

WESTECH

Weaverville Elementary School Technology

Weaverville Elementary School District

Educational Technology Plan

July 1, 2004 – June 30, 2009



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Acknowledgments

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Community Group & Businesses

Trinity County Natural Resources

DISTRICT SUMMARY AND PLAN

DURATION - July 2004 – June 30, 2009

Weaverville Elementary School District (Grades K-8) is located in the mountains of Northern California, approximately 52 miles west of Redding, on highway 299. We employ approximately 36 teachers and have an enrolment of about 450 students. Approximately 87% of our student population is White – not Hispanic. Presently, 176 students are eligible for Free lunch, and 40 are eligible for reduced lunch. We have a high percentage of low-income families, and make it our goal to equitably provide all students with the greatest educational opportunities.

As we move into the twenty-first century, the Weaverville Elementary School District faces the challenge of preparing students to be productive members of a rapidly changing society. If we are to optimally prepare our students for the future, we, as educators, must first acknowledge the power of technology as a valuable tool in the successful delivery of instruction.

To increase the opportunities for successful teaching and successful learning, the Weaverville Elementary School District is committed to the concept of education that offers programs and instructional processes to all students, utilizing state-of-the-art technology, flexible teaching and varied learning formats. The District is also committed to providing a learning environment using the best resources to motivate all students to become life-long learners and responsible citizens in a global society.

The charge of the Technology Committee is to prepare an instructional technology plan that will be a blueprint for current and future development of technology in the district as it pertains to student management and the delivery of instruction.

Vision:

Weaverville Elementary School's vision is to enhance learning opportunities in all curricular areas through the use of technology. Technology will be integrated into the instructional program to impact student achievement, to empower students in the learning process, and increase teaching effectiveness. The district will provide equal access to technology regardless of age, gender, ability, ethnicity, or special needs and will direct resources toward the goal of ensuring equity.

Mission:

As our mission, Weaverville Elementary School is committed to providing its students with optimum facilities and technology to develop skills in problem-solving, accessing information, and communicating as responsible citizens in a global community. It is our goal to graduate knowledgeable, productive, responsible citizens who are motivated to continue learning.

Technology Goals:

- To review technological solutions for existing and future district needs, ensuring the best technology for the need.
- To maximize the use of technology expenditures by ensuring compatibility, eliminating duplication, and consolidating resources.
- To define standards for information storage, retrieval, and exchange (includes data, audio, and video).
- To implement a school-wide, integrated, distributed information and learning system.
- To provide opportunities for professional development to ensure staff has a high level of training in basic proficiency, teaching students to use technology in the learning process, and integration of technology into the curriculum.

CRITERIA 1 / PLAN DURATION

1.a. The Weaverville Elementary School District Education Technology Plan covers 5 years and will guide the district's acquisition, sustainability, and integration of technology. The district's technology committee will review the plan annually to monitor and update all components and objectives set forth in this plan. Any modifications required through such review will be communicated to the District Superintendent and the School Board. The district technology team will then work with site and district administration to implement any required revisions. The action plans and implementation steps will outline in detail the schedule for all activities and program components identified in this plan and for all subsequent monitoring processes and responsibilities throughout our plan duration.

STAKEHOLDERS INVOLVEMENT

CRITERIA 2 / STAKEHOLDERS

2.a. Description of how a variety of stakeholders from within the school district and the community-at-large participate in the planning process.

Our Initial School Technology Plan was compiled with the help of our Board of Trustees, Superintendent, staff members, and a committee of parents. Weaverville Elementary School District continues to solicit and expand our partnerships with stakeholders to enhance the infusion of educational technology into the curriculum. Our district recognizes that schools alone do not have the resources or expertise to keep pace with rapidly changing technology. We believe that these partnerships will help us serve the growing needs of an increasingly technical and global education system and society.

Stakeholders Chart

Type of Stakeholder	Name of Partner and Contact Information	Role in Development of the Technology Plan	Role in Ongoing Support of the Project
Parents	Site Council Representatives: Cosette Carder	Provide input for school-home technology coordination.	Yearly review of plan with input as needed.
District Curriculum Personnel	County Office: Cricket Kidwell 623-2861 WES site:	Provide input for integration of technology into the curriculum and compliance with state content standards.	Yearly review of plan with input as needed. Development and delivery of professional development. Monitor implementation and provide review of site plans annually.
District Technology Personnel	Director of Technology: Dave Newton 623-5533 ext.3526 County Office: 623-2861 Tom Miller ext. 236 Robert Jackson ext. 262	Chair the technology committee and revise plan annually based on input from committee members and stakeholders.	Yearly review of plan with input and adjustment as needed. Development and delivery of professional development. Analysis of staff surveys. Monitor implementation and provide review of site plans annually.
Site Administration	WES administrator: Bob Lowden 623-5533 ext. 3100	Provide site data. Monitor implementation and provide review of site plan annually.	Monitor implementation and provide review of site plans annually. Plan for and provide equipment acquisition. Administer and analyze yearly staff and parent survey. Participate in professional development where noted.
Site Teachers	Dave Newton ext. 3526 Scott Lane ext. 3525 Susan Cousins ext. 3515	Monitor implementation and provide review of site plan annually.	Participate in professional development where noted. Implement and integrate recommendations for professional development into curriculum. Monitor implementation and provide review of site plan annually.
Community Businesses	<i>Anticipating future participation from Department of Natural Resources</i>	Provide input for technology instruction needs for the business/community world.	Yearly review of plan with input as needed
County Office of Education	TCOE: Tom Miller Robert Jackson	Provide technical support and consulting as needed.	

CURRICULUM DRIVEN TECHNOLOGY GOALS

Overview This section is crucial to our district technology plan and addresses each of our five strategic curriculum driven technology goals. CTAP² I-assessment survey data have served to guide our technology team in determining which research-based best practices to include in our goals.

CRITERIA 3 / CURRICULUM COMPONENT

3. a. Description of teacher’s and student’s current access to technology tools both during the school day and outside of school hours.

The plan describes the technology access available in the classrooms, library, or labs for all students, including special education, GATE, English Language Learners, etc., both during and after school hours.

Student Access to Technology in:	Student to Computer Ratio	General Population Students	Special Education Students	GATE Students	E.L.L Students
Classrooms	9:1	100 % access in all classrooms. All classrooms have internet access.	Special Ed. Students are mainstreamed.	All GATE students are mainstreamed into regular education classrooms, but also have access from their GATE room.	E.L.L. students are mainstreamed into the regular education classroom
Library	5:1	Students have access during library hours, and after school during the WASH homework program. 8:30-4:30	Students have access during library hrs. 8:30-3:15	Students have access during library hrs. 8:30-3:15	Students have access during library hrs. 8:30-3:15
Computer Lab	1:1	Students have access to the computer lab after school on Monday and Wednesday of each week.	Students have access to the computer lab after school on Monday and Wednesday of each week.	Students have access to the computer lab after school on Monday and Wednesday of each week.	Students have access to the computer lab after school on Monday and Wednesday of each week.
After School Hours	5:1	WASH (homework) program offers computer access to students. 3:15-4:30.	Students have access to the computer lab after school on Monday and Wednesday of each week.	If signed up for WASH, they can use the library computers from 3:15-4:30.	If signed up for WASH, they can use the library computers from 3:15-4:30.

Criteria 3a Continued					
Faculty Access to Technology in:		Full-Time Teaching Staff	Part-Time Teaching Staff	Administrative Staff	Instructional Aides
Classrooms	1:1	All staff have at least 4 classroom computers and access to email and the Internet.	Same as full-time staff.	Administrators have a desktop computer or laptop.	Instructional aides have access to classroom, library, and lab computers.
Library	5:1	Teachers have access to 6 library computers.	Same as full-time staff.	Same as full-time staff.	Same as full-time staff.
Computer lab	1:1	Teachers may use the computer lab on Tuesday or Thursday in the afternoon.	Same as full-time staff.	Same as full-time staff.	Same as full-time staff.
After School Hours	1:1	Teachers have access to classroom computers.	Same as full-time staff.	Administrators have a desktop computer or laptop.	Same as teachers.

Weaverville Elementary School Computer Distribution:	
# of computers in 7 th / 8 th grade classrooms	8
# of computers in K-6 classrooms	Approx. 72 computers (avg. 3 per classroom)
# of computers in 7 th / 8 th grade science lab	10
# of computers in Library/media centers	8
# of computers in computer lab	35
Total # of Internet Connected Computers	48 primary, 18 upper grade, 35 lab, 8 library, 17 admin.

3.b. Description of the district’s use of hardware and software to support teaching and learning.

Districts Hardware Use

Type of Use	Frequency of Use
Technology Skills: Students at Weaverville Elementary School begin their exposure to technology at grade K. From 2 nd - 5 rd grade, technology-based assignments are designed at each grade level to lead students towards proficiency of the district technology benchmarks	Scheduled Daily Instructional Component: Individually, students rotate using computers in the classroom and / or in labs on a daily basis
Information Literacy: In grades 4-8, all students receive direct instruction from the computer lab. In addition, students continue using learned computer skills as an integrated part of their classroom instruction. Teachers and lab instructor work together for the mutual benefit of the student.	Project Related Component: Students receive 45-60 minutes of direct instruction from the computer lab every other day. Classroom computer use will involve daily access to the Internet and lab assignments from the school server. Full classroom integration.
Curriculum Integration: All teachers provide students access to classroom workstations and the Internet to research current event topics and to access grade-level appropriate interactive web sites to support standards- based instruction.	Scheduled Instruction: Directly and indirectly, all lessons align with our school wide standards-based instruction. Students launch standards-based lab assignments from our school web site: http://wildcat.tcoek12.org

District’s Software Use – (see page 36 for a list of software titles in use)

Type of Use	Frequency of Use
Technology Skills: Students are provided access to all basic desktop software applications including, but not limited to word processors, spreadsheets, multimedia presentations, web browsers, and image editing/publishing programs. These software applications are integrated into various classroom based assignments and projects as deemed appropriate and instructionally valid by the teacher.	Scheduled Weekly Instructional Component: Students will make use of one or more basic desktop software application in the context of their classroom writing. Students will receive instruction on the use of web browsers and evaluation of Internet resources as an integral part of research assignments.
Information Literacy: Students receive information-literacy instruction as an integral part of their standards-based research assignments. The instruction includes a review of the district’s Acceptable Use Policy governing appropriate use of the web browser software and Internet access.	Assessment Component: Students are assessed regularly throughout the grading period. Students will be expected to type a minimum of 40 words per minute by exit of 8 th grade. Grades are based on assignment completion and invested quality of work.

3.c. Summary of the district’s curricular goals and academic content standards.

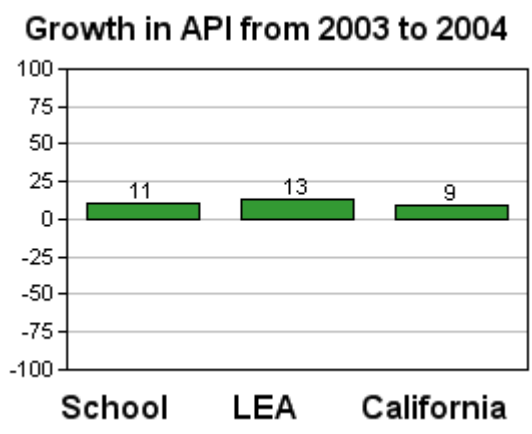
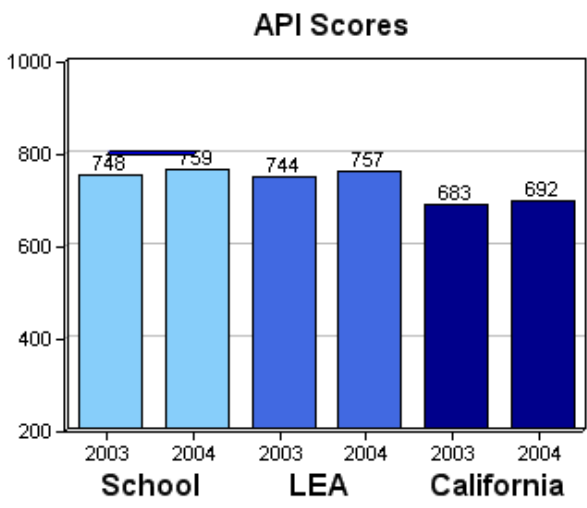
Weaverville Elementary School District provides all students with a rich and rigorous academic environment aligned to both the content and cognition level identified in the California Adopted Academic Content Standards. Student progress is monitored by various site-based assessment systems, and referenced in comprehensive planning documents and efforts. The common underlying purpose of all our district improvement plans is to improve student achievement of the state content standards. Refer to our District Technology Action Plan, beginning on page 13, for detailed goals and objectives.

Our 2003-2004 student achievement data indicates that our academic goals and objectives, aligned to both the content and cognition levels identified in the California Adopted Academic Content Standards and Framework, are having a positive impact at our school.

