

**Technology Integration Plan for Schools in the  
Archdiocese of Chicago  
2011 - 2014**

**SECTION 1**

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**SECTION 2:****ACKNOWLEDGMENTS AND STAKEHOLDER INVOLVEMENT**

<b>Name</b>	<b>Title/Organization</b>	<b>Role/Responsibility/Contribution to the Plan</b>
Mary Paul McCaughey	Superintendent of Schools	Review / Approve the plan
Mark Garstki	OCS Director of Technology	Coordinated the development of the plan
Ellie Anderson	Office of Information Technology Director	Participated in the Planning Advisory Committee
Mark Viner, Ph.D.	OCS Manager of Professional Dev. In Technology Integration	Technology Management Team
Tony Rosinia	Tech Coordinator, St. Ignatius High School	Participated in the Planning Advisory Committee
Irene Halko	Tech Coordinator, Queen of Peace High School	Participated in the Planning Advisory Committee
Barbara Smith	Professional Development, Queen of Peace High School	Participated in the Planning Advisory Committee
Scott Bell	Tech Coordinator, St. Benedict Consortia	Participated in feedback and review
Chris Wagner	Director of Technology, St. Cletus Parish	Participated in feedback and review

In 2010, the Catholic schools in the Archdiocese of Chicago comprised one of the largest parochial school systems in the United States. Of the 256 schools, 216 are elementary schools and 40 are secondary schools. Individual elementary school enrollments range from 28 to 949 students and individual secondary school enrollments range from 118 to 2,079 students. One hundred and thirty-seven Catholic schools are located in the City of Chicago, ninety-six in the suburbs of Cook County and twenty-three in the Lake County suburbs.

The total number of elementary and secondary students is 89,139. Over 77,000 families send their children to either an elementary or secondary Catholic School. Sixteen percent of the students are non-Catholic. The diversity expressed in metropolitan Chicago is also reflected in Archdiocese of Chicago Catholic schools. Immigrants from Poland, Vietnam and Korea intermingle with Cubans, Puerto Ricans and Mexicans. Haitian populations sit alongside Asians whether from the Philippines, China or India. 84% of students from inner city families represent people of color. They add a rich resource to the future of our cities and to the Church of Chicago. Overall, 24% of students attending Catholic schools in the Archdiocese of Chicago receive free & reduced lunches. However, in the inner city as many as 75%-100% of students attending Catholic schools are eligible to participate in the free & reduced lunch program.

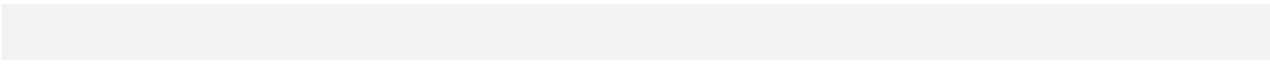
Forty-three elementary school early childhood programs have received accreditation from NAEYC (National Association for the Education of Young Children). Ninety-three percent of elementary schools have an extended day program. Ninety-eight percent of schools have a kindergarten while 92% have a pre-school program. At the completion of their elementary education, 100% of the eighth graders enter high school. Catholic high schools in the Archdiocese have a 96% high school graduation rate with 95% of seniors entering college. The dropout rate among Catholic high school students is 1%.

In the spring of each year, students in Grade 3, 5 & 7 participate in the Terra Nova II standardized testing program. Archdiocesan students consistently perform well above the national norm. On the secondary level, the average ACT composite score for students attending city and suburban schools in the Archdiocese is 22.8, which is above the national (21.2) and state (20.5) averages.

The elementary and secondary schools in the Archdiocese of Chicago have 5,319 teachers and 291 administrators. Ninety-eight percent of the elementary faculty and 98% of the secondary teachers are either certified or hold degrees in areas such as music, art and religion. Elementary teachers in the Archdiocese have an average of 11.7 years of teaching experience. Secondary teachers in the Archdiocese have an average of 11.5 years of teaching experience. Ninety-seven of the elementary and secondary teachers in the Archdiocese are laypersons and 3 % are women/men religious.

The average cost to educate a student in a Catholic elementary school is \$4,986 and the average elementary school tuition and fees is \$3,342. Similarly, the average cost to educate a student in a Catholic secondary school is \$12,651 and the average secondary school tuition and fees is \$9,310. Ongoing financial support for Catholic education is needed to bridge the substantial gap between the costs to educate a student in a Catholic school and the revenue from tuition and fees. The

Archdiocese of Chicago, the Big Shoulders Fund, and religious congregations/orders have provided substantial financial support to local Catholic schools. During the past 30+ years, the Archdiocese and local parishes have provided more than \$510 million dollars for financial support. Since its inception in 1986, the Big Shoulders Fund has provided an additional \$100+ million dollars in student scholarships and direct grants to Catholic schools. The rising costs to educate a student and the need to maintain affordable tuition make it clear that new effort and strategies (e.g., stewardship) must be initiated to gain a greater ability to sustain Catholic schools in the Archdiocese of Chicago.



### ***Mission of Catholic Schools***

**Catholic** schools exist primarily to evangelize about the Good News of Jesus Christ and educate Catholic students for the Church's mission. All are welcomed who identify with and seek to live by values in harmony with the Gospel and its preferential option for the poor. Catholic schools provide students an opportunity for educational **Excellence** in the Catholic Christian tradition. Catholic faith-learning communities commit to help each student develop his or her potential for conscious, responsible living, healthy relationships and leadership. The Catholic school communities act as good stewards to make schools **Vital**, affordable, and accessible across the Archdiocese.

### ***Technology Mission***

Catholic schools in the Archdiocese of Chicago utilize technology to enhance, enable and engage school communities to be Catholic, excellent and vital.

### ***Vision***

Administrators, teachers, parents, guardians, and students will become continuous, resourceful, engaged learners as well as ethical, responsible citizens ready to anticipate and address the complex challenges of a global technological society.

### ***Belief Statements***

1. Gospel values permeate the curriculum and the total school environment.
2. Catholic schools aid parents in fulfilling their role as primary educators.
3. Catholic schools are learning communities where administrators, parents, teachers and students participate in lifelong learning.
4. Catholic schools utilize current and evolving electronic technologies in promoting communication within and beyond the local school community.
5. Learners develop as critical thinkers and creative problem solvers by accessing technology under the guidance and facilitation of the teacher.
6. Administrators, teachers, parents and students incorporate ethical practices and appropriate standards and protocols in the use of technology.
7. Curricular, co-curricular, extracurricular and administrative operations are improved by resourceful use of contemporary electronic technologies.
8. All members of the school community equitably access current technology.
9. The Office of Catholic schools and schools in the Archdiocese of Chicago model good stewardship in their use of available human and material resources.
10. Cooperative, collaborative teamwork is characterized by a dynamic, engaged learning community.
11. Technology is integrated in teaching, learning and assessment across disciplines.
12. The capacity of the school staff is strengthened by effective communication, adequate resources, ongoing professional development and mentoring.
13. Applications of technology support diverse learning needs (physically challenged, learning disabled, second language, accelerated learners, etc.).

