishioner	13. Tech Committee Member

# Internet Safety

**Goals:** In this section include the goals your school has set to insure the education of all students regarding Internet safety.

**Needs Assessment:** In this section include the results of your needs assessment. What plans do you have to provide students of all ages and abilities accurate and helpful information regarding the use of the Internet? How do you plan to address the topic of Cyber-bullying for students of all ages?

**Action Plan:** What is the timeline for action for the next three years regarding Internet Safety?

Goals	Needs Assessment	Strategies
Annual instruction of all students regarding Internet safety and cyber-bullying.	Currently i-Safe instruction is delivered to grades K-8 by the librarian, with age appropriate materials for all students.	<p>A consistent Internet safety and cyber-bullying program for all grades is in place.</p> <p>A quality internet safety program is administered yearly by a qualified staff member.</p> <p>Principal monitors the use of the Internet safety program through lesson plans.</p>
Establish a safe environment at school for internet usage and encourage safe use at home.	Currently Chaperone is used to filter internet access by all students and staff; it tracks questionable access attempts; definitions are updated daily; program is monitored by IT manager and reported to administrators	<p>A hardware or software solution, that filters internet access with reporting capability that issue issues alerts and blocks inappropriate web sites for all users on campus with internet access is in place</p> <p>Logs of inappropriate usage of internet resources are monitored by the IT manager and reported to the principal, assistant principal or business manager</p> <p>A copy of the Acceptable Technology Usage Policy is included in the Student and Faculty Handbooks</p>

	<p>While students are instructed and protected from internet safety issues at school, these lesson may not carry over to their internet usage outside of school. Parents may not be aware of the dangers their children are exposed to, or what they can do to help.</p>	<p>At the start of each school year, the computer teacher reiterates to all students, the expectation for proper behavior and usage of the internet on campus.</p> <p>Students are monitored by an adult at all times, when accessing the internet</p> <p>A cell phone usage policy is in place, prohibiting usage and internet access during school hours. Policy may be found in the Student Handbook.</p> <p>The school communicates with parents and provides opportunities for parents to learn about internet safety and cyberbullying via PTSO coffeetalks, or other venues.</p> <ul style="list-style-type: none"> <li>• Office Jackman &amp; Donna Brown gave two presentations on internet safety</li> <li>• Tim Robbins spoke to parents on cyberbullying</li> </ul>
<p>Determine the effectiveness of the internet safety protocols currently in place, and revise accordingly.</p>	<p>Currently students in grades 7 and 8 are given the Simple Assessment test, portions of which assess knowledge and understanding of internet safety</p> <p>There are many inappropriate images on the internet that are accessible without actually accessing the blocked web sites they are contained on; no image filtering means has been found to date</p>	<p>Students are evaluated annually for their understanding of internet safety</p> <p>Results of student evaluation is examined for internet safety content by the school technology coordinator &amp; librarian; instruction is adjusted accordingly</p> <p>Continue to research a means for filtering images on the internet; acquire if found</p>

# Inclusion of All Students

**Goals:** In this section include the goals your school has set based on the need to include all students.

**Needs Assessment:** In this section include the results of your needs assessment. Does equity in the use of technology exist in your school from grade level to grade level? Have you planned a continuum of skill development across grade levels? Is technology used during instruction to integrate multiple learning styles? Are technology tools used to accommodate students with learning differences? Are all students invited to participate in a Student Technology Leadership Program?

**Action Plan:** What is the timeline for action to realize the goals you have set? Be specific. What are your first steps? What local and Archdiocesan support will you need to accomplish your goals?

Goals	Needs Assessment	Action Plan
<p>Students can “learn anytime and anywhere” by accessing and working on school projects and daily work, whenever and wherever they want, seeking to remove computer &amp; technology accessibility limitations both inside &amp; outside of school.</p>	<p>Students need to transfer files back and forth between school and home for project work, especially in grades 5-8. While personal portable devices work, students forget them, lose them, or do not save to them properly, despite instruction.</p> <p>Limited availability of computer / technology access and conflicting scheduling of the computer lab / media center does not allow for adequate daily one-on-one access to needed resources and files. 4<sup>th</sup> grade and Spanish classes can not readily make use of current mobile devices since they are located on the 2<sup>nd</sup> floor where there is no elevator access.</p>	<p>Students in grades 5-8 purchase and use a USB flash drive device for transfer of data to/from home and school.</p> <p>Students will be able to remotely access school files or store files on a remote internet site.</p> <p>Classroom students access work files and other resources through two 15-unit wireless mobile laptop labs.</p> <p>Gifted students access resources and files through a 7-unit wireless mobile laptop lab.</p> <p>Computers are accessible for 7<sup>th</sup> &amp; 8<sup>th</sup> grade use in a mini-lab (8-12 machines) located in the junior hi loft area</p> <p>Students will be able to access work files / and other resources through emerging portable device technologies / personal computing devices (like Fourier’s Nova, iPod, i-touch, notepads, etc.) either in class sets or 1-1 initiatives.</p>

<p>All students will have equal access to use the technologies available in the school, integrated across all grade levels and throughout all curriculums</p>	<p>Students in all grade levels need to have equal opportunity to have technology infused / integrated in all subjects across the curriculum. There is limited time availability in computer lab and media center due to scheduling conflicts and school size.</p>	<p>At least two networked computers, a Smart Board and LCD projector, a sound system and a laser printer are available in every classroom.</p> <p>A wireless system is maintained for the purpose of acquiring accessibility to the network &amp; internet for all existing and emerging wireless technologies.</p> <p>The computer lab is maintained and equipped with 34 PCs no more than two years old.</p> <p>The peripheral area in the lab and the media center is maintained and equipped with 36 PCs no more than three years old.</p> <p>Classrooms and offices are maintained and equipped with PCs no more than five years old.</p> <p>A modified open lab schedule is followed. Copies of the schedule and open slots are available in the lab.</p> <p>The principal and school tech coordinator monitor lab use and integration into curriculum through lesson plans, lab logs, and teachers' professional growth plans.</p> <p>Teachers and the school technology coordinator work together to implement the technology and media curriculum guides across all grade levels, as laid out by the Archdiocese.</p> <p>Two 15-unit and one 7-unit mobile wireless laptop labs are available for classroom use.</p> <p>Online access to textbooks and other components are a priority in new textbook adoptions</p>
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<p>All students and teachers will be provided with whatever specialized electronic / digital devices deemed necessary to ensure their maximum learning/teaching potential.</p>	<p>Students have different learning needs and styles (i.e. visual and auditory processing problems, visual vs kinesthetic learners, gifted learners, 502 students, etc.) that must be addressed with whatever technological devices deemed necessary.</p> <p>Teachers have different teaching styles. Some technologies, infused into the curriculum, can help teachers in delivering instruction “their” way.</p>	<p>All classrooms are equipped with two networked computers providing access to teaching/learning resources on the intranet and internet</p> <p>All classrooms are equipped with LCD projectors and Smart Boards for interactive delivery of whole class instruction by teacher or students</p> <p>All classrooms are equipped with sound systems for auditory enhancement</p> <p>Supplementary devices / peripherals deemed desirable / necessary for increased student or teacher productivity or understanding of curriculum content are in place:</p> <ul style="list-style-type: none"> <li>• digital cameras</li> <li>• digital microscopes</li> <li>• scanners – flat bed and hand-held</li> <li>• art pads</li> <li>• headphones</li> <li>• digital heart monitors</li> <li>• digital probes</li> <li>• atomic clocks</li> <li>• Airliners</li> <li>• wireless keyboards</li> <li>• student response systems</li> <li>• microphones</li> <li>• Quick Recall buzzer systems</li> </ul> <p>New supplementary devices / peripherals will be researched and those deemed desirable / necessary for increased student or teacher productivity or understanding of curriculum content will be put in place:</p> <ul style="list-style-type: none"> <li>• e-book readers</li> <li>• i-touch</li> <li>• Smart tables</li> </ul>
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		<p>Two 15-unit wireless mobile labs are in place for classroom use, specially equipped for the art and science curriculums.</p> <p>One 7-unit wireless mobile lab is in place for the gifted program</p> <p>Handheld computing devices and appropriate software and peripherals will be researched and considered for adoption - especially those appropriate for grades K-4 and Spanish.</p> <p>Video conferencing / video streaming for the purpose of curriculum enrichment and delivery will be considered for adoption. All necessary hardware, software, and service fees will be considered.</p>
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# Communication with Members of the School Community

**Goals:** In this section include the goals your school has set based on the need to communicate among Archdiocesan staff, school administrators, teachers, parents and students.