School: Weaverville Elementary Trinity County: CDS Code: 53-71787-6053821

School Type: Elementary

Number of Students		Number of Students					<u>Met Growth Target</u>			
STAR	Included	2004	2003	2003-04	2003-04	Comparable	Both	Awards		
Percent	in the	2004	2003	Growth	Growth	School-	Improve-	Schoolwide	Eligible	
<u>Tested</u>	2004 API	API	API	Target	Growth	wide	ment (CI)	and CI	Yes	
99	345	759	748	3	11	Yes	Yes	Yes	Yes	



**Annual Measurable Objectives (AMO's) 2003-04
District Percent Proficient**

	English-Language Arts	Arts	Mathematics	
	% @ or Above proficient	Met 2004 AYP Criteria	% @ or Above proficient	Met 2004 AYP Criteria
School wide	47.1	Yes	47.5	Yes
African American or Black (not of Hispanic origin)	N/A	N/A	N/A	N/A
American Indian or Alaska Native	40.0	N/A	40.0	N/A
Asian	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A
Hispanic or Latino	38.8	N/A	44.4	N/A
Pacific Islander	N/A	N/A	N/A	N/A
White (not of Hispanic origin)	48.7	Yes	48.7	Yes
Socioeconomically Disadvantaged	31.7	Yes	35.1	Yes
English Learners	N/A	N/A	N/A	N/A
Students with Disabilities	3.8	No	5.8	Yes

The following technology goals will help improve academic achievement at Weaverville Elementary School:

3.d. Goal 1. Technology will be integrated to increase academic achievement by supporting the district curricular goals and standards in the core content areas.

3.e. Goal 2. Students will acquire technology and information literacy skills needed to succeed in the classroom and the workplace. All students will acquire the National Education Technology grade level profile standards for students (NETS) to support achievement of the academic standards in the classroom, Weaverville Elementary School District curricular goals, and ultimately for lifelong learning and success in our digital society.

3.f. Goal 3. The district will provide programs and methods of utilizing technology that ensure students will have appropriate access to technology.

3.g. Goal 4. The district will utilize technology to make student record keeping and assessment more efficient and supportive of teachers' efforts to meet individual student academic needs.

3.h. Goal 5. The district will utilize technology to support communication between teachers and administrators, and make them more accessible to parents.

District curricular goals in more detail:

3.d. Goal 1. Technology will be integrated to increase academic achievement by supporting the district curricular goals and standards in the core content areas.

- Staff development for teachers on technology resources within adopted materials will be provided by the Technology or Curriculum Coordinator.
- Teachers will complete staff development evaluations.
- Site administrator will conduct Walk-Through Observation to monitor implementation.
- By end of year 5, 100% of teachers will utilize technology resources for planning and instruction.
- Students will use grade level appropriate technology skills to improve academic achievement scores for the state of California.

3.e. Goal 2. Students will acquire technology and information literacy skills needed to succeed in the classroom and the workplace.

- District Technology Standards will be distributed to all staff for implementation and placed on the **WESTECH (Weaverville Elementary School Technology)** web site. These standards are based on the National Education Technology Standards (NETS).
- Students and staff will complete the CTAP online technology survey.
- All 4th -8th grade students will acquire grade level technology skills that support curricular standards and each student will receive a copy of student expectations connecting technology to student learning.
- By the end of the year, all 4th – 8th grade students will develop and use district identified grade level technology skills that support curricular standards.
- K-3 students will receive abbreviated sessions of technology instruction, focusing on support of academics being taught in the classroom.

3.e. Goal 2. Continued

- By end of year 3, 75% of students will complete reports and/or projects applying information literacy skills.
- By end of year 5, 98% of students will complete reports and/ or projects applying to information literacy skills.

3.f. Goal 3. The district will provide programs and methods of utilizing technology that ensure students will have appropriate access to technology.

- By the end of year five, 100% of students, including Special Education, GATE, and English Language Learners, will have access to the appropriate technology, including adaptive equipment and software, to meet their learning needs.
- The Technology Director will maintain a database of school technology equipment.
- Technology Committee will review the technology inventories for WES and will recommend modifications and purchases necessary to achieve district goals.

3.g. Goal 4. The district will utilize technology to make student record keeping and assessment more efficient and supportive of teachers' efforts to meet individual student academic needs.

- Develop or adopt a web-based assessment database such as Edusoft.
- Provide administrative/staff training on use of database.
- Full implementation by end of year 5.
- Convert current standards based progress report to computerized version for Grades 4-6.
- Train teachers how to use computerized version.

3.h. Goal 5. The district will utilize technology to support communication between teachers and administrators, and make them more accessible to parents.

- Development of WESTECH (Weaverville Elementary School Technology) web site to support teachers and students in the classroom. This will enable students, teachers, and parents to maintain a regular connection to that which is going on in the classroom.
- Connect parents to student progress via, web grade books or teacher web page.
- Utilize email for announcements, memos, and meeting agendas.
- By end of year 5, parents will have immediate access to student progress, via the Internet.

The information for Criteria 3 elements are further defined in the Districts' Technology Action Plan charts that follow.

District Technology Action Plan July 1, 2004 – June 30, 2009 (section 3d)

Goal 1a - District Curriculum Goal Supported by Technology - E/LA & Technology

Goal 1a: Our k-8 school will use technology to support the district curricular goal of 82% of all students attaining proficiency or better with ELA content standards by the 2008-2009 school year.

Target Group: All students including special education, English Learner, and GATE students.

Specific Measurable Objective by June 30, 2009

Objective: 1a: By the June 30, 2009, A minimum of **82%** of all students (grades 2-8) will score proficient or above on the English-Language Arts portions of the STAR: CST test by 2008-2009 school year supported by state and district approved instructional resources, technology-based supplemental resources, professional development, student achievement data analysis, and collaboration time.

Annual Benchmarks -

Year 1: minimum of 57% in the 2004-05 school year

Year 3: minimum of 68% in the 2006-07 school year

Year 2: minimum of 62% in the 2005-06 school year

Year 4: minimum of 75% in the 2007-08 school year

Year 5: minimum of 82% in the 2008-09 school year.

Evaluation Instrument(s) & Data

Instruments: Quarterly Grade level assessments; Annual STAR/CST test results in English/Language Arts

Data: Percentage scoring proficient or above

Instrument: Grade/subject level district professional development and collaboration meeting times / agendas / participation records and outcomes.

Data: % of teachers participating; Calibrated and articulated standards-aligned Grade/subject level objectives and assessments across the district and standardized list of District supported research based programs and practices.

Instrument: Ongoing Classroom Observations by site admin./ principal aligned to teachers' evaluation schedule

Data: Teachers' use of standards-aligned learning objectives, instructional and intervention time, research based programs, practices and arrangements.

Instrument: Annual Site Academic Software Survey:

Data: Curriculum-based state and district approved software and productivity software being used at each site.

Instrument: Annual CTAP-squared I-assessment:

Data: teacher's self assessed technology and integration skills

Data reviewers

District curriculum, data, and technology administrators and school admins. will analyze annually in late August / September after state releases data.

(Objective 1a - Continued on next page)

Goal 1: Objective: 1a - E/LA & Technology Implementation Action Steps	Use of Technology
1. Annually, purchase and ensure state adopted instructional materials (k-8), standards-aligned textbooks and supplemental curriculum-based technology resources (adopted and/ or CLRN approved) are being used in the classroom.	Adopted Text Supplemental Tech resources including publisher software and websites.
2. Annually, provide professional development on adopted curriculum and technology resources (such as AB 466 E/LA for teachers, AB 75 training for site admins.)	CLRN(California Learning Resource Network) and district approved curriculum software such as Renaissance Learning and <i>PLATO</i> products, <i>Accelerated Reader</i> , <i>Reading Counts</i> , <i>Dreamweaver</i> , a variety of grading programs such as <i>GradeQuick</i> and <i>Grade Machine</i> , Web-based student assessment platform such as <i>Edusoft</i> . Microsoft Office and other productivity software. Internet Resources Peripherals such as LCD projectors, digital cameras, video cameras, and printers. CTAP Online Professional Development.
3. Beginning in fall 2004 and every year thereafter, provide systematic professional development and collaboration time for site administration and teachers to align standards-based instruction and quarterly assessments horizontally and vertically through grade levels in the district, review data, learn and share best practices including the use of technology.	
4. By fall 2005, design and distribute an annual site academic software usage survey.	
5. By fall 2005, create and distribute a matrix of CLRN approved E/LA curriculum and intervention software that is supported by the district.	
6. Beginning in the fall 2005 and annually thereafter, provide professional development on district/ CLRN approved curriculum software and online resources as needed. Track usage with annual software survey.	
7. Continue to leverage funding to increase access to technology resources, hardware, and peripherals for students and teachers.	
8. Continue to provide CTAP Online Technology productivity and integration training as needed.	
9. Continue to monitor targeted intervention time aligned with adopted program (k-8). Targeting the lowest performing students.	
10. Ongoing district support and professional development opportunities on the integration of E/LA skills and standards across the curriculum including in career tech courses.	
Monitoring	
District curriculum, data, and technology administrators and school site administrators track the development and implementation of all activities and accomplishments monthly and report progress at our monthly district/ site admin meetings. Modifications to our district activities will be made as needed in order to insure that we meet or exceed this measurable objective.	
Timeline: Much of the previously mentioned actions are already underway annually in the district at all grade levels and will continue to be planned for and implemented after annual data driven needs assessments and data analyses take place.	
Person(s) responsible: District admins. and school site admins, the District Technology Director, and teachers are responsible for the planning, development, implementation, and evaluation of all the aforementioned activities. Teachers are responsible for completing all necessary professional development and ensuring their instruction is based on standards-aligned objectives and research based programs, practices and arrangements.	

District Technology Action Plan July 1, 2004 – June 30, 2009 (section 3d)

Goal 1b District Curriculum Goal Supported by Technology – Math & Technology

Goal 1b: Our k-8 school will use technology to support the district curricular goal of 82% of all students attaining proficiency or better with Math content standards by the 2008-2009 school year.

Target Group: All students including special education, English Learner, and GATE students.

Specific Measurable Objective by June 30, 2009

Objective: 1b: By the June 30, 2009, A minimum of **82%** of all students (grades 2-8) will score proficient or above on the Math portions of the STAR: CST test by 2008-2009 school year supported by state and district approved instructional resources, technology-based supplemental resources, professional development, student achievement data analysis, and collaboration time.

Annual Benchmarks -

Year 1: minimum of 57% in the 2004-05 school year

Year 3: minimum of 68% in the 2006-07 school year

Year 2: minimum of 62% in the 2005-06 school year

Year 4: minimum of 75% in the 2007-08 school year

Year 5: minimum of 82% in the 2008-09 school year.

Evaluation Instrument(s) & Data

Instruments: Quarterly Grade level assessments; Annual STAR/CST test results in Math.

Data: Percentage scoring proficient or above with the content standards.

Instrument: Ongoing Classroom Observations by site admin./ principal aligned to teachers' evaluation schedule

Data: Teachers' use of standards-aligned learning objectives, instructional and intervention time, research based programs, practices and arrangements.

Instrument: Annual Site Academic Software Survey:

Data: Curriculum-based state and district approved software and productivity software being used.

Instrument: Annual CTAP-squared I-assessment:

Data: teachers' self assessed technology and integration skills

Data reviewers

District curriculum, data, and technology administrators and school admins. will analyze annually in late August / September after state releases data.

(Objective 1b- Continued on next page)

Goal 1: Objective: 1b - Math & Technology Implementation Action Steps	Use of Technology
1. Annually, purchase and ensure state adopted instructional materials (k-8) and supplemental curriculum-based technology resources (adopted and/ or CLRN approved) are being used in the classroom.	Adopted Text Supplemental Tech resources including publisher software and websites.
2. Annually, provide professional development on adopted curriculum and technology resources (<i>such as AB 466 Math for teachers, AB 75 training for site admins.</i>)	CLRN and district approved curriculum software such as Renaissance Learning and <i>PLATO</i> products, <i>Accelerated Math</i> , <i>Dreamweaver</i> , a variety of grading programs such as <i>GradeQuick</i> and <i>Grade Machine</i> , Web-based student assessment platform such as <i>Edusoft</i> .
3. Annually, provide systematic professional development and collaboration time for site administration and teachers to align standards-based instruction and quarterly assessments horizontally and vertically through grade levels in the district, review data, learn and share best practices including the use of technology.	Microsoft Office and other productivity software.
4. By fall 2005, design and distribute an annual site academic software usage survey.	Internet Resources
5. By fall 2005, create and distribute a matrix of CLRN approved Math curriculum and intervention software and online resources that is supported by the district. Track usage with annual survey.	Peripherals such as LCD projectors, digital cameras, video cameras, and printers.
6. Annually provide professional development on district/ CLRN approved curriculum software and online resources as needed.	CTAP Online Professional Development.
7. Continue to leverage funding to increase access to technology resources, hardware, and peripherals for students and teachers.	Web-based student assessment platform such as <i>Edusoft</i> .
8. Continue to provide CTAP Online Technology productivity and integration training as needed.	
9. Continue to monitor instructional time for adopted program (k-8).	
10. Continue to monitor targeted intervention time aligned with adopted program (k-8), targeting the lowest performing students.	
Monitoring	
District curriculum, data, and technology administrators and school site administrators track the development and implementation of all activities and accomplishments monthly and report progress at our monthly district/ site admin meetings. Modifications to our district activities will be made as needed in order to insure that we meet or exceed this measurable objective.	
Timeline: Much of the previously mentioned actions are already underway annually in the district at all grade levels and will continue to be planned for and implemented after annual data driven needs assessments and data analyses take place.	
Person(s) responsible: District admins. and school site admins, the District Technology Director, and teachers are responsible for the planning, development, implementation, and evaluation of all the aforementioned activities. Teachers are responsible for completing all necessary professional development and ensuring their instruction is based on standards-aligned objectives and research based programs, practices and arrangements.	