### ***2011-2014 Technology Plan Current Reality Analysis***

#### **I. Overview**

The Office of Catholic Schools (OCS) is an organization of approximately 40 high schools and 216 elementary schools throughout the city of Chicago, and Lake and Cook counties. The OCS administrative offices are located at 835 N. Rush St. Previous technology plans were completed in 1997 (certified by the National Catholic Education Association), in 2002 (certified by the Illinois State Board of Education) and again in 2005 and 2008 (certified by the Illinois Catholic Conference).

The revision of the technology plan for the Archdiocese of Chicago was dependent upon extensive data gathering, processing and analysis. In preparing the plan, OCS utilized a vast array of data sources to draw a picture of the current reality of technology integration within schools.

The annual technology survey provided data on local school planning, technology budgeting, network infrastructure, hardware inventory, teacher technology skills and future plans.

All elementary schools, system-wide, participate in standardized testing in Grades 3, 5, and 7 using the Terra Nova II developed by CTB / McGraw Hill company and secondary school seniors participate in the ACT test. Data has been collected and analyzed over many years.

Teacher experience, education, and skills in planning, curriculum development, pedagogy, assessment, and technology use/integration were gleaned from surveys, discussion and participation in the technology planning committee.

Currently, the administrative organization of OCS is using PC's in a LAN environment. However, no WAN exists for the schools and OCS as a whole. Most schools have LANs, but many are only located in computer labs. 99% of schools have broadband Internet access, those that do use a variety of Internet Service Providers (ISPs) with a variety of connectivity. The most prevalent service providers are ICN and Comcast.

OCS, through one full-time technology director and a manager of professional development in technology integration, provides materials, training, and guidance for schools in developing technology plans, applying for E-Rate funding discounts, professional development opportunities grant opportunities and refurbished equipment distribution.

The Office of Information Technology (OIT) is another department in the Archdiocese of Chicago, which provides the following technology services to all schools:

- Advice and recommendations on sources and types of technical support.
- Support for office automation applications and related administrative tools.
- Guidance in technology purchases, policy development and strategic planning.
- Web-based e-mail accounts for school administrators

Local schools are responsible for providing:

- Direct technology maintenance services.
- LAN connectivity, network management and firewall security service.
- E-mail and Intranet services.
- Strategic planning, budget and procurement review processes.
- Policy or standards for procurement and maintenance of PC/LAN hardware and software.

Schools provide the following services to students and teachers:

- Access to global Internet resources using multiple Internet Service Provider (ISP) vendors.
- Localized e-mail services to principals, teachers and students.
- PC hardware acquisition that is based on a per school basis with no common standards.
- When available, a full or part-time technology director/coordinator or computer classroom teacher performs end-user support.

Technology and operational budget planning occurs only at the local school level with the scope of the plans varying greatly from school to school.

## **II. Community Involvement, Awareness and Equity**

Awareness of the benefits of technology used in the educational system is growing. All OCS professional staff can articulate the vision and goals of the technology plans to the schools with which they work and can also demonstrate competency in basic technology skills.

Many schools lack technology plans and staff development programs, but the situation is changing, 115 schools have technology plans. 100% of the schools respond to the yearly school technology

survey. Schools with Technology Plans have engaged in a public awareness strategy as part of their Plans. OCS working with the Office of Information Technology (OIT) is disseminating information on expanded technology support for the schools. This includes information such as standards, vendors and model configurations.

Additional activities related to technology planning are also in process. OCS, OIT, and the Archdiocesan Facilities Services and Construction are working together to promulgate construction and renovation guidelines that schools can use to meet technological needs. Schools have implemented appropriate Electronic Communications / Internet Use Policy in their handbooks.

Over the course of the School Improvement Plan (SIP Genesis) cycle, all schools will have integrated their technology plans into their school strategic plans. OCS reviews every school's strategic plan over the course of six years.

Beginning with the 1998 Education and Technology Conference, OCS provides an annual conference for school leadership to increase the understanding and further a vision for the integration of technology in learning and teaching. OCS working with OIT continues to address emerging technology issues including the identification of acceptable administrative applications. In 2009, OCS identified a preferred student information system and is currently being utilized in 50 schools. OCS published assessment measures for the Technology Plan for schools in the Archdiocese of Chicago. This is an ongoing process.

#### **Community Involvement *Gaps***

- Continue promotion of the benefits of technology in education to schools and other stakeholders.
- Improve electronic communication to parents utilizing various electronic tools.
- Extend adoption of PowerSchool Student Info System (SIS).

Currently, no policy or technology is in place to provide equitable access and availability to technology for all schools system-wide. Equity in access to educational technology remains an issue for many schools. Catholic schools struggle to find available resources to fund local technology plans. The Big Shoulder Fund has provided assistance to Chicago inner-city schools to fund their technology needs. There is a strong need for a centralized technology funding campaign.

OCS contacts schools eligible to participate in funding for federal and state monies for technology yearly. Approximately 44% of all schools participated in seeking discounts via Universal Services Fund (E-rate) for the 2010 - 2011 fiscal year. 98% of schools have applied for the 2011 - 2012 fiscal year.

A dedicated web resource portal, <http://ocs.archchicago.org>, developed in 2007, continues to grow with over 5,800 district users. This resource provides tech planning templates, technology news, a professional development calendar and resources for hardware and software purchases.



### *Equity and Availability Gaps*

- Provide a funding mechanism to support technology for schools.
- Identify and publish on minimum technology standards for all Catholic schools and provide resources to close the gap for disadvantaged schools.
- Participate 100% in E-Rate discounts.
- Expand access to a central database of OCS resources (OCS Resource Portal)

### III. Curriculum, Instruction, Assessment and Engaged Learning

OCS acts in an advisory, consultative and supportive role to the Catholic schools in the Archdiocese of Chicago. The Office continues to implement the 2008-2011 Technology Plan for Catholic schools. Strategies and initiatives have been implemented over the last three years to help meet the technology goals established in 2008. The Office of Catholic Schools is in the process of ongoing curriculum design and development. Revised and new curriculums include technology integration components. Workshop, curricular development materials and other professional services provided by the Office of Catholic schools have helped local schools integrate technology as a teaching, learning, and assessment tool.

All curricula are available on the web-based portal (OCS Resource Portal). Programs in curriculum development have used Web-enriched and software resources. This electronic format allows for more efficient development and revision.

