

# Planada School District

## DISTRICT TECHNOLOGY PLAN July 1, 2007 - June 30, 2012

CDS Code 2465821

School District Name: Planada School District  
District Mailing Address: P O Box 236  
Planada, CA 95365  
Name: Steve Gomes  
Title: Superintendent  
Phone Number: 209 382-0768  
Email Address: [sgomes@planada.k12.ca.us](mailto:sgomes@planada.k12.ca.us)

**For The Grant Period Ending June 31, 2007**

**IDENTIFYING INFORMATION:**

**CDS # 2465821**

**Applicant Name: Planada School District**

The *No Child Left Behind Act* 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 to better evaluate the revised technology plan and 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.

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)

Our school district has made substantial progress over the last three years in providing teachers and students with access to technology that supports the curricular goals described in Section 3.d., Curriculum Component Criteria. Our school has met two of the five objectives and is close to meeting the third objective of having students gather factual information utilizing the internet. Our Academic development program has met the critical goal of students utilizing technology resources to enhance their learning outcomes. PSD has made progress on the two goals regarding reading and writing. Our new educational technology plan continues to build on the use of a technology rich environment so that all students are successful. We have expanded the reach to include Mathematics integration.

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)

Our district has made overall progress on the training of staff regarding the Professional Development Components of the plan. Teachers have met the objectives in the area of how to use Accelerated Reader so that students can make improvement in their reading skills. About 70 percent of PSD teachers have been trained in how to use internet based resources that allow students to access factual information. PSD has trained 80 percent of staff on the selection, basic features and implementation of various software programs. 60 percent of the staff has received training on the use of technology regarding the development of lesson plans and student portfolios.

As the duly authorized representative of the applicant, I hereby certify that the applicant will comply with the above certifications.

PRINTED NAME OF AUTHORIZED REPRESENTATIVE

Steve Gomes

TITLE OF AUTHORIZED REPRESENTATIVE

Planada School District Superintendent

SIGNATURE:

DATE: October 24 , 2006

**For CDE Use Only**

Date Added:

\_\_\_\_\_

Selected For Random Review:

\_\_\_\_\_

Comments:

# TABLE OF CONTENTS

Identifying Information	2 / 3
Acknowledgments	5
I. District Summary	6
II. Vision/Mission Statement	7
III. Implementation Plan	
1. Plan Duration	8
2. Stakeholders	8
3. Curriculum	9 - 30
4. Professional Development	31
5. Infrastructure, Hardware, Technical Support and Software	37
6. Funding and Budget	41
7. Monitoring and Evaluation	44
8. Effective Collaborative Strategies with Adult Literacy Providers to Maximize the Use of Technology	46
9. Effective Researched-Based Methods and Strategies	47
IV. Student Learning Outcomes	50
A. Grade Level Technology and Information Literacy Skills Matrix	41
B. Technology and Information Literacy Skills & Grade Level Expectations	42
V. Appendices	
A. Stakeholders	79
B. Technical Support	81
C. Acceptable Use Contracts	82
D. ALA Information Literacy Standards	84
<b>Appendix “C”</b>	<b>85-93</b>

# Planada School District

## ACKNOWLEDGMENTS

### Board of Education

Lupe Rubalcava  
Amanda Chavez-Graham  
Ignacio Yanez  
Mary Furey  
Yolanda Pino

### Administration

Mr. Steve Gomes	Superintendent
Mr. Daniel Chavez	PES Principal
Mr. Ildefonso Nava	CECMS Principal

### District Technology Committee

Mr. Steve Gomes	Superintendent
Mr. Craig Anderson	Teacher
Ms. Sharon Chen	Teacher
Ms. Kathleen Lopez	Teacher

### Contact Information

Mr. Steve Gomes	Superintendent (209) 382-0768
-----------------	----------------------------------

# I. DISTRICT SUMMARY

Located in Merced County, Planada School District is largely rural serving students in Kindergarten through eighth grade. The district has two (2) sites, Planada Elementary School (K-5) and Cesar E. Chavez Middle School (6-8). Challenges to student learning include language barriers and a high poverty level. Of the 790 students enrolled, 97 percent are Hispanic, 2 percent are White, and 1 percent is Asian. 89 percent of the students qualify for free or reduced price meals. Parent education level for the district is 1.7 on the STAR report that indicates that most parents did not graduate from high school. English Language Learners comprise 72 percent of the student population. The Home Language and CBEDS Surveys for students indicate that Spanish is the predominant primary home language for our English Learners.

At great risk of reading failure are students experiencing language acquisition barriers. Research shows that Hispanic children are roughly twice as likely as non-Hispanic whites to be reading below grade level for their age. Planada School District’s English Language Learner population has remained above 70 percent for more than seven years. This far exceeds the state average of 25 percent according to the Educational Demographics Unit Language Census. Most of our students who speak a language other than English live in poverty. Attendance rates in Planada School District are above 95 percent. Although the Migrant student population is more stable than in previous years, there is 25 percent mobility in the district that includes interdistrict transfers as well. Some students may move and change schools several times during one academic year (CDE, 1999). Table 1 outlines Planada School District’s English Language Learner student demographics and achievement according to the Significant Subgroups in the STAR program report.

Table 1 ELL Demographics

Primary Language	# of Students	% of Students	% of Free or Reduced Lunch	% Poverty	API Growth
Spanish	568	72 %	89%	89%	Not all Significant Subgroups exceed growth targets

## II. VISION/MISSION

It is the goal of the Planada School District community to work together to create and maintain a standards-based, data driven program to educate and develop independent, motivated, and responsible learners who take pride in their cultural heritage and academic achievement and who master grade level standards and attain school expectations. The district vision and goals include the following:

- Planada will meet or exceed API targets annually.
- Planada will be the learning and educational center of the community.
- All students will be at or above grade level by 2013.
- All students and staff will be proficient in the use and application of technology by September 2009.
- Parental involvement, support, and participation will significantly increase in the school community and in their child's learning.

Planada will offer effective before, during and after school interventions.

70% of students will be in the top 2 quintiles by 2013 as a result of:

- Teacher training and ongoing coaching.
- Improved facilities and equipment
- Parent education and involvement activities.
- Ongoing monitoring and assessment of learning.
- Data-driven decision making and lessons.
- Before, during and after school academic and extra curricular classes and interventions.

The inclusion of technology into our curriculum will serve to support our present curriculum and instructional strategies. Students need to be exposed to new technology advancements as soon as it can be integrated into the existing curriculum. It is imperative that technology, in its many facets, be integrated into all subject areas of the curriculum. This integration of technology will serve to enhance teaching as well to prepare our students with long-term job and life skills.

The use of technology in our schools will introduce applications for use in the business realm of district operations. We seek to teach our children as well as apply the available knowledge and resources to district and school site operations.

### **III. IMPLEMENTATION PLAN**

#### **1. PLAN DURATION**

The plan should guide the district's use of education technology for the next 3-5 years.

This plan is being written as a 5-year plan and will be in effect from July 1, 2007 until June 30, 2012.

The Planada School District Technology Team will review the plan annually, with an extensive review after 3 years

#### **2. STAKEHOLDERS**

**How a variety of stakeholders from within the school district and the community-at-large participated in the planning process.**

The Planada School District is committed to involving the community of Planada in the success of its elementary students. Plans are included in this document that support the use of technology in the home as well as parents being invited into the schools to receive training and have access to technology tools available.

The Planada School District Technology Use Plan was written in collaboration with a number of different partners who assisted in the writing process. Teachers, administrators, Technology Support staff, and the network coordinator worked together to establish goals and methodology to reach the goals in the classrooms as well as throughout the district. John Magneson, Merced County Office of Education and CTAP Representative, provided ongoing support during the entire process. Opportunities for parent input were provided through the School Site Councils. In addition, the Planada Community Development Corporation (PCDC), a non-profit organization, provided input in the technology plan's development.

See Appendix A. Stakeholders

### **3. CURRICULUM**

#### **3a. Description of teachers' and students' current access to technology tools both during the school day and outside of school hours.**

Current access to technology varies at the two school sites is dependent upon unique factors present at each site. During school hours ALL students, especially the 71% English Learner population, staff and parents have access to the Internet and educational software through the Library Media Centers and classrooms; additional special consideration is offered to students in various programs such as after school tutorial programs and Special Education. The elementary school has implemented an extensive After School program, (DRAKE) which includes many technology components in its' design. The Library Media Center at each school site provides access to technology tools up to an hour both before and after school and during recess breaks. The following technology tools are available at the two school sites.

All classrooms contain 1 - 5 networked computer workstations, a television, VCR/DVD player and overhead projector.

Computer labs with various academic software including Inspiration, World Book Online, MS Office, MS Office, Accelerated Reading and Accelerated Mathematics.

Middle School computer labs with various academic software including internet, email, MS Office, Apple Works (word processor, spreadsheet, data base, presentation, graphics design), Web Page Development, World Book Encyclopedia, Accelerated Reader & Math, Secondary Math & Science, K-6 Multimedia, Secondary Language Arts & Social Studies, 3-6 Curriculum and United Streaming.

The middle school provides access to Internet and educational computer software to students, staff, and parents through the Library Media Center, computer labs, and portable wireless laptop labs. Multimedia and video production capabilities in lab and classroom environments are available for usage. Laptops for students may be checked out overnight.

The District currently has in place an expansive system which supports student record keeping and provides multiple student assessment information at the fingertips of all district certificated staff. The system is tied to our POWERSCHOOL attendance program which has added features which house all students' STAR, SABE, and CELDT test scores, three (3) district annual Benchmark assessment results, as well as scores from the District's Direct Writing Assessments. It also includes additional benchmark, standards-based assessments that can be used by teachers to design individual or group tests for students (EDUSOFT). Our ongoing efforts in this area are to maintain our existing system and continue to input new data as it becomes available.

### **3b Description of the District's current use of hardware and software to support teaching and learning.**

Both schools' classrooms and district offices are connected to the Internet with T1 Internet access service being provided through the Merced County Office of Education (MCOE). All teaching, administrative and office support staffs have E-mail access. Technology is used to access standards based curriculum for teachers and students in all classrooms by providing access to on-line resources as well as site-specific software. All teachers have one computer in their classrooms dedicated to administrative record keeping and lesson planning tasks thus simplifying the daily demands of recording and reporting. Teachers have access to the district networked POWERSCHOOL attendance program that is used for daily attendance reporting and for accessing student information and comprehensive assessment and data collection program.

Current use of technology varies somewhat between the elementary and middle school sites as reported by recent results of the EdTech Profile California Technology Assessment. Technology is used in some form for reading and language arts on a daily basis at both school sites.

Teachers have reported occasionally using technology in planning and creating instructional material. Those who reported using technology on a regular basis did so primarily through the use of the Internet, word-processing and record keeping software. The use of technology for delivering instruction and assessment of student progress was not very high. The lowest level of use was reported to be communicating with parents. Students in the elementary and middle schools reported using the electronic card catalog, word processing, and reading quizzes as the most frequently used forms of technology at least on a weekly basis. Technology tools for research and report development were used moderately throughout the district, more on a monthly basis. Students at all levels reported preparing some form of presentation using different technology tools and software. Accessibility to technology is made available in lab and classroom settings on a scheduled, weekly basis. Both schools use technology in classrooms, computer labs, and library media centers (LMC). The highest level of access to and use of technology varies from site to site. The middle school reports the highest level of access and use in the computer lab and Library Media Center. Extended hours before (both labs and LMC) and after school (LMC), number of available workstations with appropriate software applications, as well as, knowledgeable staff members were contributing factors.

### **3c. Summary of the District’s curricular goals and academic content standards in various district and site comprehensive planning documents.**

Using the District’s Vision and Mission statements, district curriculum, and the California State Standards as guidelines, the following section addresses our specific curricular goals.

The Planada School District has adopted their specifically designed goals in a Board approved document outlining what will carry our students successfully into this century. Identified, as the number one goal for the instructional program is Reading/Language Arts. “All district schools will demonstrate continued growth in student reading performance by increasing the percentage of grade K-8 students at or above grade level.” In this light the goals selected for focusing our technology efforts over the next five years lie within the realm of Reading/Language Arts. The third goal is to bring additional resources to improve student achievement in the area of Mathematics.

### **3d. 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.**

Planada School District has established two primary goals for Reading/Language Arts and one in Math for Technology Integration:

- **GOAL 1      Technology will be integrated to support Standards-Based Reading Instruction**
- **GOAL 2      Technology will be integrated to support Standards-Based Writing Instruction**

#### **Goal: 1 Technology will be integrated to support standards based reading instruction.**

Objective 1 of 2: 80% of 1st - 3rd grade students will in addition to their academic reading, read one-half million words annually by grade four, including a good representation of grade-level-appropriate narrative and expository text. [1.1.6; 2.1.6; 3.1.3; 4.1.1]

Possible Tools: Accelerated Reader, Reader Rabbit, and Internet

- End of Year 1: 40% of 1st - 3rd grade students will in addition to their academic reading, read one-half million words annually, including a good representation of grade-level-appropriate narrative and expository text. [1.1.6; 2.1.6; 3.1.3; 4.1.1]
- End of Year 2: 50% of 1st - 3rd grade students will in addition to their academic reading, read one-half million words annually, including a good representation of grade-level-appropriate narrative and expository text. [1.1.6; 2.1.6; 3.1.3; 4.1.1]

- End of Year 3: 60% of 1st - 3rd grade students will in addition to their academic reading, read one-half million words annually, including a good representation of grade-level-appropriate narrative and expository text. [1.1.6; 2.1.6; 3.1.3; 4.1.1]
- End of Year 4: 70% of 1st - 3rd grade students will in addition to their academic reading, read one-half million words annually, including a good representation of grade-level-appropriate narrative and expository text. [1.1.6; 2.1.6; 3.1.3; 4.1.1]
- End of Year 5: 80% of 1st - 3rd grade students will in addition to their academic reading, read one-half million words annually, including a good representation of grade-level-appropriate narrative and expository text. [1.1.6; 2.1.6; 3.1.3; 4.1.1]

Evaluation Instrument(s) & Data to be collected: Accelerated Reader, Student Records, Teacher Records, and Book Reports

Frequency of Collection: Quarterly

Program Modification Process and Responsible Person(s): Teachers/Library Media Teacher - collects and reviews Accelerated Reader Student Records, Grade Level Committee (GLC) - reviewing teacher comments, Technology Coordinator - Review and make course recommendations to GLC and other personnel as appropriate

Frequency of Access to Technology to Support Objectives: Students will have access to technology resources before, after and during school in classrooms, library and computer labs.

Objective 2 of 2: 80% of 4th- 8th grade students will in addition to their academic reading, read one million words annually by grade four, including a good representation of grade-level-appropriate narrative and expository text. [4th 4.1.1; 5.1.1; 6.1.1; 7.1.1;8.1.1]

Possible Tools: Accelerated Reader, MS Office, and Internet

- End of Year 1: 40% of 4th- 8th grade students will produce grade-level-appropriate sentences and paragraphs that develop a central idea by progressing through prewriting, drafting, revising, and editing. [K 1.1; 1st].1, 1.2; 2nd 1.1, 1.4; 3rd 1.3, 1.4]
- End of Year 2: 50% of 4th- 8th grade students will produce grade-level-appropriate sentences and paragraphs that develop a central idea by progressing through prewriting, drafting, revising, and editing. [K 1.1; 1st ].1, 1.2; 2nd 1.1, 1.4; 3rd 1.3, 1.4]
- End of Year 3: 60% of 4th- 8th grade students will produce grade-level-appropriate sentences and paragraphs that develop a central idea by progressing through prewriting, drafting, revising, and editing. [K 1.1; 1st ].1, 1.2; 2nd 1.1, 1.4; 3rd 1.3, 1.4]
- End of Year 4: 70% of 4th- 8th grade students will produce grade-level-appropriate sentences and paragraphs that develop a central idea by progressing through prewriting, drafting, revising, and editing. [K 1.1; 1st ].1, 1.2; 2nd 1.1, 1.4; 3rd 1.3, 1.4]
- End of Year 5: 80% of 4th- 8th grade students will produce grade-level-appropriate sentences and paragraphs that develop a central idea by progressing through prewriting, drafting, revising, and editing. [K 1.1; 1st ].1, 1.2; 2nd 1.1, 1.4; 3rd 1.3, 1.4]

Evaluation Instrument(s) & Data to be Collected:

Grade Level Writing Benchmarks, Student Portfolio Entries, Student Produced Artifacts, District Level Writing Rubric

Frequency of Collection: Quarterly

Program Modification Process and Responsible Person(s): Teachers- Collects and reviews Student produced documents, Grade Level Committee (GLC) - reviewing teacher comments, Technology Coordinator –Review and make course recommendations to GLC and other personnel as appropriate

Frequency of Access to Technology to Support Objectives: Students will have access to technology resources before, after and during school in classrooms, library and computer labs.

**Goal: 2 Technology will be integrated to support standards based writing instruction.**

Objective 1 of 5: 80% of K - 3rd grade students will produce appropriate grade-level sentences and paragraphs that develop a central idea by citing sources, and demonstrating keyboarding skills using a word processor. [4th 1.5, 1.9] Possible Tools: KidPix, MS Office, Internet

- End of Year 1: 40% of K - 3rd grade students will produce grade-level-appropriate sentences and paragraphs that develop a central idea by progressing through prewriting, drafting, revising, and editing. [K 1.1; 1st ].1, 1.2; 2nd 1.1, 1.4; 3rd 1.3, 1.4]
- End of Year 2: 50% of K - 3rd grade students will produce grade-level-appropriate sentences and paragraphs that develop a central idea by progressing through prewriting, drafting, revising, and editing. [K 1.1; 1st ].1, 1.2; 2nd 1.1, 1.4; 3rd 1.3, 1.4]
- End of Year 3: 60% of K - 3rd grade students will produce grade-level-appropriate sentences and paragraphs that develop a central idea by progressing through prewriting, drafting, revising, and editing. [K 1.1; 1st ].1, 1.2; 2nd 1.1, 1.4; 3rd 1.3, 1.4]
- End of Year 4: 70% of K - 3rd grade students will produce grade-level-appropriate sentences and paragraphs that develop a central idea by progressing through prewriting, drafting, revising, and editing. [K 1.1; 1st ].1, 1.2; 2nd 1.1, 1.4; 3rd 1.3, 1.4]
- End of Year 5: 80% of K - 3rd grade students will produce grade-level-appropriate sentences and paragraphs that develop a central idea by progressing through prewriting, drafting, revising, and editing. [K 1.1; 1st ].1, 1.2; 2nd 1.1, 1.4; 3rd 1.3, 1.4]

Evaluation Instrument(s) & Data to be collected: Grade Level Writing Benchmarks, Student Portfolio Entries, Student Produced Artifacts, and District Level Writing Rubric

Frequency of Collection: Quarterly

Program Modification Process and Responsible Person(s): Teachers- Collects and reviews Student produced documents, Grade Level Committee (GLC) - reviewing teacher comments, Technology Coordinator – Review and make course recommendations to GLC and other personnel as appropriate.