District Technology Action Plan July 1, 2004 – June 30, 2009 (section 3e)

Goal 2 - District Technology Skills and Information Literacy Goal
<p>Goal 3: All Weaverville Elementary students (4-8) will acquire the National Education Technology grade level student profile standards (NETS) to support achievement of the academic standards in the classroom, district curricular goals, and ultimately for lifelong learning and success in our digital society.</p> <p>Target Group: All students including special education, English Learner, and GATE students.</p>
Specific Measurable Objective by June 30, 2009
<p>Objective: 2 - All students (grades 4-8) will pass the NETS based grade band technology assessments by 2008-2009 school year. Teachers will learn to integrate the student NETS skills in their academic curriculum assignments. Students will learn the NETS skills (including technology productivity tools and information literacy) as appropriate, during their curricular assignments. Students will be tested on the Six <u>NETS</u> Strands each have scaffolded grade level specific standards and performance indicators.</p> <ol style="list-style-type: none"> 1. Basic operations and concepts 2. Social, ethical, and human issues 3. Technology productivity tools 4. Technology communications tools 5. Technology research tools (Information Literacy) 6. Technology problem-solving and decision-making tools <p>Annual Benchmarks - Year 1: minimum of 65% in the 2004-05 school year Year 3: minimum of 85% in the 2006-07 school year Year 2: minimum of 75% in the 2005-06 school year Year 4: minimum of 90% in the 2007-08 school year Year 5: 90+% in the 2008-09 school year.</p>
Evaluation Instrument(s) & Data
<p>Instrument Annual Standardized District NETS based Grade level Exit assessment/ survey based on student profile NETS standards which include technology skills and information literacy.</p> <p>Data: Percentage passing assessment</p> <p>Instrument: Annual CTAP-squared I-assessment</p> <p>Data: teachers' self assessed technology and integration skills</p> <p>Data reviewers District Technology Director, school site admins., and school site tech coordinators will analyze end of school year results annually in June.</p>

(Objective 2- Continued on next page)

Goal 2: Objective: Technology Skills & Information Literacy Implementation Action Steps	Use of Technology
1. By fall 2005, adopt grade level NETS based standards for k-8 student technology skills and information literacy.	Adopted Text Supplemental Tech resources including publisher software and websites.
2. Beginning in the fall 2005 and annually thereafter, provide Professional Development opportunities (from the District, CTAP Online, and CTAP Region 2) to K-8 teachers on integrating the student NETS grade level skills and standards in their curriculum. Provide incentives for PD completion.	CLRN and district approved curriculum software such as Renaissance Learning and PLATO products. <i>Plato, Accelerated Reader, Accelerated Math, Reading Counts, Dreamweaver</i> , a variety of grading programs such as <i>GradeQuick</i> and <i>Grade Machine</i> , Web-based student assessment platform such as <i>Edusoft</i> . Microsoft Office and other productivity software. Internet Resources Peripherals such as LCD projectors, digital cameras, video cameras, and printers. CTAP Online Professional Development.
3. By fall 2006, Students will begin systematically learning the NETS skills including technology productivity tools and information literacy, as appropriate, during curricular assignments.	
4. By spring 2007, design and begin administering annually the standards-aligned grade span NETS based exit assessments / portfolios for grades 6, 7, and 8.	
Monitoring	
<p>The District Technology Director, school site administrators and site technology coordinators will track the development and implementation of all NETS activities and accomplishments and report progress at our scheduled site admin meetings. Modifications to our district activities will be made as needed in order to insure that we meet or exceed this measurable objective.</p>	
<p>Timeline: The timeline for the previously mentioned actions are included in the Action Steps listed above.</p>	
<p>Person(s) responsible: District and site admins, the District Technology Director, and teachers are responsible for the planning, development, implementation, and evaluation of all the previously mentioned activities.</p>	

Goal 3: Objective: Appropriate Access to Technology Implementation Action Steps	Use of Technology
1. Annually leverage technology funding and grants to provide new computers and Computers for Classrooms to provide like new refurbished computers to classrooms and teachers participating in district Ed Tech professional development.	Adopted Text Supplemental Tech resources including publisher software and websites for IEP, EL, and GATE students. CLRN and district approved curriculum software for IEP, EL, and GATE students. <i>Microsoft Office</i> and other productivity software. Internet Resources Peripherals such as LCD projectors, digital cameras, video cameras, and printers.
2. Annually in the spring, systematic supplemental survey and review of school technology hardware and software accessibility and inventories including adaptive equipment, EL support software, and GATE technology resources from evaluation surveys. Data is used to develop a matrix of site technology obsolescence, purchase, installation priorities and schedules.	
3. Annually install new computers and remove outdated computers on a rotating schedule during designated breaks in the school year.	
4. Beginning in the 2005-06 school year, conduct ongoing research on creative space saving solutions for desktop computers, thin clients, and wireless laptop carts. Report all findings to site administration at monthly meetings.	
5. Beginning in the 2005-06 school year, cultivate ongoing two-way communication between district Special Education program directors and educators, site administrators, and the district Tech Director (via e-mail/phone) and meet annually to determine appropriate technology access and assistive technology needs of IEP students.	
6. Beginning in the 2005-06 school year, cultivate ongoing two-way communication between district English Learner program directors and educators, site administrators, and the district Tech Director (via e-mail/phone) and meet annually to determine appropriate access to technology hardware and software needed to support EL students' English language acquisition as well as their achievement of the academic standards.	
7. Beginning in the 2005-06 school year, cultivate ongoing two-way communication between district Gifted and Talented (GATE) program directors and educators, site administrators, and the district Tech Director (via e-mail/phone) and meet annually to determine appropriate access to technology hardware, peripherals, and software needed to support GATE students' advanced curriculum.	
8. By fall 2006, all students enrolled in Weaverville Elementary School after school programs will have access to internet connected computers and curricular technology integration / homework support.	
Monitoring	
<p>The District Technology Director, school site administrators, site technology coordinators will track the development and implementation of all appropriate access activities, inventories and accomplishments and report progress at our site admin meetings. Modifications to our district activities will be made as needed in order to insure that we meet or exceed this measurable objective.</p>	
<p>Timeline: The timeline for the above mentioned actions begins during the first year of our five year tech plan July 2005 –June 2005 and will continue annually.</p>	
<p>Person(s) responsible: District and site admins, the District Technology Director, district Special Ed, EL, and Gifted and Talented (GATE) program directors are responsible for the planning, development, implementation, and evaluation of all the aforementioned. Teachers are responsible for attending professional development.</p>	

District Technology Action Plan July 1, 2004 – June 30, 2009 (section 3g)

Goal 4 - District Goal for Using Technology for Student Data Collection, Analysis, Reporting, and Decision Making
Goal 4: Weaverville Elementary School will support the use of technology to improve student achievement data collection, analysis, reporting, and decision making.
Specific Measurable Objectives by June 30, 2009
Objective 4: By June 2009, 100% of teaches will analyze assessment data make data-driven decisions to meet individual student academic needs and target student intervention needs. And By June 2009, WES will have implemented and integrated a student assessment and data management system such as <i>Edusoft</i> . Annual Benchmarks Year 1: 20% of the teachers in the district by June 2005. Year 3: 50% of the teachers in the district by June June 2007. Year 2: 40% of the teachers in the district by June 2006. Year 4: 75% of the teachers in the district by June 2008. Year 5: 90% of the teachers in the district by June 2009.
Evaluation Instrument(s) & Data
Instrument: Electronic usage tracking reports Data: % of district using standards-based computerized student progress reports and report cards. Instrument: District integrated student assessment and data management system training participation records and usage records Data: % of school sites and teachers using integrated student assessment and data management system to inform instruction. Data reviewers District Technology Director, school site admins., and school site tech coordinators will analyze end of school year results annually in June.

(Objective 4- Continued on next page)

Goal 5: Objective: Student Data Collection, Analysis, Reporting, and Decision Making Implementation Action Steps	Use of Technology
1. During the 2004-05 school year and every year thereafter until we meet our 2008-09 school year objective, the district will continue its rollout of an integrated student assessment platform. Participating teachers will get necessary training.	SASI,
2. Annually, provide systematic professional development and collaboration time for site administration and teachers to improve student achievement assessment, data collection, analysis, reporting, and data driven decision making. align standards-based instruction, learn and share best practices in instruction and intervention, including the use of technology and develop quarterly assessments horizontally and vertically through grade levels in the district.	Web-based district student reporting system developed by <i>Diverse Network Associates</i> .
3. SASIxp student suite integration is underway. WES is currently using the student information system to report attendance. The other components will continue to be rolled out as we have the hardware, infrastructure, and site administration support necessary to fully implement.	A variety of grading programs such as <i>GradeQuick</i> , <i>ThinkWave</i> , and <i>Grade Machine</i> . Web-based student assessment platform such as <i>Edusoft</i> .
Monitoring	
The District Technology Director, school site administrators and site technology coordinators will track the development and implementation of all activities and accomplishments monthly and report progress at district/ site admin meetings. Modifications to our district activities will be made as needed in order to insure that we meet or exceed this measurable objective.	
Timeline: The timeline for the aforementioned actions are included in the Action Steps listed above.	
Person(s) responsible: District and site admins, and the District Technology Director are responsible for the planning, development, implementation, and evaluation of all the aforementioned activities. Teachers are responsible for attending professional development and inputting student data.	

District Technology Action Plan July 1, 2004 – June 30, 2009 (section 3h)

Goal 5 - District Goal for Improving Parent Access to Teachers and Administrators
Goal 5: The Weaverville Elementary School office will use technology to improve two-way communication between home and school. Target Group: Parents of all students including special education, English Learner, and GATE students.
Specific Measurable Objective by June 30, 2009
Objective: 5a By June 2009, WES will offer parents password protected, online access to their student's attendance, assignments and grades through a web-based system such as SASIxp's <i>Parent Connect</i> . Objective: 5b By June 2005, all WES teachers and administrators will have access to a classroom phone, voice-mail, and a district e-mail account and will provide this information to all parents at back to school night and via the school website.
Evaluation Instrument(s) & Data
Instruments: Ongoing District SASI / <i>Parent Connect</i> "how to access" communications and/ or trainings, parent password requests, and usage records. Data: % of parents trained; % of parents requesting passwords; % of parents using <i>Parent Connect</i> . Instrument: Monthly Site Admin reports to district on implementation status of standards-based progress report mailings. Data: % of district that have implemented standards-based progress report mailings. Instrument: District and site based equipment and e-mail account records Data: % of teachers with access Instrument: School website and communication artifacts. Data: evidence of efforts to improve two-way communication Data reviewers District Technology Director, school site admins., and school site tech coordinators will analyze end of school year results annually in June.

(Objectives 5a,5b - Continued on next page)

Goal 5: Objectives: 5a,b - Improving Parent Access to Teachers and Administrators Implementation Action Steps	Use of Technology
1. By fall 2004, develop an installation / replacement schedule for teachers and admins. without phone, voice-mail, and/ or e-mail. Provide training as needed.	SASI xp, <i>ClassroomXP</i> , <i>InteGrade Pro Electronic Gradebook</i> , and <i>Parent Connect</i> . Web-based district student reporting system developed by <i>Diverse Network Associates</i> . Word, desktop publishing, and Outlook e-mail.
2. By fall 2005, develop Outlook Exchange district wide rollout plan	
3. By June 2009, ensure that WES has the hardware, infrastructure, and training needed to implement the Parent Connect component of SASIxp.	
4. By June 2009, WES will be providing access to Parent Connect and all district parents will have received information and/ or training about how to access Parent Connect student data.	
5. Continue to fund and maintain a locally updated website where district and school news, announcements, staff contact information, teacher class information, events, etc. are communicated with students and parents.	
6. Annually, provide training opportunities for teachers to learn how to publish / communicate on their school web site.	
7. Annually provide Word and Desktop publishing training to teachers and classified staff to learn to publish paper documents that get attention.	
Monitoring	
The District Technology Director, school site administrators and site technology coordinators will track the development and implementation of all activities and accomplishments monthly and report progress at our district/ site admin meetings. Modifications to our district activities will be made as needed in order to insure that we meet or exceed this measurable objective.	
Timeline: The timeline for the aforementioned actions are included in the Action Steps listed above.	
Person(s) responsible: District and site admins, and the District Technology Director are responsible for the planning, development, implementation, and evaluation of all the aforementioned activities. Teachers are responsible for attending professional development and inputting student data	

Professional Development and Implementation

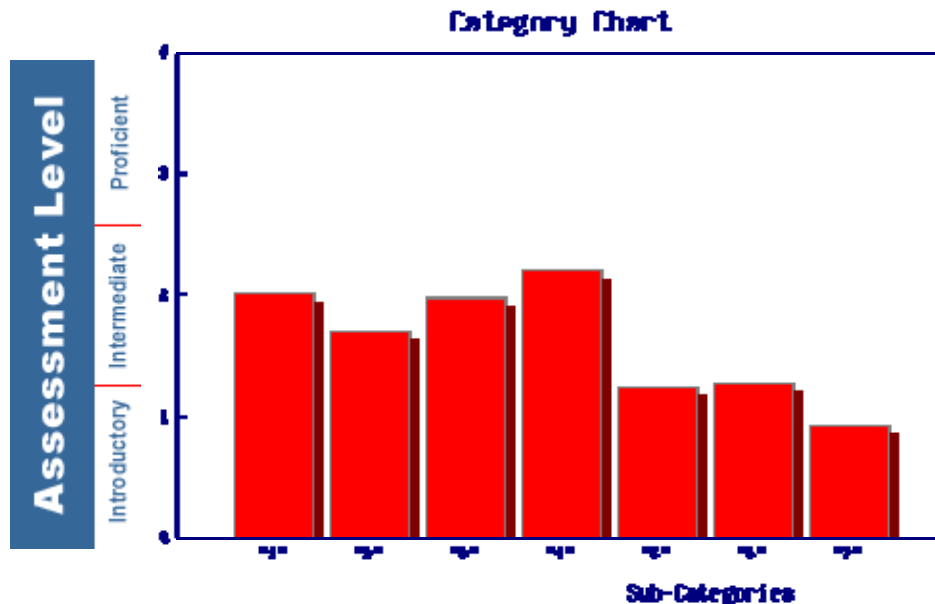
CRITERIA 4 / PROFESSIONAL DEVELOPMENT COMPONENT

Weaverville Elementary School teachers are encouraged to continue improving their knowledge of technology and its use in education. Teachers may earn staff development credit through technology training that applies to advancement on the district salary scale. A variety of opportunities are available to WES staff. WES currently has access to the California Technology Assistance Program (CTAP) online training site, and teachers are encouraged to complete their CTAP I certification.. Our current Technology Coordinator is a Master teacher for Intel, is Site Coordinator for CTAP, and has supplementary certification for teaching technology in the classroom. The Technology Coordinator will be offering voluntary teacher training, as well as Teacher Development classes scheduled at various times throughout the year.

