



# **GRACE Technology Digital Learning Plan 2019-2022**

## TABLE OF CONTENTS

---

Authors and Approvals .....	3
GRACE Digital Learning Plan .....	4
Where Are We Going? .....	5
GEAR 1 - Instruction, Learning and Assessment (DPI) .....	6
GEAR 2 - Technology and Hardware (DPI) .....	10
GEAR 3 - Empowering, Innovative Leadership (DPI) .....	16
GEAR 4 - Professional Learning and Building Capacity (DPI).....	18
GEAR 5 - Data and Privacy (DPI).....	21
Exploration and Analysis of Current Environment.....	26
Technology Integration Timeline .....	27
Curriculum Project Timeline .....	28
Progress Report.....	29
Glossary.....	37

**AUTHORS AND APPROVALS**

The creation of the GRACE Digital Learning Plan was completed by a comprehensive team representing a wide background of knowledge and experience. The intent of this Plan is to be a living document that is reviewed a minimum of twice a year.

✦ *“Two are better than one; because they have good reward to their labor.”* ✦  
*- Ecclesiastes 4:9*

Members in the design, creation and approval of the Plan:

Member	Position at GRACE
Kim Desotell	GRACE President
Gerard Faller	Director of Strategic Operations & Finance
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Lynn Fink	Technology Coordinator
Melissa Wolcanski	Finance Team Leader
Principals	
Technology Services Team	

Data Sources:

- Pulse Survey 2016
- Strategic Plan 2018
- Accreditation 2019

GRACE Board of Trustees Approval:

\_\_\_\_\_  
 Signature

\_\_\_\_\_  
 Date



WE ARE:  
**GRACE:**

## **GRACE DIGITAL LEARNING PLAN**

### **GRACE Mission Statement**

Building academic excellence and life skills while growing in our Catholic faith.

### **GRACE Vision Statement**

The GRACE system technology vision is to promote resource sharing, innovation and communication skills in an ethical and responsible matter. GRACE students will be 21st century learners who are well-prepared for living and working in a global society.

### **Accreditation**

GRACE schools are accredited annually by the Wisconsin Religious and Independent Schools Accreditation (WRISA) annually accredits schools that meet rigorous standards of excellence and demonstrate continuous school improvement.

### **Wisconsin Department of Public Instruction (DPI) Statement of Digital Learning Plan**

In 2016, the State Superintendent's Digital Learning Advisory Council (DLAC) established a shared vision for digital learning in Wisconsin. This Plan is a roadmap to follow for schools and their partners including public libraries, community organizations, and local employers. The Plan provides school districts strategies for making learning more meaningful and relevant for students, more accessible for economically disadvantaged students, and more cost-effective upon implementation. The focus, throughout the Plan, continues to be learning environments that are equitable, personalized, applied, and engaging.

### **Integration of Technology Standards**

GRACE utilizes two key sources for technology standards, the Green Bay Diocese and the International Society for Technology in Education (ISTE). The standards housed on both these sites is integrated throughout this document and was used as a crucial reference when developing action steps and timelines. To access the Green Bay Diocesan standards, please go to [gbdioc.org](http://gbdioc.org). To access the ISTE standards, please go to [iste.org](http://iste.org).

**WHERE ARE WE GOING?**

- In conjunction with the DPI direction, we will be following the Gears and Goals model design.
- Principals and GRACE Leadership will be involved in all aspects of the exploration and implementation of the Plan.
- Technology Team repositioned to be directly linked with the GRACE Leadership Team.

**GEARS AND GOALS**

*as written and recommended by the Wisconsin Department of Public Instruction*

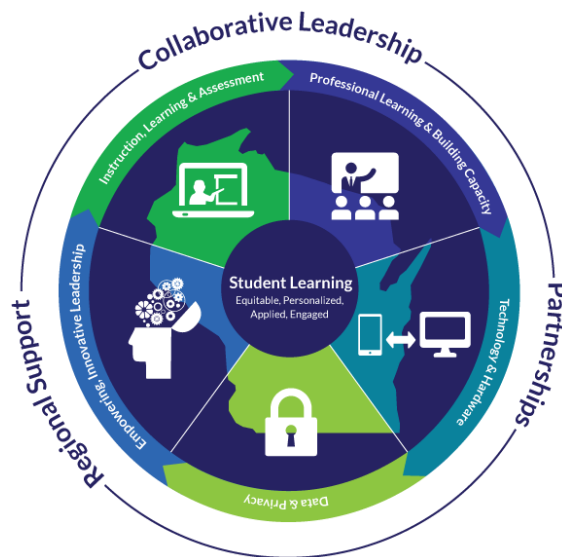
**Gear 1 – Instruction, Learning and Assessment ..... 8**  
*Leader – Curriculum*

**Gear 2 – Technology and Hardware .....11**  
*Leader – Technology*

**Gear 3 – Empowering, Innovative Leadership .....17**  
*Leader – Curriculum, Technology and GRACE Leadership*

**Gear 4 – Professional Learning and Building Capacity .....19**  
*Leader – Curriculum*

**Gear 5 – Data Privacy .....22**  
*Leader – Technology*



## GEAR 1 - INSTRUCTION, LEARNING AND ASSESSMENT (DPI)

*Thoughtful planning, preparation, and analysis of student outcomes, professional learning, culture, and leadership.*



*“So Jesus answered them and said,  
‘My teaching is not Mine, but His who sent Me.’”  
- John 7:16*



### GOAL 1.1 – (DPI)

Educators will base curriculum, instruction and assessment on the clear expectation that all students graduate prepared for college and the workplace. Educators will actively use data to guide choices related to curriculum, content and instructional strategies.

#### GRACE Action Steps

- Chromebook Initiative 1:1
- Professional Development in site navigation NWEA and ACRE
- Ensure all teachers and students have an NWEA and ACRE account
- Student training on Google and MS Office Products

### GOAL 1.2 – (DPI)

Districts will provide universal access to high-quality digital tools, learning objects and curriculum.

#### GRACE Action Steps

- Create an inventory of technology devices for each school and identify if there are additional needs at specific sites
- Ensuring that the Follett Library software is up to date and maintained

*Curriculum Integration Timeline:*

#### Curriculum Inventory

#### ►2019-2020 School Year

Timeline	Events
Fall	<ul style="list-style-type: none"> <li>• Set up inventory document through Google for teachers, Tech Team members, etc. to list tech devices currently at their school location</li> </ul>
Winter	<ul style="list-style-type: none"> <li>• Analyze the inventory results. Identify surpluses and shortages at all GRACE locations</li> </ul>
Spring	<ul style="list-style-type: none"> <li>• Determine plan to equalize tech availability at all school locations – create a budget to estimate cost breakdown</li> </ul>

### GOAL 1.3 – (DPI)

Districts are able to leverage technology and diverse learning resources to personalize the learning experience for each student.

#### GRACE Action Steps

- Creating a list of online apps and resources to reinforce and support differentiation for students using the 1:1 technology initiative

- Assess student needs and identify technology devices, test adaptations, etc. that would support the student's unique learning needs

*Curriculum Integration Timeline:*

Online Resource Database

►2020-2021 School Year

Timeline	Events
Fall	<ul style="list-style-type: none"> <li>• Set up survey for teachers, Tech Team members, principals, supportive consultants etc. to determine online resources used for differentiation in our system currently</li> </ul>
Winter	<ul style="list-style-type: none"> <li>• Vet each resource – determine validity, alignment to standards, tech compatibility to available devices</li> </ul>
Spring	<ul style="list-style-type: none"> <li>• Publish a GRACE resource list by grade level and subject area that all school staff can utilize to assist with instructional differentiation using technology</li> </ul>

**GOAL 1.4 – (DPI)**

Educators will create learning spaces that foster innovation and will communicate to students and parents about the adaptability and flexibility of these spaces. Students and parents rate highly the value of these changes to the learning environment.

GRACE Action Steps

- Integrate technology-based STEM projects and lessons into the learning environment
- Provide professional development training for teachers
- Develop communication tools and resources for parents and communicate information using Alert Solutions (implement in all school sites)

**GOAL 1.5 – (DPI)**

Districts will seek opportunities and technology platforms that extend course offerings. Districts will provide opportunities for educators to learn in blended and/or online learning environments that will enable them to bring digital lessons and assignments, which engage learners to strive for success.

