Monson-Sultana Jt. Union Elementary School District

EETT

July 1, 2008 - June 30, 2011

Technology Plan

CDS #: 54-72009

School District Name: Monson-Sultana Jt. Union Elementary School District

District Mailing Address: P.O. Box 25

Name: Vicki L. Worthley

Title: Director of Technology

Phone Number: (559) 591-1634 ext 39

Email Address: admin@msschool.org

Appendix I – Education Technology Plan Benchmark Review

Education Technology Plan Benchmark Review

For the grant period ending June 30, 2011

IDENTIFYING INFORMATION:
CDS # 54-72009
Applicant Name: **Monson-Sultana Joint Union Elementary 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 better to evaluate the revised technology plan and will serve as a basis should the district be selected for a random EETT review. Include this signed document with your revised education technology plan submitted to your regional California Technology Assistance Project (CTAP) office.

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)

The District directed it's technology intergration focus on the benchmarks outlined in our 2005-08 plan. We addressed all goals outlined in that plan and met or exceeded the benchmark in each area (2007-08 goals are in progress).
We are continuing in our goals to become a more data driven district and have made advances in our use of the reporting functions within Edusoft which was acquired in 2004. Being able to build individual student performance reports that correlate district benchmark exams with state administered exams has helped up to refine our standards based curriculum to align with the state standards for proficiency.

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)

The district met or or are presently exceeded its goals for professional development within the 2005-08 plan (2007-08 in progress). In our new plan we've implemented new goals that will help teachers make data driven decisions using reliable, real-time data via Edusoft and Aeries.

With an increasing amount of our curriculum components being made available via multimedia and web access, we've insured in the 2005-08 plan that all classrooms are fully capable of digital instruction. Our 2008-11 plan now turns to the teacher in servicing necessary to empower teachers in the expanded use of multimedia curriculum components.

As in our prior plans, we'll continue to utilize our Teacher Technology Intgration Plan (T-tip) to continue direct dialog with individual teachers with regard to their professional development in the area of technology. We are fortunate that in a small, single school district, (22 teachers), we can highly individualize the in service instruction that we provide as a department. Our staff funding model in the 2008-11 plan insures that we will be able to continue that service

The applicant certifies that the information described above is accurate as of the date of this document. Should the applicant be selected for a random EETT review, the information stated above will be supported by adequate supporting documentation.

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

For CDE Use Only

Date Added: _____

Selected For Random Review: _____

Comments:

Vicki L. Worthley
PRINTED NAME OF AUTHORIZED REPRESENTATIVE

Director of Technology
TITLE OF AUTHORIZED REPRESENTATIVE

S  October 4, 2007
DATE

Monson-Sultana School District

Technology Enhanced Curriculum Plan

July 1, 2008 - June 30, 2011

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Acknowlegements

Local Technology Liasons

Frank Linik, CTAP, Region VII flinik@ers.tcoe.org
Glenn Williams,Tulare County Office of Educationglennw@ers.tcoe.org
Al Guzman Tulare County Purchasing, Surplus Storeaguzman@co.tulare.ca.us

School Board Members

Lynn Simmons
Bettye George
Richard Mittry
Jeff Belknap
Randy Veeh

Administration

Thomas Giampietro Superintendent and Principal thomasg@msschool.org

Technology Committee

Bettye George	Board Member, Business Owner, Parent/Alumnus	bgeorge@georgebros.com
Thomas Giampietro	Superintendent and Principal	thomasg@msschool.org
Vicki Worthley	Director of Technology, Parent, and Alumnus	admin@msschool.org
Kate Jost	Third Grade Teacher	kate@msschool.org
Stephen Miller	Fourth Grade Teacher, AccReader Mentor, Edusoft Mentor	stephen@msschool.org
Edward Bedoya	Eighth Grade Teacher, Coach, Parent	edward@msschool.org
Dave Romero	Parent and Local Business Owner	colorfulstories@aol.com

Demographics

The Monson-Sultana Joint Elementary School District is located in the central San Joaquin Valley of California, in Tulare County, 15 miles north of the city of Visalia. It encompasses an unincorporated, rural area of approximately 22.5 square miles. Farming and farm related businesses account for 95% of the district's taxpayer base. Unemployment in the district varies seasonally between 12 and 20% of the available workforce.

The district is comprised of one elementary school, kindergarten through eighth grades, with a total of 435 students currently enrolled.

The ethnic diversity of the student population is: .1% Native American, .2% Asian American, .2% African American, 79% Hispanic, and 18% Caucasian.

The student population is projected to increase 1% over the next three years. To meet the needs of our student population and to accommodate class size reduction initiatives, the District, in 1998, constructed a new seventh and eighth grade wing, which also incorporates an 1100 square foot state of the art computer lab. Plans are also proposed for a multipurpose room and an outdoor amphitheater.

In the summer of 2003, the district performed an extensive modernization of the campus. Updates were made to all older classrooms and the cafeteria. Benefits included additional electrical capacity and streamlined network connectivity. Technology was also installed in the cafeteria's south end to allow for multimedia and performing arts events.

2008 will bring the additional construction of four new classrooms including a science lab with a projected occupancy date of Spring 2009. Construction will also include a renovation and relocation of the transportation loading zones and an increase in the size of the primary play yard.

Executive Summary

Advancements in the area of educational technology are occurring rapidly. Yesterdays state of the art installations are today's old news. Current educational resources consume ever increasing amounts of computing memory, network bandwidth and processor power. This plan outlines a newly revised, three year plan for educational technology which will embrace the plans and dreams of forward thinking educators by utilizing the brightest and best educational technology resources available. This commitment will provide our students with the tools for a world class education and prepare them for a society that demands technological integration in virtually every workplace. The implementation time span encompasses July 1, 2008 through June 30, 2011.

In May of 2007, faculty members were once again presented with our annual TEC survey asking them to assess and evaluate the current state of technology in our school. They were also asked to share their vision of what technology utilization should accomplish in the future at Monson-Sultana. Across the grade level spectrum, a consistent narrative echoed loud and clear; a concern for keeping equipment and software current, available, and viable; the ability to integrate technological tools into the daily classroom plan; and the assurance that ongoing training and support in the use and management of technology be available.

The outline of a comprehensive plan to address these needs and concerns is the primary goal of this document. Our previous commitments to a technology enhanced education has realized great successes in student achievement. It is, however, important for us to remember that technology is not a one time investment, nor a passing fad. We will never "arrive" technologically, but must strive to maintain a cutting edge philosophy in the use of these tools. This requires a realistic approach to acquisition and replacement. Most of our technology equipment must be on a four to six year replacement schedule to remain viable. The fact that these tools must be maintained is only part of the vision. An ongoing investment in faculty support, training and integration into the curriculum model is also a top priority.

We have made significant inroads into these endeavors, but the commitment must continue. This document addresses the needs and concerns raised in our TEC survey as well as the goals set forth by the California Department of Education in their document; "Education Technology Planning" ©1997. The following document outlines our plan of action. The strategies contained herein will assure our students at Monson-Sultana the best that a technology supported learning environment can offer.

Vision

The 21st century continues to demonstrate a profound increase in technological advances. Technology use is no longer an option, a luxury, or an add-on "afterthought" to our traditional learning model, it is an integral part of that process.
Today's student is by far, more technology-savvy than the generation that is entrusted with teaching them. Educators must continue to find ways to make the best of the new technologies a toolkit for knowledge acquisition and instruction.

In order to make the inevitable reality of a technology permeated society meaningful, empowering, and inspiring, we must prepare the students at Monson-Sultana, learners in grades K-8, with the lifelong skills necessary to harness the resources so readily available to them. Our students will learn more, achieve higher goals, and be better thinkers because of the opportunities we are able provide utilizing technology tools. By integrating technology in all curriculur disciplines, and utilizing technology not only as a tool but as an integrated cornerstone of learning, we can ensure that our students will be better able to communicate, explore, and analyze than at any time in the past.

Educators too, must be provided with access to the newest technology and on-demand training and support. Properly trained, and adequately supported, teachers will act as mentors and facilitators to student learning, using a broad repertoire of instructional skills and strategies made possible by the full range of technology available to them. Teachers will be able to make technology a routine part of the learning process. By building technology teams and using that team approach, the delivery of instruction using technology will be seamless and natural.

By continuing to seek new ways to connect the outside world and the school, we will create a school-community where students and staff will become mentors to members needing access and training. School buildings will become technology access points in the school-community, offering open lab times and extending the usefulness of the school in the community. We can also utilize the wealth of information and knowledge in the larger community of learning outside these walls.

This all inclusive approach to educational technology has one goal; to improve student learning. Implementing this plan will afford exciting learning opportunities for students that were, until very recently, almost impossible to imagine. No longer will our sphere of learning be confined by classroom walls, district boundaries and physical distance. Technology allows our children to have a window to the whole world, to access information which is current and vital. Every investment in public education must be weighed against it's ability to provide all students with the tools and learning experiences they need to be successful in their careers, their home lives and their communities. As the impact of technology grows to affect nearly every aspect of our lives, it is vital that technology become an integral part of our children's education.

At Monson-Sultana, we are committed to making that happen.

District Goals

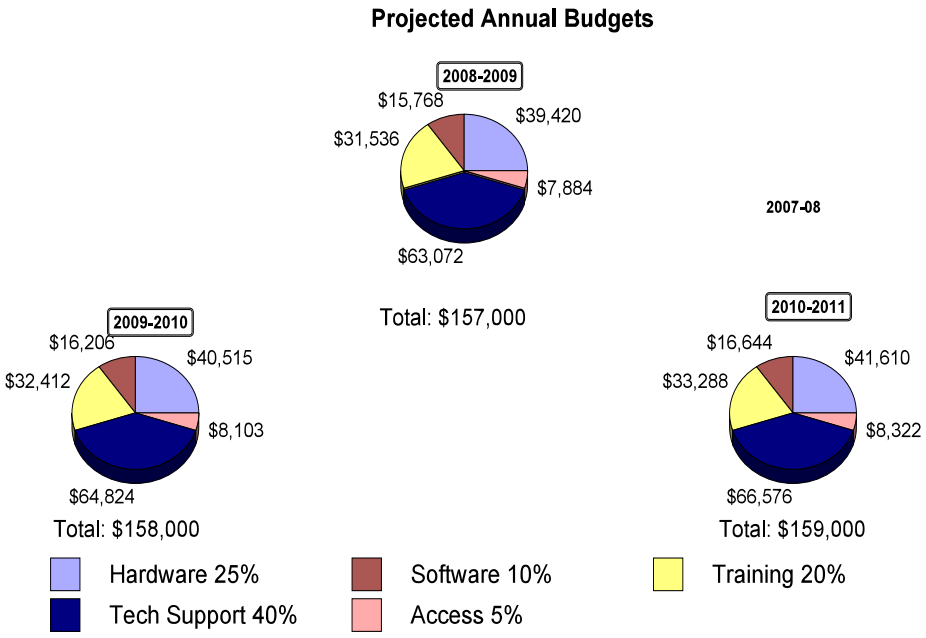
With the adoption of this plan, Monson-Sultana is making a commitment to the following technology goals:

- Our students will be prepared to excel in their continuing educational endeavors and in a workplace and home environment that have been dramatically changed by technology.
- Technology will be integrated into the K- 8 curriculum.
- Infrastructure and hardware will be replaced and/or upgraded to maintain a consistent District-wide standard.
- There will be equitable access to District-sponsored technology resources for all students including quality equipment and instruction.
- Teachers will be given adequate support, including training and staff assistance, that they may be be effective at teaching with technology.
- Adequate management attention and financial resources will be dedicated to technology every year, in every future budget.
- The school-community will be given access to District technology resources.