Frequency of Access to Technology to Support Objectives: Students will have access to technology resources before, after and during school in classrooms, library and computer labs.

Objective 2 of 5: 80% of 4th- 8th grade students will produce appropriate grade-level sentences and paragraphs that develop a central idea by citing sources, and demonstrating keyboarding skills using a word processor. [4th 1.5, 1.9 ] Possible Tools: KidPix, MS Office

- End of Year 1: 40% of 4th- 8th grade students will produce appropriate grade-level sentences and paragraphs that develop a central idea by citing sources, and demonstrating keyboarding skills using a word processor. [4th 1.5, 1.9 ]
- End of Year 2: 50% of 4th- 8th grade students will produce appropriate grade-level sentences and paragraphs that develop a central idea by citing sources, and demonstrating keyboarding skills using a word processor. [4th 1.5, 1.9 ]
- End of Year 3: 60% of 4th- 8th grade students will produce appropriate grade-level sentences and paragraphs that develop a central idea by citing sources, and demonstrating keyboarding skills using a word processor. [4th 1.5, 1.9 ]
- End of Year 4: 70% of 4th- 8th grade students will produce appropriate grade-level sentences and paragraphs that develop a central idea by citing sources, and demonstrating keyboarding skills using a word processor. [4th 1.5, 1.9 ]
- End of Year 5: 80% of 4th- 8th grade students will produce appropriate grade-level sentences and paragraphs that develop a central idea by citing sources, and demonstrating keyboarding skills using a word processor. [4th 1.5, 1.9 ]

Evaluation Instrument(s) & Data to be Collected: Grade Level Writing Benchmarks, Student Portfolio Entries, Student Produced Artifacts, District Level Writing Rubric

Frequency of Collection: Quarterly

Program Modification Process and Responsible Person(s): Teachers- Collects and reviews Student produced documents, Grade Level Committee (GLC) - reviewing teacher comments, Technology Coordinator – Review and make course recommendations to GLC and other personnel as appropriate.

Frequency of Access to Technology to Support Objectives: Students will have access to technology resources before, after and during school in classrooms, library and computer labs.

Objective 3 of 5: 80% of 4th- 8th grade students will produce appropriate grade-level clear, coherent, and focused essays by using word processing skills and publishing programs, developing simple databases and spreadsheets to manage information. [5th 1.4; 6th 1.4; 7th 1.6; 8th 1.4, 1.5] Possible Tools: KidPix, MS Office, PowerPoint, Internet

- End of Year 1: 40% of 4th- 8th grade students will produce appropriate grade-level clear, coherent, and focused essays by using word processing skills and publishing programs, developing simple databases and spreadsheets to manage information. [5th 1.4; 6th 1.4; 7th 1.6; 8th 1.4, 1.5]
- End of Year 2: 50% of 4th- 8th grade students will produce appropriate grade-level clear, coherent, and focused essays by using word processing skills and publishing programs, developing simple databases and spreadsheets to manage information. [5th 1.4; 6th 1.4; 7th 1.6; 8th 1.4, 1.5]
- End of Year 3: 60% of 4th- 8th grade students will produce appropriate grade-level clear, coherent, and focused essays by using word processing skills and publishing programs, developing simple databases and spreadsheets to manage information. [5th 1.4; 6th 1.4; 7th 1.6; 8th 1.4, 1.5]]
- End of Year 4: 70% of 4th- 8th grade students will produce appropriate grade-level clear, coherent, and focused essays by using word processing skills and publishing programs, developing simple databases and spreadsheets to manage information. [5th 1.4; 6th 1.4; 7th 1.6; 8th 1.4, 1.5]]
- End of Year 5: 80% of 4th- 8th grade students will produce appropriate grade-level clear, coherent, and focused essays by using word processing skills and publishing programs, developing simple databases and spreadsheets to manage information. [5th 1.4; 6th 1.4; 7th 1.6; 8th 1.4, 1.5]

Evaluation Instrument(s) & Data to be Collected: Grade Level Writing Benchmarks, Student Portfolio Entries, Student Produced Artifacts, District Level Writing Rubric

Frequency of Collection: Quarterly

Program Modification Process and Responsible Person(s): Teachers- Collects and reviews Student produced documents, Grade Level Committee (GLC) - reviewing teacher comments, Technology Coordinator – Review and make course recommendations to GLC and other personnel as appropriate.

Frequency of Access to Technology to Support Objectives: Students will have access to technology resources before, after and during school in classrooms, library and computer labs.

Objective 4 of 5: 80% of 4th- 8th grade students will produce an appropriate grade-level formatted document using a word processor. [4th 1.4; 5th 1.5; 6th 1.5; 7th 1.6] Possible Tools: KidPix, MS Office, Internet

- End of Year 1: 40% of 4th- 8th grade students will produce an appropriate grade-level formatted document using a word processor. [4th 1.4; 5th 1.5; 6th 1.5; 7th 1.6]
- End of Year 2: 50% of 4th- 8th grade students will produce an appropriate grade-level formatted document using a word processor. [4th 1.4; 5th 1.5; 6th 1.5; 7th 1.6]
- End of Year 3: 60% of 4th- 8th grade students will produce an appropriate grade-level formatted document using a word processor[4th 1.4; 5th 1.5; 6th 1.5; 7th 1.6]

- End of Year 4: 70% of 4th- 8th grade students will produce an appropriate grade-level formatted document using a word processor. [4th 1.4; 5th 1.5; 6th 1.5; 7th 1.6]
- End of Year 5: 80% of 4th- 8th grade students will produce an appropriate grade-level formatted document using a word processor. [4th 1.4; 5th 1.5; 6th 1.5; 7th 1.6]

Evaluation Instrument(s) & Data to be Collected: Grade Level Writing Benchmarks, Student Portfolio Entries, Student Produced Artifacts, District Level Writing Rubric

Frequency of Collection: Quarterly

Program Modification Process and Responsible Person(s): Teachers- Collects and reviews Student produced documents, Grade Level Committee (GLC) - reviewing teacher comments, Technology Coordinator – Review and make course recommendations to GLC and other personnel as appropriate.

Frequency of Access to Technology to Support Objectives: Students will have access to technology resources before, after and during school in classrooms, library and computer labs.

Objective 5 of 5: 80% of 7th- 8th grade students will use technology tools (e.g., multimedia authoring, digital cameras/scanner) for individual and collaborative writing, communication and publishing of content knowledge. Possible Tools: KidPix, MS Office, PowerPoint, Digital Cameras, scanner, Internet

- End of Year 1: 40% of 7th- 8th grade students will use technology tools (e.g., multimedia authoring, digital cameras/scanner) for individual and collaborative writing, communication and publishing of content knowledge.
- End of Year 2: 50% of 7th- 8th grade students will use technology tools (e.g., multimedia authoring, digital cameras/scanner) for individual and collaborative writing, communication and publishing of content knowledge.
- End of Year 3: 60% of 7th- 8th grade students will use technology tools (e.g., multimedia authoring, digital cameras/scanner) for individual and collaborative writing, communication and publishing of content knowledge.
- End of Year 4: 70% of 7th- 8th grade students will use technology tools (e.g., multimedia authoring, digital cameras/scanner) for individual and collaborative writing, communication and publishing of content knowledge.
- End of Year 5: 80% of 7th- 8th grade students will use technology tools (e.g., multimedia authoring, digital cameras/scanner) for individual and collaborative writing, communication and publishing of content knowledge.

Evaluation Instrument(s) & Data to be Collected: Grade Level Writing Benchmarks, Student Portfolio Entries, Student Produced Artifacts, District Level Writing Rubric

Frequency of Collection: Quarterly

Program Modification Process and Responsible Person(s): Teachers- Collects and reviews Student produced documents, Grade Level Committee (GLC) - reviewing teacher comments, Technology Coordinator – Review and make course recommendations to GLC and other personnel as appropriate.

Frequency of Access to Technology to Support Objectives: Students will have access to technology resources before, after and during school in classrooms, library and computer labs.

**3e. List of clear goals and a specific implementation plan as to how and when students will acquire technology and information literacy skills needed to succeed in the classroom and the workplace.**

In addition to the information in the charts of section 3d, all students must have access to technology. That access must provide them with the basic skills necessary to successfully operate computers and other equipment proven to be successful in curriculum delivery. It is the belief of the District Technology Team that all students can learn and benefit from first-hand technology use. These performance goals are set forth to aid in the creation of staff development and curriculum projects for use in the classroom.

Students demonstrate their level of mastery in each proficiency in the K-8 plan. Data follows the students from grade-to-grade and school site-to-school site to provide staff awareness of students' proficiencies with the curriculum and technology.

## **Grade Level Expectations Kindergarten**

80% of Kindergarten students will be able to:

### **K.1 Basic Operations and Concepts of Technology**

- K.1.1 Locate and recognize letters and numbers and understand their relative positions on the keyboard.
- K.1.2 Identify parts, uses and care of computer, peripheral devices and computer disks.
- K.1.3 Understand basic computer terms: Log in, cursor, menu, click, choose, save, save as, print, edit, file, drag, copy, cut, highlight, folder, application, and document.
- K.1.4 Identify basic computer hardware components and peripheral devices: keyboard, mouse, monitor, printer, CD-ROM, and disk drive.
- K.1.5 Demonstrate appropriate care of the computer and peripheral devices
- K.1.6 Understand the use of special keyboard keys. (esc, shift, arrow keys, spacebar, backspace, delete, enter/return, alt, ctrl, etc.) Access and exit software.
- K.1.7 Apply software skills by creating and saving documents and by opening, viewing and printing documents.

### **K.2 Social, Ethical and Human Issues**

- K.2.1 Demonstrate an understanding of how computers are used in everyday life
- K.2.2 Follow the Planada School District policy regarding technology resources and network use
- K.2.3 Understand and obey basic copyright laws.

### **K.3 Productivity Tools**

- K.3.1 Use a computer to manipulate colors and shapes and to create graphics.
- K.3.2 Access the drawing and paint tools.
- K.3.3 Select and use tools from the tool window.
- K.3.4 Use the eraser tool.
- K.3.5 Draw lines of different “thickness’.”
- K.3.6 Paste a graphic from program’s clip art file.
- K.3.7 Move a graphic on the screen.
- K.3.8 Use technology in a variety of ways to approach problem solving.
- K.3.9 Improve their skills throughout self-paced computer programs with drill and practice.
- K.3.10 Demonstrate a level of competence with technology that translates into increased academic performance.

### **K.4 Technology Tools for Communications**

- K.4.1 Demonstrate use of the network by logging onto and off the network.
- K.4.2 Use creativity in communicating through graphics.

### **K.5 Technology Tools for Research, Problem-Solving, and Decision-Making**

- K.5.1 Use interactive story and simulation software.
- K.5.2 Access technology to experience educational settings outside the classroom through electronic field trips.
- K.5.3 Use technology to access information.

## Grade Level Expectations First Grade

80% of First Grade students will be able to:

### 1.1 Basic Operations and Concepts

- 1.1.1 Demonstrate keyboard and mouse skills.
- 1.1.2 Demonstrate ability to access and exit software.
- 1.1.3 Interact with a variety of educational software.
- 1.1.4 Use and understand basic computer related items:
  - Log in
  - Network
  - Cursor
  - Directory or Folder
- 1.1.5 Identify basic computer hardware components and peripheral devices:
  - Keyboard
  - Mouse
  - Monitor
  - Printer
  - CD-ROM
- 1.1.6 Apply Software:
- 1.1.7 Create and save a new document.
- 1.1.8 Open, view and print documents.

### 1.2 Social, Ethical and Human Issues

- 1.2.1 Work cooperatively.
- 1.2.2 Demonstrate an awareness of privacy issues.
- 1.2.3 Demonstrate ability to use the computer as a tool.
- 1.2.4 Demonstrate care and appropriate use of hardware.
- 1.2.5 Demonstrate an understanding of the uses of technology in society.
- 1.2.6 Understand and obey basic copyright laws.
- 1.2.7 Follow the Planada School District policy regarding technology resources and network use.

### 1.3 Productivity Tools

- 1.3.1 Use the computer for beginning story writing.
- 1.3.2 Use a computer to manipulate colors and shapes to create graphics.
- 1.3.3 Demonstrate an understanding of multimedia reports.
- 1.3.4 Demonstrate the ability to cut and paste graphics.
- 1.3.5 Demonstrate the ability to use common drawing and paint tools.
- 1.3.6 Demonstrate the ability to use common proofreading tools.
- 1.3.7 Demonstrate the ability to format using fonts, size, style, and color.
- 1.3.8 Demonstrate the ability to insert graphics from the application into word-processing files.

### 1.4 Technology Tools for Communications

- 1.4.1 Use technology to access information on the World Wide Web.
- 1.4.2 Use electronic mail to communicate with others.

### 1.5 Technology Tools for Research, Problem-Solving, and Decision-Making

- 1.5.1 Use technology to represent ideas and organize concepts.
- 1.5.2 Use technology and educational software in concept development and critical thinking.
- 1.5.3 Use technology to access information from a variety of sources.
- 1.5.4 Use technology in a variety of ways to approach problem solving.

## **Grade Level Expectations Second Grade**

In addition to demonstrating competency in all technology requirements of previous grades 80% of Second Grade students will be able to:

### 2.1 Basic Operations and Concepts:

- 2.1.1 Demonstrate a basic awareness of finger positions on the home row keys.
- 2.1.2 Use the mouse as a tool to move to and from different documents and pages.
- 2.1.3 Load printer paper.
- 2.1.4 Demonstrate the basic troubleshooting skills of rebooting and force quit.
- 2.1.5 Interact with a variety of educational software (i.e. Living Books, math, and reading programs, etc.)

### 2.2 Social, Ethical and Human Issues

- 2.2.1 Work cooperatively with classmates.
- 2.2.2 Understand and obey basic copyright laws.
- 2.2.3 Demonstrate an understanding of the uses of technology in society.
- 2.2.4 Follow the Planada School District policy regarding technology resources and network use.

### 2.3 Productivity Tools

- 2.3.1 Demonstrate an understanding of how to use word processing to cut, copy and paste text.
- 2.3.2 Use a computer to create an informative multi-media report.
- 2.3.3 Use a computer to create a document containing both text and graphics.
- 2.3.4 Demonstrate the ability to import graphics from another source into a word processing document.

### 2.4 Technology Tools for Communications

- 2.4.1 Communicate with others through electronic mail.
- 2.4.2 Access the World Wide Web.

### 2.5 Technology Tools for Research, Problem Solving and Decision Making

- 2.5.1 Use technology to access information from a variety of sources.
- 2.5.2 Use the Internet to access reference material.
- 2.5.3 Demonstrate the ability to copy and paste information from outside sources (Internet, reference disks) into an original document.

## **Grade Level Expectations Third Grade**

In addition to demonstrating competency in all technology requirements of previous grades 80% of Third Grade students will be able to:

### 3.1 Basic Operations and Concepts

- 3.1.1 Interact with a variety of educational software across the curriculum.
- 3.1.2 Demonstrate beginning keyboarding techniques.
- 3.1.3 Demonstrate ability to save/move files to different locations.
- 3.1.4 Demonstrate the ability to create folders/directories to organize files.

### 3.2 Social Ethical and Human Issues

- 3.2.1 Demonstrate an understanding of the uses of technology in society, including computer-related occupations.
- 3.2.2 Follow the Planada School District policy regarding technology resources and network use.
- 3.2.3 Understand and obey basic copyright laws.

### 3.3 Productivity Tools

- 3.3.1 Create an academic multimedia report using clip art and graphics.
- 3.3.2 Demonstrate the ability to use a scanner.

### 3.4 Technology Tools for Communications

- 3.4.1 Continue the use of e-mail for students to communicate with others.
- 3.4.2 Continue the use of the World Wide Web to access information.

### 3.5 Technology Tools for Research, Problem Solving & Decision Making

- 3.5.1 Use on-line research in the production of multimedia reports.
- 3.5.2 Demonstrate the ability to use on-line search directories.

## **Grade Level Expectations Fourth Grade**

In addition to demonstrating competency in all technology requirements of previous grades 80% of Fourth Grade students will be able to:

### 4.1 Basic Operations and Concepts

4.1.1 Demonstrate basic keyboarding techniques.

4.1.2 Operate peripheral devices--printer, scanner, digital camera, etc.

4.1.3 Demonstrate basic knowledge and use of database concepts and spreadsheet to organize, search and sort information.

4.1.4 Continue to learn troubleshooting skills.

4.1.5 Demonstrate an understanding of input and output devices.

### 4.2 Social, Ethical and Human Issues

4.2.1 Follow the Planada School District policy regarding technology resources and network use.

4.2.2 Understand and obey basic copyright laws.

### 4.3 Productivity Tools

4.3.1 Create an academic multimedia report using/importing the following: Graphics (student created and clip art), sound, scanner and digital camera.