GRACE Action Steps

- Train teachers in utilizing online tools:
  - Khan Academy
  - Odyssey
  - Schoology
  - Google Classroom
- Ensure teachers and students have the appropriate technology devices to use these programs in their classrooms (consideration for 1:1 at PreK-3 Level)

**GOAL 1.6 – (DPI)**

Expand state investments in statewide digital content and learning resources, taking advantage of economy of scale pricing and efficiency of implementation through interoperability standards.

GRACE Action Steps

- Identify technology resources to purchase that could be consolidated and used system-wide in order to take advantage of scale pricing
- Repeat the same process at the Diocesan as well as the state CESA level

*Curriculum Integration Timeline:*Technology Curriculum Resource Purchases (Bulk)

## ▶2021-2022 School Year

Timeline	Events
Fall	<ul style="list-style-type: none"> <li>• Look at the online resources database and determine if any would be purchased for the entire district</li> </ul>
Winter	<ul style="list-style-type: none"> <li>• Contact the Diocese and discuss purchased resources and if any future budgetary plans can be made for purchases in the future</li> </ul>
Spring	<ul style="list-style-type: none"> <li>• Reach out to CESA 7 representatives to discuss purchased technology resources and determine if other schools are mass utilizing any particular tools</li> </ul>

**GOAL 1.7 – (DPI)**

All students have access to qualified school library media specialists who have the capacity to partner with classroom teachers to design and implement evidence-based curricula and assessments that integrate elements of deeper learning, critical thinking, information literacy, digital citizenship, creativity, innovation, and the active use of technology.

GRACE Action Steps

- Ensure that the Destiny Library software is up to date and maintained
- Purchase tools such as:
  - BadgerLink
  - ERIC
  - Grammarly
- Develop lessons, utilizing technology, that support the ISTE standards



*Technology Integration Timelines:*  
ISTE Standards Activities

▶2020-2021 School Year

Timeline	Events
Spring	<ul style="list-style-type: none"> <li>Establish team to help review ISTE standards with principals</li> </ul>
Summer	<ul style="list-style-type: none"> <li>Build ideas and activities list for teachers to integrate ISTE standards</li> </ul>

▶2021-2022 School Year

Timeline	Events
Fall	<ul style="list-style-type: none"> <li>Present ideas for ISTE standards to teachers</li> </ul>
Spring	<ul style="list-style-type: none"> <li>Continue to modify and update activities as needed</li> </ul>

## GEAR 2 - TECHNOLOGY AND HARDWARE (DPI)

*The deployment of the systems critical to the success of all efforts toward student achievement.*



*“And God is able to make grace abound to you, so that having sufficiency in all things at all times, you may abound in every good work.”*



*- 2 Corinthians 9:8*

### GOAL 2.1 – (DPI)

All school districts are able to meet student and staff bandwidth demand at all times throughout the school day.

#### GRACE Action Steps

- Long range goals are in place for schools to obtain fiber internet 200mbps
- Upgrade and update wireless infrastructure so wireless logins at all schools are consistent and universal
- Develop a formal helpdesk center to solve school network issues in a time efficient manner as to not impede student learning and progress

#### *Technology Integration Timelines:*

##### Wireless

#### ►2019-2020 School Year

Timeline	Events
Fall	<ul style="list-style-type: none"> <li>• Gather full inventory of all sites wireless and setup</li> <li>• Evaluate age and need for updates</li> <li>• Build central management counsel to handle all school site WiFi</li> </ul>
Winter	<ul style="list-style-type: none"> <li>• Plan for new structures, deployment and updates</li> <li>• Determine which schools first, second and third year</li> <li>• Determine funding</li> <li>• Work with parishes for any AP integration that exists</li> </ul>
Spring	<ul style="list-style-type: none"> <li>• Build central management counsel to handle all school site WiFi</li> <li>• Purchase new Unifi EDU AP's for selected first three schools</li> </ul>
Summer	<ul style="list-style-type: none"> <li>• Install and update first three schools with new Unifi EDU AP's</li> </ul>

#### ►2020-2021 School Year

Timeline	Events
Fall	<ul style="list-style-type: none"> <li>• Confirm AP management and design</li> <li>• Debug any issues found as school year opens</li> </ul>
Winter	<ul style="list-style-type: none"> <li>• Prepare second three schools for new Unifi EDU AP additions</li> <li>• Continue to work with parishes for any AP integration that exists</li> </ul>
Spring	<ul style="list-style-type: none"> <li>• Purchase second three schools Unifi EDU AP's</li> </ul>
Summer	<ul style="list-style-type: none"> <li>• Install and update second three schools with new Unifi EDU AP's</li> </ul>

►2021-2022 School Year

Timeline	Events
Fall	<ul style="list-style-type: none"> <li>• Debug any issues found as school year opens</li> </ul>
Winter	<ul style="list-style-type: none"> <li>• Prepare third schools for new Unifi EDU AP additions</li> <li>• Continue to work with parishes for any AP integration that exists</li> </ul>
Spring	<ul style="list-style-type: none"> <li>• Purchase third three schools Unifi EDU AP's</li> </ul>
Summer	<ul style="list-style-type: none"> <li>• Install and update third three schools with new Unifi EDU AP's</li> </ul>

\*\*\*Technology Key Notes\*\*\*

- All schools are on separate wireless structures
  - No central management Solution
  - All schools vary in WiFi age and abilities
- Unifi EDU AP's contain a PA system built into their system – preplanning for eventual use as needed for any system wide PA System along with updating all PA systems that may need it
- Continue to use New PA System at OLOL and SJB – Installed in 2018-19 per DOJ Grant

*Technology Integration Timelines:*  
Centralized Help Desk Solutions

►2019-2020 School Year

Timeline	Events
Spring	<ul style="list-style-type: none"> <li>• Evaluate the creation of a central help desk location</li> </ul>
Summer	<ul style="list-style-type: none"> <li>• Create/locate a central help desk location</li> </ul>

►2020-2021 School Year

Timeline	Events
Spring	<ul style="list-style-type: none"> <li>• Evaluate use of central help desk location</li> </ul>
Summer	<ul style="list-style-type: none"> <li>• Move extra technology inventory to new help desk location</li> </ul>

**GOAL 2.2 – (DPI)**

District leaders prepare comprehensive plans that document policies; publish current inventories; define upgrade and replacement schedules; identify annual budgets and outline environmentally responsible disposal policies.

GRACE Action Steps

- Review and update all technology based policies for staff, students and volunteers - communicate any changes
- Develop a replacement schedule/rotation for all technology devices
- Create an inventory of technology devices for each school and identify if there are additional needs at specific sites
- Create a universal location to house all technology resources at each school site to promote equal accessibility for staff and teachers

*Technology Integration Timelines:*

Technology Inventory

►2019-2020 School Year

Timeline	Events
Fall	<ul style="list-style-type: none"> <li>• Develop and select an inventory method for all technology within GRACE schools – GRACE owned and parish owned (possibly Destiny Software)</li> <li>• Asset Tag all items as inventoried to ensure they are included</li> </ul>
Winter	<ul style="list-style-type: none"> <li>• Move more physical storage to the cloud to allow for remote work from home</li> </ul>
Spring	<ul style="list-style-type: none"> <li>• Develop technology replacement cycle plan</li> </ul>
Summer	<ul style="list-style-type: none"> <li>• Complete inventory process for all technology</li> <li>• Continuously verify updated inventory list</li> </ul>

**GOAL 2.3 – (DPI)**

Funding for digital learning is integrated across multiple budget areas, including instruction, building facilities, technology, staffing, utilities, etc. where appropriate.

GRACE Action Steps

- Develop a procedure for determining which department should be responsible for the payment of certain technology tools, resources and/or devices
- Consideration for parent-purchased Chromebooks
- Continue to increase number school security cameras – eventually lead to a unifying camera system

**GOAL 2.4 – (DPI)**

School districts are able to strategically leverage their content and data assets across a number of systems and assemble solutions to integrate content and applications from a variety of sources and vendors.