Budget

To pay for this plan, Monson-Sultana must maintain its annual fiscal commitment to technology at a minimum of $360 per student over the next three years, an amount that is still less than the national average today. The impact on the overall annual education operating budget will be approximately 7% each fiscal year. These per pupil expenditures are required for sustaining professional development for teachers, purchasing and leasing software, replacing and upgrading existing equipment, and providing staffing for implementation and support. These funding levels are based on actual per pupil spending data for our district's technology plans 1995-2007 and have proven reasonable and equitable to sustain our proposed implementations. End user workstations are expected to have an average useful life of six years and are therefore replaced at a rate of 17% per year. See "Hardware" and Appendix B "Technology Inventory" for details.

The funding sources for technology implementations include General Fund monies, Categorical funds (Title I, Title II, SBCP), Safety Grant, Federal technology grants, State Grants (EETT, Vouchers), CTAP and COE funds, GATE and Lottery funds. We also annually apply for and utilize ERATE to fund our telecommunications, internet access and basic maintenance of internal connections . We will continue to apply for ERATE internal connections as needed subject to the two in five year acquisition rule. Potential future sources of revenue could include private funds and grants from businesses and philanthropies.



Planning Process

It is critical that the needs, rights and interests of all stakeholders in this Technology Plan be identified, considered, and where appropriate, included in our planning and execution. Stakeholders and their holdings have been identified by the district as follows:

- **Businesses:** Local and regional who would make up the labor opportunities for the residents of the district. National and international who would formulate the potential job market for graduating students
- **Ethnic/Minority Groups**: Primarily our Hispanic population as well as the economically disadvantaged.
- **Professional Organizations**: There are no professional organizations within the sphere of influence of the district.
- **Higher Education**: Continued dialog with the local junior colleges (Reedley and College of the Sequoias), as well as our Regional four year Universities (Fresno Pacific, Fresno State). Also consideration is given to trade and vocational schools in the area as well as the needs of military service careers (both full time and reserve).
- **Informal Education Centers** (museums, etc): There are no such centers in our distict.
- **State**: Including but not limited to the Department of Education and CTAP.
- **County:** including but not limited to: Tulare County Office of Education, Migrant Education Services, Reading Specialist Services, Psychology and Social Service, Tulare County Resource Management Agency, local law enforcement agencies and the juvenile justice system.
- **District/School:** Monson-Sultana Jt. Union Elem School (District)
- **Admins:** Superintendent/Principal and Curriculum Director
- **Teachers:** Including classroom, grade level and unit level personnel.
- **Staff**: Instructional Assistants, Library Management, Food Service Management and Maintenance/Operations/Transportation management, Technology Management
- **Parents and Caregivers:** including in district, inter-district, foster and guardian care givers.
- **Students:** including all student populations enrolled as well as future (preschool) student populations.
- **Special Needs:** including 504, IEP, ELL learners at all grades and programs
- **Communities**: The Monson and Sultana communities as well as consideration of local incorporated city influences (Dinuba, Cutler-Orosi)
- **Vendors/Contracotrs:** Local, regional, mail order and online.
- **Researchers:** Primarily regional, with some statewide and limited national entities.

To create a managed system, the technology planning process will be integrated into the School Improvement Plan. Action steps include:

- A Technology Committee with representatives from each grade level unit, administration, parent base, community and board, for the purpose of organizing technology goals and coordinating ongoing technology projects and long-range planning projects. Many of the members hold multiple positions of perspective such as employee/parent, employee/alumnus, Board Member/Business Owner, Parent/Business Owner, etc. The breadth of perspective is a part of the consideration the Districts uses when forming the committee. Students funnel their commentary on the state of technology informally through the Lab Coordinator and their homeroom teacher. Alumni and parents are encouraged to process their questions and comments through email and phone contact with the Technology Director and the Superintendent.

- The District Technology Director and the Technology Department will assist in preparing the school's technology action plan for submission to the Technology Committee and District Board of Education. Plans should include software purchasing, short- and long term hardware allocation, and training goals and needs.

- The Technology Director will communicate regularly with the Superintendent to report on the status of the School Technology Plan.
- The Director of Technology, Superintendent, Business Manager and technology committee will collaborate to define budgetary requirements for the district's technology implementation and professional development plan.
- Technology Department staff members will receive adequate training in addition to regular professional development, to enable them to function as peer coaches to faculty and staff.
- The Technology Department will use existing vehicles for communication, like the school newsletters, community events and/or the District web site, to keep parents and school-community informed of technology initiatives within the District.
- The School Technology Plan will be updated and modified, along with other school improvement goals and plans.
- By including technology planning as a major component of the Schoolwide Improvement Plan, the district will be able to give adequate attention to an organized approach to technology issues.

Involving the Community

The plan calls for a two-pronged strategy for involving the community in the technology program; developing community support, and giving Monson-Sultana residents a stake in their investment. The first is a public relations effort, designed to illustrate to the community the schools' technology utilization, and to create the desire to support and implement this technology plan. As staffing allocations allow, this effort may include the following elements:

- The Annual Back to School Night where parents and the community will be invited to view technology-related projects, and get a first-hand view of what technology is doing for Monson-Sultana's students. Parents are also informed about the latest changes in our Acceptable Use Policy and CIPA compliance.
- Information on technology planning and implementation being provided to parents on a regular basis through school newsletters and the district web site and online calendar.
- The District web site, online calendar and local public media may be used to provide information about technology issues of interest to the community.
- The annual county-wide CyberQuest technology exposition which showcases student technology integration into curriculum content scenarios. Parent and community volunteers are a key factor in Monson-Sultana's past successes in this event.

The second part of the strategy will make the technology resources of the district available to school-community members. Programs that invite members to be users may include:

- High school students returning as peer mentors and or users in after school technology integrated study halls.
- School computer labs available to a variety of education-based organizations for workshops, presentations, or classes. Some programs may be developed jointly with the county office of Education and CTAP.

Monitoring Process and Ongoing Assessment

The TEC plan calls for five major areas to be addressed in the integration of technology into the school plan:

- Using technology to improve teaching and learning
- Determined planning for acquisition and implementation of technology tools by students
- Appropriate and equal access by all students
- Utilizing technology for student assessment and recordkeeping
- Increasing access by parents to teachers and administration

Specifics strategies for each area are detailed in the rubrics that follow. The Technology Director will use the rubrics developed in this plan to measure progress in each area. Analysis of methodology and results will be shared with teachers and administration and processes will be modified as necessary to accomplish the goals listed. Tools for assessment may include the following: rubrics, projects, activities, and benchmarks. Third party assessments such as Edusoft and STAR test data will also be used to evaluate progress. Teacher's technology proficiencies will be self assessed using the existing Technology Proficiency for California Teachers "Technology Assessment Profile" located at: http://www.edtechprofile.org as well as administrative review of teacher technology lesson plans. Evaluation of hardware and software implementations and benchmarks are made via the annual T-TIP survey, annual inventory and technology requisition (TEC Wreck) logs maintained at www.mytechdesk.org . The TEC plan as a whole will be reviewed annually by the committee and revised as necessary to meet it's overall goals. Parents will have access to the plan and be advised of it's effectiveness via the school's website as well as the monthly newsletter.

Data Gathering, Research and Methodology

The data gathered for the development of this document included the following:

- Business Manager and Technology Director completed a Technology Equipment Inventory during the fall of 2007. The results are attached as Appendix B.

- The annual T-TIP TEC Survey was conducted in May of 2007. Teachers were surveyed to determine how they would prioritize various technology resources for potential investment by the Monson-Sultana School District. The results were categorized and extrapolated into The 2006-07 Technology Survey. A copy of the survey and it's results is attached as Appendix D.

- District administrators, board members, technology committee members, and parent volunteers were asked to preview the draft of this document and provide input into the resulting Technology Plan.

- The Technology Committee, comprised of teachers, the Superintendent, one board member, one parent representative and the Director of Technology, meet regularly during the school year to analyze this data, assess the current condition of Monson-Sultana's technology program and implement this plan.

- *"Technology Support: It's Depth, Breadth, and Impact in America's Schools"*- Center for Research on Information, Technology and Organizations - University of California, Irvine and the University of Minnesota, ©June 2000. www.crito.uci.edu/tlc/html/findings.html

- *"Big 6 Research Skills"*, www.big6.com

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● *"Education Technology Planning - A Guide for School Districts"* - Commission on Technology in Learning, California Department of Education ©2001 www.cde.ca.gov/edtech

● *"Pre-K-12 Technology Scope and Sequence"* - My eCoach ©2002 www.my-ecoach.com/scope/intro.html

● "Nets for Students" - International Society for Technology in Education (ISTE) ©2002 www.iste.org

● *"The Digital Disconect - The Widening Gap Between Internet-Savvy Students and Their Schools"* - Douglas Levin and Sousan Arafeh, Americian Institutes for Reasearch ©Pew Internet and American Life Project, August 14, 2002. www.pewinternet.org

● *"The Search for High-Quality Online Content for Low-Income and Underserved Communities"*- Wendy Lazarus and Laurie Lipper ©The Children's Partnership, May 2005 www.childrenspartnership.org

● *"How Does the Internet Help our Children Succeed?"* - James Lau and Andre Wainer ©June 17, 2005 The Children's Partnership www.childrenspartnership.org

● *"EdTechProfile² Proficiency Report for Monson-Sultana Elementarys"* - www.edtechprofile.org October 2, 2007

Teacher Survey and Assessment Results

• Equipment and network replacement and/or upgrade

Replacement of obsolete equipment was a top priority according to the Technology Survey. A large percentage of our currently installed computers are at least 4 years old, and many of those are over 5 years old.. Thanks to Erate funding, the district's internet access is now fast and reliable. Our local area network provides adequate connectivity, all classrooms have 100 Mbps connectivity. We must give our teachers and students up-to-date and reliable technology resources to enable them to enhance their learning experience. Our plan calls for a maximum 6 year replacement cycle on all classroom computers. This requires that 17% of our computers be retired and replaced with current models each and every year.

• Integration of technology into the curriculum

Technology is a content provider and facilitator, not a curriculum item in and of itself. The goal of educational technology is to promote learning in all subject areas that are currently taught. To achieve this, district-wide curricula for each subject area must be revised to reflect technology utilization in the delivery of that content. This plan provides goals and implementation strategies for the present three year period.

• Professional development in technology skills for teachers and support staff

The majority of Monson-Sultana's faculty feel that they need ongoing, focused technology training in order to teach effectively with technology and keep up with new developments. If teachers and other staff members are not comfortable with the use of new technologies, none of the District's technology investment will succeed in achieving the desired results. Monson-Sultana must dedicate a significant portion of its annual technology budget for staff training and development. According to our survey, teachers prefer that technology instruction and training occur mostly in the "real time" environment of the classroom day. Having tech staff available to provide in service during the actual implementation of a technology integrated lesson is deemed to be the most effective delivery model. This is best achieved by an introductory in service during computer lab hours, and then further reinforced in the instructional model within the individual classroom student labs.

• On-site curriculum development assistance and technical support for teachers

Teachers expressed great appreciation for the on-site tech staff support they receive. These services are essential if they are to become successful at integrating technology into their classrooms. Without ongoing tech staff support, teachers with advanced technology skills will continue to lose valuable instructional time trying to fix software and equipment problems that would be better left to technical experts. Teachers that are still developing their ability to teach with technology will not have the ongoing guidance, assurance and support they need to develop those skills. Our technology program simply cannot succeed without support staff positions. Technology support staff is also an integral component of the professional development process. Support staff can provide the ongoing, focused technology training and followup necessary to meet district goals.

