

The Prout School Technology Plan 2010 - 2013

The Prout School
4640 Tower Hill Road
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Introduction

The Prout School continually strives to provide every student with the best possible education, preparing all students to function effectively in the society in which they live. Therefore, we believe all Prout students must develop competencies in using and applying a broad range of technologies to support lifelong learning.

Vision

The Prout School's vision is to empower its students to become skilled, knowledgeable, independent, and self-directed learners who are comfortable with and proficient in using technology in all its forms as information resources. Through the use of technology, with its varied aspects and applications, each student at Prout will have opportunities and challenges that will allow them to successfully engage the future.

Technology Plan Committee

Gary Delneo, Principal
Donna Nardone, Finance/Building Manager
Ray Adams, Dir. Computer Services

Goals

To integrate technology into all aspects of instruction in the curriculum
To develop staff competency in technology
To enhance student achievement
To promote effective and efficient use of technology by students and staff
To improve parent communication and involvement

Beliefs

- Technology is primarily a tool, it should enhance instruction, not define it.
- Technology must support the existing curriculum, not become an object of instruction itself.
- A specific technology curriculum should be de-emphasized to avoid creating a separate subject of study and the stagnation that would likely result.
- Technology creates a new set of skills students will need to master for the 21st century. The skills needed to utilize the technology should be taught only as students have the need to complete some task, not as an end separated from a meaningful application.

- Effective use of technology requires restructuring of curriculum. Adapting technology to a “traditional” curriculum little to improve student performance or produce a significant return on the school's investment.
- Technology does not replace the instructor.
- Priority must first be given to providing teachers with the technology in order that they may learn to incorporate it into their instruction and develop effective applications for the students.
- Technology enables the teacher to be more of a facilitator of learning and less of one who imparts information.
- Equity must remain a long-term goal and not be expected at the start.
- Spreading the technology out too thinly will be ineffective.
- Any technology plan must be continually evaluated and revised.

OBJECTIVE 1: PROFESSIONAL DEVELOPMENT

The Prout School educators will take advantage of opportunities for professional development in the use of technologies that will enhance teacher effectiveness, student achievement, and instructional management.

Strategies

- Provide training and support strategies to ensure that the staff has the appropriate competencies and continuous support needed to use educational technology to deliver and support instruction.
- Provide opportunities for all staff to enhance their educational technology knowledge and skills.
- Provide educators with access to professional development in the use of educational technology in order to prepare them to help students meet high academic standards.

OBJECTIVE 2: INTEGRATION OF TECHNOLOGY AND LEARNING

The Prout School staff, in order to assist in improving student performance, will have access to curricular materials and resources that support the use of technology in teaching, learning, and instructional management.

Strategies

- Integrate technology within each department's curriculum content to help attain high academic achievement.
- Develop and implement school plans that integrate technology and curriculum and define measures for documenting success in raising student achievement levels.
- Implement local curriculum based on national standards for high academic achievement.

OBJECTIVE 3: TECHNOLOGY LEADERSHIP, POLICY, AND ACCOUNTABILITY

Discerning leaders at The Prout School will (a) choose technology policies and procedures that promote achievement by all students, including those with special needs, and (b) carefully monitor the effectiveness of technology use throughout the education system.

School Strategies

- Maintain a schedule for the technology infrastructure: maintenance, support, upgrading, expansion, and addition of new technologies.
- Maintain an inventory of technology equipment in the school, updated yearly.
- Identify specific technologies that will need to be purchased.

- Use technology in the curricula.
- Document lesson plans using technology and curriculum standards for enhanced student learning.
- Analyze student performance to ascertain levels of improvement in student achievement.
- Monitoring student performance to improve achievement.
- Use developed policies concerning ethical and legal issues such as acceptable use, copyright, security, confidentiality, and equity of access; monitor local procedures for adherence to these policies.

OBJECTIVE 4: EFFECTIVE USE OF TECHNOLOGY FUNDING AND RESOURCES

The Prout School will encourage the efficient use of funds and resources in a manner, which ensures that all departments and students have access to technologies that improve student competencies.

Strategies

- Maintain a funding schedule for the technology infrastructure: maintenancesupport upgrading, expansion and addition of new technologies.
- Maintain an inventory of technology equipment in each department and individual classrooms, updated yearly.
- Identify specific technologies that will need to be purchased.
- Follow established standards for purchasing new equipment and the upgrading of current equipment.