GRACE Action Steps

- Create a research team to determine which interactive board would be a best fit for the GRACE system
- Work to develop a budget and purchase plan to integrate the chosen board into all school sites
- Train teachers on the use of the new boards and its functions
- Evaluate all current technology vendors to determine if the cost is still competitive with other area options
  - Printers/Copies
  - Hardware/Software
  - Cloud/Local
- Evaluate all current school licensing policies within the GRACE system, parish, stand alone and subscriptions

*Technology Integration Timelines:*  
Printing Plans and Projections

►2020-2021 School Year

Timeline	Events
Fall	<ul style="list-style-type: none"> <li>• Determine current structures and plans for growth in technology</li> <li>• Determine individual needs of each building</li> <li>• Evaluate current inventory of printers and copiers</li> </ul>
Winter	<ul style="list-style-type: none"> <li>• Meeting with multiple vendors and determine copy and printing plan</li> <li>• Determine current available financial resources in budget</li> <li>• Create Print Management Plan with chosen vendor</li> </ul>
Spring	<ul style="list-style-type: none"> <li>• Secure funding for purchase and implementation</li> <li>• Sign updated contract with vendor to bring together printing and copying</li> </ul>
Summer	<ul style="list-style-type: none"> <li>• Implement new Print Management System</li> <li>• Begin training on any changes in print management</li> </ul>

►2021-2022 School Year

Timeline	Events
Fall	<ul style="list-style-type: none"> <li>• Provide any new training on new print options</li> <li>• Debug any issues</li> </ul>
Winter	<ul style="list-style-type: none"> <li>• Evaluate changes and plan accordingly</li> </ul>

\*\*\*Technology Key Notes\*\*\*

- Printers are under contract with MBM
  - We own all printers; they provide service and toner
- Copiers are under contract with Quality Assured
  - There are different lease schedules for different printers
    - Need to obtain information on leases and contracts
- Consideration for Papercut management solution
- Link PowerSchool Teacher ID's with Printing ID's

*Technology Integration Timelines:*  
Interactive Boards

►2019-2020 School Year

Timeline	Events
Fall	<ul style="list-style-type: none"> <li>• Research options --- Interactive Displays                             <ul style="list-style-type: none"> <li>◦ Smart</li> <li>◦ Sharp Aquos</li> <li>◦ Clever Touch/Clear Touch</li> <li>◦ Smart TV's</li> </ul> </li> <li>• Plan for demo boards and trials if needed</li> <li>• Inventory all current boards</li> </ul>

Timeline	Events
Winter	<ul style="list-style-type: none"> <li>• Complete a needs assessment from teachers and principals</li> <li>• Have teachers try all boards and provide feedback to Tech Team</li> <li>• Make lists of pro, cons and favorite boards</li> <li>• Determine pricing and costs</li> </ul>
Spring	<ul style="list-style-type: none"> <li>• Make decision on board choice (principals, teachers, Tech Team)</li> <li>• Select consistent vendor and board</li> </ul>
Summer	<ul style="list-style-type: none"> <li>• Purchase boards if funds are achieved or found</li> <li>• Install new boards</li> <li>• Provide professional development</li> </ul>

►2020-2021 School Year

Timeline	Events
Fall	<ul style="list-style-type: none"> <li>• Re-evaluate boards</li> <li>• Debug boards as needed</li> <li>• Provide Professional Development as needed</li> <li>• Develop replacement cycle plan for old boards</li> </ul>
Winter	<ul style="list-style-type: none"> <li>• Seek funding for more boards</li> <li>• Create priority board replacement list for old boards</li> </ul>
Spring	<ul style="list-style-type: none"> <li>• Purchase more boards as funding allows</li> <li>• Continue professional development</li> </ul>

►2021-2022 School Year

Timeline	Events
Fall	<ul style="list-style-type: none"> <li>• Re-evaluate boards</li> <li>• Debug boards as needed</li> <li>• Provide Professional Development as needed</li> </ul>
Winter	<ul style="list-style-type: none"> <li>• Seek funding for more boards</li> </ul>
Spring	<ul style="list-style-type: none"> <li>• Purchase more boards as funding allows</li> <li>• Continue professional development</li> </ul>

\*\*\*Technology Key Notes\*\*\*

- GRACE has several different boards at all different sites
  - Each board should be evaluated and inventoried
  - Work with building principals to find common board type and style for consistently
- Working with principals and teachers create plan for selecting teachers to receive interactive boards --
  - How they will use it?
  - How will it improve instruction for students?
  - How would they document proof of performance gains?
  - Do you have a current board?
    - Does it work

- How old is it
- Have we made any updates to it recently

*Technology Integration Timelines:*  
School Technology Licensing Review

►2019-2020 School Year

Timeline	Events
Winter	<ul style="list-style-type: none"> <li>• Evaluate all system licensing currently have: GRACE, parish, stand alone subscription</li> <li>• Develop licensing plan for future use and growth: OVS, Standard Buy</li> </ul>
Summer	<ul style="list-style-type: none"> <li>• Update computers with correct licensing if needed</li> </ul>

Cloud-Based Technology Setup

►2019-2020 School Year

Timeline	Events
Spring	<ul style="list-style-type: none"> <li>• Move any remaining onsite physical storage to the cloud to allow for remote work from home</li> </ul>

►2020-2021 School Year

Timeline	Events
Winter	<ul style="list-style-type: none"> <li>• Begin discussions for cloud-based technology only for a pilot school – Chrome, Class-Link, O365, Securly</li> </ul>
Spring	<ul style="list-style-type: none"> <li>• Write plan for deployment of a cloud-based technology for school</li> </ul>
Summer	<ul style="list-style-type: none"> <li>• Deploy cloud-based solution for pilot school</li> </ul>

►2021-2022 School Year

Timeline	Events
Fall	<ul style="list-style-type: none"> <li>• Debug any issues with a cloud-based solution</li> </ul>
Winter	<ul style="list-style-type: none"> <li>• Discus plans to either improve or modify cloud-based solutions</li> <li>• Prepare next schools for cloud-based solution</li> </ul>

**GOAL 2.5 – (DPI)**

All school districts are able to address the need for school, community and home access to ensure equity of digital resources to all students.

GRACE Action Steps

- Survey all current stakeholders (i.e. families) to assess the technology level and accessibility in each home environment
- Determine if a take-home policy is appropriate or feasible for our system and families that do not have regular access to technology
- Review, evaluate and utilize data derived from surveys and feedback generated by the Pulse Survey, Strategic Plan and accreditation to review stakeholder input

### GEAR 3 - EMPOWERING, INNOVATIVE LEADERSHIP (DPI)

*Innovative leadership has the opportunity to inspire change, support risk-taking and communicate expectations of use through curriculum, goals and outcomes for all learners.*



*“Remember your leaders, who spoke the word of God to you.  
Consider the outcome of their way of life and imitate their faith.”  
- Hebrews 13:7*



#### GOAL 3.1 – (DPI)

Utilize leaders at all levels to implement, monitor, adjust and incrementally improve digital learning in Wisconsin.

##### GRACE Action Steps

- Identify leaders in technology within the GRACE system and determine speaking opportunities within the state that they could participate in
- Implement train the trainer model to have Tech Team members at each school educate key staff members to become the “in-house” expert at that location
- Develop a review procedure for the train the trainer model to ensure its effectiveness and success

*Curriculum Integration Timeline:*

##### Train the Trainer Model

##### ►2020-2021 School Year

Timeline	Events
Fall	<ul style="list-style-type: none"> <li>• Work the Tech Team members and principals to identify a lead teacher candidate at each school location</li> </ul>
Winter	<ul style="list-style-type: none"> <li>• Hold a GRACE-wide meeting with Tech Team members and chosen lead teachers to discuss roles, responsibilities and train the trainer method</li> </ul>
Spring	<ul style="list-style-type: none"> <li>• Meet with team again at the end of the year to discuss pros, cons and areas of improvement for the train the trainer method</li> </ul>

#### GOAL 3.2 – (DPI)

Develop and implement digital learning competencies for teachers, administrators, students, technical staff and support staff.

##### GRACE Action Steps

- Implement train the trainer model to have Tech Team members at each school educate key staff members to become the “in-house” expert at that location
- Implement more hands-on tech training both at the school level and at system-wide in services (1:1 training ideal)
- Develop an implementation plan for each new technology initiative
  - Budget/purchase plan
  - Professional Development training for teachers on the new device
  - Classroom integration use



- Review device success or failure and identify improvements if applicable

**GOAL 3.3 – (DPI)**

Establish a collaborative culture of capacity building and empowerment in which leaders are encouraged to innovate.