Curriculum Component

●Monson-Sultana School District is a one school site district of K-8 classrooms. Our current student to computer ratio is 2.23 to 1. 100% of the classrooms have internet and local area network access. 100% of the computers located in classrooms are connected to the internet/lan and have multimedia capability. Each classroom has a minimum of six student computers ranging up to a maximum of 28. The computer lab/media center has 33 computers and the library contains 3. Staff members have access to computers in common staff areas as well and are accorded access before, during and after school as well as nights, weekends and holidays. All certificated staff have laptop computers with LAN/Wireless/Dial-up access. Each is provided with a district dial-up account for remote access. All students in all programs have access to computers throughout their school day, during recess and lunch by arrangement, and 4th-8th grades have access after school in the computer lab/media center until 4:30pm. Access is also available in the library during holidays and summer recess during scheduled times.

●Technology is utilized on a daily basis by all teachers and students in the district. Daily classroom attendance is electronically transmitted by staff as well as campus-wide email. Teachers access online curriculum content and standards aligned multimedia on demand. They also maintain their grade books online and do all grade reporting to administration online. Students utilize assessment software as a routine part of their reading comprehension program. Multimedia curriculum is delivered to student desktops in real time. Word processing is used extensively in the writing curriculum as early as the second quarter of kindergarten. All students (K-8) have weekly sessions of introduction and instruction (standards based) in the use of technology tools during their computer lab time with their classroom teacher. District benchmark assessments and classroom assessments are administered utilizing the Edusoft online assessment system for delivery and data analysis. Data driven decision making is available in comparative State/District/Classroom assessment reports that are available within Edusoft (www.edusoft.com) .

●Monson-Sultana is committed to providing curriculum content aligned with *Content Standards for California Public Schools* (http://www.cde.ca.gov/be/st/ss/index.asp) as outlined in the school's content standards and site plan. Specific curriculum areas of focus are outlined in the district's *Local Educational Assessment Plan 2007-08*. The schools current focus is in the areas of Language Arts and Mathematics.

●Integration of technology into the curriculum is being accomplished in the five following areas:

1. Using technology to improve teaching and learning by supporting the district's curricular goals and academic content standards
2. Outlining clear goals and specific implementations as to how and when students will acquire technology and information literacy skills needed to succeed in the classroom .
3. Specifying clear goals and specific implementations for programs and methods of utilizing technology that ensure appropriate access to all students.
4. Listing clear goals and specific implementations to utilize technology to make student record keeping and assessment more efficient and supportive of teacher efforts to meet individual student academic needs.
5. Demonstrating clear goals and a specific plan to utilize technology to make teachers and administrators more accessible to parents.

Additional educational outcomes are often realized as well; but these five focus areas are our top priorities.

1. Using technology to improve teaching and learning by supporting the district's curricular goals and academic content standards

Goal 1: Online supplemental materials which augment the core, adopted curriculum, will be utilized in all grade levels				
Objective: 100% of K-8 classes will utilize online supplemental content supplied with adopted curriculum	Evaluation instrument and data to be collected	Frequency of collection	Program modification process and responsible person	Funding source(s)
End of year 1: 80% will attain objective*	Online supplemental curriculum report modules will provide real time data of student proficiencies	Trimester	Supplemental online materials are purchased in conjunction with purchase of adopted materials. Tech Director oversees software distribution to all workstations and provides teacher training. Teachers oversee student access to online curriculum. Curriculum director oversees program coordination with hardbound curriculum resources and provides direction to teachers regarding utilization.	General Fund, Lottery, Grants, Title I, SIP, SBCP, Title III, REAP
End of year 2: 32% will obtain objective*		Trimester		
End of year 3: 34% will obtain objective*		Trimester		

Goal 2: Technology will be used to enhance the creation and revision of writing projects across all grade levels				
Objective: 95% of K-8th grade students will compose documents with appropriate formatting by using word processing skills and principles of design as age and grade level appropriate.	Evaluation instrument and data to be collected	Frequency of collection	Program modification process and responsible person	Funding source
End of year 1: 91% will obtain objective	Portfolios of student work samples	Trimester	Administration- schedules staff training, assesses student portfolios, provides feedback to teachers regarding goals Technology Director - purchases writing related software, oversee software loads on all computers, purchases upgrades as needed. Provides staff training. TEC committee oversees implementation. Teachers integrate writing-related software into writing assignments, collect student work samples. Lab Coordinator - aids teachers in implementations and development of lesson plans utilizing word processing.	General Fund, Lottery, Grants, Title I, SIP, SBCP, Block Grant, Title III, REAP
End of year 2: 93% will obtain objective		Trimester		
End of year 3: 95% will obtain objective		Trimester		

Goal 3: Technology will be used to research topics for writing projects.				
Objective: 90% of 4th-8th grade students will use multimedia reference sources and the World Wide Web to gather information related to writing projects	Evaluation Instrument and data to be collected	Frequency of collection	Program modification process and responsible person	Funding source
End of year 1: 80% of 4th-8th grade students will use multimedia reference sources and the World Wide Web to gather information related to writing projects	Samples of student work	Trimester	Tech Director and Lab Coordinator - provide teachers with web resources and multimedia resources. Provide staff training. Director oversees software loads on all computers. Teachers integrate web and multimedia resources into writing projects, collect student work samples. Lab coordinator - assists teacher in project planning and lesson plan development, provides web and multimedia resource assistance. Administration reviews lesson plans and student samples and provides feedback to teachers on effectiveness. TEC Department oversees program	General Fund, Lottery, Grants, Chapter1, SIP, SBCP, Block Grant, Title III, REAP
End of year 2: 85% of 4th-8th grade students will use multimedia reference sources and the World Wide Web to gather information related to writing projects		Trimester		
End of year 3: 90% of 4th-8th grade students will use multimedia reference sources and the World Wide Web to gather information related to writing projects		Trimester		

Goal 4: Create custom web content within Education City to reinforce trimester benchmarked curriculum standards				
Objective: 90% of K-5 students will use Education City (www.educationcity.com) to reinforce curriculum standards assessed in trimester benchmarks	Evaluation instrument & data to be collected	Frequency of collection	Program modification process and responsible person	Funding source
End of year 1: 80% of K-5 students will use Education City (www.educationcity.com) to reinforce curriculum standards assessed in trimester benchmarks	Teachers monitor "Success Tracker" module within Education City to verify student participation and progress. Teachers can track time spent, standards addressed, and student progress.	Weekly-Monthly as needed	Technology Director - purchases annual license, provides web resources and teacher training, maintains workstations. Oversees web link on all workstations. Lab Coordinator - sets up class page with appropriate standards based activities as per teacher instruction. Teacher sets initial standards addressed in class page and monitors changes needed as class progresses to new standards.	General Fund, Lottery, Grants, Chapter 1, SIP, SBCP, Block Grant, Title III, REAP
End of year 2: 85% of K-5 students will use Education City (www.educationcity.com) to reinforce curriculum standards assessed in trimester benchmarks		Weekly-Monthly as needed		
End of year 3: 90% of K-5 students will use Education City (www.educationcity.com) to reinforce curriculum standards assessed in trimester benchmarks		Weekly-Monthly as needed		

2. Outlining clear goals and specific implementations as to how and when students will acquire technology and information literacy skills needed to succeed in the classroom

Curriculum Goal #1 for Technology and Information Literacy; Students will use basic computer and technology skills to enhance standards-based learning as outlined in the ISTE Standards and Performance Indicators for Students as developed in our District's "Monson-Sultana Technology Standards". (See www.msschool.org/MSTS)				
Objective: 90% of K-8th grade students will demonstrate mastery of grade-level appropriate basic technology and information literacy skills	Evaluation instrument and data to be collected	Frequency of collection	Program modification process and person responsible	Funding source
End of year 1: 80% of K-8th grade students will demonstrate mastery of grade-level appropriate basic technology and information literacy skills	Student Samples	Trimester	Technology Dept. provides MSTS checklists to teachers. Provides lab time for introduction and mastery of standards. Teachers develop standards based lab lessons, maintain student checklists.	General Fund, Lottery, Title I,
End of year 2: 85% of K-8th grade students will demonstrate mastery of grade-level appropriate basic technology and information literacy skills	MSTS Checklists	Trimester		
End of year 3: 90% of K-8th grade students will demonstrate mastery of grade-level appropriate basic technology and information literacy skills	Edusoft Benchmarks	Trimester		

Curriculum Goal #2 for Technology and information Literacy: All students will use word processing to enhance standard-based learning as outlined in the ISTE Standards and Performance Indicators for Students as developed in our District's "Monson-Sultana Technology Standards". (See www.msschool.org/MSTS)				
Objective: 80% of K-8th grade students will demonstrate mastery of grade-level appropriae technology and information literacy skills in the area of word processing.	Evaluation Instrument and data to be collected	Frequency of collection	Program modification process and person responsible	Funding source
End of year 1: 75% of K-8th grade students will demonstrate mastery of grade-level appropriate technology and information literacy skills in the area of word processing	MSTS Checklists (www.msschool.org/MSTS)	Trimester	Technology Dept. provides MSTS checklists to teachers, provides ongoing word processing training. Teachers develop and deliver standards based lab lesson plans that integrate the use of word processing. Teachers maintain student checklists.	General Fund, Lottery, Grants
End of year 2: 77% of K-8th grade students will demonstrate mastery of grade-level appropriate technology and information literacy skills in the area of word processing		Trimester		
End of year 3: 80% of K-8th grade students will demonstrate mastery of grade-level appropriate technology and information literacy skills in the area of word processing		Trimester		

Curriculum Goal #3 for Technology and information Literacy: All students will use the internet to enhance standard-based learning as outlined in the ISTE Standards and Performance Indicators for as developed in our District's "Monson-Sultana Technology Standards". (See www.msschool.org/MSTS)				
Objective: 85% of K-8th grade students will demonstrate mastery of grade level appropriate technology and information literacy skills in the area of internet access.	Evaluation instrument and data to be collected	Frequency of collection	Program modification process and person responsible	Funding source
End of year 1: 80% of K-8th grade students will demonstrate mastery of grade level appropriate technology and information literacy skills in the area of internet access.	Student Samples MSTS Checklists (www.msschool.org/MSTS)	Trimester	Technology Dept. provides MSTS checklists to teachers. Lab coordinator helps teachers develop web enabled, standards based lab lesson plans. Teachers deliver lab lessons, monitor classroom implementation and maintain student checklists.	General Fund, Lottery, Grants
End of year 2: 83% of K-8th grade students will demonstrate mastery of grade level appropriate technology and information literacy skills in the area of internet access.		Trimester		
End of year 3: 85% of K-8th grade students will demonstrate mastery of grade level appropriate technology and information literacy skills in the area of internet access.		Trimester		

3. Specifying clear goals and specific implementations for programs and methods of utilizing technology that ensure appropriate access to all students.

Curriculum Goal for appropriate access #1: All students across all programs(including special programs) and all grade levels will have adequate access to technology				
Objective: All classrooms in K-8th grades will have student workstation labs with multimedia workstations that are fully capable of running content-appropriate software.	Evaluation Instrument and data to be collected	Frequency of collection	Program modification process and person responsible	Funding source
End of year 1: 100% of classrooms K-8 will have at least 6 student workstations with internet access. 90% of the computers in grades 5-8 will meet minimum configuration standards for current technology as set forth by CDE	District's Annual Technology Inventory	Annually	Board commits annual funding adequate to meet TEC plan standards. Technology Director - Purchases appropriately configured workstations, upgrades existing workstations, insures their timely installation and configuration. Administration approves purchases as per technology director recommendations.	EETT and Voucher Program, Lottery, General Fund, Title IID, Grants
End of year 2: 100% of classrooms K-8 will have at least 6 student workstations with internet access. 90% of the computers in grades 4-8 will meet minimum configuration standards for current technology as set forth by CDE.		Annually		
End of year 3: 100% of classrooms K-8 will have at least 6 student workstations with internet access. 95% of the computers in grades 4-8 will meet minimum configuration standards for current technology as set forth by CDE.		Annually		

Curriculum Goal for appropriate access #2: All students, including Special Education, GATE, English Language Learners and other special populations, will have access to technology				
Objective: Computer lab will be open after school for 160 days per year.	Evaluation instrument and data to be collected	Frequency of collection	Program modification process and person responsible	Funding sources
End of year 1: Computer lab will be open after school for 150 days per year.	Computer Lab Schedules	Annually	Technology Director and Lab Coordinator establish lab schedule. Director of Technology oversees program and advises Administration	General budget, lottery, SIP, SBCP, Title III, REAP
End of year 2: Computer lab will be open after school for 153 days per year.	Sign-in sheets	Daily		
End of year 3: Computer lab will be open after school for 156 days per year.				