**Needs Assessment:** In this section include the results of your needs assessment. What is the most efficient way to communicate with Archdiocesan staff? With school administrators? With teachers? With parents? With students? When would it not be appropriate to communicate using email, listservs, and instant messaging? Could data from reports be collected via the school intranet? Could lunch counts be reported? What other uses could you make of the technology available?

**Strategies:** What is the timeline for action to realize the goals you have set? Be specific. What are your first steps? What local and Archdiocesan support will you need to accomplish your goals?

Goals	Needs Assessment	Action Plan
<p>All staff will communicate with other staff members and parents by employing the use of e-mail, web page and voice messaging services.</p>	<p>Teachers', administrators' and parents' attempts to communicate by phone or written form face the unreliability of hand written or phone delivered messages. They can not be certain whether messages are delivered to the correct person, with the correct content, and in a timely fashion.</p>	<p>All staff members are provided with e-mail and voice messaging accounts and instructed in their use. Parents are made of aware of these contact numbers and addresses.</p> <p>Teachers use e-mail daily to communicate with staff members and parents.</p> <p>The administration models paperless communication through weekly newsletters and other daily contact via e-mail</p> <p>Teachers check and respond to e-mail and voice mail messages daily.</p> <p>Administrators contact parents regarding important announcements via an emergency contact system with voice mail, text, and e-mail capabilities</p> <p>Administration will explore using the newsletter component of Power School for daily communication with parents.</p> <p>Teacher use personal web pages,</p>

		<p>provided by the school, for communicating homework assignments, etc. with students and parents</p> <p>The school uses its web page (<a href="http://www.stgabriel.net">www.stgabriel.net</a>) to communicate paperlessly with parents on an ongoing basis (school calendars, newsletters, counseling publications, etc.)</p>
<p>Teaching and parish staff will be actively involved in the integration of technology into the curriculum and work place.</p>	<p>Teaching and office staff members need to stake a claim or sense of ownership in the purchase and integration of new technology into the school curriculum and parish.</p>	<p>Staff are polled yearly on their needs and wants as regards new purchases in the area of technology, prior to budget writing for the next year</p> <p>Staff are kept abreast of emerging technologies and educated in their use and integration into the educational process.</p> <p>Staff have access to the current Long Range Technology Plan</p> <p>Staff are encouraged to take an active role in giving input and making technology decisions.</p> <p>Staff (teachers, administrators, business manager, IT manager, pastor) and other parish members sit on the Parish Technology Committee and advise in the writing of the Long Range Technology Plan</p>
<p>Grades will be accurate and updated on a regular basis, and be made available to parents on demand. Explanation of grading system used by each teacher will be readily available.</p>	<p>Parents and students want to be kept informed of academic progress on a timely basis. Currently the school uses Power School software as their means of keeping student data and reporting securely to parents online.</p>	<p>Computer generated paper report cards are issued at the 1<sup>st</sup> and 3<sup>rd</sup> quarter conference</p> <p>The school provides, instructs and requires all teachers to use electronic grading software.</p>

	<p>Parents are not aware of or misplace explanations of the methods teachers use to calculate student grades.</p>	<p>Teachers update electronic grades on at least a bi-monthly basis from home or school</p> <p>School provides the necessary hardware and software to enable grades to be securely posted online. Parents and students receive passwords annually to access online grades.</p> <p>Teachers post class descriptions, requirements and grading methods online through the grading software.</p> <p>Parents can elect for regular automatic e-mail notification of grading updates</p>
<p>St. Gabriel School will have a web page with pertinent school information that is updated regularly</p>	<p>There is a need for regular communication with parents that does not involve the time, expense and reliability of mailings or student intervention to be delivered.</p>	<p>The Technology Committee guides and recommends modifications to the school / parish web site (<a href="http://www.stgabriel.net">www.stgabriel.net</a> )</p> <p>The school technology coordinator updates the content of the school web page on a weekly basis.</p> <p>The web page replaces paper communications with parents on a monthly basis; web page includes all calendars, newsletters, forms, etc. parents may need.</p> <p>A part time web master maintains and modifies the parish side of the web site keeping content current.</p>

<p>A closed circuit broadcast system will be in place for school-wide daily broadcasts and curriculum delivery via video technologies</p>	<p>There is a need for centralized distribution of video technology for the purposes of curriculum based instruction and information dissemination.</p>	<p>The video studio is equipped and maintained with necessary video cameras and players, and other hardware and software, in the media center.</p> <p>The media specialist oversees and manages the running of the video studio. Students in cooperation with the media specialist produce daily broadcasts.</p> <p>The media specialist assists and oversees the distribution of video technologies to the classroom for the purpose of curriculum integration in accordance with copyright rules and guidelines.</p>
<p>Teachers will maintain a personal web page with appropriate classroom / subject content (i.e. announcements, daily homework assignments, test and quiz announcements, long term project guidelines, and grades) for parents and students</p>	<p>Teachers need a means of communicating assignments and their due dates to parents and students</p> <p>Parents need to be informed of assignments as a means of helping / reminding students to complete those assignments</p> <p>Students are absent, misplace, forget, or lose homework and guidelines for long term projects given in class.</p>	<p>All staff members are provided with a personal web page and the software and the training needed to maintain it.</p> <p>All staff members maintain and update their own personal web page on a regular basis</p> <p>Teachers post nightly homework assignments to their web page. They may also post guidelines for long-term assignments, class notes, newsletters, web links or any other content they deem appropriate for parent or student use.</p>

# Connections with the Community

**Goals:** In this section include the goals your school has set based on the need to communicate for public relations purposes.

**Needs Assessment:** In this section include the results of your needs assessment. What is the most efficient way to communicate the good things happening at your school? Do you have a web site established? Do you have grades or class reports accessible on the web? Do your teachers communicate projects and events via the web? Do you send informational email to members of the community announcing school events?

**Strategies:** What is the timeline for action to realize the goals you have set? Be specific. What are your first steps? What local and Archdiocesan support will you need to accomplish your goals?

Goals	Needs Assessment	Action Plan
The St. Gabriel web site will include the church, school and other parish organizations and will be updated on at least a monthly basis.	Parish members and other members of the local and world community need to be able to easily access up to date information about St. Gabriel Parish and School.	A parish web site is maintained to include all facets of parish life; parish component is maintained by parish web master; school component is maintained by school technology coordinator
Appropriate technologies will be employed by the parish staff and technology committee in the recruitment of new parishioners	There is a need for the dissemination of information to new members and prospective parishioners.	The school website is updated as needed to assist in recruitment of new school families  The parish website is updated to assist in recruitment of new parish families
The Technology Committee will be open to providing, lending or helping with the presentation of special one time or short-term technology classes / workshops / assistance for groups within the community on an as needed basis.	There are groups in the community that need training and access to the computer lab at St. Gabriel for short term or special projects.	The School Technology Coordinator and/or Technology Committee members provide for special training of groups on an as needed basis (i.e. scouts, parents, etc.)  The lab is made available to outside groups or individuals for special training (i.e. Archdiocese personnel) on an as need basis with permission and

		approval; a stipend may be required
The use of whatever technological devices deemed necessary will be used to maintain communication with the community at large	There is a need to stay current and compliant with the methods of communication employed by the community at large.	<p>Fax machines and e-mail capability will stay updated and functioning, upgraded to DID digital lines for reliability and speed</p> <p>A scrolling marquee is on order and will be installed to keep the community readily informed of happenings around the school and parish</p> <p>Monitors in the cafeteria will be purchased and installed for use during community gatherings</p> <p>A virtual tour of St. Gabriel School and/or St. Gabriel School &amp; parish activities will be created and uploaded to you tube or similar web source</p>

# Administrative Data Management

**Goals:** In this section include the goals your school has set based on the need to keep accurate student records. This includes grade keeping, grade reporting, student records, etc.