GRACE Action Steps

- Contact local businesses and organizations to establish a partnership to bring in new technology ideas to the schools and continue to grow technology integration in our classrooms

**GOAL 3.4 – (DPI)**

Communicate a shared vision for digital learning to a broad audience including parents, students, school board members and community stakeholders.

GRACE Action Steps

- Determine effective communication methods to share technology goals and initiatives with groups listed above
- Determine if a survey for parents to assess their perceptions of what is important in terms of technology is feasible and useful for the GRACE system
- Use survey results to drive technology goals and initiatives

*Curriculum Integration Timeline:*

Parent Communication Survey

▶2019-2020 School Year

Timeline	Events
Fall	<ul style="list-style-type: none"> <li>• Develop a possible survey to assess parent perceptions of what is important in term of technology in the classroom – vet survey with Tech Team</li> </ul>
Winter	<ul style="list-style-type: none"> <li>• Send out approved survey to all current GRACE families</li> </ul>
Spring	<ul style="list-style-type: none"> <li>• Analyze survey results and discuss how parent perceptions align with current technology goals and objectives</li> </ul>

## GEAR 4 - PROFESSIONAL LEARNING AND BUILDING CAPACITY (DPI)

*Create, join, and sustain professional networks both within and outside of the district, frequently leveraging the latest in social media.*



*“Whatever you have learned or received or heard from me, or seen in me – put it into practice. And the God of peace will be with you.”*



*- Philippians 4:9*

### GOAL 4.1 – (DPI)

Teachers, administrators and other educational professionals are self-directed in their professional practices using technology to optimize teaching and learning.

#### GRACE Action Steps

- Implement a system-wide Google site dashboard, where training resources are readily available for independent learning and growth
  - Training videos
  - Step-by-step directions
  - How-to sheets
  - Move resources from the Employee section of the GRACE website to the new dashboard
- Train teachers in how to use the newly integrated dashboard and digital meeting resources
- Research digital meeting resources to improve staff collaboration, communication and meeting accessibility
  - Google Hangout
  - Conference calls
  - Complete inter-building communication via VoIP

*Technology Integration Timelines:*

#### VoIP System

##### ►2020-2021 School Year

Timeline	Events
Fall	<ul style="list-style-type: none"> <li>• Review all schools phones systems VoIP and other</li> <li>• Prepare two-year plan to help bring school phone together into one system, involving building principals, parish staff, GRACE office and Tech Coordinators</li> </ul>
Winter	<ul style="list-style-type: none"> <li>• Review options for VoIP cloud-based controllers’ options</li> <li>• Plan for funding to pay for schools that need to be switched over to VoIP</li> </ul>
Spring	<ul style="list-style-type: none"> <li>• Build base link between current schools with VoIP</li> <li>• Debug phones as needed</li> </ul>
Summer	<ul style="list-style-type: none"> <li>• Purchase phones and add schools that are not connected with VoIP</li> <li>• Debug phones as needed</li> </ul>

►2021-2022 School Year

Timeline	Events
Fall	<ul style="list-style-type: none"> <li>Plan for next set of schools to join VoIP link</li> </ul>
Winter	<ul style="list-style-type: none"> <li>Plan for funding to pay for schools that need to be switched over to VoIP</li> </ul>
Spring	
Summer	<ul style="list-style-type: none"> <li>Purchase phones and add schools that are not connected with VoIP</li> <li>Debug phones as needed</li> </ul>

\*\*\*\*NOTES\*\*\*\*

- Several schools already have VoIP linked with parish phones
- Currently no schools are linked together
- Work with parishes and principals to determine best way to link all schools phone systems

*Technology Integration Timelines:*  
Remote Access for GRACE Office

►2020-2021 School Year

Timeline	Events
Fall	<ul style="list-style-type: none"> <li>Evaluate remote solutions and needs for GRACE office</li> </ul>
Winter	<ul style="list-style-type: none"> <li>Move more physical storage to the cloud to allow for remote work from home</li> </ul>

**GOAL 4.2 – (DPI)**

Educators, administrators, technical support staff and other appropriate staff demonstrate understanding and application of a dynamic skill set applicable to their professional learning, their professional practices and their classroom or other work practices.

GRACE Action Steps

- Implement train the trainer model to have Tech Team members at each school educate key staff members to become the “in-house” expert at that location

**GOAL 4.3 – (DPI)**

Diverse opportunities for professional learning are available to all staff.

GRACE Action Steps

- Identify technology “experts” in the area that could speak at system-wide in services and retreats or give presentation in the form of a webinar
- Tech Team members provide training to staff in multiple formats:
  - In person mini lessons at a school location
  - Live webinars available for those who cannot make it to the site (Google Hangouts)
  - Recorded sessions in dashboard for future viewing and reference

- Technology Coordinators attend professional development opportunities in technology
  - Examples: ISTE, Brainstorm, PowerSchool, etc.

**GOAL 4.4 – (DPI)**

Educators collect data on their use of technology for learning and use it as evidence in their evaluations.

*GRACE Action Steps*

- Set at least one technology-focused goal as part of the TeachPoint evaluation system for each academic year
- Have teachers self-evaluate and reflect on their technology use and knowledge gained during the course of the year

## GEAR 5 - DATA AND PRIVACY (DPI)

*The district ensures sound data privacy and security policies, procedures, and practices are in place at the district, school, classroom, and student levels.*



*“Discretion will protect you, and understanding will guard you.”  
– Proverbs 2:11*



### GOAL 5.1 – (DPI)

Personalized, learner-centered environments use technology to collect, analyze and organize data to improve the effectiveness and efficiency of learning. Data and privacy are foundation elements of a technology-enabled, digital learning ecosystem.

#### GRACE Action Steps

- Communicate appropriate use guidelines to teachers as they continue to use more and more online resources and programs to gather and assess student data
  - Spelling City
  - Kahoot!
  - Google Classroom
  - Quizziz
  - Consider purchasing Google Tools for Chromebook management
- Continuation of Chromebook Initiative 1:1
- Continuation of Tablet Initiative 2:1 leading to 1:1 (PreK-3)
- Ensure teachers and students have the appropriate technology devices to use these programs in their classrooms (consideration for 1:1 at PreK-3 Level)

#### *Technology Integration Timelines:*

#### 1:1 Chromebook Plans for the Future

#### *Things to consider before and as we move forward:*

- Cost and by who? Parents versus school
- Security and management
- User agreements
- Bandwidth allocation
- To always remain on site versus go home
- Replacement cycle/plan
- Who fixes/responsible for damages?
- Battery life and charging power options
- GRACE bought them in the past
- Budget for Chromebooks in 2019-2020 school year
- How to prevent damage if brought home
  - Fully encased versus no casing on Chromebooks

**Two Paths for continuing 1:1 --- GRACE needs to select one**  
**PATH 1 --- STUDENT OWNED**

►2019-2020 School Year

Timeline	Events
Fall	<ul style="list-style-type: none"> <li>Analyze any new security or network needs</li> <li>Begin discussions with building principals on Chromebook</li> </ul>
Winter	<ul style="list-style-type: none"> <li>Pick Chromebooks</li> <li>Begin discussion with parents including cost</li> </ul>
Spring	<ul style="list-style-type: none"> <li>Parents purchase Chromebook – though TADS</li> <li>GRACE purchase licenses &amp; Chromebooks</li> <li>Add WiFi nodes if needed</li> <li>Update Student Chromebook Agreement</li> </ul>
Summer	<ul style="list-style-type: none"> <li>Prepare Chromebooks</li> <li>Plan deployment methods</li> <li>Create docking stations</li> <li>Deploy Chromebooks before school begins</li> </ul>

►2020-2021 School Year

Timeline	Events
Fall	<ul style="list-style-type: none"> <li>Analyze any new security or network needs</li> <li>Begin discussions with building principals on Chromebook</li> </ul>
Winter	<ul style="list-style-type: none"> <li>Pick Chromebooks</li> <li>Begin discussion with parents including cost</li> </ul>
Spring	<ul style="list-style-type: none"> <li>Parents purchase Chromebook – though TADS</li> <li>GRACE purchase licenses &amp; Chromebooks</li> <li>Add WiFi nodes if needed</li> <li>Update Student Chromebook Agreement</li> </ul>
Summer	<ul style="list-style-type: none"> <li>Prepare Chromebooks</li> <li>Plan deployment methods</li> <li>Create docking stations</li> <li>Deploy Chromebooks before school begins</li> </ul>