4. Utilize technology to make student record keeping and assessment more efficient and supportive of teacher efforts to meet individual student academic needs

Curriculum goal #1 for record keeping and assessment: All teachers will utilize technology assisted record keeping, assessment and data applications to efficiently manage student information.				
Objective: 100% of teachers will use www.edusoft.com for student assessment and benchmarkingand data dissagregation.	Evaluation instrument and data to be collected	Frequency of Collection	Program Modification Process and Person Responsible	Funding Source
End of year 1: 100% of teachers administer their quarterly benchmark assessments using Edusoft	Admin data located at www.edusoft.com Teacher Tools at www.edusoft.com Benchmark assessments at www.edusoft.com	Each Trimester for benchmarks As assessed for Teacher Toolkit	Technology Director installs and maintains Edusoft rosters, scanners and web browser interface. Schedules training and oversees implementation. Curriculum Director assists teachers in developing valid assessments within Edusoft. Administration monitors data collected.	General Budget, TitleI, School Vouchers
End of year 1: 100% of teachers administer their quarterly benchmark assessments using Edusoft. 60% administer classroom assessments using Edusoft.				
End of year 1: 100% of teachers administer their quarterly benchmark assessments using Edusoft. 75% will administer classroom assessments using Edusoft. 50% will utilize data derived from Edusoft in curriculum decision making.				

Curriculum goal #2 for record keeping and assessment: Teachers will utilize Aeries Gradebook and Grade Reporting to electronically transfer and maintain student records				
Objective: 100% of teachers in grades 4-8 will utilize networked gradebook program to manage classroom student information .	Evaluation instrument and data to be collected	Frequency of Collection	Program Modification Process and Person Responsible	Funding Source
End of year 1: 90% of teachers in grades 4-8 will utilize networked grade book program to manage classroom student information and to perform grade reporting to student information system	Student grade reports, Student transcript reports, student grade history	Per Trimester	Technology Director purchases software, performs installation and maintains database. Trains teachers in programs use. Lead teachers assist teachers in utilization of program. Administrator reviews grade reports and gives feedback to teachers	General fund
End of year 2: 95% of teachers in grades 4-8 will utilize networked grade book program to manage classroom student information and to perform grade reporting to student information system				
End of year 3: 100% of teachers in grades 4-8 will utilize networked grade book program to manage classroom student information and to perform grade reporting to student information system				

5. Utilize technology to make teachers and administrators more accessible to parents.

Goal #1 for utilizing technology to make teachers and administrators more accessible to parents: School will maintain a website and other web-based tools to facilitate the timely distribution of school information and parent feedback.				
Objective: The school website will be operational and will provide comprehensive district information. Information will be updated in a timely manner.	Evaluation instrument and data to be collected	Frequency of collection	Modification process & responsible person	Funding source
End of year 1: School website will be operational with links to basic school information and email links. SARC and State Testing data links will be provided. School web-based calendar will be accessible via website.	Website server log analysis School email directory Parent Feedback	semi-annually	Technology Director maintains website, keeps log and directory current. Administration provides District Information content for website	General Fund
End of year 2: School website will be operational with links to basic school information and email links. SARC and State Testing data links will be provided. School web-based calendar will be accessible via website. Links to public documents will be available				
End of year 3: School website will be operational with links to basic school information and email links. SARC and State Testing data links will be provided. School web-based calendar will be accessible via website. Links to public documents will be available. Departments will develop web pages for school-community access.				

Teacher Proficiencies

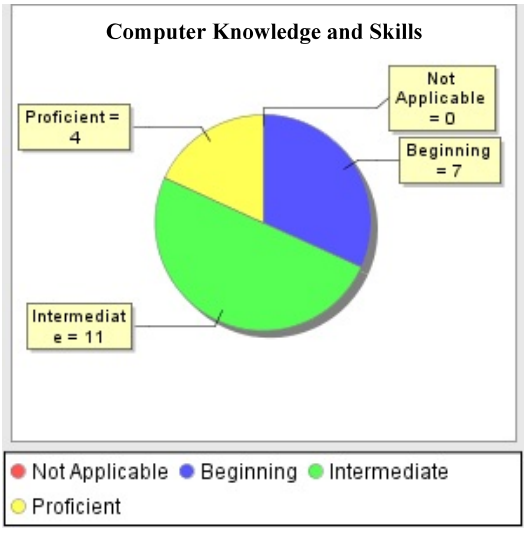
As part of this technology plan, Monson-Sultana School District has adopted the **"Educational Technology Profiles for California Teachers".** These proficiency measures will serve as a guideline for staff members as they self-assess and as we plan professional development.

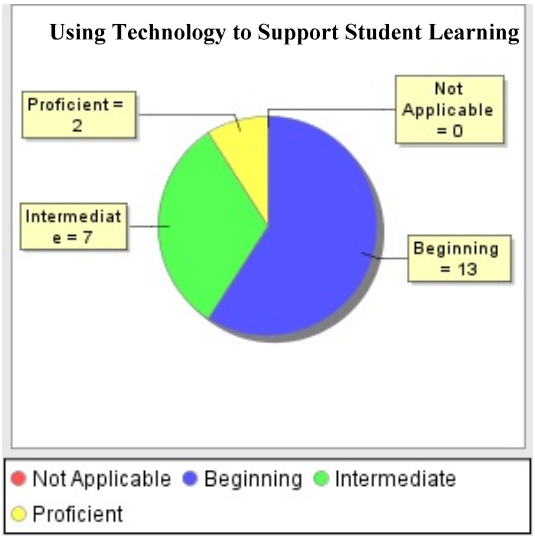
Essential Skills listed are divided into three attainment levels:

- **Beginning Level**
- **Intermediate Level**
- **Proficient Level**

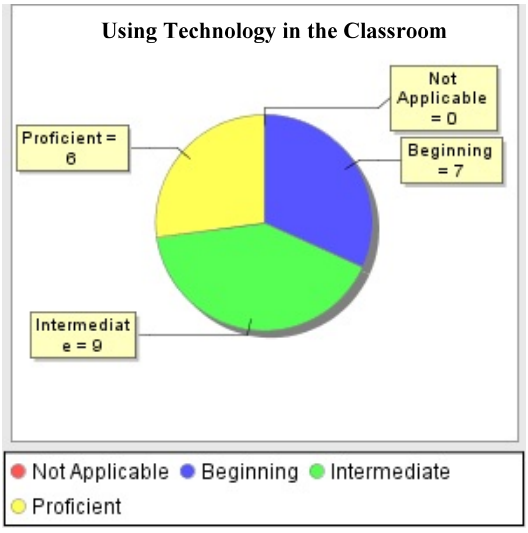
Measurements are taken in three distinct areas:

- **Computer Knowledge and Skills**
- **Using Technology in the Classroom**
- **Using Technology to Support Student Learning**





Teacher competencies are assessed annually, in May at www.edtechprofile.org. Our district requires that 100% of our classroom teachers complete the assessment before the end of school. The following pie charts provide a synopsis of the district's most recent survey of classroom teachers (May, 2007).



Our assessment indicates that the staff has basic proficiencies in all areas and is well on it's way to developing intermediate levels of proficiency in all areas. In our May 2008 assessment, we will concentrate on updating these fields to reflect our past year's usage, gathering first time data for our first year teachers not previously assessed, as well as completing the Technology Use portion of the survey.

Professional Development Program

Teacher Technology Improvement Plans (T-TIPs)

The District Technology Director will work with teachers to create a personalized technology goal program to meet individual needs. This professional development program will include any or all of the following learning models, depending on the teacher's skill level, training needs and areas of interest:

- Classroom courses in basic core technology skills, application use, and curriculum development offered by the District, TCOE, CTAP, online learning agencies, regional colleges and universities and others

- Hands-on workshops for small groups, designed and offered in the district by the Technology Director or Lab Facilitator, by teachers with advanced skills, or by TCOE or CTAP

- In-the-classroom mentoring by the Technology Director and/or Lab Facilitator designed to meet specific technology/learning integration needs

- Informal peer-to-peer coaching, provided by members of the Technology Department, and teachers with advanced skills.

Whole staff goals for integrating technology into our curriculum driven plan are outlined as follows:

<table>
<tr><td colspan="5">Whole Staff Development Goal #1: Each teacher will work with the Technology Director to develop a personalized Teacher Technology Integration Plan (T-TIP) based on their initial technology competency levels.</td></tr>
<tr><td>Objective:100% of teaching staff will develop a customized T-TIP which will chart their individual computer proficiency and to progress in integrating technology into their standards- based curriculum</td><td>Evaluation instrument & data to be collected</td><td>Frequency of collection</td><td>Program modification process and responsible person</td><td>Funding source</td></tr>
<tr><td>End of year 1: 80% of teachers will have custom T-TIP plan on file.</td><td rowspan="3">Individual T-TIP plan on file with Tech Director

EdTechProfile online self assessment</td><td rowspan="3">annually</td><td rowspan="3">Technology Director works individually with teacher to develop individual T-TIP. Director works with Lab Coordinator to develop custom in service opportunities as needed for the teacher. TEC Director will provide software and learning resources necessary to promote increased competency in predefined areas.
TEC Director evaluates teacher’s progress via annual review and provides update for future T-Tip implementations schedules.</td><td rowspan="3">General Fund</td></tr>
<tr><td>End of year 2: 90% of teachers will have custom T-TIP plan on file.</td></tr>
<tr><td>End of year 3: 100% of teachers will have custom T-TIP plan on file</td></tr>
</table>

Whole Staff Development Goal #2: Teaching staff will utilize the Edusoft Assessment and Reporting functions to analyze the proficiency levels of their students in core curriculum				
Objective:100% of teaching staff will utilize their computer and peripherals to analyze trimester Benchmark data. Reports generated within Edusoft will enable them to prepare action plans for students performing at or below the Basic proficiency level in Reading, Writing and/or Math.	Evaluation instrument and data to be collected	Frequency of collection	Program modification process and responsible person	Funding source
End of year 1: 90% of teaching staff will utilize Edusoft data to prepare action plans for students at or below Basic levels in Reading, Writing and/or Math	www.edusoft.com Benchmark Reports:	Trimester	Technology Director purchases Edusoft License and insures website access. Superintendent provides monthly training to Edusoft Mentor Team at county office. Edusoft Mentor Team provides in service on use of Edusoft reporting functions to teachers. Lab Coordinator provides lab time for in services/mentor support. Administration reviews reports, provides feedback.	General Fund, Grants, Title I
End of year 1: 95% of teaching staff will utilize Edusoft data to prepare action plans for students at or below Basic levels in Reading, Writing and/or Math		Trimester		
End of year 1: 100% of teaching staff will utilize Edusoft data to prepare action plans for students at or below Basic levels in Reading, Writing and/or Math		Trimester		

Whole Staff Development Goal #3: Teaching staff will integrate selected educational software to support and extend the instruction of English Language Arts.				
Objective:100% of teaching staff will utilize their computer workstation with selected multimedia material to instruct students in English Language Arts	Evaluation instrument and data to be collected	Frequency of collection	Program modification process and responsible person	Funding source
End of year 1: 80% of teaching staff will utilize their computer workstation with selected multimedia materials to instruct students in English Language Arts. End of year 1: 85% of teaching staff will utilize their computer workstation with selected multimedia materials to instruct students in English Language Arts End of year 1: 90% of teaching staff will utilize their computer workstation with selected multimedia materials to instruct students in English Language Arts	Trimester Benchmarks - Measures Proficiency Levels in Reading and Writing Unit Theme Tests- measures comprhension of chapter based lessons	Benchmarks are per Trimester Unit Theme tests are per chapter of textbook	TEC Department will ensure that all classes have access to TV or Projector to Computer/DVD/VCR connectivity with amplified sound system available. Technology Director will load all multimedia materials included in the current ELA adoption onto district servers or individual stulab workstations as appropriate. TEC support staff will aid teachers in using multimedia components both for direct instruction (via teacher) or indirect instruction (via stu lab computers).	General Fund, Lottery, Grants,

Technology Support Staffing

The goal of integrating the use of technology into school curriculum cannot be accomplished without dedicating human resources to technology support services. These services are best administered by trained staff members who are an integral part of the school district staff. Given the rural location of the Monson-Sultana School District, timely support cannot be obtained by out-sourcing day to day technological needs. This includes planning, procurement, installation, configuration, implementation, diagnosis, repair and replacement. Without trained technology leadership and support personnel on-site, creating and maintaining an organized approach to technology integration would be impossible. Technology staffing levels are presently implemented to attain the "full service" support model as outlined below.