4.a. Summary of the teachers', administrators', counselors', and librarians' current technology skills and needs for professional development.

% Proficiency Level

Weaverville Elementary has 26 credentialed teachers, this chart represents the assessment summary for 27 teachers or 104%. It is important to note that this includes both fully completed and partially completed assessments.



- 1 General computer knowledge and skills (Includes 27 in calculation)
- 2 Internet skills (Includes 27 in calculation)
- 3 Email skills (Includes 25 in calculation)
- 4 Word processing skills (Includes 26 in calculation)
- 5 Presentation software skills (Includes 25 in calculation)
- 6 Spreadsheet software skills (Includes 25 in calculation)
- 7 Database software skills (Includes 25 in calculation)

General computer knowledge and skills. Rate your skill level in this area.	Not Applicable: I do not have any of the skills listed below.	Beginning user: I have the majority of the skills listed below in column 1.	Intermediate user: I have the majority of the skills listed below in column 1 and 2.	Proficient user: I have the majority of the skills listed here below in column 1, 2 and 3.	Total Responses
General computer knowledge and skills. Rate your skill level in this area.	0	8	9	8	25
Percentage of total	0%	32%	36%	32%	100%

Word processing skills. Rate your skill levels in this area.	Not Applicable: I do not have any of the skills listed below.	Beginning user: I have the majority of the skills listed below in column 1.	Intermediate user: I have the majority of the skills listed below in columns 1 and 2.	Proficient user: I have the majority of the skills listed below in columns 1, 2 and 3.	Total Responses
Word processing skills. Rate your skill levels in this area.	0	3	12	10	25
Percentage of total	0%	12%	48%	40%	100%

Internet skills. Rate your skill level in this area.	Not Applicable: I do not have any of the skills listed below.	Beginning user: I have the majority of the skills listed below in column 1.	Intermediate user: I have the majority of the skills listed below in column 1 and 2.	Proficient user: I have the majority of the skills listed below in column 1, 2 and 3.	Total Responses
Internet skills. Rate your skill level in this area.	0	10	13	2	25
Percentage of total	0%	40%	52%	8%	100%

E-Mail skills: Rate your skill level in this area.	Not Applicable: I do not have any of the skills listed below.	Beginning user: I have the majority of the skills listed below in column 1.	Intermediate user: I have the majority of the skills listed below in columns 1 and 2.	Proficient user: I have the majority of the skills listed below in columns 1, 2 and 3.	Total Responses
E-Mail skills: Rate your skill level in this area.	0	8	10	7	25
Percentage of total	0%	32%	40%	28%	100%

Presentation software skills. Rate your skill level in this area.	Not Applicable: I do not have any of the skills listed below.	Beginning user: I have the majority of the skills listed below in column 1.	Intermediate user: I have the majority of the skills listed below in columns 1 and 2.	Proficient user: I have the majority of the skills listed below in columns 1, 2 and 3.	Total Responses
Presentation software skills. Rate your skill level in this area.	8	8	4	5	25
Percentage of total	32%	32%	16%	20%	100%

Spreadsheet software skills. Rate your skill level in this area.	Not Applicable: I do not have the skills in this area.	Beginning user: I have the majority of the skills listed below in column 1.	Intermediate user: I have the majority of the skills listed below in columns 1 and 2.	Proficient user: I have the majority of the skills listed below in columns 1, 2, and 3.	Total Responses
Spreadsheet software skills. Rate your skill level in this area.	6	10	5	4	25
Percentage of total	24%	40%	20%	16%	100%

Database software skills. Rate your skill level in this area.	Not Applicable: I do not have the skills in this area.	Beginning user: I have the majority of the skills listed below in column 1.	Intermediate user: I have the majority of the skills listed below in columns 1 and 2.	Proficient user: I have the majority of the skills listed below in columns 1, 2, and 3.	Total Responses
Database software skills. Rate your skill level in this area.	11	7	5	2	25
Percentage of total	44%	28%	20%	8%	100%

Data Summary: One third of our staff felt their skills were at a beginner level. Internet and Spreadsheet skills are weak. Less than 50% of our staff felt they were proficient in any one category. Word Processing skills remain the highest with 50% of our staff feeling they perform at an intermediate level.

Professional Development Goals at WES:

Our three main Education Technology professional development goals over the next five years are:

Goal 1: District administrators and teachers will become proficient with the same general technology skills, technology integration skills, and information literacy skills required of their students as well as proficient with work specific productivity tools.

Goal 2: District administrators and teachers will become proficient in the use of technology to improve student achievement data collection, analysis, reporting, and decision making.

Goal 3: District administrators and teachers will become proficient in the use of technology to improve two-way communication between home and school.

The accomplishment of these goals will be met through the following:

Our Education Technology Professional development will encompass a three tiered professional development approach based on teachers' individual technology training needs.

1. Annually as needed, we will offer Personal proficiency training on NETs skills including general computer knowledge and skills; Internet skills; Email skills; Word processing skills; Presentation software skills; and Spreadsheet /Database software skills.
2. Annually as needed, we will offer Professional proficiency training on NETs skills integration including information literacy, curriculum-based software, adopted materials software resources, online resources such as SETs, and job specific productivity and assessment tools.

Our coordinated professional development plan is based on the analysis of our teachers' and administrators' technology skills and needs and our district's curricular goals. The district will offer a variety of training options that maximize the use of technology and site resources to support the district's goals and objectives for curriculum, instruction, intervention, and assessment, including but not limited to the following:

- Site-based technology coaches and CTAP Online mentors available WES teachers.
- Site based annual face-to-face technology skill professional development opportunities.
- Anytime, anywhere online district technology professional development opportunities using CTAP Online Personal and Professional Proficiency technology classes and supported by site based technology coaches.
- District content and grade-band specific technology integration face-to-face professional development supported with district professional development and resources online using CTAP Online's *CourseBuilder* tool.
- CTAP Online technology integration training.
- Broad-based pre/post completions of the CTAP² I-assessment survey and professional development data analysis to track improvements and training needs.
- Annual professional development offerings / priorities based on student, teacher, and administrator CTAP² I-assessment survey data and district curricular goals.
- Student assessment and intervention, student information system, web publishing, e-mail, and voice-mail training opportunities for all stakeholders as needed to support student achievement and improve home / school communications and interventions.
- Identification, training, and use of low and no cost Internet, video-conferencing and face-to-face learning opportunities and resources. National, State and local online research-based strategies and resources will be leveraged and integrated during faculty meetings, collaboration time, and professional development.

Professional Development Criteria 4b, 4c and 4d are included in the teachers' and administrators' professional development action plan charts in the Component 4 pages that follow.

District Professional Development Plan July 1, 2004– June 30, 2009 (section 4)

Goal 1 - District Professional Development Goal

Goal 1: Site Administrators and Teachers will become proficient with the same general technology skills, technology integration skills, and information literacy skills required of students as well as proficient with work specific productivity tools.

Target Group: Certificated teachers and administrators

Supports Curriculum Driven Technology Goals and Objectives 1,2, , 3 & 4 in Component 3 of our Ed Tech Plan

Specific Measurable Objectives by June 30, 2009

Objective: 1a: By June 2009, **100%** of site administrators, who participate in district sponsored educational technology professional development, will become proficient with general technology knowledge and skills, integration skills, information literacy, and administration productivity tools aligned to the NETs for administrators.

Objective: 1b: By June 2009, **100%** or k-8 teachers, who participate in district sponsored educational technology professional development, will become proficient with general technology knowledge and skills, classroom productivity tools, and information literacy skills aligned to the NETs for teachers and NETs for students. All CUSD ELD, Special Education and GATE teachers will become proficient in technology skills and assistive tools for their subgroup populations.

Annual Benchmarks

Year 1: minimum of 35% in the 2004-05 school year **Year 3: minimum of 75%** in the 2006-07 school year

Year 2: minimum of 50% in the 2005-06 school year **Year 4: minimum of 90%** in the 2007-08school year

Year 5: minimum of 100% in the 2008-09 school year.

Objective: 1c: By June 2005, the district will provide at least one trained technology mentor / coach at Weaverville Elementary School.

Objectives 1a,b,c, - Continued on next page)

Goal 1: Objective: 1a ,b , Evaluation Instrument(s) & Data	
<p>Instrument: CTAP² pre and post I-assessment completed for all district sponsored Education Technology professional development programs</p> <p>Data: Administrators' and teachers' self assessed technology and integration skills</p> <p>Instrument: District and site-based training agendas and records</p> <p>Data: Professional development participation correlated with proficiency in I-assessment survey</p> <p>Data reviewers District curriculum, data, and technology administrators and school admins. will analyze benchmark data annually in late August / September and make any necessary modifications in order to meet our objectives.</p>	
Goal 1: Objective: 1a ,b, - Implementation Action Steps	Use of Technology
1. Annually, require administrator and teacher completion of pre and post I-assessment survey by all who participate in district sponsored technology training programs.	Microsoft Office Suite, e-mail, Internet.
2. Annually, in June, analyze i-assessment administrator and teacher technology and integration skill data to plan for professional development offerings during the year.	Peripherals such as LCD projectors, digital cameras, video cameras, and printers.
3. Annually, provide I-assessment workshops to teachers, administrators, and site I-assessment admins.	CLRN approved curriculum-based software
4. Annually in the fall, schedule and promote district sponsored technology workshops for administrators and for teachers during the school year aligned to the content standards, to the NETs, assistive technology, and to identified I-assessment professional development needs including information literacy skills.	CTAP Online Professional Development.
5. Annually in the fall, schedule and promote district sponsored technology integration and CLRN approved curriculum-based software and resource workshops for Math and ELA teachers by grade bands (K-2, 3-5, 6-8, 9-12) during the school year aligned to the content standards, to the NETs, and to identified I-assessment professional development needs.	Online resources including SETs
6. Annually, the district will train technology integration mentors and CTAP Online mentors to support district technology participants at the site level.	CTAP ² I-assessment
7. Annually, provide systematic professional development and collaboration time for site administration and teachers to analyze student achievement data, align standards-based instruction, learn and share best practices in instruction and intervention, including the use of technology and develop quarterly assessments horizontally and vertically through grade levels in the district.	
Monitoring	
District curriculum, data, and technology administrators and school site administrators track the development and implementation of all activities and accomplishments and report progress at our monthly district/ site admin meetings. Modifications to our district activities will be made as needed in order to insure that we meet or exceed this measurable objective.	
Timeline: The timeline for the aforementioned actions are included in the Action Steps listed above.	
Person(s) responsible: District Technology Director, school site admins, and site media specialists / mentors are responsible for the planning, development, implementation, and evaluation of all the aforementioned activities. Site administrators and teachers are responsible for completing all necessary professional development and ensuring student instruction is based on standards-aligned objectives and research based programs, practices and arrangements.	

Goal 2 - District Professional Development Goal

Goal 2: District administrators and teachers will become proficient in the use of technology to improve student achievement data collection, analysis, reporting, and decision making.

Target Group: Certificated teachers and administrators

Supports Curriculum Driven Technology Goals and Objectives 1,2,3,&5 in Component 3 of our Ed Tech Plan

Specific Measurable Objectives by June 30, 2009

Objective 2a: By June 2009, 100% of teachers will analyze assessment data make data-driven decisions to meet individual student academic needs and target student intervention needs.

And by June 2009, 100% of district administrators and teachers, who attend professional development, will be proficient with the implementation and integration of a student assessment and data management system such as *Edusoft*.

Annual Benchmarks

Year 1: 50% by June 2005. **Year 3:** 100% by June 2007.

Year 2: 75% by June 2006. **Year 4:** 100% by June 2008.

Year 5: 100% by June 2009.

Objective: 2b: By June 2009, 100% of district administrators and teachers, who attend professional development, will be proficient with the complete *SASI* student information suite: *SASIXp*, *ClassroomXP*, *InteGrade Pro Electronic Gradebook*, and *Parent Connect* offering parents password protected, online access to their student's attendance, assignments, grades, and progress reports.

Annual Benchmarks

Year 1: 20% by June 2005. **Year 3:** 75% by June 2007.

Year 2: 50% by June 2006. **Year 4:** 85% by June 2008.

Year 5: 100% by June 2009.

Evaluation Instrument(s) & Data

Instrument: Annual CTAP-squared I-assessment:

Data: teacher's self assessed technology and integration skills

Instrument: District sponsored training records, usage records and site-based mentor support records

Data: % of teachers trained and proficient.