4.3.2 Create and save academic word processing documents of one to three pages.

### 4.4 Technology Tools for Communications

4.4.1 Continue use of e-mail for students to communicate with others.

4.4.2 Continue use of World Wide Web to access information for academic multimedia and/or word processing documents.

### 4.5 Technology Tools for Research, Problem Solving and Decision Making

4.5.1 Use on-line research in the production of academic multimedia reports and word processing documents.

4.5.2 Continue use of ability to use on-line search directories.

## **Grade Level Expectations Fifth Grade**

In addition to demonstrating competency in all technology requirements of previous grades 80% of Fifth Grade students will be able to:

- 5.1 Basic Operations and Concepts
  - 5.1.1 Demonstrate the ability to correctly type 10 words per minute with an 80% accuracy.
  - 5.1.2 Refine trouble-shooting skills in peripherals.
  - 5.1.3 Demonstrate an understanding of the following terms:  
bit, byte, RAM, ROM, hertz, kilo, mega, giga, and tera.
  - 5.1.4 Run Disk First Aid or Scan Disk utilities to correct disk errors.
  
- 5.2 Social Ethical and Human Issues
  - 5.2.1 Identify and explain various technology careers.
  - 5.2.2 Follow the Planada School District policy regarding technology resources and network use.
  - 5.2.3 Understand and obey basic copyright laws.
  
- 5.3 Productivity Tools
  - 5.3.1 Develop basic spreadsheet skills.
  - 5.3.2 Demonstrate a basic knowledge of video production.
  - 5.3.3 Incorporate the use of spell check when creating documents.
- 5.4 Technology Tools for Communications
  - 5.4.1 Use e-mail as a form of research.
  - 5.4.2 Continue the use of the World Wide Web to access information.
  - 5.4.3 Show basic knowledge and utilization of telecomputing hardware and software.
  - 5.4.4 Participate in distance learning.
  
- 5.5 Technology Tools for Research, Problem Solving & Decision Making
  - 5.5.1 Determine the credibility of technology sources.
  - 5.5.2 Develop collaborative problem solving skills.
  - 5.5.3 Show beginning knowledge of web development.
  - 5.5.4 Use the computer to complete common classroom tasks on a regular basis.

## **Grade Level Expectations Sixth Grade**

In addition to demonstrating competency in all technology requirements of previous grades 80% of Sixth Grade students will be able to:

### 6.1 Basic Operations and Concepts of Technology

- 6.1.1 Use proper keyboarding skills while typing 15 words per minute with 80% accuracy.
- 6.1.2 Use a digital video camera and integrate video files into their work.
- 6.1.3 Rebuild the desktop, zap the PRAM, defrag and understand when these troubleshooting techniques are needed.

### 6.2 Social, Ethical and Human Issues

- 6.2.1 Discuss how specific careers use computers.
- 6.2.2 Follow the Planada School District policy regarding technology resources and network use.
- 6.2.3 Understand and obey basic copyright laws.
- 6.2.4 Display an understanding that not all information on the World Wide Web (WWW) is accurate or truthful.

### 6.3 Productivity Tools

- 6.3.1 Use a computer to create a database.
- 6.3.2 Display information from a database in a variety of forms (written report, table, graph, etc.).
- 6.3.3 Insert tables and graphs into a word processing document.
- 6.3.4 Create an informative website using a hypermedia software.

### 6.4 Technology Tools for Communications

- 6.4.1 Use e-mail to send and receive information, including files and graphics
- 6.4.2 Use electronic bulletin boards to share ideas and information.

### 6.5 Technology Tools for Research, Problem-Solving, and Decision Making

- 6.5.1 Understand basic search methods for database, including the WWW.
- 6.5.2 Publish and research topics with the WWW.
- 6.5.3 To begin to discuss ways to verify accuracy or truthfulness of information encountered on the WWW.
- 6.5.4 To know when and how to cite on-line sources in their work.

## **Grade Level Expectations Seventh Grade**

In addition to demonstrating competency in all technology requirements of previous grades 80% of Seventh Grade students will be able to:

### 7.1 Basic Operations and Concepts

- 7.1.1 Solve simple technical problems.
- 7.1.2 Demonstrate an understanding of computer and disk operating systems.
- 7.1.3 Demonstrate proper file management.
- 7.1.4 Demonstrate an ability to type 20 WPM with at least 90% accuracy.

### 7.2 Social, Ethical & Human Issues

- 7.2.1 Demonstrate an understanding of the impact of technology on everyday life.
- 7.2.2 Follow the Planada School District policy regarding technology resources and network use.
- 7.2.3 Understand and obey basic copyright laws.

### 7.3 Productivity Tools

#### 7.3.1 Word Processing

- 1. Set tabs and margins.
- 2. Define and use headers, footers, and pagination.
- 3. Use the thesaurus.
- 4. Use “Find” and “Replace” operations.

#### 7.3.2 Data Bases

- 1. Define and use fields.
- 2. Define and use records.
- 3. Demonstrate the ability to organize, enter, and edit data.

#### 7.3.3 Spreadsheets

- 1. Define and use formulas.
- 2. Change cell attributes.
- 3. Demonstrate ability to organize, enter and edit data.

### 7.4 Technology Tools for Communications

- 7.4.1 Demonstrate on-line searching and retrieving.
- 7.4.2 Demonstrate basic WWW page publishing using HTML.

### 7.5 Technology Tools for Research, Problem Solving & Decision Making

- 7.5.1 Explore techniques to determine the credibility of on-line information.
- 7.5.2 Use collaborative problem solving skills.

## **Grade Level Expectations Eighth Grade**

In addition to demonstrating competency in all technology requirements of previous grades 80% of Eighth Grade students will be able to:

### 8.1 Basic Operations and Concepts

- 8.1.1 Use disk utility software to verify and repair disk structures.
- 8.1.2 Demonstrate an ability to troubleshoot and identify problems in computer sub-systems.
- 8.1.3 Demonstrate an ability to type 25 WPM with at least 95% accuracy.

### 8.2 Social, Ethical & Human Issues

- 8.2.1 Demonstrate knowledge of current trends in technology and their impact on society.
- 8.2.2 Follow the Planada School District policy regarding technology resources and network use.
- 8.2.3 Understand and obey basic copyright laws.

### 8.3 Productivity Tools

#### 8.3.1 Word Processing

- 1. Create bibliographies.
- 2. Integrate information from databases, graphic programs, and spreadsheets into word processing documents.
- 3. Use a grammar checker.

#### 8.3.2 Data Bases

- 1. Sort.
- 2. Search.
- 3. Create and print reports.

#### 8.3.3 Spreadsheets

- 1. Create charts and graphs.
- 2. Insert/delete columns and rows.

#### 8.3.4 Desktop Publishing

- 1. Create page layouts.
- 2. Import graphics or images into layouts.

#### 8.3.5 Introduction to Computer Aided Design Concepts

### 8.4 Technology Tools for Communications

- 8.4.1 Publish a homepage document with links, text and graphics.
- 8.4.2 Demonstrate an understanding of Boolean search techniques.

### 8.5 Technology Tools for Research, Problem Solving & Decision Making

- 8.5.1 Refine search strategies to retrieve information.
- 8.5.2 Engage in distance collaboration via e-mail to complete research projects.

**3f. List of clear goals and a specific implementation plan for programs and methods of utilizing technology that ensure appropriate access to all students.**

The Individuals with Disabilities Education Act, a federal law passed in 1975 and re-authorized in 1990, mandates that all children receive a free, appropriate public education regardless of the level or severity of their disability. It provides funds to assist states in the education of students with disabilities and requires that states make sure that these students receive an individualized education program based on their unique needs in the least restrictive environment possible. The Curriculum Driven Technology Goals County Special Education Local Plan Area (SELPA) assists the district with evaluation and suggestion of software and hardware to help meet the needs of identified students in meeting these established goals.

To effectively meet the diverse student needs within the district, it is necessary to carefully coordinate services within baseline and supplementary programs so as to establish a coherent overall program. As a result, all students will be enabled to learn the district’s core curriculum by having their specialized needs addressed to help them close the gap when necessary and/or extend their learning beyond the core. The information presented in the charts of section 3d and the list in section 3e makes reference to total enrollment including, but not limited to ELL, and Special Education students. The Merced County Special Education Local Plan Area (SELPA) provides assistance to Planada School District with evaluation and suggestions of software and hardware to assist meeting the needs of identified students.

Examples for 3 g/h

**3.g. Utilize technology to make student record keeping and assessment more efficient and supportive of teachers’ efforts to meet individual student academic needs:** Planada School District has established a plan to make student record keeping and assessment more efficient, a student records management system will store and analyze data regarding attendance, behavior, for all student and grades at applicable levels. More training and refinement of the systems is needed to ensure the efficient utilization of these programs.

**3.g. Goal statement: 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.**

**Objective: By June 2010, 100% of teachers will utilize Edusoft and Powerschoolor Aeries, to track students’ progress, identify instructional needs through mastery of California Content Standards, and maintain student records.** The District’s goal to maintain students’ records and progress exists in its intent. The new systems have increased capacity to store and report data. More staff development is needed to increase the efficiency and broaden the scope of usage with these programs.

**BENCHMARKS:**

Dec ‘07	100% of teachers will use the Powerschool or Aeries System to maintain student records.
Dec ‘07	100% of teachers will use the Edusoft system to assess student achievement, analyze, and develop instructional strategies for mastery of California Content Standards in one core subject
Dec ‘09	100% of teachers will use Edusoft system to assess student achievement, analyze data, and develop instructional strategies for mastery of California Content Standards in two core subjects.

**i. and j. List of activities and a timeline for implementing and evaluating planned strategies and activities.**

Goal #	Implementation Plan/Activities	Resp. Position	Time line	Budget Source*	Monitoring and Evaluation activities
3.g.1	A committee reviews teacher use of data software annually.	Admin. Staff	Aug '07- June '10	F	Calendar
3.g.1	Professional Development: Create a timeline of staff development for implementing the multiple measures, use of scanners and data analysis	Admin. Staff	Aug. '07	F; C; G	Professional development agenda and attendance sheet
3.g.1	Evaluate needs and progress through staff survey, and evaluation process	Staff & Admin.	Aug., '07 June, 08	NA	Survey of teacher use
3.g.1	Identify/Create common assessment measures to be used in Language Arts for integration into the database	Staff & Admin	Aug.'07	F	Common assessments, Edusoft printouts
3.g.1	Identify/Create common assessment measures to be used in math for integration into the database	Staff & Admin	Aug.'08	F	Common assessments, Edusoft printouts
3.g.1	Identify on site mentors/coaches to support teacher use of system	Staff & Admin.	Aug. '07	F	Data printouts, running logs, release time sheets

**3.h. List of clear goals and specific implementation plan to utilize technology to make teachers and administrators more accessible to parents.** The Planada School District website helps parents and the community access school information and the administrator. Every district employee has and E-mail address that parents can use to communicate with them. The District recognizes the need to further improve communication through revision of the school website and/or links to individual classrooms.

**3.h. Goal Statement: The District will utilize technology to make school employees, newsletters, activity calendar, and classroom information more accessible to parents.**

**3.h.1. Objective: Planada School will revise and expand its current website to allow families to access and provide information regarding the school's general information, activities, and state standardized assessment data. Parents and staff will be informed and trained, if necessary, in utilizing the website and responding to email.**

**BENCHMARKS:**

Aug. '07	Staff and parents will research components that improve home-school communication and parent/student/ teacher access.
Jan. '08	Staff and parents will provide input on website use and make recommendations for improvement.
April '08	Website will be revised and posted for community use with school activities and staff access links.
June '08	Website revisions are complete and maintained; includes links to individual classes.

**i. List of benchmarks and a timeline for implementing planned strategies and activities.**

Goal #	Implementation Plan/Activities	Resp. Position	Time line	Budget Source*	Monitoring and Evaluation activities
3.h.1	Review of literature regarding recommendations for school websites	Tech coordinat or, admin, Site Council	Aug '07- Jan ' 08	F	Research Notes
3.h.1	Solicit parent/Student/Staff input for	Tech	Jan '08	F	Staff meeting agenda discussion

.	format and content changes to website	Coordinator			PTC meetings notes, Classroom discussion notes
3.h.1	Format and content presented to school staff, students, and parents	Tech Coordinator, Site Council	Feb. '08	F	Meeting Agendas, Classroom discussion notes
3.h.1	Principal/Sup takes the revised website model to the Board of Education for adoption	Admin.	March. '08	F	Board agendas
3.h.1	Basic website is updated with changes and interactive capabilities.	Admin. Staff	April '08	F	Website
3.h.1	Staff receives training in use of class webpage to post student assignment and grades.	Tech Coordinator	April. '08	F; G	Sign in sheets; staff mtg. notes
3.h.1	50% of teachers develop a basic web page for their class	Staff & Admin.	June '08	N/A	Survey of parents/students regarding use and accessibility of website
3.h.1	100% of staff develops a basic web page for their class.	Staff & Admin.	June '09	N/A	Results presented to staff, community, school board
3.h.1	Class page contains a link for accessing student grades online in applicable grade levels	Staff & Admin.	June '09	N/A	Results presented to staff, community, school board

**3j. 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.**

Based upon research, PSD concluded that professional development or teacher training was the most significant factor influencing the effective use of educational technology to improve student achievement. It is critical that the district focus as much of its development of technology resources upon training and staff development as it does on actual hardware and infrastructure. Our staff development plan is based upon an individualized, continuous support model where ongoing feedback on teacher skills development is assessed and new training opportunities offered to meet identified needs. The needs will be varied and the levels of confidence and competence will fall on a continuum of varying levels. We will meet the needs of our staff on a level that will insure their success and assist them as they pursue higher skill levels.

Planada School District staff technology use and integration skills are varied. We are using the California Technology Assessment Profile and the Technology Use Survey (EdTech Profile) to assess and track staff development needs. Using the EdTech Profile Survey, the following district technology proficiency chart was generated. PSD realizes that without sufficient professional knowledge, the curricular goals and objectives will not be met. To this end, the major focus is training and support for administrators, teachers, and staff in the practical use of technological tools that will improve standards-based instruction and school operations. PSD recognized the need to increase the proficiency of the administrative personnel to insure successful implementation among teachers and support staff. Those in administration will be asked to carry out the vision by committing resources to technology-based staff development as the site level.

Over the course of the next five years, PSD will focus staff development to cover not only the skills needed to implement our curricular goals but to improve the proficiencies of the EdTech Profile skills. Based on the data received from the survey, the biggest need for the majority of our users is in the areas of database and spreadsheet usage, integration of presentation software into the curriculum and the use of instructional technology.

At the first District Technology Team meeting of each year:  
The District Technology Coordinator will report to the Technology Team regarding new teacher in-services and planned in-services for the updating of the EdTech Profile online assessment survey.

The Technology Team will work on aligning technology in-services to assess requests for technology training needs for all staff members with the Staff Development Committee.

The District Technology Coordinator will work with the Technology Team to gather and disseminate information, at both sites twice a year, about the various training classes being held in the area for PSD staff members to attend for the purpose of developing their skills using appropriate software applications.

The Technology Team will evaluate the EdTech Profileonline assessment results as a whole to determine what the focus on areas of technology for the next few in-services.

At the final meeting of each year, a report will be written regarding staff development conducted throughout the school year. This report will be shared with the superintendent.

## **4. PROFESSIONAL DEVELOPMENT**

### **4a. Summary of the teachers' and administrators' current technology skills and needs for professional development.**

Planada School District realizes that without sufficient professional knowledge, the curricular goals and objectives cannot be met. Consequently, a major focus is training and support for administrators, teachers and staff in the practical use of technological tools that will improve standards-based instruction and school operations. PSD recognizes the need to increase the proficiency of the administrative personnel to insure successful implementation among teachers and support staff. School-site administrators will be given the responsibility of carrying out the vision by committing resources to technology-based staff development at the site level.

During the next five years, PSD will focus staff training to develop computer skills needed to implement our curricular goals and improve the proficiencies of the EdTech Profileskills. Using the data received from the survey, the biggest need for the majority of our users is in the areas of database and spreadsheet usage, integration of presentation software into the curriculum and the use of instructional technology.

#### **4a. Planada School District**

Staff technology use and integration skills are varied. We are using the California Technology Assessment Profile and the Technology Use Survey (EdTech Profile) to assess and track staff development needs. Using the EdTech Profile survey, the following district technology proficiency chart was generated.

### **4b. 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.**

Over the next five years (2007-2012), all certificated and classified staff will receive adequate and on-going staff development training in order to become knowledgeable of existing site technology, learn to integrate that technology into the instructional program, and increase individual job productivity and effectiveness. The District Technology Committee, working with district administrators, will develop a comprehensive technology-training program organized by level of proficiency as defined in CTAP's Technology Proficiencies for Teachers. Staff members will update their EdTech Profile information on an annual basis. The CTAP data will then be used for individual goal setting as well as for collective needs assessment and planning of future technology training at the site and district levels.

Computer technology training will be offered throughout the school year and summers based on need and level of staff. Training sessions will be offered by district personnel, publishing companies of District adopted materials (e.g., Harcourt, McDougal-Littell, Houghton Mifflin, etc.) and/or professional consultants or trainers recommended by CTAP and other educational agencies. Staff trainings will be offered either as classes or workshops conducted in the district or through distance learning opportunities whereby staff can receive trainings through Internet sites. This would offer the convenience of offering training at the teacher's convenience and the flexibility of offering different trainings and levels of training at one time. Staff would be able to progress through this type of training at their own pace and convenience.

All technology-based staff development will be directed toward professional skills necessary to implement effective technology resources that support student success as described in the standards and expectancies for each curricular area. Special attention will be given to the use of technology tools for the development and achievement in reading and writing in the classroom. Technology resource use and access will be included in addition to specific training for skills identified on the EdTech Profile survey. Staff working with students with special needs (e.g., special education and ELL) will also receive training on how to implement technology resources to best meet the needs of their students.

PSD will use a variety of incentives to encourage and promote continued participation. Some incentives include: stipends, professional growth units, college credit, and/or use of specialized hardware or software.

The following outline summarizes the goals and objectives for staff development. Staff Development Goals 1 and 2 are specifically tied to the curriculum of this plan. Staff Development goals reflect skills necessary for effective use of technology as a professional in education. Consideration of proficiency in the areas of communication and collaboration; planning, design and implementing learning experiences; and assessment and evaluation as described in the CTAP Technology Proficiency for California Teachers document is embedded as an integral part of each goal.