Classroom teachers, working diligently to remain current in subject matter standards and educational trends, do not have the time to perform their own technology implementation and support. They need readily available technology support at the local level. With hundreds of software products on the market, trained technology professionals must provide the technology and technology/curriculum integration expertise to all teachers. This frees teachers up to spend time aligning the installed technology resource to curricular goals and implementing them in their classroom. Integration is best achieved in this partnership approach.

To help support classroom teachers and to provide for an organized and equitable plan for the development and integration of technology initiatives, the following staffing is in place in our district:

Director of Technology
Confidential classified administrative position; reports to the Superintendent. Primarily responsible for the technology plan vision and development, as well as the acquisition, installation and implementation of all technology related resources for both instructional and administrative computing. Provides in service training to staff and students and performs the more complex upgrades and repairs to hardware and software. Responsible for administrative tasks related to technology, (grant writing, assessment, evaluation, inventory, budgeting etc.). Also acts as Local Area Network Manager, User Support Manager, and Hardware Technician Manager and Technology Staff Development Coordinator. Oversees all classroom and administrative systems outlined in this plan.

The Director is responsible for oversight of all funding related to technology and works in conjunction with the Superintendent and Business Manager to coordinate all technology funding and budgeting items. The district management team (includes Superintendent, Business Manager and TEC Director among others) meets monthly and includes all TEC related items in it's monthly agenda. Any adjustments that need to be made to implementation and funding are dealt with within this body.

Lab Coordinator
Classified Technology Para-professional. Reports to the Director of Technology. Provides technology resources primarily through the computer lab/media center for all staff and students. Aids staff in development of technology integration into curriculum. Aids teachers in creating technology integrated lesson plans for use in the lab and classroom. Provide help desk support for basic troubleshooting.

Computer Technician

Classified full time position . Performs day to day hardware and software installation, maintenance, and troubleshooting support tasks at both the workstation and network levels. Aids staff in technology integration. Works under the direct supervision of the Director of Technology.

Release time and/or staff assistance

As needed to enable technology staff to attend technology training as outlined in their individual professional development plans.

**Note: All other components of this technology plan are dependent upon the above mentioned staffing model for efficient operation.*

The scope of support derived from this staffing model is to be patterned after the assessments listed in the report, *"Technology Support: Its Depth, Breadth and Impact in America's Schools"* by Ronnkvist, Dexter, Anderson California State University, Irvine and the University of Minnesota ©June, 2000 www.crito.uci.edu/tlc/html/findings.html

End User Hardware

In order to be able to take advantage of new applications and technologies, the school needs current, functional, working hardware. Hardware is not limited to computer technology, but this plan will focus on the recommended computer technology hardware for the campus. Purchasing the recommended hardware will be a shared process; aggregated needs will be derived from the annual teacher survey, and guidance for implementation will follow the Technology Plan outline. The Director of Technology will make regular reports to the Superintendent as to the status of acquisitions.

In addition to implementing technology hardware purchases, recommendations for maintenance and refreshing hardware are also necessary. Specifically, requests for repairs to technology should be made to the Director directly from the teachers. Repairs to older equipment (over 3 years old) will be weighed carefully by the Director to determine the feasibility of investing district dollars in what may be obsolete equipment.

As one of the key components to successful technology/curriculum integration, hardware cannot be viewed as a one time expenditure. Plans for scheduled maintenance and repairs shall be established by the Director of Technology with input from technology para professionals.

Standard minimum configurations for technology hardware will use the district network plan as the foundation. In order to create and/or maintain a minimum technology hardware standard, the following ***minimum recommendations*** apply to each building in the district:

- Each classroom will have 1 teacher workstation, one networked printer and four student workstations in grades K-2. There will be a minimum of six student workstations in grades 3-8. Existing workstation's baseline speed should be based on a Pentium 4 or AthlonXP chipset operating at a minimum of 1.2Ghz. Each workstation includes full multimedia capability and 100Mbps local area network connectivity. New workstation acquisitions will follow the current minimum configuration guidelines mandated the district's technology department at www.msschool.org. Workstations are sequentially relocated as they age so that the more capable machines are at the upper grade levels in high-use classes and older, less powerful machines are filtered down to the younger grades. Strict maintenance scheduled are adhered to throughout so that older machines still maintain the district benchmark of 99% uptime with full compatibility with current software.

●The computer lab will have 32 student workstations, 1 teacher workstation, projection capabilities, scanner, multimedia sound and 2 printers (color and B&W laser). Existing workstation's baseline speed should be based on a minimum of a Pentium4 or AthlonXP chipset operating at a minimum of 1.5Ghz. Each workstation includes full multimedia capability and 100Mbps network connectivity. New acquisitions will follow the minimum configuration guidelines mandated by the district's technology department at www.msschool.org.

●The Library/Media center will have at least three computer workstations, 1 printer and one librarian's circulation desk computer. Existing workstation's baseline speed should be based on a Pentium4 or Athlon XPchipset operating at a minimum of 1.5Ghz. Each workstation includes full multimedia capability and 100Mbps network connectivity. New acquisitions will follow the minimum configuration guidelines mandated by the technology department at www.msschool.org.

●The District will have one DNS server, one Email server, one Web/SIS server , one student accessible file server, and one administrative file server. The district will also have a internet filtering appliance and an email anti-spam appliance.

●All classrooms will have access to digital cameras, laptops, digital microscopes, digital video cameras and portable multimedia equipment. These item are to be available for general checkout from the Technology Office in Room 0.

●The digital editing lab and yearbook lab will have 3 digital cameras, 4 video cameras, and 3 digital video editing workstations located in the computer lab.

The average useful life of each workstation is projected to be 6 years. Thus, the technology director will allocate a necessary portion of the per ADA technology budget to replacement of obsolete computers at the rate of 17% per year (see Budget:Hardware, page 4). This insures that a complete replacement cycle of computers will occur every six years. Currently this would translate to approximately 34 computers replaced per year. It is understood that as the computer market continues to evolve, adjustments to the minimum configuration standards will be made.

The projected replacements for workstations for the life of this plan are as follows:

●2008: Replace 26 teacher/admin laptops. Re-utilize replaced units in grades 7-8 as mobile laptop lab with wireless network access. Replace printers and monitors as needed (Not to exceed 20% per year). Re-utilize existing 7-8 workstations in younger grades to replace obsolete units. Replace two administrative/staff desktops to retire obsolete units.
●2009: Replace 33 computer lab workstations. Re-utilize existing lab units in lower grade classes to replace obsolete units. Replace four administrative/staff desktops to retire obsolete units.
●2010: Replace 30 student workstations in grades 4-6 to retire obsolete units. Replace three administrative/staff machines to retire obsolete units.
●2011: Replace 30 student workstations and retire 30 obsolete workstations. Replace 4 admin/staff units and retire obsolete.
*Note: Monitors will only be replaced as needed due to the extended useful life of modern LCD panels. Panels are expected to last 6-8 years compared with a 5-6 year useful life of the CPU.

A complete user level inventory of technology related hardware as of October 2007 is attached as Appendix B.

Infrastructure (Network and Communications)

Since 1995 the district network and building networks have been constantly upgraded to meet growing needs. The present network configuration is as follows:

●Internet access is provided by Tulare County Office of Education via Pacific Bell 6Mbps ATM IMA and a 1.5Mbps T-1. These lines are configured to provide a sustained transfer rate of 1.5Mbps with a burst rate of up to 6Mbps. This connectivity is supported by the personnel of the county office of education technology staff.
●The local area network is comprised of an MDF fiber optic backbone operating a 1Gbps via a Cisco 3600 series router and distributed via a Cisco 6509 core switch. All were purchased and installed through ERATE in the 2002-03 funding year.
●Intermediate Data Frame(IDF) switches upstream via MDF fiber and supply 100Mbps connectivity to

classroom workgroup switches via Category 5 copper to each classroom and building at 100Mbps. All were purchased and installed through ERATE.

- Each classroom is capable of 100Mbps workstation connectivity for a minimum of eight devices to a maximum of 24 devices. Individual drops were provided by ERATE and Modernization funding.
- Wireless connectivity is available campus-wide. Teacher laptops are configured to utilize this feature as are library student workstations. Connectivity procured via ERATE funding.
- An energy audit performed as a part of our 2002 Classroom Modernization Project determined the need for expanded electrical capacity to service our increasing technology infrastructure. Those expansions occurred during the 2002-2004 project time frame using Modernization dollars and are expected to serve our electrical needs for the next 15-20 years. By replacing all monitors campus-wide with energy saving LCD panels over the last three four years, the district has recouped approximately 125 watts per workstation.
- A campus-wide digital video security system supplies live and archived video feeds from 14 campus cameras to a digital video recorder (PC Based) located at the MDF.
- A VOIP telecommunications system is in the process of being installed as this plan is written (Winter 2007-08). Funding provided via ERATE with general fund and match for end user equipment.

Over the next three years, Monson-Sultana School will seek to implement the following infrastructure upgrades :

- Addition of an Anti-Spam email appliance to reduce the amount of spam received in staff email.
- Upgrade of the network wide antivirus solution, possibly to an appliance based solution.
- Replacement of the MDF Router and core switch at the MDF via Erate funding
- Expansion of network, VOIP, wireless and security infrastructure as a part of the campus expansion construction project slated to break ground in Spring 2008. Funding via ERATE and construction funding.
- Explore virtual private networking as a means of increasing security for administrative users.
- Replacement of copper wire and fiber and as needed to facilitate a 1Gbps network backbone via ERATE.
- Add additional voice/data lines as needed to accommodate enrollment growth.
- Possible addition of biometric or secur-card access to campus facilies via server based administration.

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- Cell phones are utilized by district staff to promote maximum availability of staff, speed the ability to react to emergency needs, and maintain a secure link between all members of the security/management/curriculum team. Erate funds the line charges for this service and the district funds the co-pay (10%) and the cost of end user equipment utilizing General Fund and Security Grant monies.
- The goal of the technology plan for the next three years is to maintain these communication resources. Additional lines and end user equipment may be purchased as needed due to increased enrollment.

Software

Each teacher laptop, desktop workstation, administrative workstation and grade 4-8 student workstations will have a set of office, productivity and utility applications. Each kindergarten through 3rd grade student workstation will utilize either the adopted office suite, or a grade appropriate word processing program at the classroom teachers discretion. All networked workstations have access to at least three multimedia reference libraries. All teacher workstations are networked and have access to the district's student management information. All workstations have access to the district adopted reading assessment program and reading curriculum software. All workstations have access to contracted online Instructional Learning Systems (ILS) via the internet. All workstations have access to two streaming multimedia web content services (United Streaming and California Streaming) aligned to California Content Standards. All classroom workstations have internet and local area network access. All workstations provide filtered internet access as per CIPA and ERATE mandates.