**Needs Assessment:** In this section include the results of your needs assessment. What is the most efficient way to house grades on your local server? Do you have a school management software package? Can teachers access a grade book program from the classroom? Are report cards printed from the information posted in the grade book on the network? Has the school made a decision about grade reporting on the Internet? Are reports being sent to the Archdiocese via email attachments?

**Strategies:** What is the timeline for action to realize the goals you have set? Be specific. What are your first steps? What local and Archdiocesan support will you need to accomplish your goals?

Goals	Needs Assessment	Action Plan
<p>Teachers will use an electronic grade book program to calculate grades. This program will be available for school and/or home use. This program will be used to provide office and parents with grading information</p>	<p>Teachers need to keep grades and report grades to stakeholders. Currently Power School is the method employed.</p>	<p>“Online” grading software is accessible from all workstations at school or at home with an internet connection.</p> <p>Teachers are provided with a log-in &amp; password and trained in the use of the grading software or updates to the software.</p> <p>All teachers use the grade program to report grades to parents; updates are made at least twice a month and provide current data for report cards.</p>
<p>The school and parish will have fully functioning administrative managing software package(s) that are made available to all sanctioned personnel.</p>	<p>Schools and parishes need an administrative package that is fully functional for reporting to the archdiocese and maintainng necessary personnel, membership and financial records. Currently the school and parish use PDS and Power School to this end. The cafeteria management has a separate system they use.</p>	<p>Parish Administrative software is maintained, upgraded and used by parish staff.</p> <p>All teaching and school administrative staff have access to and training in entering and viewing data into an administrative package, can view student information, record grades, post grades online, generate reports, etc.</p>

		<p>The cafeteria maintains the administrative package for reporting to the Archdiocese, including the necessary peripherals for student input (keypads with individualized access codes).</p>
<p>File servers, routers, hubs and other infrastructure devices will be added and kept up to date to meet the administrative needs of the parish and school</p>	<p>The needs of the parish and school continue to grow and change. The hardware installed must change to reflect and accommodate these needs. Currently the school and parish house 9 servers.</p>	<p>Separate servers are regularly maintained, installed and updated for the students, parish, web, e-mail, staff, library, internet filtering, back-up, Power School, Success Maker, and whatever future expansion is deemed necessary, on an ongoing basis.</p> <p>Routers, hubs, CAT/5 wiring, fiberoptics and other internet / intranet infrastructure are maintained and updated on an on going basis.</p> <p>The wireless network system and all its components are updated and maintained on an on going basis.</p> <p>UPS units are maintained for all infrastructure to help prevent electrical damage to computers caused by spikes and surges on the lines.</p> <p>Desktops, laptops, printers, copiers and any other equipment needed for day to day administrative operations are updated and maintained on a regular basis.</p>

<p>The library / media center will maintain an updated electronic library system for card cataloging and book check out.</p>	<p>Students and staff need the ability to catalog, track and locate books and their lending in the library. Current library uses the Alexandria System.</p>	<p>The electronic library system is Licensed and maintained in the library, all new books are entered into the system, and 12 student stations are used for access .</p> <p>Peripheral items necessary for the smooth operation of the system are purchased and maintained (i.e. scanners)</p>
<p>Security measures will be maintained to protect the physical property of St. Gabriel and its contents</p>	<p>With the high theft and vandalism rates and the need for improved security for the staff and students, every effort must be made to safeguard the people, physical plant and contents of the school and parish facilities</p>	<p>A security system with recording capability and numerous cameras placed throughout the campus, and video displays in the school office and administrative offices, is maintained</p> <p>A key card entry system for all doors will be used as a means of increased security by reducing key duplication and entry into the facilities by unauthorized individuals</p>
<p>Online registration will be made available to parents and students</p>	<p>The registration process needs to be improved and slimlined</p>	<p>School registration will be done online</p>

# Curriculum Integration

(This should address curriculum integration at every grade level. Add sheets as needed.)

**Goals:** In this section include the goals your school has set based on the need to utilize a variety of tools in the teaching and learning process.

**Needs Assessment:** In this section include the results of your needs assessment. How often is technology used in teaching? Do students use email for class projects? Are alternative technologies such as graphing calculators, global positioning systems, computer or calculator based laboratories, etc. incorporated into regular learning experiences? Do students use the Internet for class work? Do students explore the role of their current work as preparation for future careers? Do students participate in distance learning? Do students use technology in the preparation of portfolio work (not just word processing)? Are the ISTE standards for students accepted and considered in lesson preparation by teachers? Is technology used to solve problems that would otherwise not be able to be solved? Is technology used to analyze data?

**Strategies:** What is the timeline for action to realize the goals you have set? Be specific. What are your first steps? What local and Archdiocesan support will you need to accomplish your goals?

Goals	Needs Assessment	Action Plan
<p>Technology will be meaningfully integrated into the curriculum by teachers and students as frequently as is appropriate, to aid in classroom instruction or student comprehension of curriculum materials, across the curriculum.</p>	<p>Technology will be appropriately and equitably integrated across the curriculum</p>	<p>Regularly scheduled use of the lab to meaningfully fulfill curriculum requirements is coordinated between the tech coordinator and the classroom teacher.</p> <p>All students come to the lab/media center once a week for scheduled Success Maker sessions, and at least once every other week for ongoing curriculum integration activities.</p> <p>All use of the computer lab is restricted to structured and meaningful activities tied to the technology or a subject specific curriculums.</p> <p>All teachers are held accountable for meeting technology standard 10, by the administration, as</p>

		<p>evidenced by lesson plans and appropriate use of the computer lab</p> <p>Teachers design lessons that require students to use technology for projects tied to the curriculum.</p> <p>Students and teachers use technology to create and display electronic presentations or access internet websites in the classroom with the use of LCD projectors and Smart Boards for instructional purposes</p> <p>Staff is assessed on their knowledge and ability to integrate technology through online surveys like LOTI.</p>
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<p>Alternate technologies will be incorporated into the learning experience to enrich student learning or aid in teacher instruction</p>	<p>Determine what alternate technologies are out there and who will benefit most from their use</p> <p>Alternate technologies will be added in curriculum areas for which they are appropriate, and for which there is teacher support.</p>	<p>The Technology Coordinator and Technology Committee stay abreast of up and coming devices that can enrich the curriculum, by doing research and attending conferences and Archdiocesan offerings (monthly tech meetings, IFL, etc.) on an ongoing basis</p> <p>Staff members are encouraged to contribute to the knowledge base of new technologies as they relate to their area of expertise and share that information and desire for purchase with the administration and school tech coordinator</p> <p>LCD projectors, sound systems and Smart Boards are installed in all classrooms to enhance integration of technology across the curriculum.</p> <p>Software subscriptions to</p>
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		<p>curriculum related materials (like United Streaming) are available and will be added to and updated as they become available and teachers instructed in their use and integration into classroom instruction.</p> <p>Student response systems are available for use across the curriculum</p> <p>The purchase of TI-84+ (or similar graphing calculator devices) is required by all students in grades 7 &amp; 8, and TI Smart View software is integrated with its use into the Jr. Hi math curriculum.</p> <p>Specialized devices like digital microscopes, digital Heart Monitors, scanner/printers for special needs, and 3-D projection devices, are maintained and expanded as needed for appropriate use in specialized areas of study.</p> <p>Two 15-unit mobile laptop labs equipped with art pads, headphones, probeware and appropriate software are maintained for integration into art, science and other curriculums.</p> <p>One 7-unit mobile lap equipped with appropriate software is maintained and integrated into the gifted curriculum.</p> <p>Alternate learning devices will be researched and purchased as needed for differentiated instruction across the curriculum - i.e. Kindles, itouch ,etc.</p>
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		<p>Specialized CAI Software that provides diagnostics and prescriptive plans for individualized instruction across the curriculum (like Success Maker) is used weekly in grades K-5.</p> <p>The availability of software based programs for evaluation of student ability in math and reading will be researched and if found put in place for regular diagnostic testing in house</p>
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<p>Use of internet and e-mail as tools for learning, research, and communication will be incorporated across grade levels and curriculum as is appropriate.</p>	<p>All teachers will encourage / use / require use of Internet in class studies</p>	<p>Teachers use the internet to guide student learning through the use of web quests, scavenger hunts and directed exploration.</p> <p>Teachers encourage / require students to use the Internet as a research resource.</p> <p>Teachers use the internet for their own professional development (lesson plans, information, forums, etc.)</p> <p>Teachers use e-mail for purpose of communication with other teachers and professionals to enrich the curriculum.</p> <p>Teachers will encourage, oversee, and direct student use of e-mail, blogging, social web sites, podcasts, etc. for integration into school curriculum where deemed appropriate.</p>
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# Creativity in Teaching