#### **4c. Benchmarks and a timeline for implementing planned strategies and activities.**

The Professional development goals will provide teachers and administrators with sustained ongoing professional development necessary to implement the curriculum component of this plan. It lists the specific goals, objectives, and benchmarks. It also includes who will lead the development and when this will take place. These goals were developed based upon the District Technology Grade Level Expectations, Student Learning Outcomes Matrix, Curriculum Driven Technology Goals, CTAP Technology Proficiencies for Teachers standards, portfolio assessment and the legislated requirements for new teachers.

#### **4d. 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.**

Based upon research, PSD concluded that professional development or teacher training was the most significant factor influencing the effective use of educational technology to improve student achievement. It is critical that the district focus as much of its development of technology resources upon training and staff development as it does on actual hardware and infrastructure. Our staff development plan is based upon an individualized, continuous support model where ongoing feedback on teacher skills development is assessed and new training opportunities offered to meet identified needs. The needs will be varied and the levels of confidence and competence will fall on a continuum of varying levels. We will meet the needs of our staff on a level that will insure their success and assist them as they pursue higher skills levels.

Planada School District staff technology use and integration skills are varied. We are using the California Technology Assessment Profile and the Technology Use Survey (EdTech Profile) to assess and track staff development needs. Using the EdTech Profile survey, the following district technology proficiency chart was generated. PSD realizes that without sufficient professional knowledge, the curricular goals and objectives will not be met. To this end, the major focus is training and support for administrators, teachers and staff in the practical use of technological tools that will improve standards-based instruction and school operations. PSD recognizes the need to increase the proficiency of the administrative personnel to insure successful implementation among teachers and support staff. Those in administration will be asked to carry out the vision by committing resources to technology-based staff development at the site level.

Over the course of the next five years, PSD will focus staff development to cover not only the skills needed to implement our curricular goals but to improve the proficiencies of the EdTech Profileskills. Based on the data received from the survey, the biggest need for the majority of our users is in the areas of database and spreadsheet usage, integration of presentation software into the curriculum and the use of instructional technology.

At the first District Technology Team meeting of each year:

The District Technology Coordinator will report to the Technology Team regarding new teacher in-services and planned in-services for the updating of the EdTech Profileonline assessment survey.

The Technology Team will work on aligning technology in-services to assess requests for technology training needs for all staff members with the Staff Development Committee.

The District Technology Coordinator will work with the Technology Team to gather and disseminate information about the various training classes being held in the area for GUSD Staff members to attend for the purpose of developing their skills using appropriate software applications.

The Technology Team will evaluate the EdTech Profileonline assessment results as a whole to determine what area of technology the next few in-services should focus on.

At the final meeting of each year a report will be written regarding staff development that happened throughout the year. This report will be shared with the Superintendent and presented in front of the school board during a public session.

## Curriculum Driven Technology Professional Development Goals

### Goal 1: Technology Will be Integrated to Support Standards-Based Reading Instruction

Objective 1 of 5: 100% of certified staff working with students in grades K-8 and/or with special needs (i.e., Special Ed., ELL) will receive hands-on training in the selection and evaluation of reading and writing software. Possible Tools: Accelerated Reader, KidPix, MS Office, Reader Rabbit, JumpStart, Visio, Inspiration, PowerPoint, Internet

- End of Year 1: 60% of staff will receive hands-on training in the selection and evaluation of reading and writing software.
- End of Year 2: Additional 30% of staff will receive hands-on training in the selection and evaluation of reading and writing software.
- End of Year 3-5: 100% of certified staff working with students in grades K-8 and/or with special needs (i.e., Special Ed., ELL) will receive hands-on training in the selection and evaluation of reading and writing software.

#### Evaluation Instrument(s) & Data to be Collected

Teacher/participant evaluation and needs assessment of training session

Sample lessons using technology specifically selected for student needs

Describes rationale for selection of resources.

Sample lessons and student work that demonstrates students using technology resources.

Considers student needs, resources, level of access and learning process when planning.

Development of skills and use as reported on the EdTech Profile survey

Frequency of Collection: At each training session Annually

Program Modification Process and Responsible Person(s): Superintendent/Principal: Facilitate a review of district curriculum standards and alignment of technology goals with Curriculum Council.

Coordinate district staff development with evaluation and suggestions from Curriculum Council.

Organize and facilitate district training based on information from the EdTech Profile survey, training evaluations and data collected at the sites.

Site Administration: Annual review of goals and needs based on data and work samples.

Teacher: Written evaluations of training sessions and identification of future needs.

Annual completion of EdTech Profile Technology Survey.

Objective 2 of 5: 90% of certified staff working with students in grades 3-8 and/or with special needs (i.e., Special Ed., ELL) will receive hands-on training in internet research and internet search skills.

Possible Tools: Internet, On-line Distance Learning training.

- End of Year 1: 30% of staff will receive training in internet research, internet search skills and our on-line student information and benchmark testing system
- End of Year 2: 60% of staff will receive training in internet research , internet search skills and our on-line student information and benchmark testing system
- End of Year 3-5: 90% of certified staff working with students in grades 3-8 and/or with special needs (i.e., Special Ed., ELL) will receive hands-on training in internet research and internet search skills.

Objective 3 of 5: 100% of certified staff working with students in grades K-8 and/or with special needs (i.e., Special Ed., ELL) will receive hands-on training in the use of Accelerated Reader.

Possible Tools: Accelerated Reader

- End of Year 1: 60% of staff will receive hands-on training in the use of Accelerated Reader.
- End of Year 2: Remaining staff will receive hands-on training in the use of Accelerated Reader.

Objective 4 of 5: 100% of certificated staff will receive hands-on training in the use of the Follett library catalog system.

- End of Year 1: 60% of staff will receive hands-on training in the use of the Follett library catalog system.
- End of Year 2: 90% of staff will receive hands-on training in the use of the Follett library catalog system.
- End of Year 3-5: 100% of certificated staff working with students in grades K-8 and/or with special needs (i.e., Special Ed., ELL) will receive hands-on training in the use of the Follett library catalog systems.

Evaluation Instrument(s) & Data to be Collected: Teacher/participant evaluation and needs assessment of training session

Sample lessons using technology specifically selected for student needs

Describes rationale for selection of resources.

Sample lessons and student work that demonstrates students using technology resources.

Considers student needs, resources, level of access and learning process when planning.

Development of skills and use as reported on the EdTech Profile survey

Frequency of Collection: At each training session Annually

Program Modification Process and Responsible Person(s): Superintendent/Principal: Facilitate a review of district curriculum standards and alignment of technology goals with Curriculum Council.

Coordinate district staff development with evaluation and suggestions from Curriculum Council.

Organize and facilitate district training based on information from the EdTech Profile survey, training evaluations and data collected at the sites.

Site Administration: Annual review of goals and needs based on data and work samples.

Teacher: Written evaluations of training sessions and identification of future needs.

Annual completion of EdTech Profile Technology Survey.

Objective 5 of 5: 90% of certificated staff working with students in grades K-8 and/or with special needs (i.e., Special Ed, ELL) will receive hands-on training in integrating digital photos.

Possible Tools: KidPix, MS Office, PowerPoint, Digital Cameras/scanner, Internet

- End of Year 1: 60% of certificated staff working with students in grades K-2 and/or with special needs (i.e., Special Ed, ELL) will receive hands-on training in integrating digital photos.
- End of Year 2: 80% of certificated staff working with students in grades K-2 and/or with special needs (i.e., Special Ed., ELL) will receive hands-on training in integrating digital photos.
- End of Year 3-5: 90% of certificated staff working with students in grades K-8 and/or with special needs (i.e., Special Ed, ELL) will receive hands-on training in integrating digital photos.

Evaluation Instrument(s) & Data to be Collected: Teacher/participant evaluation and needs assessment of training session

Sample lessons using technology specifically selected for student needs

Describes rationale for selection of resources.

Sample lessons and student work that demonstrates students using technology resources.

Considers student needs, resources, level of access and learning process when planning.

Development of skills and use as reported on the EdTech Profile survey

Frequency of Collection: At each training session Annually

Program Modification Process and Responsible Person(s): Superintendent/Principal: Facilitate a review of district curriculum standards and alignment of technology goals with Curriculum Council.

Coordinate district staff development with evaluation and suggestions from Curriculum Council.

Organize and facilitate district training based on information from the EdTech Profile survey, training evaluations and data collected at the sites.

Site Administration: Annual review of goals and needs based on data and work samples.

Teacher: Written evaluations of training sessions and identification of future needs.

Annual completion of EdTech Profile Technology Survey.

## 5. INFRASTRUCTURE, HARDWARE, TECHNICAL SUPPORT AND SOFTWARE

5a. List of each site's technology hardware, Internet access, electronic learning resources, networking and telecommunication infrastructure, physical plant modifications, and technical support needed by teachers, students, and administrators to support the activities in the Curriculum and Professional Development components of the plan.

Technology Needs Chart by School Site:

School Site	Hardware	Networking	Electronic learning resources
P.E.S.	3 new Windows based computers in each classroom for students Projectors in every classrooms	Wireless access points upgraded Network in all Classrooms and offices	The ability to access on a set schedule California Streaming
C.E.C.M.S.	3 new Windows based computers in each classroom for students Projectors in every classrooms	Wireless access points upgraded	The ability to access on a set schedule California Streaming

Resources already in the district to support activities in the Curriculum & Professional Development Components of the plan.

The Planada School District has been involved in applying for E-rate discounts through the Schools and Libraries Division (SLD) of the Universal Service Administrative Company (USAC) for the past four years. Applications for E-rate discounts have been filed on a yearly basis to fund Basic Telecommunication Services, Internet Access, and Internal Connections as defined under E-rate's eligible list policy. Over the past four years we have received E-rate discounts for:

TELECOMMUNICATIONS	INTERNET ACCESS	INTERNAL CONNECTIONS
Phone System Infrastructure Upgrades Basic Telephone Service Nextel Wireless service	Internet Service Provider (ISP) charges. Networking Equipment Data Service (T1 and Fiber optics.)	Networking Equipment Cabling, Conduit and Related Hardware Network Servers E-mail Software Network Software

In addition to the support provided by the E-rate programs and other grants the district has embraced the responsibility to support the implementation of the Curriculum and Professional Development Goals through meeting facilities, hardware and software needs.

Currently the schools in Planada School District have 125 (Macintosh or PC) personal computers available for students for classroom education or lab instruction. This translates to having one computer for every six students in the district. Of the 125 computers 125 have filtered access to the Internet as well as access to network printers. Every teacher has a PC computer station and printer that was purchased less than four years ago.

The networking infrastructure, especially the local area network (LAN) at all school sites consists of multimode optical fiber cables, which serves as the backbone for each LAN. Extra pairs of multimode fiber cable are unused at each fiber installation or run, thereby supporting future upgrade needs. Twisted-pair copper cabling,

rated as category 5 (CAT5) or better, are installed from the wiring closets to the desktop in every classroom and office.

All school sites have at least one server to support student applications and services. The student servers are Intel-based multiprocessor units running dual Pentium 4 processors and the Windows 2003 server network operating system software.

## **Resources already in the district to support activities in the Curriculum & Professional Development**

Current Number of Computers in the Classrooms 125

The district's current level of technical support includes one district level Network Coordinator, one day a week Network Engineer support contracted with the Merced County Office of Education Technology Support Unit.

Materials to be acquired to support the activities in the Curriculum and Professional Development Components of the plan.

Access to scanners, video projection systems, web publishing servers and software to allow publishing in web format also will be available. Web sites such as World Book Online and other educational sites are available through the filtered Internet access. Age appropriate electronic encyclopedias, OPAC, and access to the Library of California are available to all students. Digital still and video cameras, flatbed scanners, and software will be acquired for student projects to facilitate the goals in the curricular standards components section. The acquisition of Waterford Reading Lab hardware, software, and staffing (Grades K-2) and Accelerated Reader software and texts (Grades 1-8) will be completed at all school sites. Additional software will be purchased to support other areas of reading and writing as addressed in the Curriculum Goals set forth here. Plans for future installations or modifications to the networking infrastructure and equipment would include an upgrade of outdated or failed networking equipment.

**5b. Benchmarks and timeline for obtaining the hardware, infrastructure, learning resources and technical support required to support the other components of the plan.**

The following tables summarize the technology hardware and technical support proposed for each site to support the implementation of the Curriculum and Professional Sections of this plan.

School Site	Hardware	Software	Support & Training
P.E.S.	1 desktop computer per teacher 1 laser printer per classroom 3 networked computers per classroom	MS Office	
C.E.C.M.S.	1 desktop computer per teacher 1 laser printer per classroom 3 networked computers per classroom 1 overhead projection system per classroom	MS Office	

**TECHNICAL SUPPORT NEEDS**

A high priority is placed on attaining more personnel for technical support. At present, with well over 600 computers district wide, the ratio of technical support personnel to computers is approximately 300 to 1. To make this plan effective that ratio needs to be brought down considerably. Hiring an additional technology repairperson within the next five years will bring down the ratio to a manageable 105 to 1 (however, additional computers will also be purchased during the next 5 years). Another priority is the clear need for staff development. A technology trainer/coordinator will be available at each site to assist in the on-going staff development. A certificated district technology trainer will also be hired to assist in staff and technology curriculum development.

\* Site Technology Technician would be a paid position for an individual whose job would be to maintain networks and hardware and to help with installation of software.

† Site Technology Coordinator would be an appointed certificated staff member who would also be on the District Technology committee. Their job would be to oversee the creation and implementation of the site level technology plan.

**General Specs for Computers and Printers**

Future PC purchases at Planada School District will be Dual Core Processor PCs or better. The computer market is in constant change. At this time each classroom and administrative area is equipped with at least 1 MHz Pentium PCs with 64 MB, 1 CD-ROM, 4GB hard drives, 32 bit sound cards, 100 Mbps Ethernet network cards, 256 MB of RAM, and a 1MB MPEG video card (multimedia capable). The monitors are at least 14 inch SVGA.

Future Macintosh purchases will have: G4 processor or better, Internal CDROM drive, 20 Gigabyte hard disk drive, 15” LCD Monitor, 128 MB of RAM, Gigabit Ethernet network card and Multimedia capable (sound card, speakers/headphones)

**5c. Description of the process that will be used to monitor whether the goals and benchmarks are being reached within the specified time frame.**

At the first District Technology Team meeting of each school year, the District Technology Coordinator will report the status of each project enumerated in section 5C as well as other that may have come up. If an event occurs that needs more immediate attention, the program can be evaluated more often.

The following tables summarize the technology hardware and technical support proposed for each site to support the implementation of the Curriculum and Professional Sections of this plan, continued.

Future PC Laptop purchases will have: Pentium III 1000 MHz class processor or better, Internal DVD ROM, 30 Gigabyte Hard disk drive, 14.1” LCD TFT Active Matrix color Screen, 128 MB of RAM, 10/100 Mbps Ethernet network capable – either wireless or integrated, Multimedia capable and 56 K internal modem.

Future Macintosh Laptops will have: G3 processor or better, Internal CDROM drive, 20 Gigabyte Hard disk drive or larger, 14.1” LCD TFT color monitor, 100 Mbps Ethernet network capable – either wireless or

K-8 School Level	1 Computer Lab, 32 computer stations, 1 teacher station and Laser Printer
K-8 Classroom Level	3 Networked Student Computers and Printer per Classroom Appropriate Furniture for Student Stations 1 Teacher Station and Printer Digital Cameras, at least 1 per 3 classes 1 Scanner per grade level or per pod

integrated and Multimedia capable.

Every classroom has/will have an ink jet or laser printer. The district technology committee or the district technology coordinator shall review standards for minimum hardware requirements on a yearly basis. Older machines will be available to teachers for additional workstations in their classrooms.

#### RECOMMENDED EQUIPMENT STANDARDS

#### RECOMMENDED SOFTWARE STANDARDS

Student Computer Stations	
Grades K-2	KidPix, Keyboarding Program, Word Processing Program, “Kidspiration” & Current Web Browser
Grades 3-5	Items in Grades K-2 Plus: HyperStudio, Encyclopedia, “Inspiration” & Data Base Program
Grades 6-8	Items in Grades K-5 Plus: Delete KidPix, Add Spreadsheet Program, “Web Design Central,” and PowerPoint
Staff Computer Stations	
	PC operating system Win 98 or above, Microsoft Word, Excel, PowerPoint, Access, and FrontPage, Version 2000 or above.

#### 5d. Process that will be used to monitor whether the goals and benchmarks are being met.

The Director of Educational Services will be responsible for insuring that the benchmarks and timelines relating to these goals take place according to the times specified in the above matrices. The Director will report to the

Superintendent if the timeline is not met and/or changes to the plan need to be made. Site principals, the Director of Maintenance, Operations, and Transportation, and other District level personnel shall assist with: monitoring infrastructure needs, monitoring classroom implementation, and overseeing software and hardware acquisitions to insure implementation of this plan.

## **6. FUNDING AND BUDGET**

The Planada School District has actively pursued funding resources to support its participation in all phases of technology. Because of this, we have had E-Rate and Technology Learning Challenge grant monies over multiple years. The district provides in-kind support including paying a portion of staff development costs and release time for site staff. The district will continue to aggressively pursue grants, but we cannot be certain which grants will be available to fund the items mentioned in the Budget Forms

Future plans call for a stipend to be given to the Site Technology Coordinators and release time to perform responsibilities. The district already has a full time Technology Repair Technician. In addition, our five-year plan includes the district regularly providing staff development for curriculum-integrated technology, and literacy training, as part of their plan to provide in-kind services. The Budget Form shows a detailed breakdown of cost estimates and the total cost of ownership for the duration of the plan. In order to meet the Curriculum Goals found in the plan, a variety of equipment and software must be purchased at all district sites.

### **6a. Potential and Established Funding Sources**

Established funding sources the district is now accessing to move forward with technology implementation in the district are continued E-Rate participation to defray some of the costs of maintaining and expanding the infrastructure of our system and categorical and special state monies from Title I, SIP, EIA-LEP, Lottery, and ELILP for hardware purchases.

Potential funding sources include special State and Federal grants as well as Foundation Grants. The district has a designated grant writer whose assignment is to pursue grant application opportunities as related to technology. The district is an active member of the county sponsored "A-Team" that serves a conduit for current information about funding opportunities and potential funding sources that are related to technology. Staff is also a member of the State's listserve for "For New Grant Opportunities in the State."