\*\*\*Technology Key Notes\*\*\*

Cost *for school* per student is **\$0**

To offset cost on parents, school could choose to pay a certain amount or the licensing fee **\$30**

Better option if we want Chromebooks to go home in time

**PATH 2 --- GRACE OWNED****►2019-2020 School Year**

Timeline	Events
Fall	<ul style="list-style-type: none"> <li>Analyze any new security or network needs</li> </ul>
Winter	<ul style="list-style-type: none"> <li>Pick Chromebooks</li> <li>Plan for funding***</li> </ul>
Spring	<ul style="list-style-type: none"> <li>Obtain funding***</li> <li>Purchase licenses</li> <li>Add WiFi nodes if needed</li> <li>Update Student Chromebook Agreement</li> </ul>
Summer	<ul style="list-style-type: none"> <li>Purchase Chromebooks</li> <li>Prepare Chromebooks</li> <li>Plan deployment methods</li> <li>Create docking stations</li> <li>Deploy Chromebooks before school begins</li> </ul>

**►2020-2021 School Year**

Timeline	Events
Fall	<ul style="list-style-type: none"> <li>Analyze any new security or network needs</li> </ul>
Winter	<ul style="list-style-type: none"> <li>Pick Chromebooks</li> <li>Plan for funding***</li> </ul>
Spring	<ul style="list-style-type: none"> <li>Obtain funding***</li> <li>Purchase licenses</li> <li>Add WiFi nodes if needed</li> <li>Update Student Chromebook Agreement</li> </ul>
Summer	<ul style="list-style-type: none"> <li>Purchase Chromebooks</li> <li>Prepare Chromebooks</li> <li>Plan deployment methods</li> <li>Create docking stations</li> <li>Deploy Chromebooks before school begins</li> </ul>

\*\*\*Technology Key Notes\*\*\*

Cost *for school* per student is ≈ **\$350**

Needs to be purchased for incoming 3<sup>rd</sup> or 4<sup>th</sup> graders to continue 1:1 initiative

**GOAL 5.2 – (DPI)**

Districts are familiar with state and federal legislation regarding the safety, security and privacy of data.

**GRACE Action Steps**

- CIPA law compliance regulations - Integration of stronger web filtering solutions such as Securly for an individual security solution versus umbrella solutions
- Review and evaluate the current use of Fortinet Solutions

- Review and update all technology based policies for staff, students and volunteers - communicate any changes

*Technology Integration Timelines:*

Security Web Filtering

►2019-2020 School Year

Timeline	Events
Summer	<ul style="list-style-type: none"> <li>• Develop plan for filtering deployment – all devices</li> <li>• Secure funding for purchase and implementation</li> <li>• Purchase new software</li> </ul>
Fall	<ul style="list-style-type: none"> <li>• Meeting with Securly and determine security plan</li> <li>• Prepare sites for deployment</li> <li>• Train Tech Coordinators</li> </ul>
Winter	<ul style="list-style-type: none"> <li>• Implementing and deploying new security filter, Securly</li> <li>• Make any adjustments to network</li> <li>• Train building principals on Securly</li> </ul>
Spring	<ul style="list-style-type: none"> <li>• Debugging security</li> <li>• Train teachers on Securly</li> <li>• Introduce Securly Chromebook Tools</li> </ul>

►2020-2021 School Year

Timeline	Events
Summer	<ul style="list-style-type: none"> <li>• Debugging security – for individual needs</li> <li>• Discuss Parent Notifications piece with building principals</li> <li>• Prepare for Securly Chromebook Tools</li> </ul>
Fall	<ul style="list-style-type: none"> <li>• Debugging security – for individual needs</li> <li>• Re-evaluating network security</li> <li>• Roll out Parent Notification Center</li> <li>• Roll out Securely Chromebook Tools</li> </ul>
Winter	<ul style="list-style-type: none"> <li>• Debugging security – for individual needs</li> <li>• Train teachers and principals for Chromebook Tools</li> </ul>
Spring	<ul style="list-style-type: none"> <li>• Update and upgrades for Securly as needed</li> <li>• Evaluate Securly and make changes as needed</li> </ul>

\*\*\*Technology Key Notes\*\*\*

- GRACE System uses Fortinet as a current filtering solution – yearly renewal cost of ~\$18,000
  - Renewal only includes firmware updates and security patches
  - We can continue to use hardware as basic firewall without renewing
  - Re-allocate yearly expense to Securly
- Securly is a complete filtering cloud solution that will service the current and growing needs of GRACE



- Necessary for BYOD, 1:1, ensuring vpn security, formal content filter versus umbrella filter
- Must take into consideration existing Parish interfaces for those connected
  - WiFi
  - Door security
  - Camera system
- Funds can be drawn from current Fortinet expenses
- Securly is a minimum of three-year commitment
- Integration of Google

### **GOAL 5.3 – (DPI)**

The use of formative and summative assessment data is part of the school culture, with administrators, educators and students actively using this data to improve learning. There is an expectation that data will inform all teaching and learning practices and decisions. Students and teachers will report an increase in collaboration, learning options and student achievement.

#### GRACE Action Steps

- Additional training and support with using the NWEA site and navigating the functions to more easily access student data to drive instructional practices in the classroom
- Identify lead teachers to attend professional learning events and share the newly gained information with other teachers in the system

### **GOAL 5.4 – (DPI)**

Educators in the system are data literate and understand the potential uses and misuses of data in the teaching and learning process and act accordingly.

#### GRACE Action Steps

- Research the possibility of creating a database that would house all student data pertaining to academic activities outside of PowerSchool from multiple collection sources under one roof
  - Spelling City
  - Kahoot!
  - NWEA MAP scores
  - ACRE scores
  - Odyssey
  - Khan Academy
- Inform teachers of appropriate data uses when using online tools in order to ensure:
  - Student privacy
  - Data responsibility
  - Information accuracy
  - Data analysis
  - Reporting of data

## EXPLORATION AND ANALYSIS OF CURRENT ENVIRONMENT

To better help gauge the current digital learning environment including ongoing and annual costs of technology, the first year of the Plan is to place a higher emphasis on exploration, analysis and review of the current environment before any major adjustments are made or completed.

### Curriculum Exploration

►2019-2020 School Year:

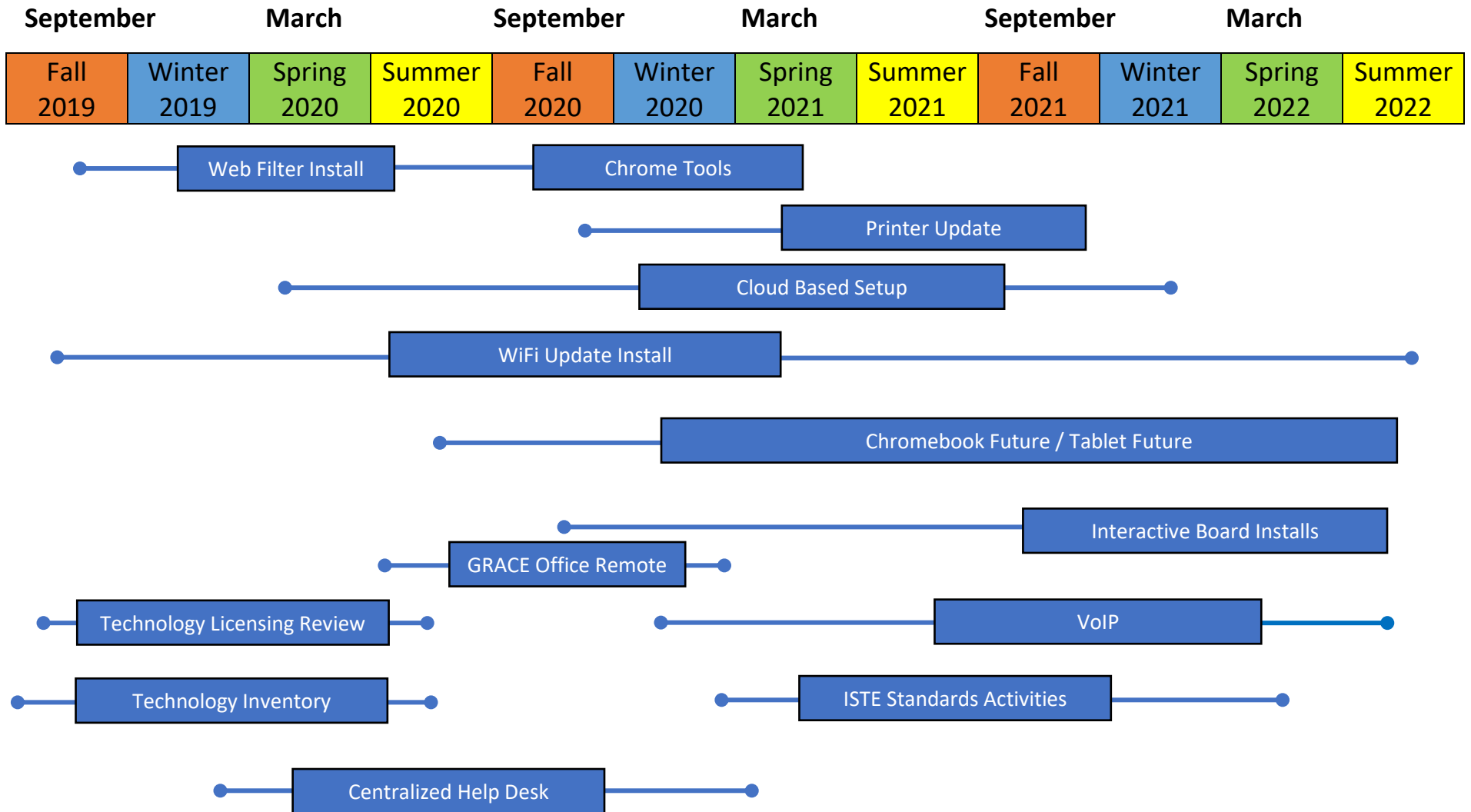
Timeline	Events
Summer	<ul style="list-style-type: none"> <li>Research inventory systems and determine best practices to involve teachers, staff and Tech Team members in the data collection process</li> </ul>
Fall	<ul style="list-style-type: none"> <li>Analyze parent perceptions of technology usage in the classroom</li> </ul>
Winter	<ul style="list-style-type: none"> <li>Research and analyze train-the-trainer models and techniques. Reach out to schools that have utilized this model to gain tips and tricks.</li> </ul>
Spring	<ul style="list-style-type: none"> <li>Analyze current online resources and determine data to collect from survey</li> </ul>
Summer	<ul style="list-style-type: none"> <li>Research curriculum resource purchases that could be bought and implemented at the system, Diocesan and state level</li> </ul>

### Technology Exploration

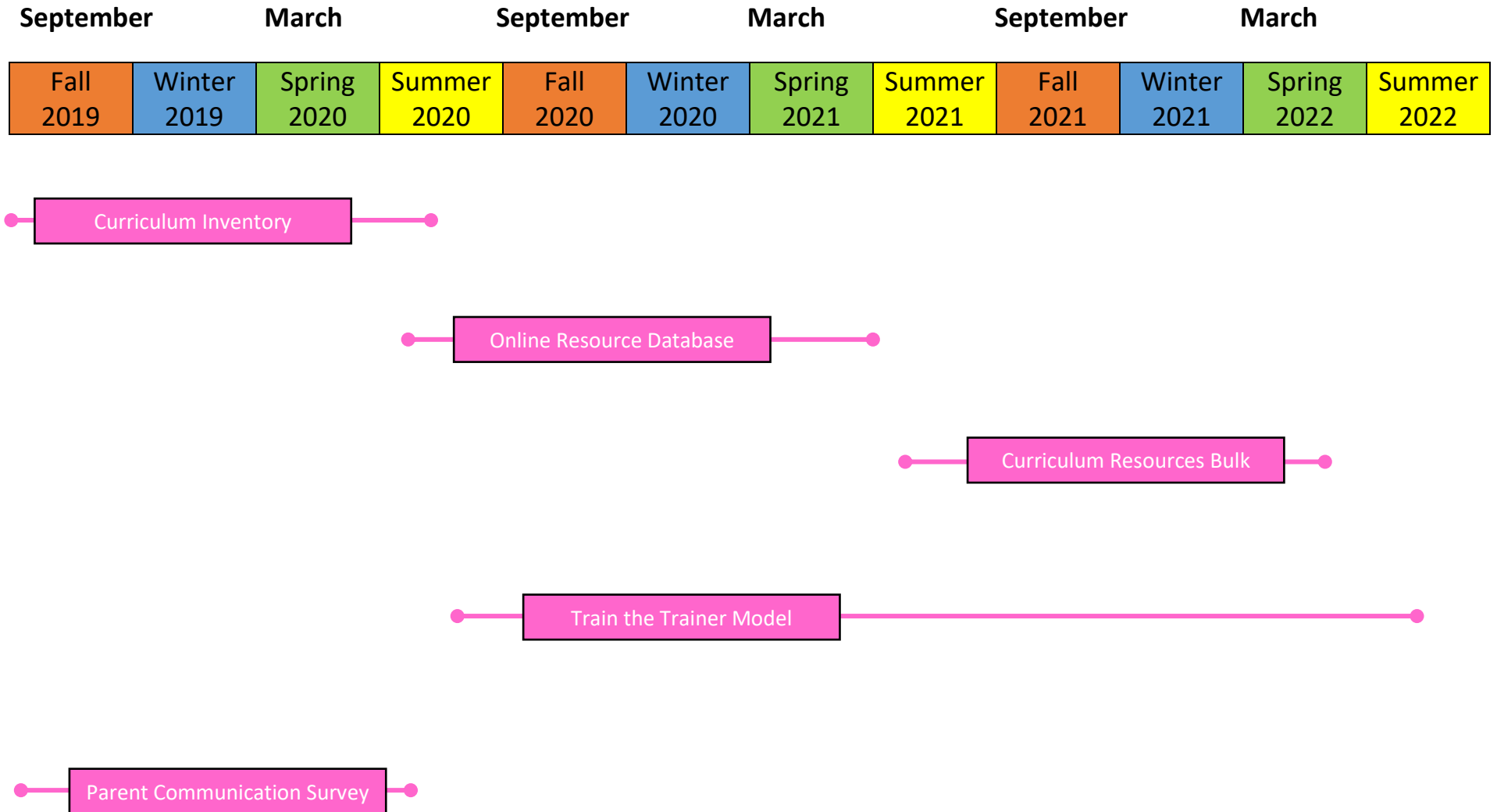
►2019-2020 School Year:

Timeline	Events
Summer	<ul style="list-style-type: none"> <li>Analyze current filtering solution</li> <li>Research current needs and options for interactive boards</li> </ul>
Fall	<ul style="list-style-type: none"> <li>Gather full inventory of wireless for all sites</li> <li>Review all schools phone system for VoIP</li> </ul>
Winter	<ul style="list-style-type: none"> <li>Evaluate purchasing process for continued use of 1:1 with Chromebooks</li> <li>Evaluate current and future needs for technology licensing</li> </ul>
Spring	<ul style="list-style-type: none"> <li>Evaluate the need for a centralized help desk</li> <li>Analyze needs for cloud-based environment</li> </ul>
Summer	<ul style="list-style-type: none"> <li>Review current printing structures and design</li> </ul>

### Technology Integration Timeline











### Curriculum Project Timeline







## PROGRESS REPORT





Below summarizes the progress of the GRACE Digital Learning Plan:

Indicator	Definition
	Not started
	Implemented; early stages of work
	In progress; midstream
	Considerable work completed; entering final phases
	Completed

GEAR 1 - Instruction, Learning and Assessment			Year 2019-20	Year 2020-21	Year 2021-22
	1.1	Educators will base curriculum, instruction and assessment on the clear expectation that all students graduate prepared for college and the workplace. Educators will actively use data to guide choices related to curriculum, content and instructional strategies.	✓		
<b>Action Steps:</b>					
Chromebook Initiative 1:1					
Professional Development in site navigation NWEA and ACRE					
Ensure all teachers and students have an NWEA and ACRE account					
Student training on Google and MS Office Products					
	1.2	Districts will provide universal access to high-quality digital tools, learning objects and curriculum.	✓		
<b>Action Steps:</b>					
Create an inventory of technology devices for each school and identify if there are additional needs at specific sites					
Ensuring that the Follett Library software is up to date and maintained					
	1.3	Districts are able to leverage technology and diverse learning resources to personalize the learning experience for each student.		✓	
<b>Action Steps:</b>					
Creating a list of online apps and resources to reinforce and support differentiation for students using the 1:1 technology initiative					
Assess student needs and identify technology devices, test adaptations, etc. that would support the student's unique learning needs					