While teachers are utilizing more technology in the delivery of the core curriculum, few teachers use technological resources to assist with student monitoring and other assessment tasks. A growing number of schools are using various online assessment tools to monitor learning.

95% of Catholic high school graduates attend college and post-secondary education yet there seems to be a need to develop programs in some Catholic high schools that could more adequately prepare young people in the technology skills used in the workplace. Also, many schools have assembled teams of students to assist in technology and maintenance. Many of the secondary schools offer classes in Java, CISCO certification, Visual Basic and other software development programs.

The computer curriculum in most schools is treated as a separate subject and scheduled in a computer lab during a prescribed time. Even in schools with technology resources, there is limited technology integration in the delivery of core content such as language arts, math, or science. However, this situation is improving. The Technology Partnership Initiative with the Center for Teaching and Learning provide extensive teacher training in technology-rich problem based learning. Initiatives such as the Collaboratory Project at Northwestern University provide a focus and a forum for instructional improvement.

Six high schools have implemented full one-to-one laptop programs. A growing number of elementary schools are providing "stay at school" one-to-one programs utilizing mobile computer carts. Investments in interactive whiteboards, video filming and editing, electronic tabulation devices and video conferencing has expanded the accessibility of technology for classroom use.

### **Instructional Technologies**

The number of schools implementing instructive technology models continues to grow. Schools throughout the Archdiocese are integrating technology with instruction using a variety of strategies including: online field trips, e-mailing to experts, course syllabus, assignments and teacher feedback online, computer assisted design, graphic calculators with computer interface, Internet research, video, wikis, podcasts and blogs. High schools and elementary schools with one-to-one laptop programs are successfully integrating computer usage throughout the instructional day. On a small scale, schools are utilizing digital textbooks and online supplemental materials.

More and more schools are adopting engaged learning activities throughout the grade levels. Training is being provided by instructors through OCS. One secondary school has adopted inquiry-based learning for its entire program.

#### ***Curriculum, Instruction and Engaged Learning Gaps***

- Adopt electronic tools to manipulate online curriculum.
- Offer models for engaged learning activities for all class levels and the four core content areas
- Develop, promote and maintain an electronic database of reliable, accessible educational resources such as approved software, Web sites, conferences, and publications.
- Determine a method whereby teachers can easily track student progress in attaining specific curricular goals as listed in the curricular guides.
- Continue to leverage limited local resources with the use of E-Rate discounts. Title funds and corporate grants to support the implementation of local technology plans.

### **Student Assessment**

Most student record information is maintained on site. OCS does receive aggregate information on students on a per school basis. There is currently no system-wide standard for maintaining student information. There is also no system-wide standard for a student assessment system.

#### ***Student Assessment Gaps***

- Continue to expand the number of schools utilizing the PowerSchool system, and explore a data warehouse of student information for tracking, evaluation and to drive decision-making.
- Expand the use of online assessment tools.

#### IV. Professional Development

Initial implementations of the 2005 and 2008 Technology Plans placed the greatest emphasis on staff professional development. Consequently, the greatest progress has been made in this area. OCS is creating staff development opportunities that move educators from acquiring isolated skills in the area of technology to integrating technology into the curriculum.

Computers, software and the Internet are amazingly effective and exciting teaching tools. But it takes more than high-tech equipment to succeed in the classroom. It takes a clear understanding of how to use these powerful tools to improve academic performance, and enhance student learning.

Previous teacher training programs have centered upon teaching software application skills in one-day workshops with little follow-up and support and with little connection to student learning outcomes. It has become clear that for systemic change to occur in schools, teachers must be provided with training that: 1) is hands-on, 2) interactive and online, 3) addresses varying levels of technical skill, 4) is directed toward student learning outcomes, 5) models the use of telecommunications tools, 6) provides skills to create engaged learning environments, 7) is sequential, 8) provides instructor follow-up and support, 9) is supported by school administration.

OCS has provided staff development opportunities that align to the new teacher technology competencies of the National Educational Technology Standards for Teachers (2008), the Illinois State Department of Education and to the ethical and religious dimensions of the Archdiocese of Chicago.

OCS, utilizing federal funding through a state competitive technology grant, has hired a manager of professional development in technology integration and has instituted a program of professional development for all schools. A partnership with the Center for Teaching and Learning (CTL) has leveraged resources and technological tools to provide training for over 1600 teachers in a 12 month time period.

OCS and school personnel are incorporating technology into individual professional growth plans. Integration of technology into the curriculum and into the classroom are highly desired staff development topics. These topics are currently being addressed throughout the year via Saturday, weekday and evening workshops. Well over 1,600 individuals have attended these workshops each year. These workshops are offered both at the OCS training center and at local sites. 80% of all school personnel have engaged in some staff development for technology.

"Teachers-training-teachers" appear to be the most successful staff development model employed within the Archdiocese. OCS has identified teachers within the system who can teach technology for the train-the-trainer model; they are currently being utilized.

#### **Teacher Development**

OCS has the following initiatives in place.

- OCS, in collaboration with the Center for Teaching and Learning (CTL), provides coursework to enable teachers and administrators to achieve a high level of technical competence.
- OCS offers assistance on developing and writing a school Technology Plan.
- Workshops at the OCS Gordon Tech lab site -A variety of workshops are offered. Workshops focus on technology infrastructure, technology software applications, and instructional technology/curriculum integration, Collaboratory projects and web quests.
- OCS has offered a variety of online courses utilizing an Internet application known as Moodle.
- Training on inquiry-based learning is taking place at over a dozen elementary schools.
- Some personnel at individual schools are providing regional professional development to other schools in their area.
- University partners with selected inner-city schools to offer teacher training in engaged learning and application skills.
- Local schools are utilizing staff development offered by their local public school districts, area technology hubs and university programs.

### **Administrator Professional Development**

- At this time, no specific program has been developed. The yearly Technology Seminar and Vendor Fairs offered an opportunity for technology leaders to share ideas and visit with some Catholic school technology vendors. Teachscape training prepares administrators to use technological tools to track curriculum implementation. The Illinois Administrators' Academy offers sessions related to technology.

### ***Professional Development Gaps***

- Develop programs geared to a variety of achievement levels.
- Develop comprehensive staff development plans system-wide and on a school-by-school basis.
- Continue ongoing development of current program, making revisions based on identified effective methods.
- Develop additional partnerships with staff development providers including institutes of higher learning.
- Develop technology leadership seminars for school administrators.
- Promote the NETS standards for administrators and teachers.
- Provide network and hardware maintenance training for local technology experts.
- Expand OCS Portal capabilities for teachers to share technology integration successes and failures.