OBJECTIVE 5: PUBLIC AWARENESS

The Prout School will foster community and parent motivation for student achievement through the use of educational technology.

Strategies

- Provide parent access to the Edline to increase parent awareness of technology.
- Maintain school homepage to provide access to current, effective, and informative educational resources.

Prout must create an environment where technology is a tool that enhances instruction and supports existing curriculum. Prout students must learn the technology skills needed for them to succeed in the 21st century. Essential to accomplishing the goals and objectives set forth by this plan is the development of an environment where technology is readily available to student and staff.

Current Equipment

Network

- **Dell server running Windows 2003**
- **Tape backup system**
- **Firewall and hubs**
- **Full internet access via T1 line**

Library / Media Center

- **18 IBM Thinkcenters**
- **3 laser printers**
- **2 Scanners**

Computer Lab

- **21 IBM Thinkcenters**
- **1 laser printer**

Science Area

- **20 Dell Laptops**
- **4 Polyvision Boards with Dell Computers**

Faculty Rooms

- **10 Dell Computers**
- **3 Dell Laser Printers**

Guidance

- **4 Students Computers**
- **1 Laser Printer**

Classrooms

- **1 Windows XP Workstations w/projection device each**

Multi-Media Learning Center

- **28 Windows XP Computers**
- **1 Laser Printer**
- **1 Teacher Console**

Administration

- **17 Windows XP Computers**
- **7 Laser Printers**

Current Software

- **Windows XP Operation System**
- **Microsoft Office 2003**

- **Microsoft Office 2007**
- **Sanako Lab 300**
- **Adobe Illustrator**
- **Administrator Plus**
- **Edline**
- **Gradequick Web**

The Prout School Technology Plan Projected Budget

2010 - 2011

QTY	ITEM	UNIT COST	EXTENDED COST
10	new replacement computers	700	7000
2	LCD projectors	700	1400
1	Color laser printer	300	300
1	Internet access	4777	4777
1	Smartboards	2000	2000
1	Edline contract	3000	3000
1	Library / media	3000	3000
1	Antivirus	2000	2000
1	Spam filtering	1000	1000
1	Maintenance	3000	3000
1	Academic software	1000	1000
	TOTAL		28477

2011 - 2012

QTY	ITEM	UNIT COST	EXTENDED COST
10	new replacement computers	700	7000
2	LCD projectors	700	1400
1	Color laser printer	300	300
1	Internet access	4777	4777
2	Smartboards	2000	4000
1	Edline contract	3050	3050
1	Library / media	3000	3000
1	Antivirus	2000	2000
1	Spam filtering	1000	1000
1	Maintenance	3000	3000
1	Academic software	1000	1000

TOTAL 30527

2012 - 2013

QTY	ITEM	UNIT COST	EXTENDED COST
10	new replacement computers	700	7000
2	Departmental laptops	1000	2000
1	Internet access	4900	4900
2	Smartboards	2000	4000
1	Edline contract	3000	3000
1	Library / media	3000	3000
1	Antivirus	2000	2000
1	Spam filtering	1000	1000
1	Maintenance	3000	3000
1	Academic software	1500	1500
	TOTAL		31400

Ongoing Evaluation of Technology

The Ongoing Evaluation of Technology Committee (OETC) was established to evaluate the technology plan and assist teachers in integrating technology at Prout. The OETC under the direction of the School Principal will evaluate Prout's Technology Plan's success through the measurement of the following outcomes.

1. Improve instructional effectiveness of teachers.

The Committee will survey Administrators, Teachers, and Students to determine if technology is being used to enhance instruction. We will ask the principal to make observation of the use of technologies part of their periodic teacher evaluation. We will recommend that a section on technology use be included as a part of the evaluation instrument.

2. Improve student learning and development of skills for the 21st century.

We will use the ISTE technology standards for both students and teachers (Appendix B) to evaluate and gauge the school's progress. Each year the school Administration will survey teachers to evaluate their level of technology proficiency and monitor students' technology skills with subject and grade level rubrics. These criteria will be used to determine the effectiveness of the technology plan. The Committee will then make recommendations for training and/or technology plan changes.

3. Improve School-wide managerial efficiency and communication capabilities.

The Committee will survey administrators and teachers to determine if communication equipment is in place and working.