	1.4	Educators will create learning spaces that foster innovation and will communicate to students and parents about the adaptability and flexibility of these spaces. Students and parents rate highly the value of these changes to the learning environment.	✓		
		<b>Action Steps:</b>			
		Integrate technology-based STEM projects and lessons into the learning environment			
		Provide professional development training for teachers			
		Develop communication tools and resources for parents and communicate information using Alert Solutions (implement in all school sites)			
	1.5	Districts will seek opportunities and technology platforms that extend course offerings. Districts will provide opportunities for educators to learn in blended and/or online learning environments that will enable them to bring digital lessons and assignments, which engage learners to strive for success.		✓	
		<b>Action Steps:</b>			
		Train teachers in utilizing online tools			
		Ensure teachers and students have the appropriate technology devices to use these programs in their classrooms (consideration for 1:1 at PreK-3 Level)			
	1.6	Expand state investments in statewide digital content and learning resources, taking advantage of economy of scale pricing and efficiency of implementation through interoperability standards.			✓
		<b>Action Steps:</b>			
		Identify technology resources to purchase that could be consolidated and used system-wide in order to take advantage of scale pricing			
		Repeat the same process at the Diocesan as well as the state CESA level			
	1.7	All students have access to qualified school library media specialists who have the capacity to partner with classroom teachers to design and implement evidence-based curricula and assessments that integrate elements of deeper learning, critical thinking, information literacy, digital citizenship, creativity, innovation and the active use of technology.		✓	✓
		<b>Action Steps:</b>			
		Ensure that the Destiny Library software is up to date and maintained			
		Purchase tools such as: <ul style="list-style-type: none"> <li>• BadgerLink</li> <li>• ERIC</li> <li>• Grammarly</li> </ul>			



Develop lessons, utilizing technology, that support the ISTE standards	
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GEAR 2 - Technology and Hardware			Year 2019-20	Year 2020-21	Year 2021-22
	2.1	All school districts are able to meet student and staff bandwidth demand at all times throughout the school day.	✓	✓	✓
<b>Action Steps:</b>					
Long range goals are in place for schools to obtain fiber internet 200mbps					
Upgrade and update wireless infrastructure so wireless logins at all schools are consistent and universal					
Develop a formal helpdesk center to solve school network issues in a time efficient manner as to not impede student learning and progress					
	2.2	District leaders prepare comprehensive plans that document policies; publish current inventories; define upgrade and replacement schedules; identify annual budgets and outline environmentally responsible disposal policies.	✓		
<b>Action Steps:</b>					
Review and update all technology based policies for staff, students and volunteers - communicate any changes					
Develop a replacement schedule/rotation for all technology devices					
Create an inventory of technology devices for each school and identify if there are additional needs at specific sites					
Create a universal location to house all technology resources at each school site to promote equal accessibility for staff and teachers					
	2.3	Funding for digital learning is integrated across multiple budget areas, including instruction, building facilities, technology, staffing, utilities, etc. where appropriate.	✓	✓	
<b>Action Steps:</b>					
Develop a procedure for determining which department should be responsible for the payment of certain technology tools, resources and/or devices					
Consideration for parent-purchased Chromebooks					
Continue to increase number school security cameras – eventually lead to a unifying camera system					
	2.4	School districts are able to strategically leverage their content and data assets across a number of systems and assemble solutions to integrate content and applications from a variety of sources and vendors.	✓	✓	✓
<b>Action Steps:</b>					

		Create a research team to determine which interactive board would be a best fit for the GRACE system			
		Work to develop a budget and purchase plan to integrate the chosen board into all school sites			
		Train teachers on the use of the new boards and its functions			
		Evaluate all current technology vendors to determine if the cost is still competitive with other area options <ul style="list-style-type: none"> <li>• Printers/Copies</li> <li>• Hardware/Software</li> <li>• Cloud/Local</li> </ul>			
		Evaluate all current school licensing policies within the GRACE system, parish, stand alone and subscriptions			
○	2.5	All school districts are able to address the need for school, community and home access to ensure equity of digital resources to all students.	✓		
		<b>Action Steps:</b>			
		Survey all current stakeholders (i.e. families) to assess the technology level and accessibility in each home environment			
		Determine if a take-home policy is appropriate or feasible for our system and families that do not have regular access to technology			
		Review, evaluate and utilize data derived from surveys and feedback generated by the Pulse Survey, Strategic Plan and accreditation to review stakeholder input			

GEAR 3 - Empowering, Innovative Leadership			Year 2019-20	Year 2020-21	Year 2021-22
○	3.1	Utilize leaders at all levels to implement, monitor, adjust, and incrementally improve digital learning in Wisconsin.		✓	
		<b>Action Steps:</b>			
		Identify leaders in technology within the GRACE system and determine speaking opportunities within the state that they could participate in			
		Implement train the trainer model to have Tech Team members at each school educate key staff members to become the “in-house” expert at that location			
		Develop a review procedure for the train the trainer model to ensure its effectiveness and success			
○	3.2	Develop and implement digital learning competencies for teachers, administrators, students, technical staff and support staff.		✓	
		<b>Action Steps:</b>			
		Implement train the trainer model to have Tech Team members at each school educate key staff members to become the “in-house” expert at that location			






		Implement more hands-on tech training both at the school level and at system-wide in services (1:1 training ideal)			
		Develop an implementation plan for each new technology initiative <ul style="list-style-type: none"> <li>• Budget/purchase plan</li> <li>• Professional Development training for teachers on the new device</li> <li>• Classroom integration use</li> <li>• Review device success or failure and identify improvements if applicable</li> </ul>			
	3.3	Establish a collaborative culture of capacity building and empowerment in which leaders are encouraged to innovate.	✓		
		<b>Action Steps:</b>			
		Contact local businesses and organizations to establish a partnership to bring in new technology ideas to the schools and continue to grow technology integration in our classrooms			
	3.4	Communicate a shared vision for digital learning to a broad audience including parents, students, school board members and community stakeholders.			✓
		<b>Action Steps:</b>			
		Determine effective communication methods to share technology goals and initiatives with groups listed above			
		Determine if a survey for parents to assess their perceptions of what is important in terms of technology is feasible and useful for the GRACE system			
		Use survey results to drive technology goals and initiatives			

GEAR 4 - Professional Learning and Building Capacity			Year 2019-20	Year 2020-21	Year 2021-22
	4.1	Teachers, administrators and other educational professionals are self-directed in their professional practices using technology to optimize teaching and learning.	✓	✓	✓
		<b>Action Steps:</b>			
		Implement a system-wide Google site dashboard, where training resources are readily available for independent learning and growth <ul style="list-style-type: none"> <li>• Training videos</li> <li>• Step-by-step directions</li> <li>• How-to sheets</li> <li>• Move resources from the Employee section of the GRACE website to the new dashboard</li> </ul>			
		Train teachers in how to use the newly integrated dashboard and digital meeting resources			

		Research digital meeting resources to improve staff collaboration, communication and meeting accessibility <ul style="list-style-type: none"> <li>• Google Hangout</li> <li>• Conference calls</li> <li>• Complete inter-building communication via VoIP</li> </ul>			
	4.2	Educators, administrators, technical support staff and other appropriate staff demonstrate understanding and application of a dynamic skill set applicable to their professional learning, their professional practices and their classroom or other work practices.		✓	
		<b>Action Steps:</b>			
		Implement train the trainer model to have Tech Team members at each school educate key staff members to become the “in-house” expert at that location			
	4.3	Diverse opportunities for professional learning are available to all staff.	✓		
		<b>Action Steps:</b>			
		Identify technology “experts” in the area that could speak at system-wide in services and retreats or give presentation in the form of a webinar			
		Tech Team members provide training to staff in multiple formats: <ul style="list-style-type: none"> <li>• In person mini lessons at a school location</li> <li>• Live webinars available for those who cannot make it to the site (Google Hangouts)</li> <li>• Recorded sessions in dashboard for future viewing and reference</li> </ul>			
		Technology Coordinators attend professional development opportunities in technology Examples: ISTE, Brainstorm, PowerSchool, etc.			
	4.4	Educators collect data on their use of technology for learning and use it as evidence in their evaluations.			✓
		<b>Action Steps:</b>			
		Set at least one technology-focused goal as part of the TeachPoint evaluation system for each academic year			
		Have teachers self-evaluate and reflect on their technology use and knowledge gained during the course of the year			