**Goals:** In this section include the goals your school has set based on the need for teachers to facilitate and inspire student learning and creativity.

**Needs Assessment:** In this section include the results of your needs assessment. How can teachers modify former teaching strategies to promote, support and model creative and innovative thinking and inventiveness? How can teachers engage students in exploring real-world issues and solving authentic problems using digital tools and resources? How can teachers promote student reflection and clarify students' conceptual understanding and thinking, planning and creative processes?

**Strategies:** What is the timeline for action to realize the goals you have set? Be specific. What are your first steps? What local and Archdiocesan support will you need to accomplish your goals?

Goals	Needs Assessment	Strategies
Students will use models and simulations to explore complex issues.	Teachers need to incorporate use of simulations and models into their curriculum. Students need appropriate software and age-appropriate sites that provide models and simulations connected with the curriculum. Currently the only simulation software integrated into the curriculum is in 6-8 science – Virtual Labs, dissections & Roller Coaster simulation software are used.	<p>Teachers model the use / will model the use of simulations and models in their instruction.</p> <p>Students make use / will make use of simulations and models in the classwork</p> <p>Teachers will receive training on how to find appropriate sites and good sources of software, for models and simulations appropriate to their curriculum</p> <p>Teachers will receive help in incorporating both sites and software into their teaching, for models and simulations appropriate to their curriculum</p> <p>Appropriate software, hardware, subscriptions and support will be selected and purchased, relevant to simulations and models</p>
Students will use higher order thinking skills	Teachers need to integrate into their daily teaching, and require students to use higher order thinking skills.	<p>Teachers will receive training on how to find appropriate sites and good sources of software geared toward high order thinking skills.</p> <p>Teachers will receive help in incorporating both sites and</p>

		<p>software into their teaching, geared toward high order thinking skills.</p> <p>Appropriate software, hardware, subscriptions and support will be selected and purchased, relevant to the development of higher order thinking skills</p>
<p>Teachers will give students more freedom in choice and means of expression as regards assignments integrated with technology</p>	<p>Once students have the skills, they need some freedom and responsibility in choosing the method with which to complete an assignment infused with technology. Teachers need to create assignments with flexible rubrics that allow students to make choices and express their creativity.</p>	<p>Teachers give / will give assignments with rubrics that allow for choice and creativity for students</p> <p>Teachers will receive training on how to find appropriate sites and good sources of ideas for flexible assignments and their rubric development.</p> <p>Appropriate software, hardware, subscriptions and support will be selected and purchased, relevant to open ended assignments (i.e. video cameras, editing software, etc.)</p>
<p>Teachers will create real-world learning opportunities for their students, relevant to their curriculum</p>	<p>Students need to be engaged in relevant, real world learning. Teachers need to create real world learning opportunities for students.</p>	<p>Teachers will receive training on how to find appropriate sites, resources and software geared toward real-world learning</p> <p>Teachers will receive help in incorporating both sites, resources and software into their teaching, geared toward real world learning.</p> <p>Appropriate software, hardware, subscriptions and support will be selected and purchased, relevant to real world learning (i.e. distance learning, collaborative efforts around the world, etc.).</p>

# Creativity in Learning

**Goals:** In this section include the goals your school has set based on the need for students to demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.

**Needs Assessment:** In this section include the results of your needs assessment. How can students interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media? How can students communicate information and ideas effectively to multiple audiences? How can students develop cultural understanding and global awareness? How can students contribute to project teams to produce original work or solve problems?

**Strategies:** What is the timeline for action to realize the goals you have set? Be specific. What are your first steps? What local and Archdiocesan support will you need to accomplish your goals?

Goals	Needs Assessment	Strategies
Students will use models and simulations to explore complex issues.	The school has limited simulation software for students to use.	Students will receive training on how to use appropriate simulation sites and software, and how to incorporate their use into their learning.
Students will have more freedom in choice and means of expression as regards assignments integrated with technology	Too often, students are all required to produce the same “kind” of work for cumulative assessment.  Teachers need to encourage student creativity and design original assignments	Students will be given rubrics with requirements for the project leaving the means of expression open ended or with multiple choice options  Teachers need to network with other teachers to create “novel” assignments infused with technology (previous ideas: Modern Interpretation of the Stations of the Cross via Movie Maker; Postcards to home from other Planets through Publisher; E from around the world with Photo Shop, etc.)
The school should provide students with the opportunity to “publish” their creative voices with the rest of the world	Students need to experience sharing their work with a larger audience than just their classmates and teacher	Through the school web site, students will create and publish web pages, relevant to their curriculum  Through the school web site, students will share their creative writing and artistic efforts, via an online Student Writing & Arts Magazine

		<p>Using whatever new means deemed appropriate, students, in conjunction with teachers, will learn how to and then share their thoughts, ideas and creative efforts (i.e. blogs, podcasts, youtube videos, etc.) with the rest of the world</p>
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# Ethical Use of Resources

**Goals:** In this section include the goals your school has set based on the need to use all resources responsibly.

**Needs Assessment:** In this section include the results of your needs assessment. Are children appropriately monitored when using technology whether online or not? Have parents given permission for their children to use Internet resources, for their children to have work published on the Internet, or to have their child's photograph posted on the Internet? Have filters been placed in use when deemed necessary? Are students and teachers careful to follow copyright and fair use guidelines in using works gathered from all sources?

**Strategies:** What is the timeline for action to realize the goals you have set? Be specific. What are your first steps? What local and Archdiocesan support will you need to accomplish your goals?

Goals	Needs Assessment	Action Plan
<p>An Acceptable Use Policy will be in place for all users (administrators, teachers, students, and volunteers) of the school network.</p>	<p>Parent permission for student use of the Internet and acceptable and appropriate use of all technology resources provided by the school for student use should be required. A signed acceptable use policy should be in place.</p> <p>Students need to be aware of their Responsibility / accountability and the consequences of their actions as regards the appropriate use of the internet, e-mail, cell phones and other technology resources provided by the school. A signed acceptable use policy should be in place.</p> <p>Administrators and teachers need to be made aware of and held accountable for their actions in the use of the internet, e-mail and other technology resources provided by the parish and school. A signed acceptable use policy should be in place.</p>	<p>The Archdiocesan Acceptable Use Policy is included in the student handbook, and signed by all parents and students on a yearly basis, as a condition of use.</p> <p>The acceptable use policy is verbally reviewed with applicable students each year by the school technology coordinator</p> <p>An acceptable use policy is in place in the handbook for student use of cell phones at school.</p> <p>An acceptable use policy is maintained and updated as needed for teachers, administrators and staff.</p> <p>All administrators, teachers, and staff will sign and agree to an Acceptable Use Policy and the consequences for its misuse which is placed on file.</p>