### **School Technology Planning**

Many schools have developed local technology plans and OCS is providing increasing levels of training and support in this area. OCS provides system-wide assistance in the technology planning process for their schools.

Currently, OCS provides training and planning templates to assist technology plan development. With the implementation of the 2008 School Evaluation Process, all schools are required to develop a technology plan. Schools are in varying stages of developing technology plans.

OCS uses train-the-trainer models to mentor schools that need technology planning. OCS created a technology-planning template.

Publication of OCS guidelines for acceptable use policy of electronic communications in schools has been completed. At the local level, schools may create their own policy through the involvement of workgroups including principals, teachers and board members; OCS acts primarily as a facilitator. New federal e-rate requirements have necessitated the development of a School Internet Safety Policy. OCS has partnered with I-safe to provide online curriculum and resources for internet safety training.

OCS provides materials and training to assist schools in applying for E-Rate discounts at the local level. One person at OCS is available for hotline assistance and individual help. Schools access approximately \$2 million in E-rate services each year.

Technology Educators for Catholic High Schools (TECHS) provide ongoing peer support. Members include technology coordinators at secondary schools within the Archdiocese. They meet four times yearly to exchange ideas but communicate often through e-mail.

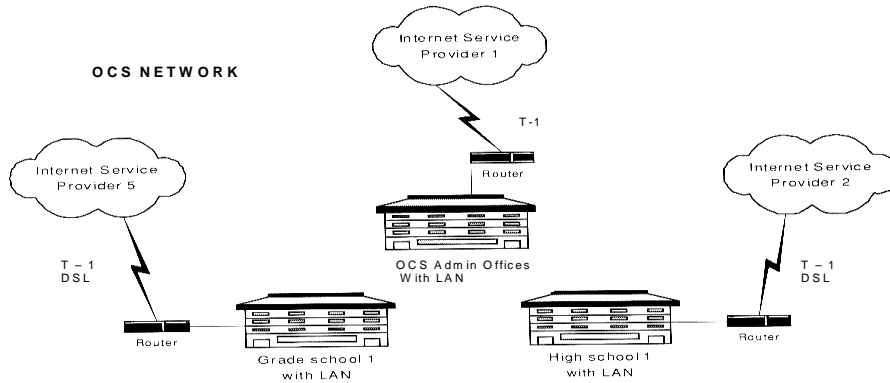
A technology listserv was developed in 2004 and continues to be a major communication and collaboration vehicle among local school technologists.

### ***School Technology Planning Gaps***

- Too few schools access e-rate discounts
- Increase technology planning support for schools to enable a greater number of schools to complete their technology plans.
- Update the local school-planning template that shares the vision and goals of the OCS plan.
- Make technology planning resources available online.
- Manage E-Rate applications
- Expand the use of online Internet Safety Resources

V. **Technology Deployment and Sustainability**  
**Current Infrastructure**

Following is a network diagram and school technical demographics/statistics.



*Technology Infrastructure Statistics*

2005 - 2006	2007 - 2008	2009 - 2010
<b>E-rate Discounts</b>		
90 schools applied for E-rate discounts in 2003 - 2004. Total awards were \$1,841,346.94	120 schools applied for E-rate discounts in 2007 - 2008. Total expected awards are \$865,300.00	111 schools applied. This represents 44% of all schools. Total expected awards are \$1,024,870.00

**Computer to Student Ration**

Elementary - 5.62:1	Elementary - 4.1:1	
Secondary - 3.66:1	Secondary - 3.32:1	
All Schools - 4.91:1	All Schools - 3.5:1	All Levels - 3:1
<b>Student Internet Access</b>		
95% report usage	95%	96%
<b>School E-mail Access</b>		
100% report some access	100% report some usage	100% report some usage

## LAN

91% of schools have a LAN  
80% of elementary classrooms are wired  
96% of secondary classrooms are wired

92% of school have a LAN  
85% of elementary classrooms are wire  
98% of secondary classrooms are wired/wireless

95% of schools have a LAN  
96% of all classrooms are wired  
96% of all classrooms are wired

## Teacher Skills

82% have some to advanced experience. 3% have little to no experience.

90% have some to advanced experience. 3% have little to no experience.

94% have some to advanced experience. 3% have little to no experience.

## Budgets

Total technology budget for elementary is \$3,185,456 with an average \$15,389.

Secondary total is \$2,607,161 with an average of \$72,421. Total schools budget is \$5,792,617.

Total technology budget for elementary is \$3,119,411 with an average \$14,714.

Secondary total is \$3,685,321 with an average of \$102,370. Total schools budget is \$6,804,732.

Total technology budget for elementary is \$3,931,913 with an average \$18,546..

Secondary total is \$4,187,914 with an average of \$123,174  
Total all levels are \$8,119,827.

The high schools are more technologically advanced since they use the latest technology in desktop and laptop computers. The grade schools are further behind technologically with older equipment. Contract negotiations with Internet Service Providers have lowered the monthly cost of high-bandwidth internet.

### *Infrastructure Gaps*

- Schools continue to need more Internet bandwidth as use grows.

## Procurement

Currently, OCS does not offer central purchasing for technology. OIT advises on standards and may recommend vendors. Recent initiatives have produced vendor websites dedicated to Archdiocese of Chicago schools purchases at special pricing. Agreements have been developed for special pricing on Microsoft and educational software and hardware.

### *Procurement Gaps*

- Develop a central inventory tracking system enabling OCS to analyze purchasing/replacement trends, which, in turn, could enhance system-wide technology planning.

## Maintenance and Support

Many secondary schools have a technology coordinator. It is the coordinator's responsibility to support technology as much as possible at the local school. Additionally, OCS may recommend

outsourcing hardware repair and networking solutions to various vendors without any means of centrally tracking timelines and quality. Much technology support on the elementary level is provided through parent volunteers and through classroom teacher assistance. One high school is piloting affordable maintenance and support to a group of elementary schools.

#### ***Maintenance and Support Gaps***

- OCS and OIT should provide schools with additional leadership, guidance and services.
- OCS should develop training for local school support to do basic network and hardware maintenance.
- OCS and schools should develop strategies to address the need for affordable maintenance and support.

#### **Collaboration and Communication Tools**

Virtually all schools use computers to support an element of their administrative information management needs, though there is a wide variation in the levels of use, the types of hardware installed, and the applications employed. More schools are using electronic communication vehicles on a daily basis.

The OCS Web site is utilized to communicate timely information to school personnel, parents, and stakeholders. The OCS Resource Portal continues to provide a vehicle for electronic communication and information sharing throughout the Catholic school community.

Across all schools, there is still extensive reliance on paper records. This is changing through the use of e-mail currently available for OCS and a growing number of schools. Currently, 100% of the schools have facsimile accessibility.