GEAR 5 - Data and Privacy			Year 2019-20	Year 2020-21	Year 2021-22
	5.1	Personalized, learner-centered environments use technology to collect, analyze and organize data to improve the effectiveness and efficiency of learning. Data and privacy are foundation elements of a technology-enabled digital learning ecosystem.	✓	✓	
		<b>Action Steps:</b>			

		<p>Communicate appropriate use guidelines to teachers as they continue to use more and more online resources and programs to gather and assess student data</p> <ul style="list-style-type: none"> <li>• Spelling City</li> <li>• Kahoot!</li> <li>• Google Classroom</li> <li>• Quizziz</li> <li>• Consider purchasing Google Tools for Chromebook management</li> </ul>			
		Continuation of Chromebook Initiative 1:1			
		Continuation of Tablet Initiative 2:1 leading to 1:1 (PreK-3)			
		Ensure teachers and students have the appropriate technology devices to use these programs in their classrooms (consideration for 1:1 at PreK-3 Level)			
	5.2	Districts are familiar with state and federal legislation regarding the safety, security and privacy of data.	✓	✓	
		<b>Action Steps:</b>			
		CIPA law compliance regulations - Integration of stronger web filtering solutions such as Securly for an individual security solution versus umbrella solutions			
		Review and evaluate the current use of Fortinet Solutions			
		Review and update all technology based policies for staff, students and volunteers - communicate any changes			
	5.3	The use of formative and summative assessment data is part of the school culture, with administrators, educators and students actively using this data to improve learning. There is an expectation data will inform all teaching and learning practices and decisions. Students and teachers will report an increase in collaboration, learning options and student achievement.	✓		
		<b>Action Steps:</b>			
		Additional training and support with using the NWEA site and navigating the functions to more easily access student data to drive instructional practices in the classroom			
		Identify lead teachers to attend professional learning events and share the newly gained information with other teachers in the system			
	5.4	Educators in the system are data-literate and understand the potential uses and misuses of data in the teaching and learning process and act accordingly.			✓
		<b>Action Steps:</b>			
		Research the possibility of creating a database that would house all student data pertaining to academic activities outside of PowerSchool from multiple collection sources under one roof			
		<ul style="list-style-type: none"> <li>• Spelling City</li> </ul>			

<ul style="list-style-type: none"> <li>• Kahoot!</li> <li>• NWEA MAP scores</li> <li>• ACRE scores</li> <li>• Odyssey</li> <li>• Khan Academy</li> </ul>	
<p>Inform teachers of appropriate data uses when using online tools in order to ensure:</p> <ul style="list-style-type: none"> <li>• Student privacy</li> <li>• Data responsibility</li> <li>• Information accuracy</li> <li>• Data analysis</li> <li>• Reporting of data</li> </ul>	



*“Let the message of Christ dwell among you richly as you teach and admonish one another with all wisdom through psalms, hymns, and songs from the Spirit, singing to God with gratitude in your hearts.”*  
 – Colossians 3:16



## GLOSSARY

Term	Definition
<b>ACRE</b>	The Assessment of Catholic Religion Education (ACRE) is a standardized test used by the GRACE system to measure catechism knowledge of 5th and 8th grade students
<b>Alert Solutions</b>	A program that integrates with Power School that allows easier communication with parents such as phone calls, text messages, and emails
<b>AP</b>	Access points are the hardware device to connect wireless devices to the local network in the building
<b>AP integration</b>	Wireless access points (AP) placed around schools that can also double as Public Address (PA) systems if needed
<b>Asset Tag</b>	A barcode, number, or combination of both that helps inventory and keep track of devices throughout the school system
<b>Bandwidth allocation</b>	The speed at which a device can use the internet. This can be controlled based on device user (student vs. teacher vs. guest) or other educational factors.
<b>BYOD</b>	Bring Your Own Device (BYOD)
<b>CIPA law compliance regulations</b>	Children’s Internet Protection Act (CIPA) that GRACE uses to regulate how devices are used and internet sites are accessed by students and teachers.
<b>Class-Link</b>	A software App that allows login information to be saved for easier student access into pre-selected and vetted programs.
<b>dashboard</b>	A centralized location to house information, tools, data, and more in an easy to read, accessible format.
<b>Destiny Library software</b>	The program used by the GRACE system to catalog books and other media sources in school libraries.
<b>docking stations</b>	A centralized location where one works and houses their technology devices (i.e. a desk, workspace, etc).
<b>DOJ Grant</b>	Department of Justice (DOJ) grant that is being used to pay for security upgrades to the physical school locations.
<b>fiber internet</b>	A bundle of glass threads that uses light to transmit data that functions at a faster rate than typical internet sources such as ethernet.

<b>firmware updates</b>	Upgrading permanent software on physical hardware devices (i.e. APs, routers, and switches)
<b>Follett Library software</b>	The company that owns and maintains the Destiny Library software program
<b>Fortinet</b>	A security appliance that creates a protective barrier between the user and the wide area network (world wide web). This program helps prevent online attacks geared or aimed at our school.
<b>ISTE standards</b>	International Society for Technology in Education (ISTE) standards that GRACE uses to determine what students should know at each grade level in terms of technology skills and knowledge
<b>MS Office Products</b>	Microsoft (MS) Office programs such as Word, PowerPoint, Excel, Publisher, etc
<b>NWEA</b>	National Wisconsin Education Association (NWEA) is the organization that produces the Measures of Academic Progress (MAP) tests
<b>O365</b>	The online/web-based version of the Microsoft Office products
<b>OVS</b>	Open Value Subscription (OVS), a type of microsoft licensing that enables us to purchase one subscription but have multiple installs of the software
<b>Papercut management solution</b>	A program that helps monitor and control how much printing is occurring on specific devices (i.e. printers) at schools
<b>Print Management System</b>	A method for monitoring printing volumes at various locations (i.e. Papercut)
<b>Securly</b>	A cloud-based software that monitors all user activity online and blocks sites that are viewed "unsafe" for users
<b>state CESA level</b>	An organization we work with to purchase large quantities of software (i.e. Securly) at a lower cost, Cooperative Educational Service Agency (CESA)
<b>STEM</b>	Science, Technology, Engineering, and Mathematics (STEM) program GRACE utilizes to integrate science and math based curriculum, creative thinking, and innovation at the student learning level
<b>TADS</b>	Tuition Aid Data Services (TADS) is a program used by GRACE to monitor enrollment, tuition payments, lunch account balances, and more
<b>TeachPoint Evaluation System</b>	A program used by GRACE to rate teacher performance, monitor goal progress, and track classroom observations

<b>the cloud</b>	An off-site, online location that refers generally to the internet that provides services to GRACE
<b>train-the-trainer model</b>	A method in which experts will educate others in the building in their speciality area to therefore create more “experts”
<b>umbrella filter</b>	A universal method to sort and evaluate online content where everyone is under the same policy
<b>Unifi EDU AP's</b>	A brand of wireless access point (AP) with the integration of a speaker for public address communication in schools
<b>VoIP</b>	Voice over Internet Protocol (VoIP) is the phone system program utilized by GRACE that uses the internet to communicate over multiple networks
<b>vpn security</b>	Virtual Private Network (VPN) gives users the ability to log in to the GRACE network without needing to be onsite
<b>WiFi nodes</b>	A synonym for access points (APs)

## GOOGLE GLOSSARY

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Term	Definition
<b>Classroom</b>	A tool used by teachers to manage assignments, grades, and classroom discussion boards
<b>Gmail</b>	The version of email published and managed by the Google corporation
<b>Drive</b>	A database to house and create documents, spreadsheets, slides, and more
<b>Docs</b>	The word publishing software managed and created by Google that is housed on Google Drives
<b>Sheets</b>	The spreadsheet publishing software managed and created by Google that is housed on Google Drives
<b>Slides</b>	The presentation creation software managed and created by Google that is housed on Google Drives
<b>Calendar</b>	A scheduling system that can be used to create shared events, meetings, and more
<b>Hangouts/Meet</b>	An online video system to launch video chats, video calls, and digital meetings
<b>Groups</b>	A collection of email addresses to more easily contact multiple contacts at the same time
<b>Chrome</b>	The Google version of an internet browser