<p>All students and teachers will be knowledgeable of copyright law and plagiarism and will follow appropriate guidelines to the best of their ability</p>	<p>Students and staff need to know, understand and follow copyright law.</p> <p>Policy should be in place to hold students accountable for plagiarism or unethical use of another's work.</p>	<p>Classroom teachers and the media specialist instruct students in understanding plagiarism and the proper use of copyright law</p> <p>Media specialist clarifies copyright law for teachers keeping them informed of any changes in current copyright law or its interpretation, relevant to education.</p> <p>Media specialist instructs students on the proper methods for citing and giving credit to various resources used in writing a paper or creating a multi-media presentation.</p> <p>Classroom teachers make every attempt to discourage plagiarism by students by establishing class guides for dealing with the consequences of plagiarism.</p> <p>Teachers encourage proper use of copyright through the use of resource / reference pages requirements for students in writing papers or giving electronic presentation of materials.</p> <p>Teachers model the ethical use of another's work (internet, workbook, text book, etc.) in their own classroom and presentations.</p> <p>Use of a plagiarism detecting service (like Turn it In) will be considered for implementation based on need and cost</p>
<p>Students can safely search the internet for educational materials integral to the curriculum.</p>	<p>The school provides a means of internet filtering. Teachers provide a means of content appropriate</p>	<p>Guided research or "jumping off web pages" are created and posted to the school web sites by</p>

	<p>internet access and searching by grade level.</p>	<p>the technology coordinator or classroom teacher for directed research on the internet.</p> <p>Students are monitored at all times for appropriate use of the internet.</p> <p>The technology coordinator and media specialist are kept apprised by classroom teachers of topics students will be researching in the lab and library ensuring appropriate &amp; informed searches and use of the internet</p> <p>An in-house internet filtering device (ISA server) is maintained for the purpose of controlling what is filtered out by standards set at the school level</p> <p>A subscription software service (Chaperone) is used for managing and updating the filtering device.</p>
<p>St. Gabriel will maintain a recycling program for empty inkjet and toner cartridges</p>	<p>There is a need for recycling of toner and inkjet cartridges both in environmental and financial terms</p>	<p>The ink recycling program is made known to school families and the parish at large through the school website and the weekly church bulletin. It is administered by the school tech coordinator and parish IT administrator.</p>
<p>All school and parish personnel will model the ethical and legal purchase, installation and use of software in the school and parish.</p>	<p>All software should be legally licensed and properly installed according to their license agreements.</p>	<p>All software installed on school and parish computers is authorized by the school technology coordinator or parish IT Manager.</p> <p>All purchasing of software</p>

		is done legally and installation and use are within their respective licensing guidelines.
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# Professional Development

**Goals:** In this section include the goals your school has set based on the need to provide quality professional development for all members of the administrative, teaching and support staffs.

**Needs Assessment:** In this section include the results of your needs assessment. Have you used an instrument that focuses school efforts on technology standards for teachers? Do you have a clear focus for training based on the assessment of needs in skills, curriculum integration, professional advancement, and the teaching and learning process.

**Strategies:** What is the timeline for action to realize the goals you have set? Be specific. What are your first steps? What local and Archdiocesan support will you need to accomplish your goals?

Goals	Needs Assessment	Action Plan
<p>All professional development in technology will be based on the Archdiocesan Technology Curriculum, its purposeful integration into the curriculum, and an ongoing needs assessment of the staff.</p>	<p>Professional development is needed for all staff members on an ongoing basis. Needs must be determined and addressed through the use of various means, resources and personnel.</p>	<p>Teachers use some form of technology needs assessment tool (like LOTI, Simple Assessment).</p> <p>Based on the results of the needs assessment tool, and new developments in technology, appropriate professional development is scheduled for staff.</p> <p>Professional development is provided for all staff anytime new software or hardware is introduced to the school.</p> <p>Additional / Special professional development opportunities are made available (online, workshops, conferences, Intel Teach to the Future, etc.), financially supported by the school or parish, and release time provided for those teachers / staff with a special interest or need that goes above and beyond the “general” training on an as needed basis, once approved by the administration.</p> <p>Hardware, software and outside personnel necessary to meet the</p>

		<p>specific and general needs of the population for professional development is provided by the school / parish on an as needed basis.</p> <p>Two Smart Trainers are on staff for training at any time.</p> <p>Assistants receive appropriate technology training as needed (i.e. SMART training in 2010)</p> <p>Professional development for all staff is ongoing at some level throughout the year. Some recent / soon to be trainings:</p> <ul style="list-style-type: none"> <li>• Training on monitoring the new heating and cooling systems</li> <li>• Training on accessing information from the security monitors either locally or remotely</li> <li>• Training on new scrolling marquees and cafeteria monitors, once installed</li> <li>• Training on emergency email notification system</li> <li>• Training for secretarial staff on distribution group creation – E-Blaster software</li> </ul>
<p>The Parish &amp; School Office Staff members will receive training to optimize their performance.</p>	<p>Office staff need professional development in software specific programs.</p>	<p>Parish &amp; School Office staffs will be surveyed yearly to determine their specific training needs.</p> <p>Parish &amp; School Office staff will receive ongoing training in administrative software (PDS, Ledger &amp; Scheduler).</p>
<p>Technology Support Staff will receive ongoing training to optimize their performance in managing the network and maintaining PCs.</p>	<p>The parish IT manager &amp; school tech coordinator need professional development to sharpen and expand their technology expertise</p>	<p>The IT team survey their own needs for training.</p> <p>Professional development opportunities is afforded the</p>

		parish IT manager and school technology coordinator to meet those needs on an ongoing basis, by the Archdiocese or through parish funding.
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# Software Acquisition

**Acquisition Goals:** In this section include the goals your school has set based on the need to provide appropriate software for administrative needs as well as the teaching and learning process.

**Needs Assessment:** In this section include the results of your needs assessment. What are the software needs of your school? Is a system in place for teachers to request software for classroom use? Are purchases made only after software preview? Are purchases made only after consulting resources to determine the quality of the programs desired?

**Strategies:** What is the timeline for action to realize the goals you have set? Be specific. What are your first steps? What local and Archdiocesan support will you need to accomplish your goals?

Needs Assessment	Acquisition Goals	Strategies
<p>Academic software will only be purchased for the express purpose of integration into the curriculum with the intent of improved student performance and content understanding.</p>	<p>Software purchases should reflect curriculum needs and the software’s ability to meet those needs.</p> <p>Software versions should be updated as needed for operation on OS and platform currently installed on computers and to reflect changes in educational practices.</p>	<p>The school technology coordinator provides each classroom teacher with access to all software titles and their content that are available for whole class use in the computer lab.</p> <p>Teachers review all software made available from adopted book series for use in classroom or lab and make purchase / implementation recommendations accordingly.</p> <p>Teachers are surveyed annually and will make recommendations for the purchase of specific titles of software that they are familiar with or specific subject content or tools that they feel are inadequately being addressed in their classroom or the lab.</p> <p>The technology coordinator &amp; IT Manager research, preview and select new software based on its ability to meet curriculum guidelines and:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Teacher request/input</li> <li><input type="checkbox"/> Needs established by standardized test result</li> </ul>

		<p>weaknesses</p> <ul style="list-style-type: none"> <li>❑ Flexibility, adaptability of software to address a broad audience or curriculum</li> <li>❑ Repeatability of use of software</li> <li>❑ Cost of software vs. needs and software's ability to meet those needs</li> </ul> <ul style="list-style-type: none"> <li>• All software titles are updated / replaced as needed to remain compatible with operating systems and teaching trends.</li> </ul>
<p>Administrative software package(s) will be in place for the seamless and smooth operation of the school and parish.</p>	<p>Administrative software needs will be evaluated on an ongoing basis and purchased as needed</p>	<p>Administrative needs / changes in needs are determined through staff input.</p> <p>Software updates / new purchases are made in response to needs established.</p>
<p>3. Software packages will be purchased in the quantity they are needed and placed in the location(s) they will be most effective in improving instruction and learning</p>	<p>Software purchases are expensive and some software is being underutilized or is unnecessary based on staff / student usage levels.</p>	<p>Administration, in conjunction with the IT manager and school tech coordinator, and input from staff, will determine what software is necessary where and in what quantities.</p> <p>The IT manager &amp; technology coordinator will research the best purchasing options (site license, network version, lab packs, etc.) and make recommendations to administration for software purchases.</p> <p>With approval of administration, the IT manager will purchase appropriate software packages coordinate its installation where it will be most needed and used.</p>

# Hardware Acquisition

**Acquisition Goals:** In this section include the goals your school has set based on the need to obtain hardware to support principals, teachers and students.