4. Increase parental involvement in and communication with schools.

The Committee will initiate additional surveys to determine if there has been an increase in access to technology in the schools. We will monitor parental access to Prout's online information sources, such as the school and library web pages and homework assignment and help link sites. Parents will be asked what improvements can be made to create a better

more open learning environment for their child.

5. Increase School contact with distance resources.

The Committee can evaluate this goal by observation. If the equipment is in place and the teachers and students are using it, we have met this goal.

Appendix A HISTORY

The Prout School is a Catholic co-educational junior/senior high school operated by the Diocese of Providence. Situated on 25 acres of forest and field, Prout was founded in 1966 as Prout Memorial High School for girls. The school was built by the Sisters of the Cross and Passion (Passionists) to serve the needs of the families in the Washington and Kent County area and was named after the religious community's foundress, Elizabeth (Mother Mary Joseph) Prout. In January 1987, responding to the need for a co-ed Catholic high school in southern Rhode Island, the school opened its doors to young men. Theseventh and eighth grades were added that year as well. Today Prout Memorial Junior/Senior High School is known simply as The Prout School.

MISSION STATEMENT

The Prout School welcomes young women and men into a committed Catholic community. We challenge all to accept the call to live according to the teachings of Jesus. We believe that each individual is gifted with unique qualities and we encourage all to discover and develop their gifts, to take joy in them, and to use them in the service of others. We strive to develop life skills that will empower all to become thoughtful and creative citizens of the world. We seek to enroll students who are eager and able to meet the academic, social, and spiritual standards of our college preparatory program

School Objectives

The Prout Community is committed to empowering students:

1. To enter into a personal relationship with Jesus as a lifelong role model, friend, and guide.
2. To value personal and liturgical prayer as central to their lifelong relationship with the Lord.
3. To develop a sense of individuality and its relationship to the community.
4. To be respectful and responsible, personally and socially.
5. To embrace a healthy lifestyle.
6. To become aware of themselves as members of a global community and to participate in its growth through service.
7. To learn the strategic processes of problem solving.
8. To acquire and fine tune reflective, creative, and critical thinking skills.
9. To find, evaluate, and responsibly apply resource information.
10. To develop communication strategies for speaking, writing reading, and listening.
11. To appreciate and to participate in the creative arts.
12. To enjoy the challenge of athletics and to display good sportsmanship.
13. To be receptive to the responsibilities and joys of lifelong learning.
14. To use the computer as a tool for writing, communication, accessing/managing information, and problem solving. (Italics mine)
15. To work independently and cooperatively.

Fundamental Skills

These fundamental skills are targeted for development by all parts of this plan as they directly correspond to the Prout School's Objectives and Mission Statement.

Complex Thinking Skills: Analyze, evaluate, interpret, assess, and assimilate information. (7,8,9,14)

Information Access: Acquire, manipulate, analyze, interpret, and communicate information. (7, 8, 9, 10, 14)

Collaboration: Work on teams, share expertise, lead others, and coordinate group efforts. (3, 4, 6, 7, 15)

Communication and Presentation Skills: Relate information and ideas clearly and precisely through various media. (10, 14)

Work Management and Interpersonal Skills: Defining tasks, distributing work, managing workflow, resolving conflicts, and analyzing the process. (1, 3, 4, 6, 7, 8, 14, 15)

Design and Production Skills: Designing, creating, developing relationships between form and content, and communicating content through design. (7, 8, 11, 14)

Technology Curriculum Standards

It is recommended that a technology curriculum be based on the following goals:

1. Students become literate in basic computer skills, terminology and function.
2. Students understand the ethical and moral issues regarding the use of computers.
3. Students understand the major impacts of information technology on society.
4. Students expand their information base and develop critical thinking skills by using technology for research purposes.
5. Students develop problem-solving skills by using a variety of software applications to store, access, apply, transmit and present information.
6. Students use various technologies to communicate directly with others.

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Appendix B

The **National Educational Standards for Teachers** are listed below. These standards support The Prout Community's Mission Statement and Objectives (located in Appendix A). Prout faculty members are encouraged to integrate technology into their classrooms. Teachers should include these standards into their lesson planning and demonstrate their incorporation into their classes over the next three years.