Efforts are made by the Director of Technology to negotiate with vendors for bulk discounts or academic pricing where available. Contract pricing will be utilized for cost savings, where possible. Software upgrades will be coordinated within the District to ensure compatibility in the future and to control costs. The necessity to upgrade any district software will be reviewed annually or as needed to remain current, and should be administered through the district's network wherever possible.

District forms will be made available in rich text format (.RTF) or Adobe Portable Document format (PDF) so that software incompatibility and platform incompatibility can be avoided in district to district communications.

Responsibility for decisions regarding the purchase and upgrade of instructional software will remain with the Director at the recommendation of individual teachers and will be coordinated and approved by the Superintendent.

Current programs available are deemed to be generously adequate to support the curriculum integration model. No new acquisitions of ILS are scheduled in the scope of this plan. Existing software will be kept current and operational at all grade levels for the duration of this plan.

Library/Media Center Automation

Library automation software is a very specialized product, and its oversight and maintenance are highly technical tasks. Monson-Sultana School District has had library automation computer software in use for more than seven years. Most administrative functions for the Library/Media Center are performed via workstations using the library automation product "Alice for Windows®".

The District also adopted Renaissance Learning® as it's library reading program provider in July of 2000. Currently, approximately 2100 library book titles have comprehension quizzes available for student reading assessment. These quizzes are available for student access on every networked workstation on campus. In addition, two assessment components are available to teachers: Star Reading, and Star Early Literacy. These management components are available to all faculty and staff from all workstations.

Three PC workstations reside in the Library/Media Center.. Network accessibility enables these computers to be used as on-line public access catalog (OPAC) terminals as well as research workstations with all the capabilities of classroom workstations.

Eventually, the library catalog will go on-line and information about the district's library holdings will be compatible with all libraries on-line. This will provide greater access to information about library holdings for Monson-Sultana school's library patrons and for future titles acquisition.

The librarian utilizes MARC records of our library database to efficiently inventory book collections. This also expedites the ability to accurately determine the need for new library titles in appropriate reading ranges.

Administrative Computing

Administrative computing can be defined as the area of technology related to staff and administrative communication from office to classroom, school to home, and school to community. To facilitate these areas, Monson-Sultana School District will continue to improve upon existing technology installations. During the next three years, the district will commit to the following:

- Continuation of district wide staff communications via an in-house email server. Use of the district e-mail structure enhances staff communications. Use of e-mail as an additional means of parent communication, to complement phones, voice mail, and written materials. Provide a web-based district calendar for real-time scheduling information for staff, student and community access. (www.e-cal.net/msschool)

- Implementation of CSIS within the district student information system (SIS) in accord with state mandates. www.csis.k12.ca.us

- Further automation of pre-id services for mandated assessments. Increased efficiency in the use of electronic data to determine student populations and their needs.

●Integrating the classroom grading software with existing student record management software. www.aeries.com

●Maintenance of the existing district web site and addition of links to adjunct websites. www.msschool.org

●Continued in service opportunities for support staff to enhance implementation of administrative software applications

●Maintaining vision for full integration of the School Interoperability Framework (SIF) initiative which will eventually allow all student information systems on campus to "talk to" each other. www.sifinfo.org

Assistive Technology

Assistive technology is the area of technology dealing with the concept of providing technological access to all. Assistive technologies may also be used to create an environment for any student that contains the same advantages enjoyed by all students.

Individual classrooms, with input and recommendations from resource teachers, classroom teachers and county support staff will provide for the technology needs of special learners. Assistive technology software purchases will be coordinated by the Director of Technology to provide for volume discounts whenever possible.

Assistive technology may include hardware, specialized access furniture, voice recognition software, and any other devices deemed appropriate and/or necessary for a child to meet success in the classroom environment and to meet specific technology and IEP goals.

The Individuals with Disabilities Education Act, a federal law passed in 1975 and re-authorized in1990, 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. P.L. 94-142 also provides guidelines for determining what related services are necessary and outlines a "due process" procedure to make sure these needs are adequately met. In order to address the needs of these identified students, Tulare County Office of Education's S.E.L.P.A. (http://www.tcoe.k12.ca.us/Special/index.shtm) will also evaluate and suggest software and hardware to help meet each child's unique needs.

Distance Learning

Since Monson-Sultana School is located in a rural area, physical access to museums, large libraries, cultural centers and institutions of higher learning is not routinely possible. Distance learning and online access to these types of institutions via the internet is a key technological benefit to our students. We take several steps to insure that each classroom has access to grade appropriate content delivered in several ways:

●Streaming Multimedia Content: Subscriptions to content providers "United Streaming" and "California Streaming" provide standards based grade level appropriate multimedia content directly to each classroom. Teachers can, at their discretion use the content for whole class instruction via their TV or projector, or choose to allow students individual access via their student workstations.

●Subscription based web content: We subscribe to a variet of web based content that provided instruction, assessment and remediation in all academic content areas. Worldbook Online, Fun Brain, Cosmeo, BrainGames, Math.com, are a few of the perennial favorites among students and teachers alike. Worldbook Online is available in English, Spanish and a primary edition for younger users. Cosmeo is a homework helper that is tied directly to the adopted textbook and provides Flash© enabled lessons on precise topics and standards.

●Open access web content: Many public and private colleges, universities, libraries and museums offer free access to multimedia content within their institutions. Also available are online resource collections (Library of Congress for example), that bring previously unobtainable content directly to student desktops.

Our technology director dedicates time each month to scouring various professional journals, websites and email lists to find the best and newest resources available. CTAP is also helpful in providing information about new sites of interest.

One recent acquisition is Education City (www.educationcity.com) which provides customized webpages for classrooms which link students to the individual standards-based activities that their teacher has pre-programmed for them based on their trimester benchmark proficiencies. Activities are available for English-Language Arts, Math and Science.

Adult Literacy

Monson-Sultana School district has identified three primary providers of adult literacy in our immediate sphere of influence. Because we are a K-8, single school district, we do not directly develop or provide adult literacy services. However, the following is a synopsis of the services they provide:

●Dinuba Public School's Adult School is our primary regional provider of adult literacy. They offer high school graduation fulfillment as well as vocational education courses via their continuation school "Sierra Vista High School" as well as the "Dinuba Adult School" (www.dinubausd.org). We do not have a collaborative relationship with them at this time.

●Tulare County Office of Education provides adult literacy training on our campus through their Migrant Education program. We provide a liaison staff member who coordinates their efforts with our efforts on behalf of our students. (www.tcoe.org) We have committed our full array of technology resources to their program on an "as requested" basis.

●Ruiz Foods Inc., an employer of many of our parents, provides adult literacy classes at their Dinuba manufacturing facility. Dialog with their learning director keeps us abreast of their learning model and methodologies. (www.ruizfoods.com)

As a district, we maintain communication with all three entities in an effort to make sure that our technology vision and implementation is consistent with the plans and training that occur within their programs. Awareness of these provider's programs insures that our students maintain valid dialog with their parent/participants. The goal is to make sure all learners, regardless of age, are "on the same page".

Although we have no authority among the adult literacy agencies to formulate strategies, we regard their efforts as a key component to the well being and educational advancement of all members of our school community.

Monson-Sultana School District

Electronic Information Resource Contract

We are pleased to announce that Internet services are now available to students and teachers in our district. Monson-Sultana School District strongly believes in the educational value of such electronic services and recognizes the potential of such to support our curriculum and student learning in our district. Our goal in providing this service is to promote educational excellence by facilitating resource sharing, innovation, and communication. Monson-Sultana School District will make every effort to protect students and teachers from any misuses or abuses as a result of their experiences with the Internet. All users must be continuously on guard to avoid inappropriate and illegal interaction with the Internet. Please read this document carefully. When signed by you and, if appropriate, your guardian/parent, it becomes a legally binding contract. We must have your initials where indicated and your signature and that of your guardian/parent before we can provide you with access to the Internet. Listed below are the provisions of this contract. If any user violates these provisions, access to the Internet may be denied and you may be subject to disciplinary action.

Terms and Conditions of This Contract

1. PERSONAL RESPONSIBILITY. I understand that I may only access the Internet when a school staff member is present in the room. As a representative of this school, I will accept personal responsibility for reporting any misuse of the computer network I am aware of to the system administrator. Misuse can come in many forms, but it is commonly viewed as any message(s) sent or received that indicate or suggest pornography, unethical or illegal solicitation, racism, sexism, inappropriate language, and other issues described below. All the rules of conduct described in the District publication entitled "Monson-Sultana School Parent/Teacher/Student Handbook" apply when you are on the network.

I have read and understand this provision. initial_____

2. Acceptable Use. My use of the Internet must be in support of education and research and with the educational goals and objectives of the Monson-Sultana School District (these may

be found in the District document entitled "Grade Level Expectancies and Standards"). I am personally responsible for this provision at all times when using the electronic information service.

a. Use of other organization's networks or computing resources must comply with rules appropriate to that network.

b. Transmission of any material in violation of any United States or other state organizations is prohibited. This includes, but is not limited to: copyrighted material, threatening or obscene material, or material protected by trade secret. c. Use of commercial activities by for-profit institutions is generally not acceptable.

d. Use of a product advertisement or political lobbying is also prohibited. I am aware that the inappropriate use of electronic information resources can be a violation of local, state and federal laws and that I can be prosecuted for violating those laws.

I have read and understand this provision. initial_____

3. Privileges. The use of the Internet is a privilege, not a right, and inappropriate or unauthorized use may result in a cancellation of those privileges. Each person who receives Internet access will participate in it's use only with a Monson-Sultana School District faculty member present in the room. The school's system administrator (operating under the aegis of the school board and the district office) will decide what is appropriate use and their decision is final. The system administrator may restrict Internet access at any time deemed necessary. The administration, staff, or faculty of Monson-Sultana School District may require that the system administrator deny, revoke, or suspend a student's Internet access.

I have read and understand this provision. initial_____

4. Network Etiquette and Privacy. You are expected to abide by the generally accepted rules of computer network etiquette. These rules include (but are not limited to) the following:

●BE POLITE. Never send, or encourage others to send, abusive messages.

●USE APPROPRIATE LANGUAGE. Remember that you are a representative of our school and district on a non-private system. What you say and do can be viewed globally! Never swear, use vulgarities, or any other inappropriate language. Illegal activities of any kind are strictly forbidden.

●PRIVACY. Do not reveal your last name, home address or personal phone number or the addresses and phone numbers of students or colleagues.

●ELECTRONIC MAIL. Electronic mail (e-mail) is not guaranteed to be private. It's contents may me monitored by the system administrator at any time without further notice. Messages relating to or in support of illegal activities must be reported to the authorities.

●DISRUPTIONS. Do not use the computer network in any way that would disrupt use of the network by others. This includes the use of such programs or services as Napster, Gnutella or other "bandwidth consuming" activities that are not specifically authorized by the system administrator.

●OTHER CONSIDERATIONS:

-Do be brief. Fewer people will bother to read a long message

-Do minimize spelling errors and make sure your message is easy to understand and read

-Do use accurate and descriptive titles for your articles. Tell people what it is about before they read it

-Do address the most appropriate audience for your message, not the widest

-Do remember that humor and satire is very often misinterpreted

-Do remember that if you post a message to multiple groups, specify all groups in a single message

-Do cite references for any facts you present

-Do forgive the spelling and grammar errors of others

-Do keep signatures brief

-Do remember that all network users are human beings. Don't "attack" correspondents; persuade them with facts

-Do post messages only to groups you know

I have read and understand this provision. initial_____

5. Services. Monson-Sultana School District makes no warranties of any kind, whether expressed or implied, for the service it is providing. Monson-Sultana School District will not be responsible for any damages suffered while on this system. These damages include loss of data as a result of delays, non-deliveries, mis-deliveries, or service interruptions caused by the system or your errors or omissions. Use of any information obtained via the information system is at your own risk. Monson-Sultana School District specifically disclaims any responsibility for the accuracy of information obtained through its Internet services.