All schools and OCS are able to communicate electronically through the Archdiocese Internet-based e-mail system. All newsletters, broadcast information and policy and procedure changes are delivered to schools electronically.

OCS provides many documents as electronic templates. Reporting forms for the Illinois State Recognition Process, the OCS School Improvement Process, teacher and principal contracts are available to schools.

The Pastoral Center, including OCS, is networked to handle office automation functions for professional and support staff. Major OCS data responsibilities that require additional administrative computing support include the school evaluation process, shareholders' report, faculty database, elementary school survey, high school survey, 8<sup>th</sup> grade post graduation plans and governmental liaison information.

#### ***Collaboration and Communication Tools Gaps***

- Increase communication between schools and homes using the growing availability of electronic means.
- Expand the use of the Resource Portal.

#### ***Coordination of Technology Initiatives Gaps***

- Increase guidance and support in selecting and implementing administrative and office automation applications:
  - PowerSchool Student Information System,
  - Electronic tuition and budget management,
  - Alternative electronic assessment



**SECTION 6:**

**GOALS AND STRATEGIES**

Goal: 1	Catholic schools, in partnership with the surrounding local and global communities, discover and leverage the educational, financial and technical resources available.
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Strategy and/or related Purchase	Phase Year	Person(s) Responsible	Expected Finish Date		
A. Identify, publish and centrally update sources for funding of technology initiatives.	All	Technology Director / Committee	Ongoing		
B. Assist and enable parishes and schools to conduct local campaigns in support of education technology implementation.	All	Technology Director / OCS Marketing	Ongoing		
C. Ensure local technology plans address how community resources will be discovered and leveraged.	All	Local School Administrator / Technology Committee	Ongoing		

Goal: 2	Catholic schools strive for equity in Archdiocesan-wide uses of technology.
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Strategy and/or related Purchase	Phase Year	Person(s) Responsible	Expected Finish Date		
A. Establish a cost- effective source for technical support.	1, 2	Technology Director / OIT	2013		
B. Expand the network for efficient donation and refurbishment of technology.	All	Technology Director / OIT / Committee	Ongoing		

C. Identify and cooperate with local and national foundations to secure resources; target schools with critical needs.	All	Big Shoulders / OCS Staff / Sponsored Programs / Private Donors	Ongoing		
D. Design and implement a processes to manage erate applications for local schools.	All	Local schools / Technology Director	Ongoing		

Goal: 3	Catholic schools utilize OCS and local resources to maximize archdiocesan, school, family and community communication
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Strategy and/or related Purchase	Phase Year	Person(s) Responsible	Expected Finish Date		
A. Disseminate information and outcomes of the OCS Technology Plan to all stakeholder groups.	1	Technology Director	2011		
B. Revive the Archdiocesan-wide planning advisory committee to monitor the ongoing development and implementation of the education technology plan.	All	Technology Director	Ongoing		
C. Expand the implementation to allow parental access of student records, attendance, grades and emergency notification.	2, 3	Local School / Technology Director / OCS Data Research	2014		
D. Develop and implement strategies to provide parents with the tools to understand their child's technology use and protect their children at home.	All	Technology Professional Development Director / Local School Administrator	Ongoing		

Goal: 4	Catholic schools will develop local school addendums to the OCS plan incorporating the mission, vision and major goals and strategies.
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Strategy and/or related Purchase	Phase Year	Person(s) Responsible	Expected Finish Date		
A. Determine, propose and sponsor	1	Technology Director /	2011		

strategies enabling all schools to update comprehensive technology plans based on the goals of the OCS plan.		Committee			
B. Develop guidelines and provide planning information for all schools.	1	Technology Director / Committee	2011		
C. Track the development of local technology plans through the Genesis School Improvement Process	All Years	Assistant Superintendents	Ongoing		

<b>CURRICULUM AND INSTRUCTION</b>
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Goal: 5	Catholic schools integrate diverse technologies identified by scientifically based research into the process of teaching, learning and assessing in all disciplines at all instructional levels.
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Strategy and/or related Purchase	Phase Year	Person(s) Responsible	Expected Finish Date		
A. Use learning activities that stress teamwork, complex thinking, authentic assessments that address real-world problems.	All	Principal / Teachers	Ongoing		
B. Highlight best practice in technology principles at curriculum workshops.	All	OCS Curriculum Director	Ongoing		
C. Investigate the development of incentives to encourage educators to incorporate technology in instruction in innovative ways.	1	Technology Director / Superintendent	2011		
D. Identify and publish the location of model classrooms and schools that incorporate best practice in technology integration and effective teaching and learning.	All	Technology Director	Ongoing		

Goal: 6	Catholic schools, independently and collaborative use technology to communicate, access, analyze and evaluate information.
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Strategy and/or related Purchase	Phase Year	Person(s) Responsible	Expected Finish Date		
A. Engage students in problem based learning within the curriculum using the Indicators of Learning and the Six Essential Learnings.	All	OCS Staff / Principal / Teachers	Ongoing		
B. Develop a system-wide strategy for the attainment of student technology competencies.	2, 3	OCS Staff / Principal / Teachers	2014		
C. Develop an alignment of technology and learning initiatives within existing school improvement areas.	All	Principal / Teachers	Ongoing		
D. Identify channels that allow for collaboration among teachers in curriculum development, joint class projects and mutual growth.	2	Technology Director / OIT / OCS Staff	2012		

Goal: 7	Catholic schools align technology initiatives with school improvement goals for curriculum, instruction, and assessment.
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Strategy and/or related Purchase	Phase Year	Person(s) Responsible	Expected Finish Date		
A. Ensure that curricular programs and written curriculum appropriately infuse technology into academic content and teaching strategies.	All	OCS Staff / Principal / Teachers	Ongoing		
B. Identify and publish promising practices through OCS Resource Page.	All	OCS Staff	Ongoing		
C. Encourage leadership in developing innovative pilot projects.	All	Principals	Ongoing		

PROFESSIONAL DEVELOPMENT

Goal: 8

Catholic School professional staff (Administrators, Teachers, Librarians, Specialists) and support staff demonstrates competencies in technology skills and practices related to their responsibilities.