**Needs Assessment:** In this section include the results of your needs assessment. What are the hardware needs of your school? Are these needs based on a long-range plan of acquisition and replacement? Are less expensive solutions to instructional needs explored? Are calculators, global positioning systems, etc., planned for? Does your school accept donations? What is the minimum standard you will accept as a donation?

**Strategies:** What is the timeline for action to realize the goals you have set? Be specific. What are your first steps? What local and Archdiocesan support will you need to accomplish your goals?



<p>All administrative offices, parish offices and general locations will have adequate numbers of networked computers, printers, and other peripherals necessary to meet the needs of the administration and its staff.</p>	<p>All administrative offices will maintain functioning and updated computers</p> <p>All administrative offices will maintain functioning and updated printers</p> <p>Peripherals will be purchased and maintained as needed.</p>	<p>All computers in parish and school offices are maintained, replaced or updated to run current operating systems (currently Windows 7) and will be no more than five years old.</p> <p>Laser printers, fax machines and copiers are used in offices where they are properly maintained &amp; replaced as needed.</p> <p>Peripherals are purchased and maintained as needed (digital camera, LCD projector, scanner, etc.)</p> <p>An LCD Projector and laptop on a cart is maintained for mobile parish staff use.</p> <p>A mounted LCD projector and electric screen is maintained in the parish loft</p> <p>Wall mounted and desktop monitors are maintained in the school &amp; parish administrative offices for monitoring the security system</p> <p>The cafeteria has two computers and keypads that are maintained</p> <p>Networked monitors will be hung and maintained for the purpose of communication in the cafeteria in 2010 in conjunction with community gatherings</p> <p>A large screen projection system and electronic screen are maintained in the gym</p> <p>A networked scrolling digital color 4 x 8 sign will be installed and maintained on the outside of the gym for purpose of communication with the community in 2010</p>
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All classrooms will have adequate numbers of networked computing devices, printers and other peripherals to meet the needs of the students, teachers and supporting staff

All classrooms will have networked up to date computers available for teacher and student use

The computer lab and media center will have adequate numbers of functioning updated networked computers to service the needs of two classrooms of students together.

All computers in K-8 are maintained, replaced or updated to run current operating system level (currently Windows 7) and are no more than five years old. Every K-8 classroom has two networked and functioning computers, with the exception of 1 networked computer only in spanish, pe, music and art classes.

Every K-8 classroom has one functioning laserjet printer available for use on teacher or student machine.

Every K-8 classroom is equipped with a TV, ceiling mounted LCD projector, wall mounted Smart Board and surround sound system.

The computer lab maintains 55 student machines; two teacher stations; 3 servers; 3 laser printers, one color; numerous digital cameras; a scanner; card readers; a sound system; and a mounted LCD projector and Smart Board. Machines in the lab are never more than 2 years old.

The media center maintains 12 student machines, three teacher stations, a laptop, a flatbed and handheld scanners, a laser printer, a mounted LCD projector and Smart Board, a sound system, digital camcorders and the hardware necessary to operate the video studio. Students machines in the media center are never more than 2 years old.

A mini-lab with 12 student stations, 2 adult stations, 2 laser

		<p>printers, a sound system, and an LCD projector with Smart Board are maintained in the junior high loft area.</p> <p>Two 15-unit mobile laptop labs are maintained with appropriate peripherals for classroom use.</p> <p>A 7-unit mobile laptop is maintained for gifted learning needs.</p> <p>New initiatives will be explored and considered for adoption, relevant to cost and application to curriculum:</p> <ul style="list-style-type: none"> <li>• A DVD recording and editing hardware and software system</li> <li>• Distance learning equipment, software and subscription fees tied to the curriculum</li> <li>• E-readers for special needs</li> <li>• Document cameras for classrooms</li> <li>• 1-1 Initiative for grades 6-8</li> <li>• 1-1 Initiatives for grade 4 given lack of accessibility to an elevator</li> <li>• Durable handheld devices for K-3</li> </ul>
<p>St. Gabriel will have all necessary network hardware to maintain the seamless operation of the school and parish</p>	<p>File servers will be installed, updated and maintained to accommodate the needs of the school and parish</p> <p>Internet and e-mail hardware will be installed to accommodate the needs of the school and parish</p>	<p>A student, e-mail, internet filtering (ISA), web, parish, back-up, library, Power School, Success Maker, and any other file servers deemed necessary, are installed, maintained and updated as needed</p> <p>The T-1 router, firewall, hubs, and all other hardware and software relevant to internet access and infrastructure are</p>

		maintained and updated.
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# Infrastructure

**Goals:** In this section include the goals your school has set based on the need to provide intranet and Internet access for administrators, teachers and students.

**Needs Assessment:** In this section include the results of your needs assessment. Is your school networked? What are the wiring needs of your school? Are these needs based on a long-range plan? Do your classrooms have access to the Internet? Is an intranet used in the school? Would wireless computer connections simplify or solve problems with wiring the building? What type of Internet service will be necessary for you to carry out your instructional goals? Where will wiring closets, etc. be housed? Who will manage your network? If current staff is used, where will they receive training?

**Strategies:** What is the timeline for action to realize the goals you have set? Be specific. What are your first steps? What local and Archdiocesan support will you need to accomplish your goals?

Goals	Needs Assessment	Action Plan
<p>All classrooms, computer lab, media center and administrative offices will be appropriately wired / connected for high speed intranet and Internet access.</p>	<p>All rooms will have Internet and intranet/network access with adequate speed. Currently this is a dual T-1 access</p> <p>All rooms will be adequately wired electrically.</p> <p>All rooms will be adequately wired for communication.</p> <p>Wireless network capabilities will exist where needed.</p>	<p>All classrooms and offices are connected to Internet / intranet access through a high speed connection</p> <p>Electrical wiring will be updated / rewired in the original school wing.</p> <p>CAT/5 wiring and fiber optic backbone is maintained and updated in all rooms / buildings.</p> <p>Fiber optic wiring with 1 GIG capability and appropriate fiber adapters is installed for the wired network.</p> <p>54MB backbone is established for the wireless network, upgraded to 802.11g capability</p> <p>Wireless hardware and NIC cards are maintained / updated in rooms where wired access is difficult or impossible, providing wireless network / internet access</p> <p>Wireless access points are established for the mobile labs and other rooms reliant on</p>

		wireless technologies
Network will be adequately managed providing seamless integration of Internet and Intranet in all rooms	Students, and all staff need a reliable network and internet connection that runs as smoothly and consistently as possible.	<p>The IT Manager sees to the day to day operation and maintenance of the network and all its components.</p> <p>Volunteers within the parish serve as advisors on the Parish Technology Committee and provide some volunteer maintenance &amp; new installation work as needed and as time allows them.</p>
Proper infrastructure will be in place for the smooth and seamless operation of the network and internet access	Essential hardware will be purchased, installed, and maintained so that network operations run smoothly and consistently	Central wiring closets near the 3 <sup>rd</sup> /4 <sup>th</sup> grade wing; one in the cafeteria, one in the parish loft, one in the computer lab and one in the server room are established and maintained for network connectivity.