Teachers will:

1. assess the availability of technology resources at the school site, plan activities that integrate available resources, and develop a method for obtaining the additional necessary software and hardware to support the specific learning needs of students in the classroom.
2. make appropriate choices about technology systems, resources, and services that are aligned with district and state standards.
3. arrange equitable access to appropriate technology resources that enable students to engage successfully in learning activities across subject/content areas and grade levels.
4. engage in ongoing planning of lesson sequences that effectively integrate technology resources and are consistent with current best practices for integrating the learning of subject matter and student technology standards.
5. plan and implement technology-based learning activities that promote student engagement in analysis, synthesis, interpretation, and creation of original products.
6. plan for, implement, and evaluate the management of student use of technology resources as part of classroom operations and in specialized instructional situations.
7. implement a variety of instructional technology strategies and grouping strategies (e.g., whole group, collaborative, individualized, and learner centered) that include appropriate embedded assessment for meeting the diverse needs of learners
8. facilitate student access to school and community resources that provide technological and discipline specific expertise
9. teach students methods and strategies to assess the validity and reliability of information gathered through technological means.
10. recognize students' talents in the use of technology and provide them with opportunities to share their expertise with their teachers, peers, and others.
11. guide students in applying self — and peer-assessment tools to critique student-created technology products and the process used to create those products.

12. facilitate students' use of technology that addresses their social needs and cultural identity and promotes their interaction with the global community.
13. use results from assessment measures (e.g., learner profiles, computer-based testing, electronic portfolios) to improve instructional planning, management, and implementation of learning strategies.
14. use technology tools to collect, analyze, interpret, represent, and communicate data (student performance and other information) for the purposes of instructional planning and school improvement.
15. use technology resources to facilitate communications with parents or guardians of students.
16. identify capabilities and limitations of current and emerging technology resources and assess the potential of these systems and services to address personal, lifelong learning, and workplace needs
17. participate in technology-based collaboration as part of continual and comprehensive professional growth to stay abreast of new and emerging technology resources that support enhanced learning.
18. demonstrate and advocate for legal and ethical behaviors among students, colleagues, and community members regarding the use of technology and information.
19. enforce classroom procedures that guide students' safe and healthy use of technology and that comply with legal and professional responsibilities for students needing assistive technologies.
20. advocate for equal access to technology for all students in their schools, communities, and homes.
21. implement procedures consistent with district and school policies that protect the privacy and security of student data and information

Student Standards

Prior to completion of Grade 12, students will:

1. Identify capabilities and limitations of contemporary and emerging technology resources and assess the potential of these systems and services to address personal, lifelong learning, and workplace needs.
2. Make informed choices among technology systems, resources, and services. 1;
3. Analyze advantages and disadvantages of widespread use and reliance on technology in the workplace and in society as a whole.
4. Demonstrate and advocate for legal and ethical behaviors among peers, family, and community regarding the use of technology and information.
5. Use technology tools and resources for managing and communicating personal/professional information (e.g., finances, schedules, addresses, purchases, correspondence).
6. Evaluate technology-based options, including distance and distributed education, for lifelong learning.
7. Routinely and efficiently use online information resources to meet needs for collaboration, research, publications, communications, and productivity.
8. Select and apply technology tools for research, information analysis, problem-solving, and decisionmaking in content learning
9. Investigate and apply expert systems, intelligent agents, and simulations in real-world

situations.

10. Collaborate with peers, experts, and others to contribute to a content-related knowledge base by using technology to compile, synthesize, produce, and disseminate information, models, and other creative works.

Appendix C

The Prout School

Acceptable Use Policy

The purpose of this policy is to set criteria for the acceptable use of computers and/or the Internet in The Prout School. These are criteria, not recommendations, suggestions, or guidelines. Some of these policies may be enforced through filtering, others by random spot-checking. Users should expect only limited privacy of the contents stored on school servers or personal diskettes. The network administrator may review files and communications to maintain system integrity and to ensure that users are using the system responsibly. It is absolutely necessary that all users of the computers and/or Internet, and their parents/guardians, must understand and agree to this policy before using the computers and/or Internet.

The use of computers and the Internet is provided for students to conduct research, access current events, and access information on approved topics of personal interest. Access to the computers and the Internet is given to students who agree to act in a considerate, responsible, efficient, ethical, and legal manner in accordance with the mission of The Prout School. Parent permission is required. The use of the school's computers is a privilege, not a right, granted to all Prout students.

Students and guardians need to understand that The Prout School, teachers, and the network administrator have no control over the content of materials being accessed because the connection through the Internet and E-mail provide access to computer systems globally. While the internet provides much valuable educational information, some objectionable material also exists. This information may be defamatory, inaccurate, abusive, obscene, profane, sexually oriented, threatening, racially offensive, or otherwise illegal.