I have read and understand this provision. initial_____

6. Security. Security on any computer system is a high priority because there are so many users. If you identify a security problem, notify the system administrator or your teacher at once. Never demonstrate the problem to other users. Never use another individual's password or account on the network. All use of the system must be under your own name and/or student account number, no "nicknames". Any user identified as a security risk will be denied access to the information system.

I have read and understand this provision. initial_____

7. Vandalism. Vandalism is defined as any malicious attempt to harm or destroy hardware or data of the school district, another user, or any other agencies or networks that are connected to the system. This includes, but is not limited to, the uploading or creation of computer viruses. Any vandalism will result in the loss of computer services, disciplinary action, and legal referral.

I have read and understand this provision. initial_____

8. UPDATING. The information service may occasionally require new registration and account information from you to continue network and Internet service. You must notify the information system (through your teacher) of any changes in your account information.

I have read and understand this provision. initial_____

Required Signatures

PARENT OR GUARDIAN:
(Students must also have the signature of a parent or guardian who has read this contract.)

As the parent or guardian of this student, I have read this contract and understand that it is designed for educational purposes. I understand that it is impossible for Monson-Sultana School District to restrict access to all controversial materials, and I will not hold the District responsible for materials acquired on the network. I also agree to report any misuse of the information system to the Monson-Sultana School District system administrator. Misuse can come in many forms, but can be viewed as any messages sent or received that indicate or suggest pornography, unethical or illegal solicitation, racism, sexism, inappropriate language, and other issues described above. I accept full responsibility for supervision if and when my child's use is not in a school setting. I hereby give my permission to issue an account for my child and certify that the information contained on this form is correct. I acknowledge that I have received a copy of this contract for my records.

Parent or Guardian Name (please print):_____

STUDENT:

I understand and will abide by the provisions and conditions of this contract. I understand that any violations of the above provisions may result in disciplinary action, the revoking of my user account, and appropriate legal action. I also agree to report any misuse of the information system to the Monson-Sultana School District system administrator. Misuse can come in many forms, but can be viewed as any messages sent or received that indicate or suggest pornography, unethical or illegal solicitation, racism, sexism, inappropriate language, and other issues described above. All the rules of conduct described in the District publication entitled "Monson-Sultana School Parent/Teacher/Student Handbook" apply when I am on the computer network.

Student Name (please print)_____

SPONSORING TEACHER:

I have read this contract and agree to promote this agreement with the student. As the sponsoring teacher, I agree to instruct the student on acceptable use of the computer network and proper network etiquette. I also agree to report any misuse of the information system to the Monson-Sultana School District system administrator. Misuse can come in many forms, but can be viewed as any messages sent or received that indicate or suggest pornography, unethical or illegal solicitation, racism, sexism, inappropriate language, and other issues described above.

Teacher's Name (please print):_____

Appendix B

Technology Inventory

All K-4 classrooms are equipped with 26 or 27 inch televisions with cable channel access, VGA/SVGA computer to video TV link, VCR/DVD to TV, and overhead projector. 5-8 Classrooms have DLP Projectors ceiling mounted with connectivity to CATV/DVD/VCR/Computer. All rooms have 50 watt sound systems for multimedia playback. Each room has inbound telephone service with emergency dial out service with intercom and paging and all-call capability. Listed below is the current district inventory of workstations meeting the current minimum standards for multimedia computers as set forth by the California Department of Education. Also listed is the district server and peripherals inventory.

Location	Computers	Peripherals
Kindergarten East	1-Teacher P4M laptop, 4 student P4 workstations	color inkjet printer
Kindergarten West	1-Teacher P4M laptop, 5 student P4 workstations	Laser printer
Room 1 First Grade	1-Teacher P4M laptop, 4 student P4 workstations	1-Laser printer
Room 2 First Grade	1-Teacher P4M laptop, 4 student P4 workstations	1-Color Inkjet, 1 laser printer
Room3 Second Grade	1-Teacher P4M laptop, 6 student Athlon workstations	1-Color Inkjet 1 Laser printer,
Room 4 Second Grade	1-Teacher P4M laptop 6- AthlonXP Desktop	1-Inkjet, 1-Laser Printer
Room 5 Third Grade	1-Teacher P4M laptop 6- Athlon XP Desktop	1-Color Inkjet, 1 Laser printer
Room 6 Third Grade	1-Teacher P4M laptop 1- AthlonXP Desktop 5- P4 Desktops	1-Color Inkjet, 1-Laser Printer,
Room 7 Music	1-Teacher P4M laptop	1-Laser Printer
Room 8 Fourth Grade	1-Teacher P4M laptop, 28 - PII desktops w/ wireless,	1-Laser Printer 1-Network Laser Printer
Room 8 ½ Resource	1-Teacher P4M laptop,	1- Laser Printer
Room 9 Fourth Grade	1-Teacher P4M laptop, 6 student Athlon64 workstations	1 Laser printer 1-inkjet printer
Room 10 Fifth Grade	1-Teacher P4M laptop 6 - Athlon XP Desktops	1-inkjet, 1- laser printer, 1 - DLP projector
Room 11 Fifth Grade	1-Teacher P4M laptop 6- Athlon XP desktops	1-Color Inkjet, 1-Laser Printer, 1-DLP projector
Room 12 Second Grade	1-Teacher P4M laptop, 6 AthlonXP student workstations	1-Color Inkjet, 1 Laser Printer,

Location	Computers	Peripherals
Room 13 First Grade	1-Teacher P4M laptop, 6 Athlon XP student workstations	1-Color Inkjet, 1 Laserprinter
Room 14 6th Grade	1-Teacher P4M laptop 6- Athlon XP desktops	1-Network Laser printer, 1- DLP projector
Room 15 6th Grade	1-Teacher P4M laptop, 6 student workstations,	1-Laserjet, 1 - DLP projector
Room 16 7th	1-Teacher P4M laptop 6- Athlon XP desktops	1-Laserjet, 1-Network Laser, 1- DLP projector
Room 17 Computer Lab	1-Lab Coordinator P4M laptop 1-Teacher Desktop Athlon XP 32 - Student desktops P4	1-Network Color Inkjet*, 1-Network Laserjet*, 1-Scanner, 1-LCD projector, Multimedia Sound system
Room 18 7th Grade	1-Teacher P4M laptop	1-Laserprinter, 1 scanner, 1-DLP projector
Room 19 8th Grade	1-Teacher P4M laptop	1-Laserprinter, 1-DLP projector
Room 20 8th Grade	1-Teacher P4M laptop 6- Athlon desktops	1-Network Laserprinter, 1-DLP projector
Room 0 Technology Office Server/Operations	1-Director's P4M laptop, 1Technician P4 Laptop, 1- Athlon XP desktop, 1-P4 desktop, 5-PIII Servers, 1-OpteronII Server,	1-NetworkColor Laser Printer/Copier, 1-Network B&W Digital Copier/Printer, 2- Cell phones
Room 0 Checkout	2-Teacher P4M laptops,	, 2-DLP Portable Projectors, 2- PA systems, 4 digital cameras
Food Services	2-P4 Desktops	1-Color Inkjet, 1 - barcode scanner
Library	1 - Librarian Athlon64 desktop, 3-Student P4 Workstations	1-Barcode scanner, 1-Laser printer
Front Office	1-Athlon 64 desktop	1-Laserjet, 2- Cell phones
Superintendant's Office	1- P4 desktop	1-Laserjet, 1- Cell phone
Nurse's Office	1-Nurse P4M laptop	1-Laserjet
Curriculum Director	1-Athlon64 desktop	1-Laserjet, 1-Cell Phone
Business Office	1-Teacher P4M laptop 2-P4 Desktops	1-Network Laser Printer 1-inkjet, 1-cell phone
Attendance Office	1-AthlonXP workstation	1-Laser, 1-Scanner, 1-cell phone
Copy Room	1-Athlon64 workstation	2-Network B&W Digital Copier/Printers, 1-Network Color Solid Ink Printer
Admin Closet	1-Digital Surveillance Server Athlon64, 1- PII Hotline Server	
Mainteneance/Security	1-AthlonXP workstation	5 cell phones

Appendix C – Criteria for EETT Funded Technology Plans

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

For corresponding EETT Requirements, see the EETT Technology Plan Requirement (Appendix D).

Include this form (Appendix C) with "Page in District Plan" completed at the end of your technology plan.

PLAN DURATION CRITERION	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
The plan should guide the district's use of education technology for the next three to five years. (For a new plan, can include technology plan development in the first year)	Pg2,par7 Pg4,Par1	The technology plan describes the districts use of education technology for the next three to five years. (For new plan, description of technology plan development in the first year is acceptable). Specific start and end dates are recorded (7/1/xx to 6/30/xx).	The plan is less than three years or more than five years in length. Plan duration is 2008-11.
STAKEHOLDERS CRITERION **Corresponding EETT Requirement(s): 7 and 11 (Appendix D).**	**Page in District Plan**	**Example of 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.	Pg1, Pg2,Par7 Pg7,Par4	The planning team consisted of representatives who will implement the plan. If a variety of stakeholders did not assist with the development of the plan, a description of why they were not involved is included.	Little evidence is included that shows that the district actively sought participation from a variety of stakeholders.

CURRICULUM COMPONENT CRITERIA Corresponding EETT Requirement(s): 1, 2, 3, 8, 10, and 12 (Appendix D).	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
Description of teachers' and students' current access to technology tools both during the school day and outside of school hours.	Page 10	The plan describes the technology access available in the classrooms, library/media centers, or labs for all students and teachers.	The plan explains technology access in terms of a student-to-computer ratio, but does not explain where access is available, who has access, and when various students and teachers can use the technology.
Description of the district's current use of hardware and software to support teaching and learning.	Pg10,Par2	The plan describes the typical frequency and type of use (technology skills/information literacy/integrated into the curriculum).	The plan cites district policy regarding use of technology, but provides no information about its actual use.
Summary of the district's curricular goals that are supported by this tech plan.	Pg10,Par3	The plan summarizes the district's curricular goals that are supported by the plan and referenced in district document(s).	The plan does not summarize district curricular goals.

List of clear goals, measurable objectives, annual benchmarks, and an implementation plan for using technology to improve teaching and learning by supporting the district curricular goals.	**Pg10,Par4**	**The plan delineates clear goals, measurable objectives, annual benchmarks, and a clear implementation plan for using technology to support the district's curriculum goals and academic content standards to improve learning.**	**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, measurable objectives, annual benchmarks, and an implementation plan detailing how and when students will acquire the technology skills and information literacy skills needed to succeed in the classroom and the workplace.	**Pg10,Par4 Pg11-13**	**The plan delineates clear goal(s), measurable objective(s), annual benchmarks, and an implementation plan detailing how and when students will acquire technology skills and information literacy skills.**	**The plan suggests how students will acquire technology skills, but is not specific enough to determine what action needs to be taken to accomplish the goals.**

List of goals and an implementation plan that describe how the district will address the appropriate and ethical use of information technology in the classroom so that students can distinguish lawful from unlawful uses of copyrighted works, including the following topics: the concept and purpose of both copyright and fair use; distinguishing lawful from unlawful downloading and peer-to-peer file sharing; and avoiding plagiarism (AB 307, optional in 2007-08 tech plan, required in all tech plans 2008-09 and after)	Not Applicable	The plan describes or delineates clear goals outlining how students will learn about the concept, purpose, and significance of the ethical use of information technology including copyright, fair use, plagiarism and the implications of illegal file sharing and/or downloading (as stated in AB 307).	The plan suggests that students will be educated in the ethical use of the Internet, but is not specific enough to determine what actions will be taken to accomplish the goals.
List of goals and an implementation plan that describe how the district will address Internet safety, including how to protect online privacy and avoid online predators. (AB 307, optional in 2007-08 tech plan, required in all tech plans 2008-09 and after)	Not Applicable	The plan describes or delineates clear goals outlining how students will be educated about Internet safety (as stated in AB 307).	The plan suggests Internet safety education but is not specific enough to determine what actions will be taken to accomplish the goals.