# Appendices

**Technical Assistance 2010**

	<b>Company</b>	<b>Contact Person</b>	<b>Phone Number</b>	<b>Charge</b>
<b>Computer Repair</b>	St. Gabriel	Steve Mattingly	239-5481	in-house employee
<b>Network Consultant</b>	St. Gabriel	Steve Mattingly	239-5481	in-house employee
<b>Internet Service Provider</b>	Nuvox / Windstream Communication	Mark Gritton	(502)736-2209	N/A

### Internet Service Provider 2010

<b>Company Name</b>	NUVOX / Windstream
<b>Service Representative</b>	Mark Gritton (502)736-2209
<b>Type of Service</b>	Combined T1 ( 2-T1's) ( 3 MB Bandwidth)
<b>Charge</b>	\$545/month

## Infrastructure Status 2010

<b>Wiring Diagram:</b>	Available in lab server room					
<b>Wiring contractor:</b>	Steve Mattingly - employee					
<b>Address:</b>	5505 Bardstown Rd.					
<b>Phone Number:</b>	239-5481					
<b>Type of Wiring:</b>	CAT/5e	Fiber-optic backbone				
<b>What is wired/# drops</b>	Classrooms - 2 ea (K-6); 8 ea (7-8)	Computer Lab - 60	Gym	Parish Offices- 20	School Offices - 10	Library - 20
<b>Location of hubs &amp; routers</b>	Computer lab	Server Room	Gym			
	Cafeteria	Parish loft	Church	3rd Grade Closet		
<b>Location of wiring closets</b>	Computer Lab	Server Room	Gym	3rd Grade Closet		
	Cafeteria	Parish loft				
<b>Network Software Used</b>	Microsoft Server 2000 & 2003 & 2008					
<b>Network Administrator</b>	Steve Mattingly - employee					

## Non-Computer Technologies Inventory 2010

Item	Quantity	Brand/Model	Location	Purchased
Digital Camera	1	Kodak Easy Share CX6330	Lab	2004-2005
Digital Camera	1	Kodak Easy Share DX7590	Lab	2005-2006
Digital Camera	1	Canon Power Shot A570 IS	Lab	2007-2008
Digital Camera	1	Canon Power Shot A570 IS	Parish Office	2007-2008
Digital Camera	1	Kodak V1003 Easy Share	Parish Office	
Digital Camera	1	Canon XLR Rebel T1 w/ lenses	Lab	2010-2011
Audio Systems	34	Audio Enhancement	all classrooms; larger units in library and lab	2005-2007
LCD Projectors	33	Sharp or Epson	1 ea. mounted on ceiling in all classrooms: K-8 (28); art; music; library; algebra; after school care; computer lab; spanish	2005-2007
LCD Projectors	2	Epson	mobile in spanish & parish office	2006-2007
LCD Projectors	1	Large System	PE / gym	2006-2007
Interactive White Boards	20	SMART 580s & 680s	mounted in classrooms: K/F; 1/We; 2/M; 4/L; 4/R; all 5th-7th; 8/F; 8/H; library; algebra; art; music	mainly 2005-2007; 580 in 2000
Interactive White Board	1	SMART 640	on mobile cart in library	2004-2005
Interactive White Board/LCD Projector unit	1	SMART 680i	computer lab	2006-2007
TVs	28	see below	classrooms; library	
VCRs	13	see below	classrooms; library	
DVD Players	9	see below	classrooms; library	
Camcorders/Digital Camcorders	6	see below	classrooms; library	
Video Studio Equipment	9	see below	library	
Security camera System w/DVR	36	Dibos	cameras/monitors located in school office; at front door; at cafeteria door; etc.	2008-2009
Motorized screens	2		gym & after school care	2006-2007
Phone System		Toshiba	server room	2007-2008
Laminator	1		school office	
Wireless System			new bldg roof; closet on 1st floor hall new bldg	
Chair lifts	2		4th grade wing; gym	2006-2007
Fax machines	2		school office; parish office	
Flatbed Scanner	1	HP Scanjet 3400C	Parish Office	2000-2001
Handheld Scanner	2		Library	2005-2006
Flatbed Scanner	1	HP5470c	lab	

Student Response Systems	3	Beyond Question	Lab; 8-F; algebra	2005-2006
Student Response System	1	SMART - Senteo	lab	2007-2008
Flatbed Scanner	3	HP Scanjet 3970	library; 5-Com; 8-O	2005-2006
Hubs		HP	main server room; computer lab; cafeteria closet; parish closet; 3rd grade closet	
Wireless Access Points	1	Cisco	Mobile Laptop Lab	2007-2008
Wireless Access Points			select classrooms	
Routers			main server room; computer lab; cafeteria closet; parish closet	
Digital card readers	2	Lab		
Headphones	100	Sony & CA	lab; peripheral/library; classrooms; mobile lab	ongoing
Airliner	2	Smart	Computer lab; art room	
Wii System & Fit Board	2	Wii	Lab	2008-2009
Art Pads	32	Bamboo	Mobile lab & computer lab	2007-2008

### Library Inventoried Equipment 2010

Editing VCR	1	Panasonic - AG-1980	video studio - H1TCOO397
Digital Video Mixer	1	Videonics - MX-PRO 3000	video studio - 208
Title Maker 3000	1	Videonics - TM-3000	VIDEO STUDIO - 208574
Color Monitor	1	Panasonic - CT-1386Y	video studio - LB12010749
Color Monitor	1	Panasonic - CT-1386Y	video studio - LB12010753
Color Monitor	1	Panasonic - CT-1386Y	video studio - LB93120865
B/W Monitor	2	Sony - SSM125	video studio - 1022961, 1022972
Audio Mixer	1	Mackie - 1202-VLZ Pro	21 BU 79061
DV Camcorder	2	Canon GL-1 2981A001	video studio - 2290200408, 2290200458
Digital DVD Camcorder	1	Hitachi DZMV550A	library
Camcorder	1	Hitachi VM8300A	library; 71126116
Camcorder	2	JVC GR-SXM37U	library; 110B3849; 110B3845
VCRs	2	Philips Magnavox MVRX22AT23	gym, ?
VCRs	3	Sylvania SSV6001	video studio; 7-C; 7-Sch
VCRs	1	Hitachi VTMX4510A	3-L
VCRs	3	Sharp VC-A5650U	3-R; 2- video studio
VCRs	1	Quasar VHQ 950	music
VCRs	2	Sylvania LV 227G	library; counseling
VCRs	1	Zenith VCS442	library
TVs	4	GE 26GT440	4th grade cart; music; art; 6-L
TVs	1	Hitachi 27CX3B	8-F
TVs	5	JVC AV-27530	2-K; K-M; 2-M; spanish; PE

TVs	1	JVC AV32432	library
TVs	5	RCA 27V550TYX1	1-S; K-W; K-A; 1-Wg; 6-Be
TVs	2	Funai esa ET427E	4-L; 4-S
TVs	2	Sanyo AUM252	4-R; counseling
TVs	1	Zenith VRC 2105	PE
TVs	2	Magnavox HD2502A101	5-OB; K-F
TVs	3	Panasonic CT-27611U	3-L; 3-W; 3-R
TVs	1	Sharp 25KS100	unknown
TVs	1	Electro Brand Portable 327K	library
DVD Player	1	Toshiba SD 4900U	gym
DVD Player/Recorder	2	Liteon LVW5005A	library
DVD Video Player	1	APEX AD-5131	video studio A513102022630960YE12
DVD/VCR Player	1	SONY- SLV-D261P	Spanish - 0233216
DVD/VCR Player	2	Toshiba SD-V 392SU2	video room - AV24Z21464A; AD14Z10748A
DVD/VHS Player	1	Magnavox MWD2205	library - D26552555A
DVD/VHS Player	1	Sony - SLV-D370P	Library on cart - 0745111
LaserDisc Player	1	Pioneer RS 232C	8-F; QK3915100SA
MathSafari	1	Eduvccational Insights	1-We
GeoSafari	4	Educational Insights 35- D07-200	1-We, 3-R; 2-B; K-F
CD Player	1	Durabrand Compact CD-203	library; B4513307330
CD Player	1	Curtis Compact RCD333	library; 040305069
CD Player	1	Philips AZ1007/17	6-BI; K2020017061747