Data reviewers

District curriculum, data, and technology administrators and school admins. will analyze benchmark data annually in late August / September and make any necessary modifications in order to meet our objectives.

(Objective 2a,b - Continued on next page)

Goal 2: Objective: 2a,b Implementation Action Steps	Use of Technology
1. Annually, require administrator and teacher completion pre and post I-assessment survey.	SASI xp, <i>ClassroomXP</i> , <i>InteGrade Pro Electronic Gradebook</i> , and <i>Parent Connect</i> . Web-based district student reporting system developed by <i>Diverse Network Associates</i> . Integrated student assessment platform/system such as <i>Edusoft</i> CTAP Online Professional Development. Online resources including SETs CTAP ² I-assessment
2. Annually, in June, analyze I-assessment administrator and teacher survey results on data driven instructional decision making and student data reporting systems to plan for future professional development.	
3. Annually by September, plan professional development opportunities for the year focused on standards-aligned classroom assessments and data-driven decisions that meet individual student academic needs and target student intervention needs. Promote opportunities to teachers through all available communication conduits.	
4. Annually in the fall, schedule and promote district sponsored technology workshops for teachers / administrators during the school year on all SASIxp components.	
5. Annually in the fall, schedule and promote district sponsored technology workshops for administrators and for teachers during the school year on the district's web-based student reporting system.	
6. Annually in the fall, schedule and promote district sponsored technology workshops for administrators and for teachers during the school year on an integrated student assessment platform/system such as <i>Edusoft</i> .	
7. Annually, provide systematic professional development and collaboration time for site administration and teachers to analyze student achievement data, align standards-based instruction, learn and share best practices in instruction and intervention, including the use of technology and develop quarterly assessments horizontally and vertically through grade levels in the district.	
Monitoring	
<p>District curriculum, data, technology administrator, and school site administrator will track the development and implementation of all activities and accomplishments and report progress at our monthly district/ site admin meetings. Modifications to our district activities will be made as needed in order to insure that we meet or exceed this measurable objective.</p>	
<p>Timeline: The timeline for the aforementioned actions are included in the Action Steps listed above.</p>	
<p>Person(s) responsible: The District Technology Director, school site admins, and site media specialists / mentors are responsible for the planning, development, implementation, and evaluation of all the aforementioned activities. Site administrators and teachers are responsible for completing all necessary professional development and ensuring student instruction is based on standards-aligned objectives and research based programs, practices and arrangements.</p>	

Goal 3 - District Professional Development Goal

Goal 3: District administrators and teachers will become proficient in the use of technology to improve two-way communication between home and school.

Target Group: Certificated teachers and administrators

Supports Curriculum Driven Technology Goals and Objectives 1,2,3, & 5 in Component 3 of our Ed Tech Plan

Specific Measurable Objectives by June 30, 2009

Objective: 3a By June 2009, 100% of k-8 teachers, who attend professional development, will post students' attendance, assignments and grades through a web-based system such as SASIxp's *Parent Connect* and all parents that want access will be given a password and access instructions/training.

Annual Benchmarks

Year 1: 30% by June 2005. Year 3: 75% by June 2007.

Year 2: 50% by June 2006. Year 4: 90% by June 2008.

Year 5: 100% by June 2009.

Objective: 3b By June 2009, 100% of teachers and administrators, will be proficient with the district's web publishing software which allows teachers to publish class web pages on their school web site and administrators to easily update and edit communications on their school websites.

Annual Benchmarks

Year 1: 50% by June 2005. Year 3: 75% by June 2007.

Year 2: 60% by June 2006. Year 4: 85% by June 2007.

Year 5: 100% by June 2007.

Objective: 3c By June 2007, 100% of k-8 teachers and administrators, will be proficient with the district's new e-mail service.

Annual Benchmarks

Year 1: 80% by June 2005. Year 3: 100% by June 2007.

Year 2: 90% by June 2006.

(Objective 3a,b, c - Continued on next page)

Goal 3: Objective: 3a,b,c Evaluation Instrument(s) & Data	
<p>Instruments: District records of the number of teachers trained to use <i>SASIXp IntegratePro</i> to feed data into <i>Parent Connect</i></p> <p>Data: % of teachers trained; % of parents requesting passwords and instructions; % of parents using <i>Parent Connect</i>.</p> <p>Instrument: District and site based equipment and e-mail account records</p> <p>Data: % of teachers with access</p> <p>Instrument: Communication artifacts from School and classroom websites.</p> <p>Data: evidence of efforts to improve two-way communication.</p> <p>Data reviewers District curriculum, data, and technology administrators and school admins. will analyze benchmark data annually in late August / September and make any necessary modifications in order to meet our objectives.</p>	
Goal 3: Objective: 3a,b,c Implementation Action Steps	Use of Technology
1. Annually, require administrator and teacher completion of pre and post I-assessment survey by all who participate in district sponsored technology training programs.	<p><i>SASI xp, ClassroomXP, Integrate Pro Electronic Gradebook, and Parent Connect.</i></p> <p><i>Freedom</i> web publishing software developed by <i>Diverse Network Associates</i></p> <p><i>Microsoft Outlook</i> e-mail online access and client software</p> <p>CTAP Online Professional Development.</p> <p>Online resources including SETs</p> <p>CTAP² I-assessment</p>
2. Annually, in June, analyze I-assessment administrator and teacher student information/ data analyses results to plan for professional development offerings during the next school year.	
3. Annually in the fall, schedule and promote district sponsored technology workshops for administrators and for teachers on all SASIXp components during the school year.	
4. Annually in the fall, schedule and promote district sponsored technology workshops for administrators and for teachers during the school year on the district's web-based student reporting system and <i>Students at Risk</i> procedures.	
5. By fall 2005, schedule and promote district sponsored Outlook workshops for administrators and for teachers during the 2005-06school year with the objective of getting 80% trained by the end of year.	
6. Annually in the fall continue to schedule and promote district sponsored Outlook workshops for teachers during the school year.	
Monitoring	
District curriculum, data, and technology administrators and school site administrators track the development and implementation of all activities and accomplishments and report progress at our monthly district/ site admin meetings. Modifications to our district activities will be made as needed in order to insure that we meet or exceed this measurable objective.	
Timeline: The timeline for the aforementioned actions are included in the Implementation Action Steps listed above.	
Person(s) responsible: District admins., and the District Technology Director, are responsible for the planning, development, implementation, and evaluation of all the aforementioned activities. Site administrators and teachers are responsible for completing all necessary professional development and ensuring student instruction is based on standards-aligned objectives and research based programs, practices and arrangements.	

Infrastructure, Hardware, Technical Support and Software

CRITERIA 5 / INFRASTRUCTURE, HARDWARE, TECHNICAL SUPPORT, AND SOFTWARE COMPONENT

Weaverville Elementary School is a district of one school, maintaining a computer lab of 35 computers. Each classroom has approximately 4 computers. The school is connected to its own server, and maintains a web server called Wildcat. We receive Internet service via the Trinity County Office of Education. We pay the county for various technical needs and services. Our Technology Coordinator maintains the computer lab, assists teachers with occasional tech problems, and provides staff training.

Goals:

1. Technical support agreements currently in place will be maintained as long as they remain necessary.
2. Staff will submit requests for additional hardware/software and related equipment to the Technology Coordinator, or Site Administrator.
3. **WES** recognizes that advances in technology occur continuously and rapidly. The district will make every attempt to stay abreast of these developments and to upgrade and expand our equipments as these advancements are made. These upgrades and expansions will be made as necessary and as budget and grand funds become available.
4. Future expenditures may include, but are not limited to:
 - Maintenance of currently owned equipment
 - Campus data Internet wiring
 - Hubs/routers/switches for Intranet
 - Connection equipment maintenance
 - Uninterruptible power supply
 - File servers
 - Wireless or wireline LAN solution
 - Internet access
 - Equipment installation
 - Classroom and/or lab computers
 - Support equipment such as printers, scanners, drives, etc.
 - Upgrade equipment and installation for currently owned equipment
 - Software for classroom , lab and administrative uses.

Services and Systems Maintained

- WEB Server (*Wildcat* on site at WES, Routed through TCOE)
- Email Server (TCOE)
- Proxy Services (TCOE)
- DNS Services (TCOE)
- Web server and Email Administration (TCOE)
- LAN (WES)
- CIPA Compliant Internet Filter (TCOE)
- Athena Library System and Online search Interface (TCOE)
- Phone and Voicemail systems management (WES)
- Technology Acquisition, recommendations, standardization (WES)
- LAN and Wan Network Monitoring and support (TCOE, WES)

Software Used

- Microsoft Office (Word, Excel, Power Point, Publisher)
- Accelerated Reader *and* Accelerated Math
- Encarta Encyclopedia
- Reading Counts
- Edusoft
- GradeQuick
- Dreamweaver
- SASI
- Type To Learn
- Other (Grade-Specific Titles)

WES Site Computer Inventory

Computers

Classroom Computers

- 72 primary
- 8 upper grade classrooms
- 10 upper grade science lab
- 35 Computer Lab
- 8 Library
- 1 Kitchen
- 7 Administrative
- 1 Maintenance

Laptops

- 24 teachers/administrators
- 7 science lab
- 1 Athletic Department
- 35 Retired Computers
- 1 Counselor
- 1 Nurse
- 14 Special Ed/Resource
- 4 GATE

Printers /Scanners

- 38 Classroom /computer lab
- 7 Administration

5. C & D Benchmarks, timelines, and monitoring process for new hardware, infrastructure, and software acquisitions.

Goal 1 - District Goal for Hardware and Software
Goal 1: All k-8 students will have access to up-to-date computers and appropriate software to support achievement of the academic standards in the classroom, district curricular goals, and ultimately for lifelong learning and success in our Digital society.
Specific Measurable Objective by June 30, 2009
Objective: 1a By June 30, 2009 our district average student to computer ratio will be 6 to 1 or better. (based on CDE defined up to date multimedia computer - four years old or newer). Annual Benchmarks and Timeline: Year 1: 10 students to 1 computer by June 2005. Year 2: 9 students to 1 computer by June 2006 Year 3: 8 students to 1 computer by June 2007. Year 4: 7 students to 1 computer by June 2008. Year 5: 6 students to 1 computer by June 2009
Objective: 1b By June 30, 2009 100% k-8 core curriculum classroom (E/LA, Math, History/Social Science, Science) will have access to district approved CLRN and/or SBE approved curriculum based learning and intervention software and/or internet subscriptions. Annual Benchmarks and Timeline: Year 1: 30% of classrooms by June 2005. Year 2: 50% of classrooms by June 2006 Year 3: 70% of classrooms by June 2007. Year 4: 85% of classrooms by June 2008. Year 5: 100% of classrooms by June 2009
Monitoring and Evaluation Instrument(s) & Data
Instrument: Annual CBEDS: Data: average student to computer ratio school wide. Instrument: Annual California Online Tech Survey: Data: average student to computer ratio by school. Instrument: Annual district technology software survey Data: % of classrooms with access to approved curriculum based software
Monitoring and Evaluation Process: The District Technology Director, school site administrators, and site technology coordinators will track the development and implementation of all appropriate access activities, inventories and accomplishments bimonthly and report progress at our site admin meetings. Modifications to our district activities will be made as needed in order to insure that we meet or exceed this measurable objective. District Technology Director, school site admins., and school site tech coordinators will analyze end of school year results annually in June.

Funding and Budget

CRITERIA 6 / FUNDING AND BUDGET COMPONENT

6.a. List of established and potential funding sources and cost savings, present and future.

Weaverville Elementary School remains focused and determined to continue every effort to support our technology program. We do not currently have a budget for technology, but have supported technology needs as they have come up. We have received grant money by participating in the Intel Teach to the Future program. Several staff members have received training in fulfillment of the Intel grant requirements. We are presently working on the possibility of presenting a proposed technology budget for the next 5 years.

In order to provide the technology tools to accomplish the goals set forth in the previous components of this plan the district will continue to support the cost of technical support, and equipment maintenance and repair. Other requests for technology related expenditures would be considered on a case by case basis. These requests will be considered on the basis of need and availability.

The small schools' budget has been especially hard hit in recent years and in our economically depressed area it is difficult to anticipate the amount of regular budget categorical funds that would be available to support the technology program at WES. We will be starting programs within our community to help support our technical needs over the next couple of years, and hope to raise enough interest in local business to consider partnering with WES for technology integration in education.

Project Upgrades and Expansion Expenses

Lab Computers

- Upgrade by adding 18 new computers (4 with video capability) over the next 2 years
- Upgrade Server software
- Upgrade virus protection software
- Purchase one digital camcorder
- Upgrade Office XP software within the next 3 years
- Establish better efficiency with lab management software

Classroom Computers

- Two new upgrade computers per classroom over the next 5 years.
- Upgrade Office XP software within the next 3 years

6.b. Estimate implementation costs for the term of the plan (5 years)

Connectivity

Internet Service Provider, email, CIPA compliant filtering, web page storage provided through Trinity County Office of Education.