### **6b. Estimated implementation costs for the term of the plan.**

Following is a matrix overview of the proposed annual budget for technology for the next five years. As funding is uncertain in this current time in our state it would not be realistic to indicate the actual funding source for the proposed expenditures. We have many programs that can be utilized for funding our plans for technology integration and staff development. Listed are sources we currently have access to for technology related expenditures: Title I, State Lottery, School Based Coordinated Programs, English Learners Intensive Literacy Program, Instructional Time and Staff Development, English Language Acquisition Program, General Fund, E-Rate and other special grants as they become available.

The district is committed to filling the technical support needs as listed on the chart "Technical Support Needs" on page 31 of this document. As the number of computers increases and the networked systems become more complex staff will be added so services will not be interrupted to students or all other users.

The standard will be:

250-750 PC's will trigger 1 District Technician and 1 Site Technician per Site

750-1000 PC's will trigger 1 District Technician and 2 Site Technicians per site.

ANNUAL PROPOSED BUDGET

Major Object of Expenditure	2008/09	2009/10	2010/11	2011/12	2012/13
1000-1999 Certificated Personnel Salaries	\$15000	\$15000	\$15000	\$15000	\$15000
2000-2999 Classified Personnel Salaries	\$50,000	\$60,000	\$65,000	\$70,000	\$75,000
3000-3999 Employee Benefits	\$14,000	\$15,000	\$16,000	\$17,000	\$18,000
4000-4999 Books, Supplies and Computers	\$150,000	\$150,000	\$100,000	\$50,000	\$50,000
5000-5999 Services and Other Operating Expenditures	\$65,000 – District  \$400,000-E-Rate (based on grant availability)	\$45,000 - District  \$250,000 – E- Rate (based on grant availability)	\$40,000 – District  \$200,000 – E- Rate (based on grant availability)	\$50,000  \$350,000 – E- Rate (based on grant availability)	\$40,000  \$250,000 – E- Rate (based on grant availability)
Indirect Costs					
6000-6999 Capitol Outlay	\$35,000	\$35,000	\$75,000	\$75,000	\$75,000
Total Funds	\$729,000	\$570,000	\$5110005	\$627,000	\$523000

### **6c. District Policy for obsolete equipment replacement.**

Currently, obsolete equipment is replaced on an as needed basis. The district determines how obsolete equipment is replaced as the need arises in supporting the activities in the curriculum and professional development components of our Technology Use Plan. Obsolete computers are salvaged for parts and/or taken to be recycled.

Decisions on what to do with older equipment can depend on a particular budget, type of application, a projects requirement, awarded grants or funding, and any combination of many other variables. Generally however, older equipment will fall into one of three categories:

Upgradeable – This type of equipment, although old and outdated, can still be brought up to acceptable standards by upgrading existing parts and/or addition of new parts to accomplish all that the equipment is intended to support at a reasonable cost

Hand me down – Although this type of equipment, especially those that have been recently purchased, has failed to support its current tasks, it can still be utilized in other ways in the district.

Obsolete – A computer is considered obsolete if it meets the following requirements:

The equipment for a particular user or function is unable to perform properly based on health or meeting minimum hardware requirements

The cost to upgrade the equipment is not cost effective

The equipment cannot be used for any other function or users

### **6d. Feedback loop used to monitor progress and update funding and budget decisions.**

The Superintendent, Business Manager, and Director of Categorical Programs will monitor and evaluate progress of the technology plan as described in the Funding and Budget component goals and benchmarks. Adjustments to the plan will be made as needed or when additional funding becomes available. These adjustments will be relayed to the Site Technology Coordinators and Principals.

## **7. MONITORING AND EVALUATION**

### **7a. 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 evaluation of progress towards curricular goals is embedded throughout this plan. The primary methods of ascertaining technology's impact on student learning and classroom management are teacher observation, student projects, and district measures (i.e. Accelerated Reader and student data reports, etc.). As the plan is implemented in conjunction with other changes, student progress, quality of work, and test scores will improve. This information is presented in the chart in section 3d, starting on page 7 of this document.

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

The effect of the plan implementation on student progress will be evaluated a number of times per year for the duration of the plan. Information from staff will be collected annually through self-assessment data from EdTech Profile. The success of the plan and its implementation will be a regular item on the agenda for each District Technology Committee meeting and will be discussed once per year at a public school board meeting. This information is presented in the chart in section 3D, starting on page 7, and section 3I, starting on page 20, of this document.

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

The information obtained through the monitoring and evaluation process will be used by the District Technology Committee to adjust staff development to be in alignment with the curriculum goals and insure that the technology plan is being implemented as written. Ultimately, the people responsible for implementing this plan are the people on the District Technology Committee. This committee will regularly collect monitoring and evaluation information. Discussion will result and changes will be made to the plan, such as how the plan is being implemented and how instruction is being delivered. Staff and site technology teams to evaluate and modify integration of technology into their curriculum may also use the information obtained.

The evaluation of progress towards curricular goals is embedded throughout this plan. Each strand has an evaluation component. The evaluation information will have a direct effect on the focus of staff development needs and will require a continuous updating of this plan.

The District Director of Educational Services will monitor, manage, and evaluate the implementation of the district technology plan. The results of these regular self-assessments will be used to plan future staff development in-services. The information obtained through the monitoring and evaluation process will be used to adjust staff development so that it aligns with the curriculum goals and insures that the technology plan is being implemented as written.

Site Principal, Site Technology Coordinators, and Teachers will monitor the results of the Technology Proficiency Checklist and portfolios to evaluate student's progress in reaching curricular goals of the plan as described in the curriculum component goals and benchmarks.

The Technology Assistants under the guidance of the Technology Coordinator will monitor and evaluate the implementation and installment of the necessary hardware components as described in the Infrastructure, Hardware, Technical Support, and Software Component goals and benchmarks. The Technology Coordinator will manage the Technician Assistants to ensure quality work and make adjustments and changes to the plan as needed.

At the end of each semester, the results of the Technology Proficiency Checklist and Portfolio will be collected by the Site Principals and Site Technology Coordinators and evaluated. Results of the evaluation will be reported to the plan stakeholders. Results of this evaluation will be used to further implement the plan or modify the plan as necessary.

## MANAGEMENT CHART

Individual(s) Responsible (Person(s) or Job Title(s))	Responsibilities	Time Estimate (No. of full-time staff)
Superintendent Technology Coordinator District Technology Committee	Provide overall management and coordination.	0.2
Superintendent/Accounting Dept. Technology Coordinator	Manage and coordinate funding and budget.	0.2
Superintendent & Site Principals Technology Coordinator District Technology Committee	Manage and coordinate staff development.	0.3
Technology Coordinator Library Media Teacher Technology Assistants	Manage and coordinate hardware acquisition and installation.	3.2
Technology Coordinator Superintendent	Manage and coordinate technical support.	0.3
Technology Coordinator School Site Councils	Coordinate ongoing partner involvement.	0.1
Technology Coordinator District Technology Committee	Collect data regarding students' computer skills and oversee software acquisitions.	0.1
Site Principals Teachers	Collect data regarding student's academic achievement.	0.2
Technology Coordinator District Technology Committee Superintendent & Site Principals	Collect staff development data on technology proficiencies, computer knowledge and skills. Facilitate creation of site technology plans and oversee implementation.	0.1
Technology Coordinator District Technology Committee Superintendent & Site Principals	Collect data regarding staff development focused on integration of technology into the curriculum to improve academic achievement.	0.1
Technology Coordinator District Technology Committee Superintendent & Site Principals	Use collected data to monitor and evaluate progress toward benchmarks and the timeline and to plan and make modifications.	0.1

## **8. EFFECTIVE COLLABORATIVE STRATEGIES WITH ADULT LITERACY PROVIDERS TO MAXIMIZE THE USE OF TECHNOLOGY**

During the development of the Planada School District's Technology Plan, the plan required the collaboration between district stakeholders and community stakeholders. The stakeholder team that was assembled consisted of district employees, students, parents, and members of the business community. The guiding questions of the technology plan that mentioned the stakeholders did not emphasize the importance of contacting and collaborating with community adult literacy providers, as it would relate to new grants and federal monies. We have recognized this as an area for improvement. After reviewing the criteria for many new grants, we have identified the need to strengthen our collaborative model with adult literacy providers. In the future the Planada School District will contact community service providers and include these service providers in the needs assessment, development process and the implementation process.

### **8a. If the district has identified adult literacy providers, there is a description of how the program will be developed in collaboration with those providers.**

Adults currently have access to technology through several existing programs. The Region Occupational Program (ROP) offers a variety of computer and adult literacy training opportunities such as Computer Repair and Maintenance. These free classes are open to all adult residents of Livingston. Classes are offered in the evenings at our local high school as well as the Merced County Office of Education. This flexible training program provides citizens within the community with career guidance, hands-on training and job placement assistance to help ensure success.

The Planada School District provides the Community Based English Tutoring Program (CBET) funded through Proposition 227. The district offers the program that includes a computer lab that participants can access during the evenings program sessions. The CBET program uses the Ellis (Compass Learning) to introduces participants parents to English acquisition utilizing technology. Parents Participants learn computer skills and information literacy as a byproduct of acquiring and/or improving their English.

At school sites through the work of our librarians Library Media Center and computer lab staff technicians, parents are welcomed to use the computers in the some of the school after regular school hours when accompanied by their children. The district is exploring funding sources to expand library and computer lab hours and services to reach even more parents and their children after regular school hours.

Our local community college, Merced Junior Community College, offers Adult Computer Literacy Courses open to adults in our community. Eligibility requirements are that the participants are eighteen years old. Courses offered include Computer Applications, Introduction to Computer Studies and Technology, and Microcomputer Operating Systems. These tend to be a combination of lecture and hands-on lab classes.

The district will continue to work closely with Merced Junior Community College, our the local high school, Le Grand High, and the schools themselves staffs to assess and to determine the needs of the adults in the community. During the spring of 2007 the Planada School District technology committee will meet with adult literacy providers to share information about the technology plan, find out how the adult literacy providers are currently incorporating technology into their curriculum, and to collaborate in order to provide better services to our students, their parents and the community as a whole. Possible assistance could be provided in the areas of sharing facilities, sharing ideas of curriculum integration, pursuing funding sources together, offering technology professional development opportunities, and/or providing online access.

## **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.**

Consistent with the research cited in; “The CEO Forum School Technology and Readiness Report: Key Building Blocks for Student Achievement in the 21st Century,” the Planada School District will carefully analyze learning resources and lessons both for alignment with California content standards and for the ability to measure growth/achievement on those standards in a variety of ways. Through ongoing data collection and analysis, the Planada School District will continuously monitor its attainment of the goals and objectives of the Educational Technology Plan. And will report results annually to the superintendent, the school board, and the public. Throughout the plan, attention is paid to providing equitable access to all students in our community, including students in special populations.

The issue of what we need to do to maximize the return on our technology investment is addressed based upon research presented in the WestEd article on “The learning return on our educational technology investment.” This research suggests that success is contained within issues such as professional development, access to technology and long term planning. These issues were carefully considered as we developed our district technology plan proposing the conditions that will be of most benefit to students.

As we strove to link the District Education Technology Plan to the research conducted by Becker and Reil in their missive on “Teacher professional engagement and constructivist-compatible computer use.” We made every effort to have our plan be consistent with the research in the following ways: 1) Teachers collaborate with various staff to produce and practice technology integrated technology activities. 2) Teachers are provided with the opportunity to attend 10 or more sessions per year that cover basic-to-advanced use of technology; and 3) Our key teachers are provided with the opportunity to be involved in leadership activities such as coaching, facilitating, and modeling the effective use of instructional technology.

We are committed to exploring avenues for offering our students access to specialized curricula via technology. We are currently working with our county office of education to become connected with the “METV” network that offers a variety of specialized learning opportunities. We have some infrastructure enhancements we are working on to enable us to connect to video streaming and outside distance learning programming.

CEO Forum. (2001, June). The CEO Forum school technology and readiness report: Key building blocks for student achievement in the 21st century. This report concludes that effective uses of technology to enhance student achievement are based on four elements: alignment to curricular standards and objectives, assessment that accurately and completely reflects the full range of academic and performance skills, holding schools and districts accountable for continuous evaluation and improvement strategies, and an equity of access across geographic, cultural, and socio-economic boundaries.

Consistent with this research, our district will carefully analyze learning resources and lessons both for alignment with California content standards and for the ability to measure growth/achievement on those standards in a variety of ways. Through ongoing data collection and analysis, our district will continuously monitor its attainment of the goals and objectives of the Educational Technology Plan, and will report results annually to the superintendent, the school board, and the public. Throughout the plan, attention is paid to providing equitable access to all students in our community, including students in special populations.

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

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.

As noted in our action plan for meeting our curricular goals of literacy for all students, a variety of instructional strategies and technologies will be used to assist students in acquiring literacy skills and all content areas. As described in the research, the use 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 will include the use of Inspiration and other mind-mapping tools, the use of simulation software and probeware, and PowerPoint handouts to guide students in note-taking.

## **9c. Process for incorporating research-based methods and models into ongoing program evaluation and modification.**

Annually, the Educational Services Department and the District Technology Committee will examine the studies in What Works computer database. The What Works clearinghouse, funded by the US Department of Education, will provide the following easily accessible and searchable online databases:  
educational interventions registry to provide reviews of programs, products, and practices intended to enhance student outcomes and to synthesize the scientific evidence related to their effectiveness  
approaches and policies registry containing evidence-based research reviews of broader educational approaches and policies  
test instruments registry containing scientifically rigorous reviews of test instruments used to assess educational effectiveness  
evaluator registry to identify evaluators (individuals and organizations) willing to conduct quality evaluations of education interventions.

These resources will be utilized and 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 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.

Curriculum Integration:

Integration within the curriculum framework strengthens information literacy skills

"Moreover, using technology within the curriculum framework can enhance important skills that will be valued in the workplace, such as locating and accessing information, organizing and displaying data, and creating persuasive arguments."

Critical issue: Using technology to improve student achievement. (1999). Retrieved March 12, 2001, from North Central Regional Educational Laboratory Web site:

<http://www.ncrel.org/sdrs/areas/issues/methods/technlgy/te800.htm>

Basic skills supplemental courses

“Integrated learning programs should be considered as a supplement for the systematic development of basic academic skills but should not replace project-based activities that are designed to teach students the relevance and application of the basic skills as they are mastered.”

Mann, D., Shakeshaft, C., Becker, J., & Kottkamp, R. (1998). *West Virginia Story: Achievement gains from a state-wide comprehensive instructional technology program*. Santa Monica, CA: Milken Exchange on Educational Technology.

Staff Development Research

“...results of over 300 studies of technology use, authors concluded that teacher training was the most significant factor influencing the effective use of educational technology to improve student achievement. Specifically, the report states that students of teachers with more than ten hours of training significantly outperformed students of teachers with five or fewer training hours.”

Sivin-Kachala, J., & Bialo, E. (2000). *2000 research report on the effectiveness of technology in schools* (7th ed.). Washington, DC: Software and Information Industry Association.

Relationship between training and use

“...66% of teachers who received more than 32 hours of technology related training felt well to very well prepared to use technology in their classrooms (NCES, 2000a). The percentage who felt well to very well prepared to use technology dropped to 34% for those who received from 9 to 32 hours and to 24% for those who received less than 9 hours of technology-related professional development.”

National Center for Educational Statistics. (2000a). *Teachers' tools for the 21st century: A report on teachers' use of technology* [Online]. Washington, DC: Author. Available:

<http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=20000102>.

Finally is the answer to the question, “What are we going to do to stay current with emerging technologies that are related to our educational program needs over the five year duration of this plan?” The best answer at this time is for the District Technology Committee to, at a minimum, twice annually review the current listings and updates on the Federal, “What Works” web site located at: <http://www.ed.gov/offices/OESE/SASA/ww> to review the latest research summaries on the best technologies available for the educational setting. Technology advances so rapidly that it is imperative for staff to stay abreast of the emerging trends and review how and if they will apply and enhance our particular setting.

#### IV. STUDENT LEARNING OUTCOMES

	<b>Keyboarding</b>	<b>Writing Tools</b>	<b>Information Tools</b>	<b>Numeric Tools</b>	<b>Multimedia Tools</b>	<b>Curriculum Tools</b>
K	Introduction to the keyboard as students learn the alphabet	Stamp and/or type letters as students learn the alphabet			Create one page of a class multimedia project using one or more media (e.g., draw a picture)	Use software independently and collaboratively to support learning across the curriculum
O N E	Learn and use the basic function keys: Return, Space Bar, Delete, Shift, Command & Option Keys	Type a very short story or describe a picture in a sentence or phrases and save on their own		Use simple programs to record and graph data	Create at least one page of class multimedia projects and include a picture from a digital camera	Use software independently and collaboratively to support learning across the curriculum
T W O	Begin introducing Home Row keys and two handed typing	Type in longer projects with several sentences or paragraphs. Begin editing and revising on-line	Navigate independently through the Internet to locate resources	Use simple spreadsheet programs to record and graph data	Create a page or pages for multimedia projects that contain several different media	Use software independently and collaboratively to support learning across the curriculum
T H R E E	All students should learn keyboarding skills and work for speed and accuracy	Create and edit a published product	Navigate independently through the Internet to locate resources	Use simple spreadsheet programs to record and graph data	Create simple multimedia project individually or collaboratively which contains linked ideas	Use appropriate software independently and collaboratively to support the learning across the curriculum
F O U R	Continue to work for speed (Goal=20 gross WPM) and accuracy	Publish a document using an accepted format (e.g., a friendly letter)	Navigate the Internet using WWW search engines. Choose a printer on the LAN	Use a simple spreadsheet to solve simple problems	Create multimedia projects that appropriately use increasing number of media links between key ideas	Use appropriate software independently and collaboratively to support learning across the curriculum

F I V E	Continue to work for speed (Goal=25 gross WPM) and accuracy	Publish a document that utilizes information imported from other sources. Know several different formats	Locate information quickly on the Internet and log in to a shared folder on a file server or computer on the LAN	Use a simple spreadsheet to solve simple problem	Create multimedia projects that appropriately use increasing number of media links between key ideas	Use appropriate software independently and collaboratively to support learning across the curriculum
S I X	Continue to work for speed (Goal=30 gross WPM) and accuracy	Publish a variety of documents and use basic word processing editing skills to revise work	Locate information quickly on the Internet and log in to a shared folder on a file server or computer on the WAN	Use a simple spreadsheet such to solve simple problem	Create multimedia projects using a variety of tools and media with increasingly sophisticated linking of ideas	Use appropriate software independently and collaboratively to support learning across the curriculum
S E V E N  E I G H T	Use appropriate keyboarding skills at all times	Publish a document which incorporates correct page design and uses standard formatting tools (tabs, margin settings, headers, footers)	Create a simple World Wide Web page that includes at least one graphic, text and a link to another Internet site	Create a spreadsheet that allows students to predict and analyze a scenario. Represent findings visually and present to others	Create a variety of cross curricular multimedia projects which students present to others in the school and community	Use appropriate software independently and collaboratively to support learning across the curriculum

## **General Grade Level Goals**

Through the utilization of technology the students of Planada School District will:

Understand the role and value of computers in the workplace as well as in the curricular areas.