## Printer Inventory 2010

Item	Brand/Name	Quantity	Location	Networked	Purchased
Color Laserjet 4700	HP	1	Computer Lab	yes	2007-2008
Color Laserjet 4600	HP	1	Art	yes	2001-2002
B & W Laser Jet 4100	HP	4	2/Lab; 1/Library	yes	2001-2002
B & W Laserjet 1000's, 1200's, 2015's	HP	32	1 per Classroom; music, art, spanish, pe	yes	2003-2007
Printer/Copier 2055 & 4051	Savin	3	1/Faculty Room; 1/Parish Office; 1/School Office	yes	
Color Laserjet 4550	HP	1	School Office	yes	
Laser Printer/Scanner/Copier	Samsung	1	Special Needs Office	no	
B & W Laserjet 2015	HP	1	School Office	no	
B & W Laserjet 2300	HP	1	Parish Office	yes	2004-2005
Photosmart 7350	HP	1	Parish Office	no	2002-2003
B & W Laser jet 4100	HP	1	Parish Office	yes	2004-2005
Color Laser Jet 4550N	HP	1	Parish Office	yes	2002-2003
Deskjet 940C	HP	1	Parish Office	no	2004-2005
Deskjet 5150	HP	1	Parish Office	no	2004-2005
B & W Laserjet 2100	HP	1	Parish Office	yes	2002-2003
Office jet T45xi - Fax/Copier	HP	1	Parish Office	no	2003-2004

## Software Inventory / Subscriptions

Title	Company	Purchase	Quantity	Location	Workstation(s)	Purpose
XP-Pro	Microsoft	one-time	per unit license	Throughout building	Misc workstations – classrooms; mobile labs	Operating System
Windows 7	Microsoft	One-time	Per Academic Alliance agreement	Training Machines	Lab & library workstations	Operating System
Windows 7	Microsoft	One-time	25	Production Machines	Throughout building	Operating System
Office 2003	Microsoft	one-time	125	No longer used	N/A	application software - Word, Excel, PowerPoint, Publisher, Outlook
Office 2007	Microsoft	One-time	170	Throughout building	All workstations	application software - Word, Excel, PowerPoint, Publisher, Outlook
Office 2010	Microsoft	One-time	25	Throughout building	Not yet installed	application software - Word, Excel, PowerPoint, Publisher, Outlook
Server 2000-2003	Microsoft	one-time	3 (2003); 4 (2000)	Server Room; Lab	7 servers	Operating System
Chaperone	CSS Software	yearly	1	Server Room	ISA server	filtering software
Server 2008	Microsoft	One-time	2	Server Room	2 servers	Operating System
United Streaming	Discovery Education	yearly	1	online	all workstations	educational video, & graphic resource
Virtual Drive	FarStone	one-time	1	lab server	all lab stations & student laptops with XP	Software delivery system; cd emulator
Kid Pix	Learning Company	one-time	50	Lab server	all lab stations & student laptops	graphics tool
Café Terminal	COMALEX, Inc	yearly	1	cafeteria	cafeteria	Track student lunch data
Parish Data System (PDS)	ACS Technologies Group, Inc.	yearly	1	parish office	all workstations; parish office	parish financial software
Power School	Pearson	yearly	1	Server Room/online	power school server & all teacher machines	grading and reporting to parents
Alexandria	COMPAnion Corporation	yearly	1	Server Room	Alexandria server	Library card catalogue & record keeping
Success Maker	Pearson	yearly	1	Server Room	Success Server & all school workstations	CAI in math & reading
Life Science	Glencoe	one-time	site license	lab server	all lab station	7th grade Science curriculum

Earth Science	Glencoe	one-time	site license	lab server	all lab station	6th grade Science curriculum
Physical Science	Glencoe	one-time	site license	lab server	all lab station	8th grade Science curriculum
Type to Learn	Sunburst	one-time	35	lab server	all lab station	Keyboarding Software
Math Blaster: Master of the Basics	Knowledge Adventure	one-time	35	lab server	all lab station	Math Drill & Practice
SynchronEyes	SMART Technologies	one-time	site license	lab server	all workstations	Classroom management of computers
Bridgit	SMART Technologies	one-time	site license	lab server		Teleconferencing / communications - use with SMART Boards
Read & Write Gold	Texthelp Systems	one-time	site license	lab server	all school workstations	Special Needs software
Earobics: Step 1	Earobics	one-time	7 (30 use licenses)	In classrooms on CDs; in lab peripheral	primary level classroom machines; lab machines	Literacy Skill Development
Earobics: Conections	Earobics	One-time	2 (30 users licenses)	lab	Lab machines	Literacy Skill Development
SMART Board Software	SMART Technologies	free w/ SMART Board	site license	network server	all teacher workstations	SMART notebook & gallery for use with SMART boards
TI Smart-view	SMART Technologies	one-time	2	on machine	Algebra teacher workstations	TI-84 graphing calculator Smart Board interface
Music Ace Maestro		one-time	15 student; 1 teacher	on machine	all student laptops	Music education
Photo Shop Elements 5	Adobe	one-time	17	on machines	all student laptops	Photo editing
Painter™ Essentials 2	Corel	one-time	32	on machines	all student laptops	creating original art work
Color Efex Pro™ 2 GE	Nik	one-time	32	on machines	all student laptops	photo enhancements
Faces	IQ Biometrix, Inc.	one-time	site license	lab server	all student machines	CSI facial reconstruction Software
Five-A-Day Adventures	Dole	Free	60	Lab shelf	Lab workstations	Nutrition & the food pyramid
Print Artist Platinum 23	Nova	One time	3	On machines	Lab – Rhonda; peripheral	Publishing / Graphics Design
Misc Talking Books	Broderbund	One-time	33	Lab shelf	Lab workstations	Storybooks

## Workstation Inventory

Quantity	Brand	Location	Kind	OS	Memory	Processor	Drives	HD Capacity	School Year Purchased
37	Custom	Computer Lab (2010)	Desktop/Flat Screen	Win 7	4 GB	Intel I-5	DVD-CD/RW	160 GB	2010-11
37	Custom	Peripheral Lab/Library (2010)	Desktop/Flat Screen	Win 7	4 GB	Intel Dual Core		80 GB	2008-09
35	Custom	Parish Office & Misc (2010)	Desktop/Flat Screen	XP Pro	1 GB	Intel Dual Core		80 GB	2007-2008
15	HP	Lab/Mobile Cart	Laptops	XP Pro	2 GB	Dual Core		60 GB	2007-2008
15	Lenovo	Lab/Mobile Cart	Laptops	XP Pro	2 GB	Dual Core		60 GB	2009-2010
5 + 2 1	Lenovo Acer	Romero / Mobile Cart	Laptops	XP Pro	1-2 GB	Dual Core		60 GB	2009-2010
35	Custom	Student Machines (2010)	Desktop/Flat Screen & CRT	XP Pro	1 GB	Pentium 4		80 GB	2006-07
35	Custom	Teachers (2010)	Desktop/Flat Screen	XP Pro	2 GB	Intel Dual Core	DVD-CD/RW	80 GB	2009-2010
2	HP	Special Needs Office & Parish Office	Laptop	XP Pro	2 GB	Dual Core		60 GB	2006-2007
9	Custom	2-Lab; 7-Nazareth Center 1st floor Server Room	Servers: Alexandria/Success; Power School; Web Server; E-mail/Exchange; 2 Student; PDS; Parish/School/ Staff; ISA	Server 2000, 2003 & 2008	2 GB – 8 GB	Xeons – Quad Core		100 GB – 4 TB	2003-2007
5	HP	School Office & Lab Teacher	JCPS Laptops	XP Pro	2 GB	Dual Core		320 GB	2010-2011
4	IBM	Misc Locations	Laptops	XP Pro					2003-2005
1	HP Special Edition	Parish Office	Laptops	XP Pro					2005-2006