Strategy and/or related Purchase	Phase Year	Person(s) Responsible	Expected Finish Date		
A. Identify a person or persons at each school to form a technology committee or focus group to forward Archdiocesan and local technology goals.	1	Technology Director / Principal / Local Technology Coordinator	2011		
B. Continue to disseminate the NETS (National Educational Technology Standards) for administrators, teachers and students.	1	Technology Director / Committee / Principal	2011		
C. Identify or develop tools to measure the attainment of professional and support staff technology competencies and to certify their achievement.	2	Technology Director / Vendor Partners	2012		
D. Ensure that school level and/or individual staff development plans appropriately infuse technology.	All	Principal / Teachers	Ongoing		

Goal: 9	Building level administrators become technology leaders.
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Strategy and/or related Purchase	Phase Year	Person(s) Responsible	Expected Finish Date		
A. Increase participation of administrators in technology leadership training.	All	Technology Director / Principal / Local Technology Coordinator	Ongoing		
B. Ensure that technology competencies for professional and support staff are a component of the annual evaluation.	2	Principal	2012		
C. Ensure that local professional and support staff handbooks will include the Technology Standards for Illinois Teachers	1	Principal	2011		
D. Ensure that new principals and new teacher orientation sessions include technology expectations, training and standards.	Ongoing	OCS Staff	Ongoing		

Goal: 10	Professional Development in technology integration resources are identified and communicated to school personnel.
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Strategy and/or related Purchase	Phase Year	Person(s) Responsible	Expected Finish Date		
A. Expand the Curriculum web link on the OCS Resource Portal.	1	Technology Director	2011		
B. Establish elementary level technology coordinators groups based upon the model of the Technology Educators for Catholic High Schools (TECHS)	2	Technology Director / TECHS / Local Tech Coordinators	2012		
C. Provide assistance to local schools to access federal and external grant resources.	All	Title Programs Department	Ongoing		

Goal: 11	<b>Catholic schools provide professional development in technology to support and enhance curriculum, instruction and assessment.</b>
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Strategy and/or related Purchase	Phase Year	Person(s) Responsible	Expected Finish Date		
A. Develop, deliver and facilitate diverse technology integration staff development offerings.	All	Technology Director / Principal	Ongoing		
B. Ensure that Genesis SIP Professional Development Plans incorporate current research and best practice in technology.	1	OCS Staff	2011		
C. Infuse the application of technology into all appropriate inservice and training provided by OCS.	All	OCS Staff	Ongoing		
D. Utilize an aggressive train-the-trainers program to leverage system expertise.	All	OCS Staff	Ongoing		
E. Ensure that teachers and staff receive appropriate training for any telecommunication, computer or computer peripheral equipment.	All	OCS Staff	Ongoing		

**TECHNOLOGY DEPLOYMENT AND SUSTAINABILITY**

Goal: 12

Catholic schools have sufficient technology resources for teaching, learning, and management.

Strategy and/or related Purchase	Phase Year	Person(s) Responsible	Expected Finish Date		
A. Seek to maximize the access of funding sources for schools including e-rate, federal funds, grants and partnerships.	All	Technology Director	Ongoing		
B. Encourage and facilitate collaborative purchasing of equipment and services.	All	Technology Director / OIT / Committee	Ongoing		
C. Conduct a yearly survey to update equipment/software inventory and anticipated purchases.	All	Technology Director / OCS Data Research	Ongoing		
D. Develop procedures and effective models in school budgeting for training; hardware repair and maintenance; life cycle replacement and appropriate licensing.	2	Technology Director	2012		
E. Ensure that adequate power supports existing and future technology resources planned for individual schools and that power complies with all fire, safety and electrical regulations.	All	Principals / Pastors / Pastoral Center Departments	Ongoing		



Goal: 13	Catholic schools electronically network with the Archdiocese and each other.
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Strategy and/or related Purchase	Phase Year	Person(s) Responsible	Expected Finish Date		
A. Review the Archdiocese-wide networking strategy for linking all schools and classrooms and providing schools with an electronic mail system, calendar and document sharing.	1	OIT / Technology Director / Committee	2011		
B. Identify and leverage cooperative infrastructure for Internet access and Wide Area networking opportunities.	All	OIT / Technology Director / Committee	Ongoing		
C. Develop procedures and effective models of ubiquitous access to computer technology in schools.	2	OIT / Technology Director / Committee	2012		

Goal: 14	Catholic schools leverage resources and programs to ensure adequate technology services.
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Strategy and/or related Purchase	Phase Year	Person(s) Responsible	Expected Finish Date		
A. Provide a mechanism to coordinate and align school technical needs with available OIT services to schools.	1	OIT / Technology Director / Committee	2011		
B. Develop a committee to advise OCS on areas of greatest need and most desired technology services.	1	Technology Director	2011		
C. Build internal capacity by identifying school level technology leaders and supporting them with additional technical training opportunities.	2, 3	Technology Director / Committee	2014		
D. Encourage the development of technology maintenance and support consortiums	2	OIT / Technology Director / High School Administrators	2012		

E. Continue to leverage the scale of telecommunication, Internet, software and hardware purchases to maximize resources.	All	Technology Director / OIT / Consultants	Ongoing		
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<b>Goal: 15</b>	Catholic schools adopt technology policies for the acquisition, deployment, utilization and support of educational technology and school management.
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Strategy and/or related Purchase	Phase Year	Person(s) Responsible	Expected Finish Date		
A. Continue to update and revise technology policies (Internet, acceptable use, electronic tools) for employees and students that are CIPA compliant.	2	Technology Director	2012		
B. Develop, endorse and publish annually the Archdiocesan technical standards for operating software, network protocols and new hardware purchases.	1	OIT / Technology Director / Committee	2011		

<b>Goal: 16</b>	Catholic schools utilize electronic administrative management systems.
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Strategy and/or related Purchase	Phase Year	Person(s) Responsible	Expected Finish Date		
A. Develop standard practices for student, tuition and financial transaction and reporting systems appropriate for school use.	1	OIT / Technology Director / Committee / Data Research	2011		
B. Implement the preferred Student Information System (PowerSchool)	2, 3	OIT / Technology Director / Committee / Data Research	2014		
C. Continue to investigate tools that automate administrative tasks.	2	OIT / Technology Director / Committee / Data Research	2012		

**SECTION 7**

**ASSESSMENT AND EVALUATION**

**STAKEHOLDER COMMUNITY INVOLVEMENT**

**ASSESSMENT AND EVALUATION**

<b>Goal: 1</b>	Catholic schools, in partnership with the surrounding local and global communities, discover and leverage the educational, financial and technical resources available.
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Strategy and/or related Purchase	Phase Year	Person(s) Responsible	Assessment Strategies/tools	Success Indicators
A. Identify, publish and centrally update sources for funding of technology initiatives.	All	Technology Director / Committee	View web page and listserv	Sources are published and updated
B. Assist and enable parishes and schools to conduct local campaigns in support of education technology implementation.	All	Technology Director / OCS Marketing	View phone logs and calendar	Schools assisted
C. Ensure local technology plans address how community resources will be discovered and leveraged.	All	Local school administrator / Technology Committee	View Local Plans	Evidence of local strategies