- \$14,500 per year – Approx. \$72,500 over 5 years
- Technical Support – \$12,347 per year – Approx. \$61,735 over 5 years
(*one-day tech support per week*)
- Additional Tech support for year 2005/06 only - \$2,506

Lab Computers

- Upgrade by adding 18 new computers (4 with video capability) over the next 2 years
\$13,513 + \$4,719
- Upgrade Server software
\$1,600
- Upgrade virus protection software
\$2000 (2 year AVG NE 100 license @\$1,000 * 2 = \$2,000)
- Purchase one digital camcorder
\$900
- Upgrade Office XP software within the next 2 years (36 computers)
\$3,600
- Purchase lab management software
\$5,000
- Misc. Extras – Head phones, CD's, Floppy Discs, Replacement parts, data cords, etc.
Approx. \$3,000

Classroom Computers

- Two new upgrade computers per classroom over the next 3 years.
\$104,248
- Teacher Laptops: Middle grade teachers (5-8 purchased as needed).
\$13,000
- Upgrade Office XP software within the next 3 years (approx. 100 computers)
\$8,500
- Classroom software (misc.)
\$25,000
- Grade Book Software
\$1600
- SASIxp upgrade
Approx. \$5.00 per student \$2,125
- Misc. Extras – Head phones, CD's, Floppy Discs, Replacement parts
Approx. \$13,500
- Computer Projectors for classrooms
10 projectors @ approx. \$ 1800 each = \$18,000
- Hardware to Install Projectors
\$500 per classroom * 15 rooms = \$7500

Total cost over the next 5 years = \$365,000

Specifications for Future Purchases

Staff will submit requests for additional hardware and related equipment to the Site Technology Coordinator. These requests will be reviewed and submitted to the appropriate person (s). This may include the Administrator, the Board of Trustees, the Technology Committee or the School Site Council.

The Technology Coordinator and Technology committee will plan for future needs when considering equipment purchases. New hardware and connectivity purchases should be powerful enough to meet future needs, as far as they can be projected, in order to extend the useful lifetime of equipment.

6.c. Description of the level of ongoing technical support the district will provide.

Technical Support problems and needs will be referred to the Site Technology Coordinator. An effort to solve all technical problems will be shared, under contract, with the Trinity County Office of Education, and the Technology Coordinator (The average cost per year for outside technology support is in the amount of \$15,000). An effort to solve all technical problems will be made in-house by the Technology Coordinator, but his job is first to focus his efforts on teaching and maintaining the lab. Most hardware problems will be referred to the TCOE. We will maintain a 3 year warranty with Dell on 21 laptop computers (through February of 2008). In an effort to minimize technical needs, teachers will be trained in basic computer trouble shooting and maintenance

6.d. Description of the districts replacement policy for obsolete equipment

Technology equipment will be considered obsolete when it is no longer able to support the current programs and processes that are required to implement the curricular goals of the school. Site Technology Coordinator will determine whether any piece of equipment meets the specifications required to accomplish those goals. The Site Technology Coordinator will present the Board of Trustees with all requests for obsolescence and, if found to be obsolete, declare the equipment approved for discard.

6.e. Description of the feedback loop used to monitor progress and update funding and budget decisions.

The staff will meet annually with the Administrator and the Technology Committee to review the Funding and Budget component of this plan. The District Board of Trustees will be presented with the results of the Technology Program Review and the Technology Program Effectiveness Report. The Board of Trustees will review these results and assist the staff in determining possible funding options for the costs associated with the implementation of the Technology Plan.

Monitoring and Evaluation

CRITERIA 7 / MONITORING AND EVALUATION COMPONENT

7.a. Description of how technology's impact on student learning and attainment of the district's curricular goals, as well as classroom and school management, will be evaluated.

The methods and instruments we will use to monitor the impact of this plan are given throughout the action plan sections of the plan and listed in the action plan charts in criteria 3 and 4.

In order to effectively monitor and evaluate the effectiveness of the technology program on student learning outcomes, the following evaluation tasks will be completed by the staff on an annual basis. The staff will meet with the Administrator and the Technology Committee on an annual basis to review the progress made in each component of this plan.

7.b. Schedule for evaluating the effect of plan implementation.

Annually (June), WES Staff will use the results of the Technology Program Review to answer the following questions. The answers to these questions will be used as indicators of success.

- Has the use of technology improved classroom, library, and school management?
- Have our students acquired the appropriate technology skills outlined in the Technology Skills Model (Appendix A)?
- Have students acquired age appropriate information literacy skills?
- Are we ensuring equitable access to technology for all students?
- Have we effectively used technology to make teachers and the Administrator more accessible to parents?
- Have we used technology to improve school to home communication?
- Have we effectively used technology to improve administrative and record keeping tasks?
- Has the implementation of the curriculum goals improved teaching and learning? Has this improvement translated to increased student achievement, improved assessment results, and improved standardized test scores.
- Has the use of technology helped our Special Education students meet the goals of their Individual Education Plans?
- Has the use of technology helped our Title I students make necessary gains in targeted subject areas?

7.c. Description of how the information obtained through the monitoring and evaluation will be used.

The answer to these questions will be presented to the District Board of Trustees in an annual Technology Program Effectiveness Report. This report will also include details on the progress made for each component of the Technology Plan and any adjustments or changes that may need to be made to any component of the plan. If any of the goals of the plan are not being met according to the timeline, staff will also include an explanation, revision, and/or strategies available to accomplish these goals.

WES Technology Committee will meet on a quarterly basis to discuss planning and implementation of the school's technology related needs. These needs will be presented, as needed, to the Administrator, the Board of Trustees, and the School Site Council.

Staff will meet with the Administrator and the Technology Committee on an annual basis to determine whether the Infrastructure, hardware, technical support and software goals contained in this plan are being accomplished according to the current needs of the school. These goals will be updated, expanded and/or modified as needed to accommodate any changes.

Adult Literacy and Technology

Criteria 8: Effective Collaborative Strategies with Adult Literacy Providers to Maximize the Use of Technology

Adult Literacy is not provided at Weaverville Elementary School, but county programs are available from time to time. During the 2004 / 2005 school year, the Technology Coordinator will contact adult literacy providers in our surrounding counties to share information about our technology plan, to learn how their Adult School Program is currently incorporating technology into its classes, and to discover how we may collaborate to better provide services to our students, our parents and the district community. Our district will try to develop a collaborative partnership plan with the Adult School Program to maximize the use of technology.

Trinity County Outreach provides extension classes for Adult Literacy, and opportunities for educational growth in many areas. As an extension of Shasta College, various schools within Trinity county serve as centers for adult learning and provide remedial education along with ESL classes.

Effective, Research-Based Methods and Strategies

Criteria 9: Effective, Research-Based Methods and Strategies

9a Description of how education technology strategies and proven methods for student learning, teaching, and technology management are based on relevant research and effective practices:

9b. Description of thorough and thoughtful examination of externally or locally developed education technology models and strategies.

Our technology plan lists clear goals and strategies for integrating technology into the curriculum to improve student learning in the core learning areas of English/ Language Arts and Math. The learning objectives are based on the California State Academic Content Standards. The following relevant research was examined and integrated into our plan. The research we selected emphasizes best practices for technology integration in the curriculum, and important factors that contribute to successful staff development.

Weaverville Elementary School District's philosophy is that the use of technology should be integrated into the curriculum at all levels in order to improve student achievement. Technology should not be a separate content taught for its own sake. Technology improves student performances when the application directly supports the curriculum objectives being assessed. Alignment of project or lesson content with state content standards is an important first step in infusing technology into the curricula. A survey of 465 teachers in California

resulted in 92% affirming that the starting point in infusing technology into the curriculum is having information about the specific content of a program or use of an application that aligns with state-adopted curriculum standards. A number of respondents indicated that an online resource that profiles electronic learning resources with the specific skills and knowledge in areas that align with the content standards would facilitate the selection of programs enabling the integration of technology with the curriculum (Cradler & Beuthel, 2001)

In an ACOT study student engagement remained highest when technology use was integrated into the larger curricular framework, rather than being an “add-on” to an already full curriculum (Sandholz et al, 1997). Research suggests that when technology is integrated into the larger instructional framework, students will gain both technical expertise and content knowledge (Silverstain et al, 2000) Moreover, using technology within the curricular framework can enhance important skills valued in the workplace, such as locating and accessing information, organizing and displaying data, and creating persuasive arguments (Sandholtz et al, 1997; “Critical Issue,” 1999)

While our district does offer some basic technology courses, technology integration will not be taught in isolation. Staff development has, and will continue to emphasize the use of technology as a powerful teaching and learning tool that engages students while addressing content standards within the curricular, instructional framework and adopted curriculum.

The Learning Return On Our Educational Technology Investment: A Review of Findings from Research, WestED (Ringstaff and Kelley, June 2002) is an extensive report that examines many studies related to educational technology and school reform. Several key factors are identified as crucial elements for successfully using technology:

- Technology is best used as one component in a broad-based reform effort
- Teachers must be adequately trained to use technology
- Teachers may need to change their beliefs about teaching and learning
- Technological resources must be sufficient and accessible
- Effective technology use requires long-term planning and support
- Technology should be integrated into the instructional framework

These key elements are addressed in several places in our Technology Plan. They are best found in the areas aligning technology with curricular and professional development goals emphasizing technology-enhanced, standards-based curricular lessons and units.

- ***Education Technology Planning: A Guide for School Districts***. California's research-based guidelines for district-level educational technology planning.
<http://www.cde.ca.gov/ls/et/rd/edtechguide.asp>

In our district technology plan, professional development is a primary focus and CTAP Online (www.ctaponline.org) is at the heart of our technology skill and integration professional development program. In September of 2002, the California Department of Education released the document: **Learning...Teaching...Leading...Report of the Professional Development Task Force** (<http://www.cde.ca.gov/re/pn/fd/documents/learnteachlead.pdf>) which contained 10

recommendations for developing a comprehensive, aligned, and integrated statewide system of professional development that will sustain the continued growth of a highly-qualified teacher and administrator workforce. Among the recommendations, CTAP Online web-based professional development portal was specifically identified as the primary example of a, "... **Web-based support system for teachers and administrators that is available at all times and includes standards-based curriculum resources, professional development resources, and facilitated online training.**" (pp 37-38, *Learning...Teaching...Leading.*)

In addition CTAP Online matches up against the design elements for high quality professional development as outlined in the *Designs for Learning*. *Designs for Learning* was developed by the California Professional Development Reform Initiative, which was sponsored by the California Department of Education with support from the California Professional Development Consortia, the Center for the Future of Teaching and Learning, the California Staff Development Council, and the New Teacher Center.
<http://www.cde.ca.gov/pd/ps/te/designs4lrng.asp>

Marzano, R, Pickering, D., and Pollock, J. (2001). *Classroom instruction that works: Research-based strategies for increasing student achievement*. Virginia: Association for Supervision and Curriculum Development.

This book summarizes the research supporting a variety of instructional strategies with proven successes in improving student achievement. The research-based strategies include 1) identifying similarities and differences; 2) summarizing and note-taking; 3) reinforcing effort and providing recognition; 4) homework and practice; 5) nonlinguistic representations; 6) cooperative learning; 7) setting objectives and providing feedback; 8) generating and testing hypotheses; and 9) cues, questions, and advance organizers.

A variety of instructional strategies and technologies will be used to assist teachers and students in acquiring Information and technology literacy skills and all content areas. As described in the research, the used of nonlinguistic representations such as graphic organizers are effective tools for supporting understanding of key concepts, and graphic representations are highly effective tools for supporting new concepts and vocabulary. Simulation software allows students to generate and test hypotheses quickly and efficiently. Using presentation software to organize information, coupled with using a printed copy of the presentation to assist in note-taking skills, helps students to better identify key concepts and summarize critical information. Consistent with the research, our curricular and staff development goals include the use of Inspiration and other mind-mapping tools, the use of simulation software and probe-ware, and PowerPoint handouts to guide students in note-taking.

Current research will be incorporated as appropriate to ensure that the education technology program in our district is consistent with current scientifically-based research regarding technology, teaching, and learning. Software evaluation and selection in the area of literacy will be consistent with research from the Early Reading First initiative, which has identified five components essential to a child's learning to read: phonemic awareness, phonics, vocabulary, fluency, and comprehension. All software selected will be CLRN and/ or SBE approved and evaluated for its ability to support the five key literacy components, and will follow the "assess, align, instruct, and evaluate" model to target instructional activities based on students' needs.

9c. Description of development and utilization of innovative strategies for using technology to deliver rigorous academic courses and curricula, including distance learning technologies.

The Weaverville Elementary School District is examining ways to deliver curriculum and professional development using new, innovative, technology-based tools. Our technology plan integrates the development of innovative strategies for using technology including the use of standards-based report cards, easy to use school and teacher Web Publishing software, and free or low cost Internet resources for students, teachers, and administrators.

National, State and local online research-based strategies and resources will be leveraged and integrated during faculty meetings, collaboration time, and professional development such as: the U.S. Department of Education's web site *What Works Clearinghouse* (<http://www.w-w-c.org/>). We will regularly examine and use relevant data from the *What Works Clearinghouse* (WWC) which was established in 2002 by the U.S. Department of Education's Institute of Education Sciences to provide educators, policymakers, researchers, and the public with a central and trusted source of scientific evidence of what works in education.

We will continue to work with CTAP Region 2 and our County Office of Education to explore use of the High Speed Network to deliver rigorous academic curricula online to our middle and high school students. Through our partnership with CTAP Region 2 we have free access to an online course builder to provide our instructional staff with district specific extended high quality professional development on technology and curriculum integration expanding our current face-to-face district staff development offerings.