The Prout School does not condone and does not permit the use of such materials in the school environment.

Students knowingly or negligently bringing such materials into the school environment will be dealt with according to the policies herein.

Users of the computers and/or the Internet must do the following:

- Receive parent/guardian permission in writing before using the computers and/or Internet
- Receive teacher/network administrator permission each time before using the computers and/or the Internet
- Be in the presence of a teacher/network administrator while using the computers and/or Internet
- Be responsible for the use of their account and password
- Tell a teacher/network administrator immediately if they know of a violation to this policy

Users of the computers and/or the Internet must **not**:

- Divulge personal information about themselves or others inappropriately
- Send or access offensive messages or pictures
- Search for web sites that are not needed for school work
- Harass, insult, or attack others
- Use obscene language
- Intentionally or negligently cause damage to computers, computer systems, programs, or networks
- Modify computer settings without explicit permission from the teacher or network administrator
- Use computers for commercial purposes
- Waste system or network resources
- Violate copyright laws
- Commit plagiarism
- Try to "break" passwords or gain access to protected areas
- Use anyone else's password
- Trespass in or tamper with anyone else's work or files

- Execute any program received in an email or found on at a website unless expressly directed to by a teacher or network administrator
- Download or install any program except as directed by a teacher or network administrator
- Access chat servers of any kind online or on the school or any other network
- Access games or music
- Use personal game or music CD, DVDs, or disks of any kind in any school equipment without permission from the teacher or network administrator
- Access E-mail except as directed by a teacher or network administrator
- Access offensive or inappropriate material
- Print materials without permission from a teacher or the network administrator
- Establish personal web sites or any Internet site using The Prout School name or logo, or concerning Prout School activities, students, faculty or administration without permission from a teacher or the network administrator

The previous list of activities are representative of but should not be considered the only activities that may be considered inappropriate. Students and faculty should check with the network administrator if they are uncertain if an activity is permitted. Any activity not listed above may be deemed inappropriate by any administrator, teacher, or the network administrator and disciplinary action taken.

Inappropriate use of the computers, network and/or the Internet will result in disciplinary action as determined by the school administration including but not limited to the following repercussions:

- Suspension of computer and/or Internet privileges
- Conduct referral
- Additional disciplinary action in line with existing practice regarding inappropriate language or behavior as outlined in the Student Handbook
- Involvement of law enforcing agencies, when applicable

RINET Member Filtering Agreement

Access to the World Wide Web enables staff and students to explore thousands of libraries, databases, and bulletin boards. However, some sites accessible via the Internet may contain inappropriate items. *Because of the dynamic nature of the Internet, no mechanism can categorically deny access to all such sites.* Filtering software, however, can significantly **reduce** access to inappropriate sites.

Members who use RINET's filtering service will meet the CIPA "technology measure" requirement for e-Rate eligibility.

RINET Internet content filtering is a network-based solution that blocks Web sites based on a library of potentially objectionable sites in over thirty categories. It allows authorized school and district personnel to define filtering rules based on local policies. In addition, filtering rules can be applied to multiple zones within a district or school, depending upon local technical constraints.

Please note that Internet content filtering does not filter e-mail, but Web-based e-mail can be blocked.

The School/District understands that Internet content filtering is only one of several systems it should have in place to promote the Internet's use in educational and research endeavors. It does not replace the need for education and training of students and staff on appropriate, safe, and responsible uses of the Internet, nor does it negate the need for

A School Board Approved Internet Acceptable Use Policy.

The School/District also understands that while Internet content filtering significantly reduces access to inappropriate sites, it will not block access to **all** sites a District or community member may find inappropriate. In addition, in the unlikely event that both the primary and backup filtering devices are inoperable and all other systems are functioning, RINET staff will notify School/District that alternative measures should be employed until further notice.

The School/District understands that RINET offers this optional service to assist schools and districts in protecting staff and students from inappropriate sites in schools. RINET cannot guarantee that students or staff will not find sites deemed inappropriate by the School/District or

the community.

The School/District accepts responsibility for maintaining the custom filtering configuration and designates a local,

technical staff member for maintaining local filtering configurations.

The School District accepts complete responsibility if a student gains access to inappropriate site(s) and holds RINET harmless in such an event.