<b>Goal: 2</b>	Catholic schools strive for equity in Archdiocesan-wide uses of technology.
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Strategy and/or related Purchase	Phase Year	Person(s) Responsible	Assessment Strategies/tools	Success Indicators
A. Establish a cost- effective source for technical support.	1, 2	Technology Director / OIT	View Newsletter Items	Sources identified and published

B. Expand the network for efficient donation and refurbishment of technology.	All	Technology Director / Committee / OIT	View newsletters and bulletins	Procedure established
C. Identify and cooperate with local and national foundations to secure resources; target schools with critical needs.	All	Big Shoulders / OCS Staff / Sponsored Programs / Private Donors	View School budgets	Resources identified and targeted
D. Investigate processes to manage e-rate applications for local schools.	All	Local schools / Technology Director	Access data report from the SLD	Schools access e-rate discounts

Goal: 3	Catholic schools utilize OCS and local resources to maximize Archdiocesan, school, family and community communication
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Strategy and/or related Purchase	Phase Year	Person(s) Responsible	Assessment Strategies/tools	Success Indicators
A. Disseminate information and outcomes of the OCS Technology Plan to all stakeholder groups.	1	Technology Director	View Tech Plan	Plan distributed
B. Revive the Archdiocesan-wide planning advisory committee to monitor the ongoing development and implementation of the education technology plan.	All	Technology Director	View agenda and minutes	Ongoing meetings
C. Expand the implementation to allow parental access of student records, attendance, grades and emergency notification.	2, 3	Local school / Tec. Director / OCS Data Research	Survey schools	Parents are able to access information
D. Develop and implement strategies to provide parents with the tools to understand their child's technology use and protect their children at home.	All	Technology Professional Development Director / Local school administrators	View flyers, workshop descriptions	Workshops held

Goal: 4	Catholic schools will develop local school addendums to the OCS plan incorporating the mission, vision and major goals and strategies.
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Strategy and/or related Purchase	Phase Year	Person(s) Responsible	Assessment Strategies/tools	Success Indicators
A. Determine, propose and sponsor strategies enabling all schools to update comprehensive technology plans based on the goals of the OCS plan.	1	Technology Director / Committee	Collection of local school planning pieces	Local plan complete
B. Develop guidelines and provide planning information for all schools.	1	Technology Director / Committee	View newsletters, bulletins	Information disseminated
C. Track the development of local technology plans through the Genesis School Improvement Process	All years	Assistant Superintendents	View SIP manual	SIP process includes Technology Plan

Goal: 5 Catholic schools integrate diverse technologies identified by scientifically based research into the process of teaching, learning and assessing in all disciplines at all instructional levels.

Strategy and/or related Purchase	Phase Year	Person(s) Responsible	Assessment Strategies/tools	Success Indicators
A. Use learning activities that stress teamwork, complex thinking, authentic assessments that address real-world problems.	All	Principal/Teachers	Assess lesson plan	Majority of lesson plans incorporate such strategies
B. Highlight best practice in technology principles at curriculum workshops.	All	OCS Curriculum Director	Workshop descriptions	Majority of workshops highlight best practices
C. Investigate the development of incentives to encourage educators to incorporate technology in instruction in innovative ways.	1	Technology Director / Superintendent	View memos	Incentives investigated
D. Identify and publish the location of model classrooms and schools that incorporate best practice in technology integration and effective teaching and learning.	All	Technology Director	View newsletters and bulletins	Models published

Goal: 6	Catholic schools, independently and collaborative use technology to communicate, access, analyze and evaluate information.
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Strategy and/or related Purchase	Phase Year	Person(s) Responsible	Assessment Strategies/tools	Success Indicators
A. Engage students in problem based learning within the curriculum using the Indicators of Learning and the Six Essential Learnings.	All	OCS Staff / Principals / Teachers	View lesson plans	Majority of teachers incorporate Project Based Learning
B. Develop a system-wide strategy for the attainment of student technology competencies.	2, 3	OCS Staff / Principals / Teachers	View newsletters and bulletins	Strategy developed
C. Develop an alignment of technology and learning initiatives within existing school improvement areas.	All	Principals / teachers	View School Goals and School Improvement Plans	50% of schools align plans
D. Identify channels that allow for collaboration among teachers in curriculum development, joint class projects and mutual growth.	2	Technology Director / OIT / OCS Staff	View newsletters, bulletins and web site	Resources exist

Goal: 7	Catholic schools align technology initiatives with school improvement goals for curriculum, instruction, and assessment.
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Strategy and/or related Purchase	Phase Year	Person(s) Responsible	Assessment Strategies/tools	Success Indicators
A. Ensure that curricular programs and written curriculum appropriately infuse technology into academic content and teaching strategies.	All	OCS Staff / Principal / Teachers	Examine written curriculum	All curriculum infuse technology
B. Identify and publish promising practices through OCS news vehicles.	All	OCS Staff	View newsletters, bulleting and web site	Promising practices identified and published
C. Encourage leadership in developing innovative pilot projects.	All	Principals	View lesson plans / observations	Projects identified

Goal: 8	Catholic School professional staff (Administrators, Teachers, Librarians, Specialists) and support staff demonstrates competencies in technology skills and practices related to their responsibilities.
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Strategy and/or related Purchase	Phase Year	Person(s) Responsible	Assessment Strategies/tools	Success Indicators
A. Identify a person or persons at each school to form a technology committee or focus group to forward Archdiocesan and local technology goals.	1	Technology Director / Principal / Local Tech Coordinator	Technology Survey	Persons identified in 90% of schools
B. Continue to disseminate the NETS (National Educational Technology Standards) for administrators, teachers and students.	1	Technology Director / Committee / Principal	View newsletters, bulletins	NETS adopted
C. Identify or develop tools to measure the attainment of professional and support staff technology competencies and to certify their achievement.	2	Technology Director / Vendor Partners	View tools	Tools in place
D. Ensure that school level and/or individual staff development plans appropriately infuse technology.	All	Principal / Teachers	View school level staff development plans	Staff development plans include tech skills



Goal: 9	Building level administrators become technology leaders.
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Strategy and/or related Purchase	Phase Year	Person(s) Responsible	Assessment Strategies/tools	Success Indicators
A. Increase participation of administrators in technology leadership training.	All	Tech director / PD director / principals	View agendas	75% of administrators participate
B. Ensure that technology competencies for professional and support staff are a component of the annual evaluation.	1	Principal	View evaluation forms	Forms revised
C. Ensure that local professional and support staff handbooks will include the Technology Standards for Illinois Teachers	1	Principal	View handbooks	Handbooks include standards
D. Ensure that new principals and new teacher orientation sessions include technology expectations, training and standards.	Ongoing	OCS Staff	View agendas	All new personnel received tech orientation