Appendix

Appendix A

Technology Skills Model

4th-5th Grade Technology Expectations

- Identify computer hardware (monitor, keyboard, disk drive, printer, CPU, mouse, etc.)
- Use fundamental computer terms.
- Demonstrate basic computer care and preservation.
- Demonstrate proper handling of floppy disks and CDs
- Save and retrieve data from hard disk, floppy disk, and network drive.
- Print documents
- Use simple keyboard commands, menu commands, and toolbars within software programs
- Follow oral and written instructions.
- Use correct posture and orientation while keying.
- Identify letters, numbers, and other commonly used keys on the keyboard.
- Identify right-hand and left-hand sides of the keyboard.
- Use a mouse appropriately.
- Compose at the computer using random selection while maintaining correct position.
- Edit using appropriate keys.
- Use combination keys correctly.
- Use the Internet to access information through guided activities led by the teacher.
- Use a painting software tool to communicate or express an idea
- Use a graphics software tool to communicate or express an idea.
- Utilize databases to obtain information.
- Demonstrate basic charting and graphing skills.
- Creates a simple project using multimedia software.
- Combines appropriate graphics and text through Desktop Publishing.
- Communicates ideas using word processing program.
- Begins to create, modify and output documents.

Appendix A

Continued

Technology Skills Model

6th – 8th Grade DPI Information & Technology Literacy Standards

By the end of grade eight students will:

Use common media and technology terminology and equipment

- identify and define computer and networking terms (e.g., modem, file server, client station, LAN, Internet/Intranet, data storage device)
- demonstrate the correct operation of a computer system on a network
- demonstrate touch keyboarding skills at acceptable speed and accuracy levels (suggested range 20-25 wpm)
- organize and backup files on a computer disk, drive, server, or other storage device
- recognize and solve routine computer hardware and software problems
- use basic content-specific tools (e.g., environmental probes, measurement sensors) to provide evidence/support in a class project
- scan, crop, and save a graphic using a scanner, digital camera, or other digitizing equipment
- use simple graphing calculator functions to solve a problem
- capture, edit, and combine video segments using a multimedia computer with editing software or a video editing system

Identify and use common media formats

- describe the operating and file management software of a computer (e.g., desktop, file, window, folder, directory, pull-down menu, dialog box)
- identify the various organizational patterns used in different kinds of reference books
- define the basic types of learning software (e.g., drill and practice, tutorial, simulation)
- use electronic encyclopedias, almanacs, indexes, and catalogs to retrieve and select information
- describe the various applications of productivity software programs (e.g., word processing, database, spreadsheet, presentation, communication, drawing, desktop publishing)
- identify common integrated software packages or applications suites
- use a graphics program to create or modify detail to an image or picture
- Be well acquainted and familiar with the use of Microsoft Office tools in the development of various academic projects.

Appendix B

Technology Terms

By completion of 8th grade, students will have a clear understanding of the following terms:

4 th Grade	5 th -6 th Grade
Boot	Baud
Click	Binary
Cursor	Bit
Desktop	Bitmap
Desktop Publisher	Boolean
Digital Camera	Browser
Disk	Byte
Disk Drive	Chat
E-mail	Crash
File	DOS
Floppy	Download
Font	Driver
Function Keys	Mainframe
Graphics	Modem
Hardware	Multimedia
Icon	Notebook
Internet	RAM
Keyboard	ROM
Laptop	Scanner
Memory	Shareware
Monitor	
Mouse	
Network	
PC	
Pixel	
Portable	
Printer	
Run	
Software	
Spreadsheet	
User	
Virus	
Word Processor	
www	

Appendix B Continued
Technology Terms

7th – 8th Grade
e-book
Firmware
Hypertext
LAN
Language
NC
Platform
ASCII
BASIC
Cookie
Embedded
Environment
Extension
FAQ
FireWire
HTML
http
Instant Messenger
Megahertz
MS-DOS
MS-Windows
Palm Pilot
Server
Spam
TCP/IP
URL
USB
WYSIWYG

Appendix C

Criteria for EETT-Funded Education Technology Plans

In order to be approved, a technology plan needs to have “Adequately Addressed” each of the following criteria:

- *For corresponding EETT Requirements, see Appendix F.*
- *If the technology plan is revised, insert the Education Technology Plan Benchmark Review Form (Appendix I) at the beginning of the technology plan.*
- *Include this form (Appendix C) with “Page in District Plan” completed at the end of your technology plan.*

1. PLAN DURATION CRITERION	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
a. The plan should guide the district’s use of education technology for the next three to five years.	p. 5	The education technology plan describes the districts use of education technology for the next three to five years.	The plan is less than three years or more than five years in length.
2. STAKEHOLDERS CRITERION Corresponding EETT Requirement(s): 7 & 11 (Appendix F)	Page in District Plan	Example of Adequately Addressed	Not Adequately Addressed
a. Description of how a variety of stakeholders from within the school district and the community-at-large participated in the planning process.	pp. 5-6	The planning team consisted of representatives who will implement the plan. If a variety of stakeholders did not assist with the development of the plan, a description of why they were not involved is included.	Little evidence is included that shows that the district actively sought participation from a variety of stakeholders.

3. CURRICULUM COMPONENT CRITERIA Corresponding EETT Requirement(s): 1, 2, 3, 8, 10, & 12 (Appendix F)	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
a. Description of teachers' and students' current access to technology tools both during the school day and outside of school hours.	pp. 7-8	The plan describes the technology access available in the classrooms, library/media centers, or labs for all students and teachers.	The plan explains technology access in terms of a student-to-computer ratio, but does not explain where access is available, who has access, and when various students and teachers can use the technology.
b. Description of the district's current use of hardware and software to support teaching and learning.	p. 9	The plan describes the typical frequency and type of use (technology skills/information literacy/integrated into the curriculum).	The plan cites district policy regarding use of technology, but provides no information about its actual use.
c. Summary of the district's curricular goals and academic content standards in various district and site comprehensive planning documents.	pp. 9-10	The plan references other district documents that guide the curriculum and/or establish goals and standards.	The plan does not reference district curriculum goals.
d. List of clear goals and a specific implementation plan for using technology to improve teaching and learning by supporting the district curricular goals and academic content standards.	p. 11	The plan delineates clear, specific, and realistic goals and target groups for using technology to support the district's curriculum goals and academic content standards to improve learning. The implementation plan clearly supports accomplishing the goals.	The plan suggests how technology will be used, but is not specific enough to know what action needs to be taken to accomplish the goals.
e. List of clear goals and a specific implementation plan detailing how and when students will acquire technology and information literacy skills needed to succeed in the classroom and the workplace.	pp.11-12	For the focus areas, the plan delineates clear, specific and realistic goals for using technology to help students acquire technology and information literacy skills. The implementation plan clearly supports accomplishing the goals.	The plan suggests how technology will be used, but is not specific enough to determine what action needs to be taken to accomplish the goals.
f. List of clear goals and a specific implementation plan for programs and methods of utilizing technology that ensure appropriate access to all students.	pp. 11-12	For the focus areas, the plan delineates clear, specific and realistic goals for using technology to support the progress of all students. The implementation plan clearly supports accomplishing the goals.	The plan suggests how technology will be used, but is not specific enough to know what action needs to be taken to accomplish the goals.

g. List of clear goals and a specific implementation plan to utilize technology to make student record keeping and assessment more efficient and supportive of teachers' efforts to meet individual student academic needs.	pp. 11-12	The plan delineates clear, specific and realistic goals for using technology to support the district's student record-keeping and assessment efforts. The implementation plan clearly supports accomplishing the goals.	The plan suggests how technology will be used, but is not specific enough to know what action needs to be taken to accomplish the goals.
h. List of clear goals and a specific implementation plan to utilize technology to make teachers and administrators more accessible to parents.	pp. 11-12	The plan delineates clear, specific and realistic goals for using technology to facilitate improved two-way communication between home and school. The implementation plan clearly supports accomplishing the goals.	The plan suggests how technology will be used, but is not specific enough to know what action needs to be taken to accomplish the goals.
i. List of benchmarks and a timeline for implementing planned strategies and activities.	pp. 13-24	The benchmarks and timeline are specific and realistic. Teachers, administrators and students implementing the plan can easily discern what steps will be taken, by whom, and when.	The benchmarks and timeline are either absent or so vague that it would be difficult to determine what should occur at any particular time.
j. Description of the process that will be used to monitor whether the strategies and methodologies utilizing technology are being implemented according to the benchmarks and timeline.	pp. 13-24	The monitoring process is described in sufficient detail so that who is responsible, and what is expected is clear.	The monitoring process is either absent, or lacks detail regarding who is responsible and what is expected.

4. PROFESSIONAL DEVELOPMENT COMPONENT CRITERIA Corresponding EETT Requirement(s): 5 & 12 (Appendix F)	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
a. Summary of the teachers' and administrators' current technology skills and needs for professional development.	pp. 25-27	The plan provides a clear summary of the teachers' and administrators' current technology skills and needs for professional development. The findings are summarized in the plan by discrete skills to facilitate providing professional development that meets the identified needs and plan goals.	Description of current level of staff expertise is too general or relates only to a limited segment of the district's teachers and administrators in the focus areas or does not relate to the focus areas, i.e., only the fourth grade teachers when grades four to eight are the focus grade levels.
b. List of clear goals and a specific implementation plan for providing professional development opportunities based on the needs assessment and the Curriculum Component goals, benchmarks, and timeline.	pp. 27-28	The plan delineates clear, specific and realistic goals for providing teachers and administrators with sustained, ongoing professional development necessary to implement the Curriculum Component of the plan. The implementation plan clearly supports accomplishing the goals.	The plan speaks only generally of professional development and is not specific enough to ensure that teachers and administrators will have the necessary training to implement the Curriculum Component.
c. List of benchmarks and a timeline for implementing planned strategies and activities.	pp. 29-34	The benchmarks and timeline are specific and realistic. Teachers and administrators implementing the plan can easily discern what steps will be taken, by whom, and when.	The benchmarks and timeline are either absent or so vague that it would be difficult to determine what steps will be taken, by whom, and when.
d. Description of the process that will be used to monitor whether the professional development goals are being met and whether the planned professional development activities are being implemented in accordance with the benchmarks and timeline.	pp. 29-34	The monitoring process is described in sufficient detail so that who is responsible and what is expected is clear.	The monitoring process is either absent, or lacks detail regarding who is responsible and what is expected.

5. INFRASTRUCTURE, HARDWARE, TECHNICAL SUPPORT, AND SOFTWARE COMPONENT CRITERIA	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
a. Describe the technology hardware, electronic learning resources, networking and telecommunications infrastructure, physical plant modifications, and technical support needed by the district’s teachers, students, and administrators to support the activities in the Curriculum and Professional Development Components of the plan.	pp. 35-36	The plan clearly summarizes the technology hardware, electronic learning resources, networking and telecommunications infrastructure, physical plant modifications, and technical support proposed to support the implementation of the district’s Curriculum and Professional Development Components. The plan also includes the list of items to be acquired, which may be included as an appendix.	The plan includes a description or list of hardware, infrastructure and other technology necessary to implement the plan, but there doesn’t seem to be any real relationship between the activities in the Curriculum and Professional Development Components and the listed equipment. Future technical support needs have not been addressed or do not relate to the needs of the Curriculum and Professional Development Components.
b. Describe the existing hardware, Internet access, electronic learning resources, and technical support already in the district that could be used to support the Curriculum and Professional Development Components of the plan.	pp. 35-36	The plan clearly summarizes the existing technology hardware, electronic learning resources, networking and telecommunication infrastructure, and technical support to support the implementation of the Curriculum and Professional Development Components. The current level of technical support is clearly explained.	The inventory of equipment is so general that it is difficult to determine what must be acquired to implement the Curriculum and Professional Development Components. The summary of current technical support is missing or lacks sufficient detail.
c. List of clear benchmarks and a timeline for obtaining the hardware, infrastructure, learning resources and technical support required to support the other plan components.	p. 37	The benchmarks and timeline are specific and realistic. Teachers and administrators implementing the plan can easily discern what needs to be acquired or repurposed, by whom, and when.	The benchmarks and timeline are either absent or so vague that it would be difficult to determine what needs to be acquired or repurposed, by whom, and when.
d. Description of the process that will be used to monitor whether the goals and benchmarks are being reached within the specified time frame.	p. 37	The monitoring process is described in sufficient detail so that who is responsible and what is expected is clear.	The monitoring process is either absent, or lacks detail regarding who is responsible and what is expected.

6. FUNDING AND BUDGET COMPONENT CRITERIA Corresponding EETT Requirement(s): 7 & 13, (Appendix F)	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
a. List of established and potential funding sources and cost savings, present and future.	p. 38	The plan clearly describes resources* that are available or could be obtained to implement the plan. The process for identifying future funding sources is described.	Resources to implement the plan are not identified or are so general as to be useless.
b. Estimate implementation costs for the term of the plan (three to five years).	p. 38	Cost estimates are reasonable and address the total cost of ownership.	Cost estimates are unrealistic, lacking, or are not sufficiently detailed to determine if the total cost of ownership is addressed.
c. Description of the level of ongoing technical support the district will provide.	p. 40	The plan describes the level of technical support that will be provided for implementation given current resources and describes goals for additional technical support should new resources become available. The level of technical support is based on some logical unit of measure.	The description of the ongoing level of technical support is either vague or not included, is so inadequate that successful implementation of the plan is unlikely, or is so unrealistic as to raise questions of the viability of sustaining that level of support.
d. Description of the district's replacement policy for obsolete equipment.	p. 40	Plan recognizes that equipment will need to be replaced and outlines a realistic replacement plan that will support the Curriculum and Professional Development Components.	Replacement policy is either missing or vague. It is not clear that the replacement policy could be implemented.
e. Description of the feedback loop used to monitor progress and update funding and budget decisions.	p. 40	The monitoring process is described in sufficient detail so that who is responsible, and what is expected is clear.	The monitoring process is either absent, or lacks detail regarding who is responsible and what is expected.
* In this document, the term "resources" means funding, in-kind services, donations, or other items of value.			