Acquire technology and information literacy skills needed in the 21st Century that may include but not be limited to word processing, spreadsheet, database and Internet research.

Students of all ability levels, races, and ethnic groups, students of both sexes, and students with all types of handicaps will use technology.

Technology will support the progress of students to:

Expand, modify, and manage the learning experiences and needs of individual learners

Know when technology is the appropriate tool for a task

Ensure that each student develops information technology skills

Determine which technology should be used, then use that technology to successfully complete the task

Be integrated with relevant subject topics rather than taught in isolation.

Acquire inquiry, analysis, and problem solving skills by using simulations, when doing the actual activity is too dangerous, time-consuming, or expensive

Address various levels of student needs and learning problems to become more effective facilitators of learning

Be made available in all settings so that students will have adequate opportunities to develop functional skills and to feel comfortable using technology as a learning and problem-solving tool.

Develop strategies to take personal responsibility for how and what they learn.

## **IMPLEMENTATION:**

Students can use: powerful tools, such as word processors, music synthesizers, video cameras, audio recorders, and scanners to make professional-quality products.

Use computer-based tools to demonstrate their problem-solving and higher-order thinking skills interactively.

Use computer simulations, in those instances when doing the actual activity is too dangerous, time-consuming, expensive -- or simply impossible

Use computers to gain access to and manipulate vast amounts of information stored on videodiscs and cds.

Use computer based tools to demonstrate their problem-solving and higher-order thinking skills interactively.

Use computers to work with mathematical models of social or physical phenomena in the real world.

Use the same powerful tools, such as spreadsheets, and the same analytical way of thinking, to examine data and pose hypotheses in a variety of disciplines.

Use computer-based tools to develop their visual, kinesthetic, aural, and oral skills.

Create documents together, because the computer makes it easy for them to share and display data, comment on drafts, keep records of others' comments, and integrate the comments into current drafts.

Undertake complex group projects and have the computer handle the project management.

Utilize telecommunications to work together, even when they're separated geographically or can't get together at the same time.

Pool their strengths -- such as skills in making video clips, scanning images, digitizing sound, creating animations, and writing text -- to produce multimedia presentations.

Collect information from different content areas in its' native form - - charts, pictures, text, or numbers - - and create an integrated product or multimedia presentation.

Interact with the technology at their own pace, and recursively, to ensure understanding or check memory.

Students with physical disabilities will use computers with adaptive devices so that they can participate fully with their classmates.

Specific Grade Level Goals - Kindergarten through Grade Three

Students will:

Have access to computers in the classroom and in a computer lab.

Acquire basic computer literacy skills and vocabulary.

Be taught appropriate software applications that support language arts and math content standards.

Be taught beginning word processing skills.

Use computers to gain access to information stored on DVDs and CDs.

## **Computer Curriculum Skills Kindergarten**

\* Skills marked are to be introduced. All other skills are to be reinforced.

### Fundamental Computer Skills

A. Use and understand basic computer related terms:

\*Login (log-in)

\*Cursor

B. Identify basic computer hardware components and peripheral devices:

\*Keyboard & mouse

\*Monitor

\*Printer

\*CD-ROM

C. Demonstrate appropriate care and use of: (hardware)

\*keyboard & mouse

\*appropriate care and use of computer disks

\*appropriate care and use of CD-ROM

\*appropriate care and use of printer

\*appropriate care and use of special keyboard keys. (ESC, Shift, arrow keys, spacebar, backspace, Delete, Enter, Alt, Ctrl, etc.

D. Use basic computer management skills

\*Demonstrate ability to turn computer off/on independently.

\*Demonstrate ability to access and exit software

### Word Processing Skills

A. Use a word processor in real world context to:

\*Write stories or poems

### Computer Networking and Telecommunication Skills

A. Use the network by:

\*Demonstrating appropriate use of log-in numbers/names

### Legal/Ethical Skills

A. Show understanding of appropriate legal/ethical conduct by:

\*Demonstrating appropriate use of computers

\*Demonstrating appropriate computer etiquette

\*Following the DISTRICT Policy regarding technology resources

\*Respecting the privacy of all users through use of security rules outlined in DISTRICT Policy

\*Obeying copyright laws

### ACTIVITIES

Teachers will play "Simon Says" with students to teach computer terminology.

Teachers will read [the Kermit book] with the students.

Teachers will call out names of special keys and have students locate them.

Students will write single sentences, print them, and illustrate them in the classroom.

Teachers will take students on a tour of the school, showing them the wiring closets, file server, and printers.

Teachers will prepare cards for the students with their login IDs for use in labs and classrooms. Cards can be placed at computers and students must find their own name.

Students will use software that requires writing and drawing choices and the use of cursor, save, load and a printer.

Kindergarten students and their fifth grade partners will work together at the computer.

Teachers will instruct the children to use the command Q combination for exiting Window's programs.

Teachers may have the children e-mail special people like the President in February and Santa Claus at Christmas.

Students will create special cards for their "grand pals" using Bailey's Book House.

## Computer Curriculum Skills 1st Grade

\* Skills marked are to be introduced. All other skills are to be reinforced.

### Fundamental Computer Skills

A. Use and understand basic computer related terms:

Login (log-in)

Cursor

\*Network

\*Directory/File

B. Identify basic computer hardware components and peripheral devices:

Keyboard & mouse

Monitor

Printer

CD-ROM

C. Demonstrate appropriate care and use of: (hardware)

Keyboard & mouse

Computer disks

CD-ROM

Printer

Special keyboard keys. (ESC, Shift, arrow keys, spacebar, backspace, Delete, Enter, Command, Ctrl, etc.)

D. Identify the functions and advantages of computer productivity software

\*Word processing

E. Use basic computer management skills

Demonstrate ability to turn computer off/on independently

Demonstrate ability to access and exit software

\*Demonstrate ability to manage files (saving, retrieving)

### Computer Networking and Telecommunication Skills

A. Use the network by:

Demonstrating appropriate use of log-in numbers/names

\*Demonstrating appropriate use of network printing

\*Saving files to individual home directories

\*Using multiple storage drives

### Word Processing Skills

A. Create and save a new document

\*Identify intended use

\*Use save and save as

B. Open, view, and print documents

\*Use print preview

\*Print entire file or selected parts

C. Format documents

\*Selecting font style & size

\*Indenting

D. Use a word processor in real world context to:

Write stories or poems

### Legal/Ethical Skills

A. Show understanding of appropriate legal/ethical conduct by:

Demonstrating appropriate use of computers

Demonstrating appropriate computer etiquette

Following the DISTRICT Policy regarding technology resources

Respecting the privacy of all users through use of security rules outlined in DISTRICT Policy

Obeying copyright laws

#### ACTIVITIES

Students will save their work in their folders.

Students will write and print original stories, letters, and short reports using a word processing program.

Teachers will take students on a tour of the school, showing them the wiring closets, file server, and network printers.

Students will be asked to "save as" in a word processing program and choose the correct folder and use their login numbers for the file name. The students will then open someone else's file to read or edit.

Students will use the network by beginning work in the lab and finishing up in the classroom.

Students will use MS Office® to create signs for their desks for Open House.

Students will use presentation software to present their favorite books.

## Computer Curriculum Skills 2nd Grade

\* Skills marked are to be introduced. All other skills are to be reinforced.

### Fundamental Computer Skills

A. Use and understand basic computer related terms:

Login (log-in)

Cursor

\*Edit

\*Hardware

\*Software

Network

Directory

B. Identify basic computer hardware components and peripheral devices:

Keyboard & mouse

Monitor

Printer

CD/DVD-ROM

C. Demonstrate appropriate care and use of: (hardware)

Keyboard & mouse

Computer disks

CD-ROM

Printer

Special keyboard keys. (ESC, Shift, arrow keys, spacebar, backspace, Delete, Enter, Command, Ctrl, etc.)

D. Identify the functions and advantages of computer productivity software

Word processing

E. Use basic computer management skills

Demonstrate ability to turn computer off/on independently

Demonstrate ability to access and exit software

Demonstrate ability to manage files (saving, retrieving)

### Word Processing Skills

A. Create and save a new document

Identify intended use

Use save and save as

B. Open, view, and print documents

Use print preview

Print entire file or selected parts

C. Format documents

\*Justifying text

Selecting font style & size

Indenting

D. Edit text

\*Changing font style & size

E. Use desktop publishing techniques

\*Inserting graphics

F. Use a word processor in real world context to:

Write stories or poems

### Computer Networking and Telecommunication Skills

A. Use the network by:

Demonstrating appropriate use of log-in numbers/names

Demonstrating appropriate use of network printing

Saving files to individual home directories

Using multiple storage drives.

#### Legal/Ethical Skills

A. Show understanding of appropriate legal/ethical conduct by:

Demonstrating appropriate use of computers

Demonstrating appropriate computer etiquette

Following the DISTRICT Policy regarding technology resources

Respecting the privacy of all users through use of security rules outlined in DISTRICT Policy

Obeying copyright laws

#### Information Management Skills

A. Access/retrieve information:

\*Identify a need for information

\*Identify appropriate resources

\*Use of library catalog (LAN)

### ACTIVITIES

Students will find technology vocabulary in a word search puzzle.

Students will write stories "All About Me".

Media Specialists will instruct students in use of library catalog. Students will then be given a subject (such as airplanes) and will be asked to find a book on said subject. This activity is then repeated for title and author.

Teachers will discuss shared printers with the children and how you print from your classroom and pick it up somewhere else.

Students will share stories on shared drive with students in other classes.

Students will create MS Office® presentations on life in the second grade to present to 1st graders at the end of the year.

## Computer Curriculum Skills 3rd Grade

\* Skills marked are to be introduced. All other skills are to be reinforced.

### Fundamental Computer Skills

A. Use and understand basic computer related terms:

Login (log-in)

Cursor

Edit

\*Word processor

Hardware

Software

Network

\*Electronic mail (e-mail)

Directory

\*Copyright

\*Software piracy

\*License agreement

\*Computer manual

\*File

\*Telecommunication

\*Multimedia

B. Identify basic computer hardware components and peripheral devices:

Keyboard & mouse

Monitor

Printer

\*Hard drive

\*Floppy drive

\*Disk

CD/DVD-ROM

\*File server

C. Demonstrate appropriate care and use of: (hardware)

Keyboard & mouse

Computer disks

CD-ROM

Printer

Special keyboard keys. (ESC, Shift, arrow keys, spacebar, backspace, Delete, Enter, Command, Ctrl, etc.)

D. Identify the functions and advantages of computer productivity software

Word processing

\*Telecommunications

E. Use basic computer management skills

Demonstrate ability to turn computer off/on independently

Demonstrate ability to access and exit software

Demonstrate ability to manage files (saving, retrieving)

\*Demonstrate ability to organize file

Word Processing Skills

A. Create and save a new document

Identify intended use

Use save and save as

B. Open, view, and print documents

Use print preview

Print entire file or selected parts

C. Format documents

Justifying text

Selecting font style & size

Indenting

D. Edit text

Changing font style & size

\*Cutting, copying, pasting, & deleting text

\*Using spell check

E. Use desktop publishing techniques

Inserting graphics

F. Use a word processor in real world context to:

Write stories or poems

\*Type reports

Computer Networking and Telecommunication Skills

A. Use the network by:

Demonstrating appropriate use of log-in numbers/names

Demonstrating appropriate use of network printing

Saving files to individual folder

Using multiple storage drives

\*Accessing information from a folder

\*Accessing on-line information for research

Legal/Ethical Skills

A. Shows understanding of appropriate legal/ethical conduct by:

Demonstrating appropriate use of computers

Demonstrating appropriate computer etiquette

Following the DISTRICT Policy regarding technology resources

Respecting the privacy of all users through use of security rules outlined in DISTRICT Policy

Obeying copyright laws

Information Management Skills

A. Access/retrieve information:

Identify a need for information

Identify appropriate resources

\*Define search parameters

Use of library catalog (LAN)

\*Use of Internet

Multimedia Skills

A. Prepare an electronic presentation for class display.

(PowerPoint, MS Office® or Hyper-Studio)

Create a new presentation and or multimedia project

Create and edit slides/screens

Add and edit text (font, size, color)

Customize the background

Arrange objects on the slide/screen

Insert graphics, clip art, and/or digital pictures

Use Clippings to enhance titles or to create original art

Add slide transitions to your slide show

Save a presentation as a new or existing presentation and close the file

Save As presentation to a new location (shared directory for presentation)

Open an existing multimedia project

Practice presentation skills for audience (use of microphone, posture, delivery skills)

Deliver presentation using projection device.

## ACTIVITIES

Students will be given a crossword puzzle dealing with computer technology.

Students will access DOL (Daily Oral Language) activities in the form of a computer file in a shared directory.

They will open the file and make corrections through editing.

Students will be given a file containing mixed-up fairy tales. They will use cut and paste to put the story in the correct order.

Students will use character enhancements to put feeling and expression in their writing.

Students will type in spelling words and use the spelling checker to check for accuracy.

Students will insert picture then write a sentence to describe picture underlining the adjective in the sentence that describes the picture.

Students will create a journal on the computer and add to it daily.

Students will type "thank you" letters to visiting speakers.

Students will write book reports on computer.

For enrichment students will use a variety of CD-ROM sources to find information available.

After studying Planada students will be given a topic to research. They will create original graphics in MS Office® Paint or Draw or other programs and save in a shared folder. These files will then be accessible for use with group projects. Text and graphics can then be used in PowerPoint®/MS Office® presentations and shared with others.

Students will enhance written stories and reports by adding graphics and clip art.

Teacher will use made up riddles for each of the vocabulary words.

Students will type sentences and bold the nouns, italicize the adjectives, and underline the verbs.

Specific Grade Level Goals - For Grades Four & Five

Students will:

Have access to computers in the classroom and in a computer lab.

Acquire basic computer literacy skills and vocabulary.

Be taught appropriate software applications that support language arts and math content standards.

Be taught beginning word processing skills.

Use computers to gain access to information stored on DVDs and CDs.

Grade Four and Five

Students will:

Have access to computers in the classroom and in a computer lab.

Be taught appropriate software applications that support curriculum content standards.

Be taught basic word processing skills.

Use computer-based tools to demonstrate their problem-solving and higher-order thinking skills.

Use computers to transform numbers to graphs.

Use computer-based tools to develop their visual kinesthetic, aural, and oral skills.

## Computer Curriculum Skills 4th Grade

\* Skills marked are to be introduced. All other skills are to be reinforced.

### Fundamental Computer Skills

A. Use and understand basic computer related terms:

Login (log-in)

Cursor

Edit

Word processor

Hardware

Software

Network

Electronic mail (e-mail)

Directory

Copyright

Software piracy

License agreement

Computer manual

\*Database

\*Internet

\*Field

\*Record

File

\*Retrieve

\*Spreadsheet

\*Cell

\*Column

\*Row

Telecommunication

Multimedia

B. Identify basic computer hardware components and peripheral devices:

Keyboard & mouse

Monitor

Printer

Hard drive

Floppy drive

Disk

CD/DVD-ROM

File server

C. Demonstrate appropriate care and use of: (hardware)

Keyboard & mouse

Computer disks

CD-ROM

Printer

Special keyboard keys. (ESC, Shift, arrow keys, spacebar, backspace, Delete, Enter, Command, Ctrl, etc.)

D. Identify the functions and advantages of computer productivity software

Word processing

\*Database

Telecommunications

E. Use basic computer management skills

Demonstrate ability to turn computer off/on independently

Demonstrate ability to access and exit software

Demonstrate ability to manage files (saving, retrieving)

Demonstrate ability to organize file

Word Processing Skills

A. Create and save a new document

Identify intended use

Use save and save as

B. Open, view, and print documents

Use print preview

Print entire file or selected parts

C. Format documents

Justifying text

Selecting font style & size

\*Line spacing

Indenting

D. Edit text

Changing font style & size

Cutting, copying, pasting, & deleting text

Using spell check

E. Use desktop publishing techniques

Inserting graphics

F. Use a word processor in real world context to:

Write stories or poems

Type reports

\*Generate letters

Computer Networking and Telecommunication Skills

A. Use the network by:

Demonstrating appropriate use of log-in numbers/names

Demonstrating appropriate use of network printing

Saving files to individual home directories

Using multiple storage drives.

Accessing information from a directory

\*Sending and receiving electronic mail

Accessing on-line information for research

Legal/Ethical Skills

A. Shows understanding of appropriate legal/ethical conduct by:

Demonstrating appropriate use of computers

Demonstrating appropriate computer etiquette

Following the DISTRICT Policy regarding technology resources

Respecting the privacy of all users through use of security rules outlined in DISTRICT Policy

Obeying copyright laws

Information Management Skills

A. Access/retrieve information:

Identify a need for information

Identify appropriate resources

Define search parameters

Use of library catalog (LAN)

\*Use of commercial database

Use of Internet

B. Information organization:

\*Identify useful information from search

\*Take notes/paraphrase from search

## Multimedia Skills

A. Prepare an electronic presentation for class display.

(PowerPoint, MS Office® or Hyper-Studio)

Create a new presentation and or multimedia project

Create and edit slides/screens

Add and edit text (font, size, color)

Customize the background

Arrange objects on the slide/screen

Insert graphics, clip art, and/or digital pictures

Use Clippings to enhance titles or to create original art

Add slide transitions to your slide show

Save a presentation as a new or existing presentation and close the file

Save As presentation to a new location (shared directory for presentation)

Open an existing multimedia project

Practice presentation skills for audience (use of microphone, posture, delivery skills)

Deliver presentation using projection device.