Goal: 10	Professional Development in technology integration resources are identified and communicated to school personnel.
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Strategy and/or related Purchase	Phase Year	Person(s) Responsible	Assessment Strategies/tools	Success Indicators
A. Expand the Curriculum web link on the OCS Resource Portal.	1	Technology Director Curriculum & Instruction Team	View web pages	Links evident
B. Establish elementary level technology coordinators groups based upon the model of the Technology Educators for Catholic High Schools (TECHS)	2	Technology Director / TECHS / Local Tech Coordinator	View agenda, minutes	Groups established in 25% of the councils each year
C. Provide assistance to local schools to access federal and external grant resources.	All	Sponsored Programs Department	Annual Survey	100% of schools access all available resources

Goal: 11	<b>Catholic schools provide professional development in technology to support and enhance curriculum, instruction and assessment.</b>
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Strategy and/or related Purchase	Phase Year	Person(s) Responsible	Assessment Strategies/tools	Success Indicators
A. Develop, deliver and facilitate diverse technology integration staff development offerings.	All	Technology Director / Principals	View flyers	A variety of offerings exist
B. Ensure that Genesis SIP Professional Development Plans incorporate current research and best practice in technology.	1	OCS Staff	View SIP Manual	Evident in Staff Development plans
C. Infuse the application of technology into all appropriate inservice and training provided by OCS.	All	OCS Staff	View agenda	Application is evident
D. Utilize an aggressive train-the-trainers program to leverage system expertise.	All	OCS Staff	View experts database	20 new experts identified each year
E. Ensure that teachers and staff receive appropriate training for any telecommunication, computer or computer peripheral equipment.				

Goal: 12

Catholic schools have sufficient technology resources for teaching, learning, and management.

Strategy and/or related Purchase	Phase Year	Person(s) Responsible	Assessment Strategies/tools	Success Indicators
A. Seek to maximize the access of funding sources for schools including e-rate, federal funds, grants and partnerships.	All	Technology Director	Tech Survey, SLD Database	% of schools participating increase each year
B. Encourage and facilitate collaborative purchasing of equipment and services.	All	Technology Director / OIT / Committee	View newsletters, bulletins	New agreements each year
C. Conduct a yearly survey to update equipment/software inventory and anticipated purchases.	1	Technology Director / OCS Data Research	View survey	100% participate
D. Develop procedures and effective models in school budgeting for training; hardware repair and maintenance; life cycle replacement and appropriate licensing.	2	Technology Director	View published models	Models identified
E. Ensure that adequate power supports existing and future technology resources planned for individual schools and that power complies with all fire, safety and electrical regulations.	All	Principals / Pastors / Archdiocese Pastoral Center	View facility upgrade standards + plans	75% of schools meet minimum standards

<b>Goal: 13</b>	Catholic schools electronically network with the Archdiocese and each other.
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Strategy and/or related Purchase	Phase Year	Person(s) Responsible	Assessment Strategies/tools	Success Indicators
A. Review the Archdiocese-wide networking strategy for linking all schools and classrooms and providing schools with an electronic mail system, calendar and document sharing.	1	OIT / Technology Director / Committee	View newsletters, bulletins	Strategy developed
B. Identify and leverage cooperative infrastructure for Internet access and Wide Area networking opportunities.	All	OIT, Technology Director / Committee	Technology Survey, Contracts	Agreements developed
C. Develop procedures and effective models of ubiquitous access to computer technology in schools.	2	Technology Director / Committee / OIT	View newsletters, bulletins	Models published

<b>Goal: 14</b>	Catholic schools leverage resources and programs to ensure adequate technology services.
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Strategy and/or related Purchase	Phase Year	Person(s) Responsible	Assessment Strategies/tools	Success Indicators
A. Provide a mechanism to coordinate and align school technical needs with available OIT services to schools.	1	OIT / Technology Director / Committee	View newsletter announcements	Coordination exists
B. Develop a committee to advise OCS on areas of greatest need and most desired technology services.	1	Technology Director	View agenda and minutes	Committee exists
C. Build internal capacity by identifying school level technology leaders and	2, 3	Technology Director / Committee	View flyers, training descriptions	Training is being provided

supporting them with additional technical training opportunities.				
D. Encourage the development of technology maintenance and support consortiums	2	Technology Director / OIT / High Schools	View agenda and minutes	Consortium groups exist
E. Leverage the scale of telecommunication, Internet, software and hardware purchases to maximize resources.	All	OIT / Technology Director / Committee / Vendor partners	Vendor Agreements	Agreements exist

Goal: 15	Catholic schools adopt technology policies for the acquisition, deployment, utilization and support of educational technology and school management.
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Strategy and/or related Purchase	Phase Year	Person(s) Responsible	Assessment Strategies/tools	Success Indicators
A. Continue to update and revise technology policies (Internet, Acceptable Use, Electronic Tools) for employees and students that are CIPA compliant.	2	Technology Director	Examine policy document	Updated policy exists
B. Develop, endorse and publish annually the Archdiocesan technical standards for operating software, network protocols and new hardware purchases.	1	Technology Director / OIT / Committee	View Newsletters, bulletins	Standards developed and published

Goal: 16	Catholic schools utilize electronic administrative management systems.
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Strategy and/or related Purchase	Phase Year	Person(s) Responsible	Assessment Strategies/tools	Success Indicators
A. Develop standard practices for student, tuition and financial transaction and reporting systems appropriate for school use.	1	Technology Director / OCS Data Research / OIT / Committee	Examine standards	Standards published
B. Implement the preferred Student Information System (PowerSchool).	2, 3	Technology Director / OCS Data Research / OIT / Committee	Examine databases	Database exist
C. Continue to investigate tools that automate administrative tasks.	2	Technology Director / OCS Data Research / OIT / Committee	Examine agreements	Agreement exist

Policy in the Archdiocese of Chicago is developed according to the norm of Canon (Roman Catholic Church) law (c. 391 and 427, #1). This process required extensive advice and consensus of the various Archdiocesan consultative bodies and agencies of the Pastoral Center. The Vicar of the Archdiocese of Chicago, Francis Cardinal George, ultimately approves policy statements.

Many policies guide the vision and operation of Catholic schools. For the purposes of this plan, these specific policies and procedures have been developed and may be found in the School Administrator's Handbook and the OCS Resource Portal at <http://ocs.archchicago.org>

1. Electronic Communications Policy for Adults
2. Acceptable Use Policy for Students including CIPA compliant additions
3. Web publishing guidelines
4. Guidelines for Communicating Electronically With Minors
5. Photo/Academic Work Permission Form