7. MONITORING AND EVALUATION COMPONENT CRITERIA Corresponding EETT Requirement(s): 11 (Appendix F)	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
a. Description of how technology’s impact on student learning and attainment of the district’s curricular goals, as well as classroom and school management, will be evaluated.	p. 40	The plan describes the process for evaluation utilizing the goals and benchmarks of each component as the indicators of success.	No provision for an evaluation is included in the plan. How success is determined is not defined. The evaluation is defined, but the process to conduct the evaluation is missing.
b. Schedule for evaluating the effect of plan implementation.	p. 41	Evaluation timeline is specific and realistic.	The evaluation timeline is not included or indicates an expectation of unrealistic results that does not support the continued implementation of the plan.
c. Description of how the information obtained through the monitoring and evaluation will be used.	p. 41	The plan describes a process to report the monitoring and evaluation results to persons responsible for implementing and modifying the plan, as well as to the plan stakeholders.	The plan does not provide a process for using the monitoring and evaluation results to improve the plan and/or disseminate the findings.

<p>8. EFFECTIVE COLLABORATIVE STRATEGIES WITH ADULT LITERACY PROVIDERS TO MAXIMIZE THE USE OF TECHNOLOGY CRITERION</p> <p>Corresponding EETT Requirement(s): 11 (Appendix F)</p>	<p>Page in District Plan</p>	<p>Example of Adequately Addressed</p>	<p>Example of Not Adequately Addressed</p>
<p>a. If the district has identified adult literacy providers, there is a description of how the program will be developed in collaboration with those providers.</p>	<p>p. 42</p>	<p>The plan explains how the program will be developed in collaboration with adult literacy providers. Planning included or will include consideration of collaborative strategies and other funding resources to maximize the use of technology. If no adult literacy providers are indicated, the plan describes the process used to identify adult literacy providers.</p>	<p>There is no evidence that the plan has been, or will be developed in collaboration with adult literacy service providers, to maximize the use of technology.</p>

<p>9. EFFECTIVE, RESEARCHED-BASED METHODS, STRATEGIES, AND CRITERIA Corresponding EETT Requirement(s): 4 & 9 (Appendix F)</p>	<p>Page in District Plan</p>	<p>Example of Adequately Addressed</p>	<p>Not Adequately Addressed</p>
<p>a. Description of how education technology strategies and proven methods for student learning, teaching, and technology management are based on relevant research and effective practices.</p>	<p>p. 42</p>	<p>The plan describes the relevant research behind the plan's design for strategies and/or methods selected.</p>	<p>The description of the research behind the plan's design for strategies and/or methods selected is unclear or missing.</p>
<p>b. Description of thorough and thoughtful examination of externally or locally developed education technology models and strategies.</p>	<p>pp. 42-44</p>	<p>The plan describes references to research literature that supports why or how the model improves student achievement.</p>	<p>No research is cited.</p>
<p>c. Description of development and utilization of innovative strategies for using technology to deliver rigorous academic courses and curricula, including distance-learning technologies (particularly in areas that would not otherwise have access to such courses or curricula due to geographical distances or insufficient resources).</p>	<p>p. 45</p>	<p>The plan describes the process for development and utilization of strategies to use technology to deliver specialized or rigorous academic courses and curricula, including distance learning.</p>	<p>There is no plan to utilize technology to extend or supplement the district's curriculum offerings</p>

Appendix D

Computer Lab Curriculum

Computer Lab Curriculum and lessons will change from year to year to reflect current classroom curriculum goals. These lessons will be developed to compliment the classroom curriculum, and to teach technology related skills. The computer lab at WES has been reserved for direct instruction of 4th – 8th grade students. Our K-3 students will focus on the critical components of early education, with basic technology skills gradually introduced from the classroom. K-3 students will utilize grade appropriate software selected by the classroom teacher. Early introductions in these grades will help students become familiar with keyboard, monitor, and mouse functions as part of their daily exposure to computers. Teachers of these primary grades will have staff and technology coordinator support for classroom technology instruction, and will be allowed to tour and utilize the computer lab on occasion.

4th – 8th grade students will begin their first six weeks focused on basic computer rules and safety, Internet Use, and the use of Microsoft Office tools (see Appendix A for a list of beginning skills). This will be the foundational learning that we will build on throughout the year. Each student will be required to begin each session with 10 minutes of uninterrupted typing practice. Students will take periodic typing test to evaluate their progress. An average day in the computer lab will go as follows:

- 10 min. typing practice
- 5-10 min. direct instruction
- Student will launch school web site and go to their grade level page.
- Students launch a daily lesson from their grade level page by clicking on the file cabinet. (Lessons vary from one session to several days, depending on the project).

By week eight, students will be utilizing their computer skills to work on projects that have been closely integrated with their classroom learning. The Technology Coordinator will be working closely with classroom teachers to ensure that students are using their skills to compliment and reinforce state standards and grade level curriculum.

Appendix E

WES Teacher Technology Standards

Matrix of Technology Proficiency Skills (Teachers, Administrators, Staff)

Personal Proficiencies	Instructional Proficiencies
<p>General Computer Knowledge and Skills</p> <ul style="list-style-type: none"> ▪ Knowledge of basic hardware and software terminology ▪ Operation and care of hardware ▪ Basic troubleshooting techniques <p>Internet Use</p> <ul style="list-style-type: none"> ▪ Internet terminology ▪ Accesses Internet through modem or network ▪ Uses www browsers ▪ Maintains and organizes bookmarks ▪ Conducts searches ▪ Evaluates information of accuracy/credibility <p>Email</p> <ul style="list-style-type: none"> ▪ Understands the 3 main components of an email address ▪ Saves, prints, and deletes email ▪ Composes, edits and sends email ▪ Understands netiquette and issues surrounding safety and security <p>Word Processing</p> <ul style="list-style-type: none"> ▪ Uses word processing to create documents ▪ Enhances documents with graphics ▪ Creates templates <p>Publishing</p> <ul style="list-style-type: none"> ▪ Understands elements of basic design ▪ Integrates appropriate software for desktop publishing ▪ Incorporates digital images from external sources <p>Databases</p> <ul style="list-style-type: none"> ▪ Creates a database ▪ Understands report, query, search and find ▪ Creates varied report layouts ▪ Imports and exports data from other applications <p>Spreadsheets</p> <ul style="list-style-type: none"> ▪ Establishes and uses spreadsheets ▪ Imports and exports charts into word processing documents ▪ Maintain records in spreadsheets (i.e., budgets, grade book, etc.) <p>Presentation Software</p> <ul style="list-style-type: none"> ▪ Creates presentation ▪ Incorporates clipart, hypertext links, animations and movies 	<p>Instructional Proficiencies: Integration, Student Learning and Classroom Management</p> <ul style="list-style-type: none"> ▪ Selects and uses appropriate technology tools to support teaching and learning processes. ▪ Selects and implements internet resources appropriately in lesson design. ▪ Selects and implements appropriate email tools to support teaching and learning. ▪ Incorporates netiquette in classroom instruction. ▪ Implements student safety and security procedures in instruction. ▪ Creates enhanced work process documents for classroom use. ▪ Designs lessons that utilize word processing. ▪ Designs lessons which utilize databases and the management/manipulation of a variety of data. ▪ Creates appropriate spreadsheets and charts for content lessons. ▪ Designs lessons which utilize multimedia presentations. ▪ Follows fair use and copyright law for text, graphics and sound. ▪ Implements practices surrounding copyright and plagiarism in classroom.

Appendix F

Student Technology Standards

Student Technology Benchmarks	K	1	2	3	4	5	6	7	8
Benchmark 1: Student can use a computer									
Benchmark 2: Student can use painting and drawing tools									
Benchmark 3: Student can use developmentally appropriate keyboard skills.									
Benchmark 4: Student can use basic word processing skills.									
Benchmark 5: Student can design and create multimedia projects using a variety of sources.									
Benchmark 6: Student can use computer file management functions.									
Benchmark 7: Student can use advanced word processing functions.									
Benchmark 8: Student can use electronic encyclopedias.									
Benchmark 9: Student can access network and online resources.									
Benchmark 10: Student can use electronic mail system.									
Benchmark 11: Student can use desktop publishing fundamentals.									
Benchmark 12: Student can use simple spreadsheet functions.									
Benchmark 13: Student can use electronic resources.									
Benchmark 14: Student can design and create a database file.									

Student introduced to new skills

Student continues to use previously learned skills

National Technology Standards for Students-ISTE National Educational Technology Standards for Students (NETS)

Appendix G

Acceptable Use Policy

Acceptable Use of Computer Technology at WES

- **Do not play games.** School Networks are not designed for entertainment, and they cause computer lock-ups. Play them at home, on your own time. Your instructor may offer opportunities to play various learning games from the Internet, but never assume you have the right to enter these sites without prior permission.
- **Do not go to music sites.** Many of these sites can bring viruses into our computer lab. In addition, we cannot edit every music site for its content. Your instructor will provide links to more specific sound and music sites that relate to your lab assignments.
- **Do not download huge files** from the Internet. Take only the information you want or need for specific assignments. The best thing to do is get into the Internet, get what you need, and get out.
- **School Conduct Code applies** in the computer lab. Treat all technology equipment with respect, or lose the privilege of using them.
- **Honor all copyright laws.** You will be taught how to correctly site sources you borrow from the Internet. Do not plagiarize (word-for-word copy).

Expected Behavior

You are expected to use the Network to pursue intellectual activities, seek resources, access libraries, and find international friends. We want you to explore this new medium and discover what is available there.

However, when you are using the computer Network and communicating with others, keep the following in mind:

1. You cannot see them;
2. You cannot tell how old they are, or even what sex they are;
3. They can tell you anything, and you cannot always be sure what they are telling you is true; and
4. Absolute privacy cannot be guaranteed in a Network environment, so you need to think carefully about what you say and how you say it.

For your own safety and for the safety of others, remember to exercise caution when you are communicating with people in the outside world. Do not give out your home phone number or your address to anyone. Do not even give out seemingly harmless information about yourself that can be used to locate you. They do not need to have that information. If you feel there is a problem – or you feel uncomfortable with the information someone is giving you, tell your teacher or supervising adult immediately. For your safety, chat rooms are prohibited unless they are used to support curriculum and you are under the direct supervision of a teacher.

By the same token, you may not harass other users. You don't want to run the risk of breaking the law by bothering other people. If a user on the Network asks that you no longer send them mail or in any other way contact them, you are obliged to stop all contact immediately. You may feel you have the right of freedom of expression, but others have the right to be free from harassment.

Appendix H
E-Rate Addendum

E-Rate Supplement To Technology Plan			
(To be completed and retained locally)			
BLOCK 1.			
E-Rate Year:	July 1, 2005 - June 30, 2006, Year 8		Date:
Name of School or District:			
CDS Number			
Technology Plan Coordinator:			
Signature:			
District Authorization:			
Signature:			

BLOCK 2. Service Requested From E-rate.

BLOCK 3. EETT district technology plan goal(s) which are addressed by the service (either reference to a location within the plan or a brief narrative description):

BLOCK 4				
Analysis of Non E-rate Funded Resources				
<p>The technology plan documentation must be supported with documents that describe how the applicant will secure access to the non-eligible resources needed to effectively use the requested E-rate services. This includes infrastructure, hardware, software, professional development, retro-fitting, and maintenance, and any other resources needed to use the E-rate services and equipment. This analysis must be kept with the E-rate documentation at the applicant's site.</p>				
BLOCK 4 a Infrastructure:	Current level:	New required:	Budgeted \$:	Source of funds:
BLOCK 4 b Hardware required:	Current level:	New required:	Budgeted \$:	Source of funds:

BLOCK 4 c Software required:	Current level:	New required:	Budgeted \$:	Source of funds:
BLOCK 4 d Professional development required:	Current level:	New required:	Budgeted \$:	Source of funds:
BLOCK 4 e Retrofitting required			Budgeted \$:	Source of funds:
BLOCK 4 f Maintenance required:	Current level:	Location of serviced items:	Budgeted \$:	Source of funds:

Appendix I – Education Technology Plan Benchmark Review

California Department of Education
Enhancing Education Through Technology (EETT)

EETT-F02BR

Education Technology Plan Benchmark Review
EETT-F02BR (rev. 09/04)

Education Technology Plan Benchmark Review

For the grant period ending June 30, _____

IDENTIFYING INFORMATION:
CDS # _____
Applicant Name: _____
<p>The <i>No Child Left Behind Act</i> requires each Enhancing Education Through Technology (EETT) grant recipient to measure the performance of their educational technology implementation plan. To adhere to these requirements, describe the progress towards the goals and benchmarks in your education technology plan as specified below. The information provided will enable the technology plan reviewer better to evaluate the revised technology plan and will serve as a basis should the district be selected for a random EETT review. Include this signed document with your revised education technology plan submitted to your regional California Technology Assistance Project (CTAP) office.</p>
<p>1. Describe your district’s progress in meeting the goals and specific implementation plan for using technology to improve teaching and learning as described in Section 3.d., Curriculum Component Criteria, of the EETT technology plan criteria described in Appendix C. (1-3 paragraphs)</p>
<p>2. Describe your district’s progress in meeting the goals and specific implementation plan for providing professional development opportunities based on the needs assessment and the Curriculum Component goals, benchmarks and timeline as described in Section 4.b., Professional Development Component Criteria, of the EETT technology plan criteria described in Appendix C. (1-3 paragraphs)</p>