## ACTIVITIES

Students will take an index card with computer terminology on one side. They will then find out information about that particular word as it relates to computers and technology. Students could type these words into a word processing program and begin a file, folder, or booklet containing computer terminology. As the year progresses the students could easily add to this list as they learn new words.

Teachers will discuss computer etiquette with the students and model the skills listed.

Teachers will type in sentences from Daily Oral Language. Students will open the file and make necessary changes.

Students will create attractive and eye-catching flyers and brochures.

Students will make graphics, spell check, save and print documents.

Media Specialists will discuss and model how to search for specific books using electronic library catalog.

Students will produce a book report presentation. Students will draw pictures in paint or draw, import them into PowerPoint, or MS Office® and add text.

Students will create classroom newspapers using MS Office® and Classroom Newspaper Workshop by Tom Snyder Productions.

## Computer Curriculum Skills 5th Grade

\* Skills marked are to be introduced. All other skills are to be reinforced.

### Fundamental Computer Skills

A. Use and understand basic computer related terms:

Login (log-in)

Cursor

Edit

Word processor

Hardware

Software

Network

Electronic mail (e-mail)

Directory

Copyright

Software piracy

License agreement

Computer manual

Database

Internet

Field

Record

File

Retrieve

Spreadsheet

Cell

Column

Row

Telecommunication

Multimedia

\*Desktop publishing

B. Identify basic computer hardware components and peripheral devices:

Keyboard & mouse

Monitor

Printer

Hard drive

Floppy drive

Disk

CD-ROM

File server

C. Demonstrate appropriate care and use of: (hardware)

Keyboard & mouse

Appropriate care and use of computer disks

Appropriate care and use of CD-ROM

Demonstrate ability to turn computer off/on independently

Appropriate care and use of printer

Appropriate care and use of special keyboard keys. (ESC, Shift, arrow keys, spacebar, backspace, Delete, Enter, Command, Ctrl, etc.)

D. Identify the functions and advantages of computer productivity software

Word processing

Database

## Telecommunications

E. Use basic computer management skills

Demonstrate ability to access and exit software

Demonstrate ability to manage files (saving, retrieving)

Demonstrate ability to organize file

## Word Processing Skills

A. Create and save a new document

Identify intended use

Use save and save as

B. Open, view, and print documents

Use print preview

Print entire file or selected parts

C. Format documents

Justifying text

Selecting font style & size

Line spacing

Indenting

D. Edit text

Changing font style & size

Cutting, copying, pasting, & deleting text

Using spell check

E. Use desktop publishing techniques

Inserting graphics

F. Use a word processor in real world context to:

Write stories or poems

Type reports

Generate letters

## Computer Networking and Telecommunication Skills

A. Use the network by:

Demonstrating appropriate use of log-in numbers/names

Demonstrating appropriate use of network printing

Saving files to individual home directories

Using multiple storage drives.

Accessing information from a directory

Sending and receiving electronic mail

Accessing on-line information for research

## Legal/Ethical Skills

A. Shows understanding of appropriate legal/ethical conduct by:

Demonstrating appropriate use of computers

Demonstrating appropriate computer etiquette

Following the DISTRICT Policy regarding technology resources

Respecting the privacy of all users through use of security rules outlined in DISTRICT Policy

Obeying copyright laws

## Information Management Skills

A. Access/retrieve information:

Identify a need for information

Identify appropriate resources

Define search parameters

Use of library catalog (LAN)

Use of commercial database

Use of Internet

## B. Information organization:

Identify useful information from search

Take notes/paraphrase from search

\*Cite electronic sources for bibliography

## Multimedia Skills

A. Prepare an electronic presentation for class display.

(PowerPoint, MS Office® or Hyper-Studio)

Create a new presentation and or multimedia project

Create and edit slides/screens

Add and edit text (font, size, color)

Customize the background

Arrange objects on the slide/screen

Insert graphics, clip art, and/or digital pictures

Use Clippings to enhance titles or to create original art

Add slide transitions to your slide show

Save a presentation as a new or existing presentation and close the file

Save As presentation to a new location (shared directory for presentation)

Open an existing multimedia project

Practice presentation skills for audience (use of microphone, posture, delivery skills)

Deliver presentation using projection device.

## ACTIVITIES

Students will contribute computer terminology to be displayed on a technology bulletin board, or wall.

Throughout the year teachers will lead brief discussions on the definition and appropriate usage of the terms.

Students will write a descriptive or expository paragraph concerning any one of the items listed under appropriate care and use of hardware.

Teachers will type in Daily Oral Language sentences and save the file. Students will open the file and make necessary changes.

Students will create a short Acrostic Poem using Clippings for their first letters. Students can illustrate their poems by inserting pictures they have created.

Students will use a word processing program to type their science reports. They will create their own graphics and insert them into their reports.

Students will add information management terminology to their terminology bulletin board and discuss the definitions and appropriate usage.

Students will choose a state to research and will create a multimedia presentation. This presentation will include graphics, text, transitions, and a few linking buttons.

Specific Grade Level Goals - Grade Six through Eight

Students will:

Have access to computers in the classroom and in a computer lab.

Acquire basic computer literacy skills and vocabulary.

Be taught appropriate software applications that support language arts and math content standards.

Be taught word processing skills.

Use computers to gain access to information stored on DVDs and CDs and Internet

Grade Six through Eight

Students will:

Have access to computers in a computer lab.

Be taught intermediate word processing and data manipulation skills with basic spreadsheet operations introduced.

Be taught to use digital cameras, video cameras, audio recorders and scanners to make professional quality products.

Gain access to information on the Internet, DVDs and CDs.

Use computer-based tools to demonstrate problem-solving and higher-order thinking skills.

Create documents cooperatively by sharing and displaying data, commenting on drafts, and keeping records.  
Use telecommunications to work together when separated geographically.  
Collect information from different content areas and create an integrated product or multimedia presentation.  
Use computers to work with mathematical models of social, economic, or physical phenomena in the real world.  
Use tools, such as spreadsheets, to examine data and pose hypothesis in a variety of disciplines.  
Use computers to transform data from numbers to graphs.

## Computer Curriculum Skills 6th Grade

\* Skills marked are to be introduced. All other skills are to be reinforced.

### Fundamental Computer Skills

A. Use and understand basic computer related terms:

Login (log-in)

Cursor

Edit

Word processor

Hardware

Software

Network

Electronic mail (e-mail)

Directory

Copyright

Software piracy

License agreement

Computer manual

Database

Internet

\*Query

Field

Record

File

Retrieve

Spreadsheet

Cell

Column

Row

Telecommunication

Multimedia

Desktop publishing

B. Identify basic computer hardware components and peripheral devices:

Keyboard & mouse

Monitor

Printer

Hard drive

Floppy drive

Disk

CD-ROM

File server

C. Demonstrate appropriate care and use of: (hardware)

Keyboard & mouse

Computer disks

CD-ROM

Printer

Special keyboard keys. (ESC, Shift, arrow keys, spacebar, backspace, Delete, Enter, Command, Ctrl, etc.)

D. Identify the functions and advantages of computer productivity software

Word processing

Spreadsheet

Database

## Telecommunications

E. Use basic computer management skills

Demonstrate ability to turn computer off/on independently

Demonstrate ability to access and exit software

Demonstrate ability to manage files (saving, retrieving)

Demonstrate ability to organize file

## Word Processing Skills

A. Create and save a new document

Identify intended use

Use save and save as

B. Open, view, and print documents

Use print preview

Print entire file or selected parts

C. Format documents

Justifying text

Selecting font style & size

Line spacing

Indenting

\*Selecting page orientation

\*Setting margins

D. Edit text

Changing font style & size

Cutting, copying, pasting, & deleting text

Using spell check

E. Use desktop publishing techniques

\*Columns

Inserting graphics

F. Use a word processor in real world context to:

Write stories or poems

Type reports

Generate letters

## Computer Networking and Telecommunication Skills

A. Use the network by:

Demonstrating appropriate use of log-in numbers/names

Demonstrating appropriate use of network printing

Saving files to individual home directories

Using multiple storage drives.

Accessing information from a directory

Sending and receiving electronic mail

\*Setting up user passwords

Accessing on-line information for research

## Legal/Ethical Skills

A. Shows understanding of appropriate legal/ethical conduct by:

Demonstrating appropriate use of computers

Demonstrating appropriate computer etiquette

Following the DISTRICT Policy regarding technology resources

Respecting the privacy of all users through use of security rules outlined in DISTRICT Policy

Obeying copyright laws

## Information Management Skills

A. Access/retrieve information:

Identify a need for information

Identify appropriate resources

Define search parameters

Use of library catalog (LAN)

Use of commercial database

Use of Internet

\*Produce research project incorporating information retrieved from at least two different types of sources

B. Information organization:

Identify useful information from search

Take notes/paraphrase from search

Define search parameters

Cite electronic sources for bibliography

C. Information analysis:

\*Compare information from at least two sources

Multimedia Skills

A. Prepare an electronic presentation for class display.

(PowerPoint, MS Office® or Hyper-Studio)

Create a new presentation and or multimedia project

Create and edit slides/screens

Add and edit text (font, size, color)

Customize the background

Arrange objects on the slide/screen

Insert graphics, clip art, and/or digital pictures

Use Clippings to enhance titles or to create original art

Add slide transitions to your slide show

Save a presentation as a new or existing presentation and close the file

Save As presentation to a new location (shared directory for presentation)

Open an existing multimedia project

Practice presentation skills for audience (use of microphone, posture, delivery skills)

Deliver presentation using projection device.

## Computer Curriculum Skills 7th Grade

\* Skills marked are to be introduced. All other skills are to be reinforced.

### Fundamental Computer Skills

A. Use and understand basic computer related terms:

Login (log-in)

Cursor

Edit

Word processor

Hardware

Software

Network

Electronic mail (e-mail)

Directory

Copyright

Software piracy

License agreement

Computer manual

Database

Internet

Query

Field

Record

File

Retrieve

Spreadsheet

Cell

Column

Row

\*Formula

Telecommunication

Multimedia

Desktop publishing

B. Identify basic computer hardware components and peripheral devices:

Keyboard & mouse

Monitor

Printer

Hard drive

Floppy drive

Disk

CD/DVD-ROM

File server

\*RAM

C. Demonstrate appropriate care and use of: (hardware)

Keyboard & mouse

Computer disks

CD-ROM

Printer

Special keyboard keys. (ESC, Shift, arrow keys, spacebar, backspace, Delete, Enter, Command, Ctrl, etc.)

D. Identify the functions and advantages of computer productivity software

Word processing

Spreadsheet

Database

Telecommunications

E. Use basic computer management skills

Demonstrate ability to turn computer off/on independently

Demonstrate ability to access and exit software

Demonstrate ability to manage files (saving, retrieving)

Demonstrate ability to organize file

\*Demonstrate ability to use disk utilities (formatting, copying, deleting, creating backup, saving)

Word Processing Skills

A. Create and save a new document

Identify intended use

Use save and save as

B. Open, view, and print documents

Use print preview

Print entire file or selected parts

C. Format documents

Justifying text

Selecting font style & size

Line spacing

Indenting

Selecting page orientation

Setting margins

\*Setting tabs

\*Using headers, footers, & pagination

D. Edit text

Changing font style & size

Cutting, copying, pasting, & deleting text

Using spell check

\*Using thesaurus

\*Using find & replace feature

E. Use desktop publishing techniques

Columns

Tables

Inserting graphics

F. Use a word processor in real world context to:

Write stories or poems

Type reports

Generate letters

Computer Networking and Telecommunication Skills

A. Use the network by:

Demonstrating appropriate use of log-in numbers/names

Demonstrating appropriate use of network printing

Saving files to individual home directories

Using multiple storage drives.

Accessing information from a directory

Sending and receiving electronic mail

Setting up user passwords

\*Changing user passwords

Accessing on-line information for research

Legal/Ethical Skills

A. Show understanding of appropriate legal/ethical conduct by:

Demonstrating appropriate use of computers  
 Demonstrating appropriate computer etiquette  
 Following the District Policy regarding technology resources  
 Respecting the privacy of all users through use of security rules outlined in the District Policy  
 Obeying copyright laws  
 Information Management Skills  
 A. Access/retrieve information:  
 Identify a need for information  
 Identify appropriate resources  
 Define search parameters  
 Use of library catalog (LAN)  
 Use of commercial database  
 \*Use of student created database  
 Use of Internet  
 Produce research project incorporating information retrieved from at least two different types of sources  
 B. Information organization:  
 Identify useful information from search  
 Take notes/paraphrase from search  
 Define search parameters  
 Cite electronic sources for bibliography  
 C. Information analysis:  
 Compare information from at least two sources  
 \*Identify trends in data  
 Database Skills  
 A. Creating and saving databases  
 \*Identify intended use  
 \*Specify data organization  
 \*Name fields  
 \*Set field attributes  
 \*Enter data in a consistent form  
 \*Edit data as needed  
 B. Retrieving data  
 \*Sort  
 \*Search for specific data by field  
 \*Create and print reports  
 C. Edit data  
 \*Add records to a file  
 \*Add fields to a record  
 \*Delete records from a database file  
 \*Delete a field from a record  
 \*Save updated records  
 \*Determine appearance of page  
 \*Insert headers/footers  
 \*Print report  
 Spreadsheet Skills  
 A. Creating and saving spreadsheets  
 \*Identify intended use  
 \*Specify data organization  
 \*Determine columns and rows  
 \*Set cell attributes  
 \*Create simple calculation formulas  
 \*Enter and edit data

## B. Retrieving data

\*Sort data

\*Create chart(s)

\*Print spreadsheets

## C. Edit data

\*Insert column or row

\*Delete column or row

\*Use fill down/across

\*Save updated spreadsheet

## D. Generating graphs from spreadsheets

\*Determine and create appropriate type of graph

\*Incorporate graphs in word processing

## Multimedia Skills

Design and create an electronic presentation using four or more different forms of media (text; graphics; digital images from scanner, camera, or CD-ROMs; sound; database or spreadsheet; original art; and/or video). The presentation should highlight content that is appropriate for the subject being researched. (PowerPoint, Web Pages)

Use sounds to enhance your presentations \*Optional

Place video in your presentation \*Optional

Create slide layouts for tables and/or charts

Create a hyper-link to Web sites

Set navigation (buttons, hypertext links, slideshow timing)

Arrange slides/screens in a logical and appropriate order

Animate text and/or graphics to add impact \*Optional

Create notes to have for final presentation

Practice presentation skills

Deliver presentation using the LCD projector

## Computer Curriculum Skills 8th Grade

\*Skills marked are to be introduced. All other skills are to be reinforced.

### Fundamental Computer Skills

A. Use and understand basic computer related terms:

Login (log-in)

Cursor

Edit

Word processor

Hardware

Software

Network

Electronic mail (e-mail)

Directory

Copyright

Software piracy

License agreement

Computer manual

Database

Internet

Query

Field

Record

File

Retrieve

Spreadsheet

Cell

Column

Row

Formula

Telecommunication

Multimedia

Desktop publishing

B. Identify basic computer hardware components and peripheral devices:

Keyboard & mouse

Monitor

Printer

Hard drive

Floppy drive

Disk

CD-ROM

File server

RAM

C. Demonstrate appropriate care and use of: (hardware)

Keyboard & mouse

Computer disks

CD-ROM

Printer

Special keyboard keys. (ESC, Shift, arrow keys, spacebar, backspace, Delete, Enter, Command, Ctrl, etc.)

D. Identify the functions and advantages of computer productivity software

Word processing

Spreadsheet

Database

Telecommunications

E. Use basic computer management skills

Demonstrate ability to access and exit software

Demonstrate ability to manage files (saving, retrieving)

Demonstrate ability to organize file

Demonstrate ability to use disk utilities (formatting, copying, deleting, creating backup, saving)

Demonstrate ability to turn computer off/on independently

Word Processing Skills

A. Create and save a new document

Identify intended use

Use save and save as

B. Open, view, and print documents

Use print preview

Print entire file or selected parts

C. Format documents

Justifying text

Selecting font style & size

Line spacing

Indenting

Selecting page orientation

Setting margins

Setting tabs

Using headers, footers, & pagination

D. Edit text

Changing font style & size

Cutting, copying, pasting, & deleting text

Using spell check

Using thesaurus

Using find & replace feature

E. Use desktop publishing techniques

Columns

Tables

Inserting graphics

F. Use a word processor in real world context to:

Write stories or poems

Type reports

Generate letters

\*Adds entries to a bibliography

Computer Networking and Telecommunication Skills

A. Use the network by:

Demonstrating appropriate use of log-in numbers/names

Demonstrating appropriate use of network printing

Saving files to individual home directories

Using multiple storage drives.

Accessing information from a directory

Sending and receiving electronic mail

Setting up user passwords

Changing user passwords

Accessing on-line information for research

Legal/Ethical Skills

A. Shows understanding of appropriate legal/ethical conduct by:

- Demonstrating appropriate use of computers
- Demonstrating appropriate computer etiquette
- Following the DISTRICT AUP/ISP Policy regarding technology resources
- Respecting the privacy of all users through use of security rules outlined in DISTRICT AUP/ISP Policy
- Obeying copyright laws

Information Management Skills

A. Access/retrieve information:

- Identify a need for information
- Identify appropriate resources
- Define search parameters
- Use of library catalog (LAN)
- Use of commercial database
- Use of student created database
- Use of Internet

Produce research project incorporating information retrieved from at least two different types of sources

B. Information organization:

- Identify useful information from search
- Take notes/paraphrase from search
- Define search parameters
- Cite electronic sources for bibliography

C. Information analysis:

- Compare information from at least two sources
- Identify trends in data

Database Skills

A. Creating and saving databases

- Identify intended use
- Specify data organization
- Name fields
- Set field attributes
- Enter data in a consistent form
- Edit data as needed

B. Retrieving data

- Sort
- Search for specific data by field
- Create and print reports

C. Edit data

- Add records to a file
- Add fields to a record
- Delete records from a database file
- Delete a field from a record
- Save updated records
- Determine appearance of page
- Insert headers/footers
- Print report

Spreadsheet Skills

A. Creating and saving spreadsheets

- Identify intended use
- Specify data organization
- Determine columns and rows
- Set cell attributes
- Create simple calculation formulas

Enter and edit data

B. Retrieving data

Sort data

Create chart(s)

Print spreadsheets

C. Edit data

Insert column or row

Delete column or row

Use fill down/across

Save updated spreadsheet

D. Generating graphs from spreadsheets

Determine and create appropriate type of graph

Incorporate graphs in word processing

Multimedia Skills

Design and create an electronic presentation using four or more different forms of media (text; graphics; digital images from scanner, camera, or CD-ROMs; sound; database or spreadsheet; original art; and/or video). The presentation should highlight content that is appropriate for the subject being researched. (PowerPoint, Web Pages)

Use sounds to enhance your presentations \*Optional

Place video in your presentation \*Optional

Create slide layouts for tables and/or charts

Create a hyper-link to Web sites

Set navigation (buttons, hypertext links, slideshow timing)

Arrange slides/screens in a logical and appropriate order

Animate text and/or graphics to add impact \*Optional

Create notes to have for final presentation

Practice presentation skills

Deliver presentation using the LCD projector



**APPENDIX A: Stakeholders**  
**District Technology Team Members**

Name	Title	Email Address
Steve Gomes	District Superintendent	sgomes@planada.k12.ca.us
Sharon Chen	Technology Coordinator	schen@planada.k12.ca.us
Jose Morales	5th Grade Teacher	jmorales@planada.k12.ca.us
Craig Anderson	Resource Specialist	canderson@planada.k12.ca.us

**School Site Council Members**

Name	Title	Phone #	Email Address
Steve Gomes	Superintendent	209-382-0768	Sgomes@planada.k12.ca.us
Daniel Chavez	Principal	209-382-0351	dchavez@planada.k12.ca.us
Ildelfonso Nava	Principal	209-382-0768	inava@planada.k12.ca.us
Higinio Yanez	Teacher	209-382-0351	hyanez@planada.k12.ca.us
Loretta Acosta	Teacher	209-382-0351	lacosta@planada.k12.ca.us
Olga Jimenez	Teacher	209-382-0768	Ojimenez@planada.k12.ca.us
	Teacher	209-382-0768	
Veronica Enriguez	Teacher	209-382-0768	Venriguez@planada.k12.ca.us
Jennie Cardoso	Teacher	209-382-0351	jcardoso@planada.k12.ca.us
Angeles Morales	Parent	209-382-0768	
Maria Rodriguez	Parent	209-382-0768	
Antonia Saldana	Parent	209-382-0768	
Maria Cisneros	Parent	209-382-0768	
Maria Garcia	Parent	209-382-0768	
	Student	209-382-0768	
	Student	209-382-0768	
	Student	209-382-0768	
	Student	209-382-0768	

**External Advisors**

Name	Title	Phone	Email
John Magneson	MCOE Rep & CTAP Rep	209-381-6639	Jmagneson@mcoe.k12.ca.us
Muffy Francke	Apple Computer	916-399-7901	www.apple.com
Wendy Lowi	Apple Computer	408-974-1072	Jones10@apple.com
Terri Roach	Apple Representative		
Eileen Walters	CTAP 7	559-265-3087	www.ctap7.org
Rick Turner	All Cabling Solutions	209-664-1730	Cable man for Erate 2 & 4
Russ Selkin	E-rate		Erate Consultant
Dave Cecil	Technology Consultant	209-966-4671	dcecil@sti.net
Kristen	Quest		Projects Manager Erate 2, 4, & 5
Ramon	Quest		Cable man
	CA Outside Evaluator		

Appendix A: (continued) Partnerships Chart

Type of Partner	Name	Phone	Role in Development	Role in Supporting Plan
Parents		209-382-0768	Advisor	
	Jose Morales		Advisor	
		209-382-0768	Advisor	
		209-382-0768	Advisor	Board member
	Lupe Rubalcava	209-382-0768	Advisor	Board member
	Fabiola Alvarez	209-382-0768	Advisor	School Site Council
	Maria Garcia	209-382-0768	Advisor	School Site Council
	Antonia Saldana	209-382-0768	Advisor	School Site Council
	Higinio Yanez		Advisor	School Site Council
Students		209-382-0768	Advisor	Student Body
		209-382-0768	Advisor	Student Body
		209-382-0768	Advisor	Student Body
Businesses	Educational Consulting		Advisor	Web site & personnel
	Quest® (Kristen)	(916)338-7857x348	Advisor	Tech Personnel
			Advisor	Motivation & Ideas
	Russ Selkin	Email	Erate Advisor	Grant Writer
Post secondary Institutions	Merced College		Tri college center	
	UC Merced	Tri college center	No involvement	
Government Agencies	MCOE (John Magneson)	209-381-6639	Advisor	Alerts on Grants and Tech Support
	CTAP 7	559-265-3087	Advisor	Funding Source Test Results
	CDE	Web site	Grants	Funding Source Test Results
Community Groups	Planada School Board	209-382-0768		Planada School Board
	School Site Council	209-382-0768 209-382-0351		School Site Council
	Students	209-382-0768		
School Staff	Steve Gomes	209-382-0768	Advisor	Plan Writer
	Sharon Chen	209-382-0768	Advisor	Plan Writer
	Craig Anderson	209-382-0768	Advisor	Plan Writer
	Daniel Chavez	209-382-0315	Advisor	Principal
	Ildefonso Nava	209-382-0768	Advisor	Principal

APPENDIX B  
TECHNICAL SUPPORT

Type of Support Provided	Individual(s) Responsible (Person(s) or Job Title(s))	Plan for Providing the Support
Ongoing equipment maintenance, repair, and replacement	District Technology Coordinator (To be announced)	During 2006, 2007, 2008 District will purchase 30 new computers annually
Technical support provided for Powerschool	Mr. Idefonso Nava, CEC Principal	Ongoing support for setup, maintenance, and implementation of Powerschool
Technical support provided during school/hours at Planada Elementary School	Technology Coordinator Apple 800-SOS-APPL Merced County Office of Education	Technology Coordinator will do setup and support for District computers. A Technology Assistant will be hired in 2004
Technical support provided during school hours at Cesar E. Chavez Middle School	Technology Coordinator Apple 800-SOS-APPL Merced County Office of Education	Laptop portable computer labs are available for teacher classroom curriculum checkout use
Professional development	District Superintendent Technology Coordinator Technology Committee Staff Mentors	Staff members will attend conferences on a regular and as needed basis, to keep abreast of changing technology, and share information
Professional development	District Superintendent Technology Coordinator Technology Committee	Staff members will obtain access capabilities according to their skill levels and demonstrating hardware and software literacy

Planada School District  
Student Internet Use Agreement

Student name \_\_\_\_\_ Grade \_\_\_\_\_ Student ID # \_\_\_\_\_

School \_\_\_\_\_

I have read the Planada School Districts' Student Safe and Responsible Use Internet Policy and Regulations and the Student Internet Use Policy and Regulations, each of which are attached hereto and incorporated in this agreement as if set forth in full.

I agree to follow the rules contained in these policies and regulations.

I understand that if I violate the rules my access can be terminated and I may face other disciplinary measures.

I further understand that any files, electronic mails and other information on the district's network or on the district's equipment is subject to search at any time, and that I retain no rights of privacy or ownership in that information, regardless of any personal password I may have. .

Student Signature \_\_\_\_\_ Date \_\_\_\_\_

Parent and/ or Guardian Section

I have read the District's Student Safe and Responsible Use Internet Policy and Regulations and Student Internet Use Policy and Regulations, each of which are attached hereto and incorporated in this agreement as if set forth in full.

I understood that if my child violates the rules, the access can be terminated and my child may face other disciplinary measures.

I further understand that any files, electronic mails and other information on the district's network or on the district's equipment is subject to search at any time, and that neither I, nor my child retain rights of privacy or ownership in that information, regardless of any personal password, I or my child may have.

I hereby release the district, its personnel, and any institutions with which it is affiliated, from any and all claims and damages of any nature arising from my child's use of, or inability to use, the District system, including, but not limited to claims that may arise from the unauthorized use of the system to purchase products or services or exposure to potentially harmful or inappropriate material or people.

I understand that I can be held liable for damages caused by my child's intentional misuse of the system.

I will instruct my child regarding any restrictions against accessing material that: are in addition to the restrictions set forth in the District Policy. I will emphasize to my child the importance of following the rules for personal safety.

For Elementary students

I hereby give ( ) do not give ( ) permission for my child to use the Internet. I understand that this permission includes permission for my child to access information through the Web, receive e-mail -communications through a class account, and engage in other educationally relevant electronic communication activities.

I hereby give ( ) do not give ( ) permission for the school to post the following information/ material on the Internet: Students will use a limited student identification (first name and last initial or other school developed identifier), Group pictures without identification of individual students are permitted. Student work may be posted with the limited student identification. All students posted work will contain the student copyright notice using the limited student identification

For middle school students

I hereby give ( ) do not give ( ) permission for my child to use the Internet. I understand that this permission includes permission for my child to access information through the Web, receive an individual e-mail account, and engage in other educationally related electronic communication activities.

I hereby give ( ) do not give ( ) permission for the school to post the following information/material on the Internet: Student will use a limited student identification (first name and last, initial)their school-developed identifier). Group pictures without identification of individual students are permitted. Student work may be posted with the limited student identification. All student posted work will contain the student's copyright notice using the limited student identification .

I hereby give permission for the school to post the following information/material on the Internet:

( ) Option 1. Students will use a limited student identification (first name and last initial or other school-developed identifier , ). Group pictures without identification of individual students are permitted. Student work may be posted with the limited student identification. All posted student work will contain the student's copyright notice using the limited student identification.

( ) Option 2. Students may be identified by their full name. Group or individual pictures of students with student identification are permitted. Student work may be posted with student name. All posted student work will contain the student's copyright notice including the student's name. .

Option 3. No information or material may be posted. .

Parent Signature \_\_\_\_\_ Date \_\_\_\_\_.

Parent Name \_\_\_\_\_.

Home Address \_\_\_\_\_ Phone # \_\_\_\_\_.

## **ALA Information Literacy Standards**

### Information Literacy

Standard 1: The student who is information literate accesses information efficiently and effectively.

Standard 2: The student who is information literate evaluates information critically and competently.

Standard 3: The student who is information literate uses information accurately and creatively.

### Independent Learning

Standard 4: The student who is an independent learner is information literate and pursues information related to personal interests.

Standard 5: The student who is an independent learner is information literate and appreciates literature and other creative expressions of information.

Standard 6: The student who is an independent learner is information literate and strives for excellence in information seeking and knowledge generation.

### Social Responsibility

Standard 7: The student who contributes positively to the learning community and to society is information literate and recognizes the importance of information to a democratic society.

Standard 8: The student who contributes positively to the learning community and to society is information literate and practices ethical behavior in regard to information and information technology.

Standard 9: The student who contributes positively to the learning community and to society is information literate and participates effectively in groups to pursue and generate information.

**Appendix C:  
Enhancing Education Through Technology Formula Grant Program  
Criteria for EETT-Funded Education Technology Plans**

PLAN DURATION	Page in District Plan	Adequately Addressed	Not Adequately Addressed
The plan should guide the district's use of education technology for the next 3-5 years.	8	The benchmarks and timelines in the plan outline activities and strategies for the next 3-5 years.	The benchmarks are not associated with any particular timeline or the timeline is less than 3 years or more than 5 years in length.

STAKEHOLDERS Corresponding EETT Requirement(s): 7, 11,	Page in District Plan	Adequately Addressed	Not Adequately Addressed
Description of how a variety of stakeholders from within the school district and the community-at-large participated in the planning process.	1, 5, 73	The planning team consisted of representatives who will implement the plan, including district curriculum and information technology staff, site administrators, teachers, students, parents, community non-profits and businesses. 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.

**Enhancing Education Through Technology Formula Grant Program  
Criteria for EETT Funded Education Technology Plans**

CURRICULUM COMPONENT Corresponding EETT Requirement(s): 1, 2, 3, 8, 10, & 12.	Pages in District Plan	Adequately Addressed	Not Adequately Addressed
Description of teachers' and students' current access to technology tools both during the school day and outside of school hours.	5	The plan describes the technology access available in the classrooms, library/media centers, or labs for all students, including special education, GATE, English Language Learners, etc., both during and after school hours.	The plan explains technology access in terms of a student-to-computer ratio, but does not explain if computers are in the classrooms, library/media centers, or labs, who has access, and when various students and teachers can use the technology.
Description of the district's current use of hardware and software to support teaching and learning.	6	The plan describes the typical frequency and type of use (technology skills/information literacy/integrated into the curriculum) generally by type of school and/or academic subject.	The plan recites district policy regarding use of technology, but provides no information about its actual use.
Summary of the district's curricular goals and academic content standards in various district and site comprehensive planning documents.	6	The plan references other district documents that guide the curriculum and/or establish goals and standards.	The plan does not reference district curriculum goals.
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.	7-13	The plan clearly identifies grade levels, subjects, or student populations that will be the focus for the term of the plan. The plan delineates clear, specific and realistic goals 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.
List of clear goals and a specific implementation plan as to how and when students will acquire technology and information literacy skills needed to succeed in the classroom and the workplace.	21	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.

**Enhancing Education Through Technology Formula Grant Program  
Criteria for EETT District Education Technology Plans**

3. CURRICULUM COMPONENT, Continued	Page in District Plan	Adequately Addressed	Not Adequately Addressed
List of clear goals and a specific implementation plan for programs and methods of utilizing technology that ensure appropriate access to all students.	21	For the focus areas, the plan delineates clear, specific and realistic goals for using technology to support the progress of all students, including special education, GATE, English Language Learners, etc. 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.
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.	21-22	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.
List of clear goals and a specific implementation plan to utilize technology to make teachers and administrators more accessible to parents.	22	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.
List of benchmarks and a timeline for implementing planned strategies and activities.	22	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.
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.	22-23	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.

**Enhancing Education Through Technology Formula Grant Program  
Criteria for EETT Funded Education Technology Plans**

PROFESSIONAL DEVELOPMENT COMPONENT Corresponding EETT Requirement(s): 5 & 12.	Page in District Plan	Adequately Addressed	Not Adequately Addressed
Summary of the teachers' and administrators' current technology skills and needs for professional development.	23-24	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 in order 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 4-8 are the focus grade levels.
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.	25 27-29	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 will 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.
List of benchmarks and a timeline for implementing planned strategies and activities.	25	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.
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.	25-26	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.

**Enhancing Education Through Technology Formula Grant Program  
Criteria for EETT Funded Education Technology Plans**

INFRASTRUCTURE, HARDWARE, TECHNICAL SUPPORT, AND SOFTWARE COMPONENT Corresponding EETT Requirement(s): 6, & 12.	Page in District Plan	Adequately Addressed	Not Adequately Addressed
Describe the technology hardware, electronic learning resources, networking and telecommunication 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.	32-33	The plan clearly summarizes the technology hardware, electronic learning resources, networking and telecommunication 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.
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.	32-33	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 not by site or 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.
List of clear benchmarks and a timeline for obtaining the hardware, infrastructure, learning resources and technical support required to support the other plan components.	35	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.
Description of the process that will be used to monitor whether the goals and benchmarks are being reached within the specified time frame.	36-37	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.

**Enhancing Education Through Technology Formula Grant Program  
Criteria for EETT Funded Education Technology Plans**

FUNDING AND BUDGET COMPONENT Corresponding EETT Requirement(s): 7, & 13.	Page in District Plan	Adequately Addressed	Not Adequately Addressed
List of established and potential funding sources and cost savings, present and future.	37	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.
Estimate implementation costs for the term of the plan (3-5 years).	37-38	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.
Description of the level of ongoing technical support the district will provide.	31	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, such as number of computers.	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.
Description of the district's replacement policy for obsolete equipment.	39	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.
Description of the feedback loop used to monitor progress and update funding and budget decisions.	39	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.

**Enhancing Education Through Technology Formula Grant Program  
Criteria for EETT Funded Education Technology Plans**

MONITORING AND EVALUATION COMPONENT Corresponding EETT Requirement(s): 11	Page in District Plan	Adequately Addressed	Not Adequately Addressed
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.	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.
Schedule for evaluating the effect of plan implementation.	40	Evaluation timeline is realistic.	The evaluation timeline is not included or indicates an expectation of unrealistic results that does not support the continued implementation of the plan.
Description of how the information obtained through the monitoring and evaluation will be used.	40-41	The plan describes a process to report the monitoring and evaluation results to persons responsible for implementing and modifying the plan, as well as 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.

**Enhancing Education Through Technology Formula Grant Program  
Criteria for EETT Funded Education Technology Plans**

<p>EFFECTIVE COLLABORATIVE STRATEGIES WITH ADULT LITERACY PROVIDERS TO MAXIMIZE THE USE OF TECHNOLOGY Corresponding EETT Requirement(s): 11</p>	<p>Page in District Plan</p>	<p>Adequately Addressed</p>	<p>Not Adequately Addressed</p>
<p>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>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.</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>

**Enhancing Education Through Technology Formula Grant Program  
Criteria for EETT Funded Education Technology Plans**

EFFECTIVE, RESEARCHED-BASED METHODS AND STRATEGIES: Corresponding EETT Requirement(s): 4 & 9	Page in District Plan	Adequately Addressed	Not Adequately Addressed
Description of how education technology strategies and proven methods for student learning, teaching, and technology management are based on relevant research and effective practices.	42-45	The plan describes the relevant research behind the plan's design for strategies and/or methods selected.	The description of the research behind the plan's design for strategies and/or methods selected is unclear, unreliable, or missing.
Description of thorough and thoughtful examination of externally or locally developed education technology models and strategies.	42-45	The plan describes references to research literature that supports why or how the model improves student achievement.	No research is cited.
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).	42-45	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.	There is no plan to utilize technology to extend or supplement the district's curriculum offerings