Description of or goals about the district policy or practices that ensure equitable technology access for all students.	**Pages 11-12**	**The plan describes the policy or delineates clear goals and measurable objectives about the policy or practices that ensure equitable technology access for all students. The policy or practices clearly support accomplishing the plan's goals.**	**The plan does not describe policies or goals that result in equitable technology access for all students. 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, measurable objectives, annual benchmarks, and an implementation plan to use technology to make student record keeping and assessment more efficient and supportive of teachers' efforts to meet individual student academic needs.	**Pages 15-16**	**The plan delineates clear goal(s), measurable objective(s), annual benchmarks, and an implementation plan for using technology to support the district's student record-keeping and assessment efforts.**	**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, measurable objectives, annual benchmarks, and an implementation plan to use technology to improve two-way communication between home and school.	**Page 17**	**The plan delineates clear goal(s), measurable objective(s), annual benchmarks, and an implementation plan for using technology to improve two-way communication between home and school.**	**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.**
Describe the process that will be used to monitor the Curricular Component (Section 3d-3j) goals, objectives, benchmarks, and planned implementation activities including roles and responsibilities.	**Page 7**	**The monitoring process, roles, and responsibilities are described in sufficient detail.**	**The monitoring process either is absent, or lacks detail regarding procedures, roles, and responsibilities.**

PROFESSIONAL DEVELOPMENT COMPONENT CRITERIA Corresponding EETT Requirement(s): 5 and 12 (Appendix D).	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
Summary of the teachers' and administrators' current technology proficiency and integration skills and needs for professional development.	Page 18	The plan provides a clear summary of the teachers' and administrators' current technology proficiency and integration skills and needs for professional development. The findings are summarized in the plan by discrete skills that include CTC Standard 9 and 16 proficiencies.	Description of current level of staff expertise is too general or relates only to a limited segment of the district's teachers and administrators in the focus areas or does not relate to the focus areas, i.e., only the fourth grade teachers when grades four to eight are the focus grade levels.
List of clear goals, measurable objectives, annual benchmarks, and an implementation plan for providing professional development opportunities based on your district needs assessment data (4a) and the Curriculum Component objectives (Sections 3d through 3j) of the plan.	Pages 19-20	The plan delineates clear goal(s), measurable objective(s), annual benchmarks, and an implementation plan for providing teachers and administrators with sustained, ongoing professional development necessary to reach the Curriculum Component objectives (sections 3d through 3j) of the plan.	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.
Describe the process that will be used to monitor the Professional Development (Section 4b) goals, objectives, benchmarks, and planned implementation activities including roles and responsibilities.	Pages 19-20 Column 4	The monitoring process, roles, and responsibilities are described in sufficient detail.	The monitoring process either is absent, or lacks detail regarding who is responsible and what is expected.

INFRASTRUCTURE, HARDWARE, TECHNICAL SUPPORT, AND SOFTWARE COMPONENT CRITERIA Corresponding EETT Requirement(s): 6 and 12 (Appendix D).	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
Describe the existing hardware, Internet access, electronic learning resources, and technical support already in the district that will be used to support the Curriculum and Professional Development Components (Sections 3 & 4) of the plan.	Page 21-22	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 inventory of equipment is so general that it is difficult to determine what must be acquired to implement the Curriculum and Professional Development Components. The summary of current technical support is missing or lacks sufficient detail.

Describe the technology hardware, electronic learning resources, networking and telecommunications infrastructure, physical plant modifications, and technical support needed by the district's teachers, students, and administrators to support the activities in the Curriculum and Professional Development Components of the plan.	**Page 21** **Pages 22-26** **Pages 34-35**	**The plan provides a clear summary and list of the technology hardware, electronic learning resources, networking and telecommunications infrastructure, physical plant modifications, and technical support the district will need to support the implementation of the district's Curriculum and Professional Development Components.**	**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.**
List of clear annual benchmarks and a timeline for obtaining the hardware, infrastructure, learning resources and technical support required to support the other plan components as identified in Section 5b.	**Pages 22-23** **Appendix B** **Pages 23-24**	**The annual 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 annual 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.**
Describe the process that will be used to monitor Section 5b & the annual benchmarks and timeline of activities including roles and responsibilities.	**Page 23** **Par. 1-4**	**The monitoring process, roles, and responsibilities are described in sufficient detail.**	**The monitoring process either is absent, or lacks detail regarding who is responsible and what is expected.**

FUNDING AND BUDGET COMPONENT CRITERIA Corresponding EETT Requirement(s): 7 & 13, (Appendix D)	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
List established and potential funding sources.	Page 4	The plan clearly describes resources that are available or could be obtained to implement the plan.	Resources to implement the plan are not clearly identified or are so general as to be useless.
Estimate annual implementation costs for the term of the plan.	Page 4	Cost estimates are reasonable and address the total cost of ownership, including the costs to implement the curricular, professional development, infrastructure, hardware, technical support, and electronic learning resource needs identified in the plan.	Cost estimates are unrealistic, lacking, or are not sufficiently detailed to determine if the total cost of ownership is addressed.
Describe the district's replacement policy for obsolete equipment.	Page 23-25	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.
Describe the process that will be used to monitor Ed Tech funding, implementation costs and new funding opportunities and to adjust budgets as necessary.	Page 21	The monitoring process, roles, and responsibilities are described in sufficient detail.	The monitoring process either is absent, or lacks detail regarding who is responsible and what is expected.

MONITORING AND EVALUATION COMPONENT CRITERIA Corresponding EETT Requirement(s): 11 (Appendix D).	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
Describe the process for evaluating the plan's overall progress and impact on teaching and learning.	Pages 6-7 Pages 9-17 Pages 19-20	The plan describes the process for evaluation using 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.	Pages 9-17 Pages 19-20	Evaluation timeline is specific and realistic.	The evaluation timeline is not included or indicates an expectation of unrealistic results that does not support the continued implementation of the plan.
Describe the process and frequency of communicating evaluation results to tech plan stakeholders.	Pages 9-17 Pages 19-20	The plan describes the process and frequency of communicating evaluation results to tech 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.

EFFECTIVE COLLABORATIVE STRATEGIES WITH ADULT LITERACY PROVIDERS TO MAXIMIZE THE USE OF TECHNOLOGY CRITERION Corresponding EETT Requirement(s): 11 (Appendix D).	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
If the district has identified adult literacy providers, describe how the program will be developed in collaboration with them. (If no adult literacy providers are indicated, describe the process used to identify adult literacy providers or potential future outreach efforts.)	Page 28	The plan explains how the program will be developed in collaboration with adult literacy providers. Planning included or will include consideration of collaborative strategies and other funding resources to maximize the use of technology. If no adult literacy providers are indicated, the plan describes the process used to identify adult literacy providers or potential future outreach efforts.	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.

EFFECTIVE, RESEARCHED-BASED METHODS, STRATEGIES, AND CRITERIA Corresponding EETT Requirement(s): 4 and 9 (Appendix D).	Page in District Plan	Example of Adequately Addressed	Not Adequately Addressed
Summarize the relevant research and describe how it supports the plan's curricular and professional development goals.	Page 8	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 or missing.
Describe the district's plans to use technology to extend or supplement the district's curriculum with rigorous academic courses and curricula, including distance-learning technologies.	Page 9 Pages 10-15 Page 28	The plan describes the process the district will use to extend or supplement the district's curriculum with rigorous academic courses and curricula, including distance learning opportunities (particularly in areas that would not otherwise have access to such courses or curricula due to geographical distances or insufficient resources).	There is no plan to use technology to extend or supplement the district's curriculum offerings.

Teacher Technology Implementation Survey

Response Summary

Total Started Survey: 22
Total Completed Survey: 22 (100%)

Show this Page Only

Page: This Year's Technology Use:

1. My students used technology in the following subject and tasks this year: (Check all that apply)

	Daily	Weekly	Monthly	Rarely	Never	N/A	Rating Average	Response Count
Reading	**45.5% (10)**	36.4% (8)	0.0% (0)	4.5% (1)	0.0% (0)	13.6% (3)	1.58	22
Writing	4.8% (1)	33.3% (7)	**38.1% (8)**	9.5% (2)	0.0% (0)	14.3% (3)	2.61	21
Research	4.5% (1)	13.6% (3)	**36.4% (8)**	18.2% (4)	9.1% (2)	18.2% (4)	3.17	22
Math	18.2% (4)	**31.8% (7)**	18.2% (4)	9.1% (2)	4.5% (1)	18.2% (4)	2.39	22
Science	4.5% (1)	22.7% (5)	22.7% (5)	**27.3% (6)**	4.5% (1)	18.2% (4)	3.06	22
History	4.8% (1)	9.5% (2)	23.8% (5)	**38.1% (8)**	4.8% (1)	19.0% (4)	3.35	21
Health/Social Sciences	0.0% (0)	5.0% (1)	15.0% (3)	**30.0% (6)**	20.0% (4)	**30.0% (6)**	3.93	20
Music	0.0% (0)	0.0% (0)	0.0% (0)	28.6% (6)	23.8% (5)	**47.6% (10)**	4.45	21
Yearbook	0.0% (0)	4.8% (1)	0.0% (0)	9.5% (2)	14.3% (3)	**71.4% (15)**	4.17	21
Arts/Humanities	4.8% (1)	0.0% (0)	4.8% (1)	28.6% (6)	19.0% (4)	**42.9% (9)**	4.00	21
Physical Education/Athletics	0.0% (0)	0.0% (0)	0.0% (0)	19.0% (4)	19.0% (4)	**61.9% (13)**	4.50	21
Vocational/Career Education	0.0% (0)	0.0% (0)	0.0% (0)	9.5% (2)	19.0% (4)	**71.4% (15)**	4.67	21
						answered question		22

2. What technology tools do YOU, as a teacher, use the most in your classroom? (Check all that apply)

	Daily	Weekly	Monthly	Rarely	Never	N/A	Rating Average	Response Count
Word Processing	**65.0% (13)**	35.0% (7)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	1.35	20
Internet/Email	**95.2% (20)**	4.8% (1)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	1.05	21
ABI Attendance/Gradebook	**85.0% (17)**	5.0% (1)	5.0% (1)	0.0% (0)	0.0% (0)	5.0% (1)	1.16	20
Powerpoint/Presentation Graphics	5.0% (1)	20.0% (4)	**35.0% (7)**	15.0% (3)	20.0% (4)	5.0% (1)	3.26	20
Spreadsheet/Database	0.0% (0)	15.0% (3)	15.0% (3)	25.0% (5)	**30.0% (6)**	15.0% (3)	3.82	20
Publisher/InDesign	0.0% (0)	5.0% (1)	10.0% (2)	20.0% (4)	**45.0% (9)**	20.0% (4)	4.31	20
Accelerated Reader/Star	**71.4% (15)**	0.0% (0)	9.5% (2)	0.0% (0)	4.8% (1)	14.3% (3)	1.44	21
Edusoft	19.0% (4)	28.6% (6)	**38.1% (8)**	4.8% (1)	0.0% (0)	9.5% (2)	2.32	21
Worldbook	0.0% (0)	0.0% (0)	21.1% (4)	**36.8% (7)**	21.1% (4)	21.1% (4)	4.00	19
Digital Imaging	5.0% (1)	15.0% (3)	0.0% (0)	**40.0% (8)**	25.0% (5)	15.0% (3)	3.76	20
Textbook related software	5.0% (1)	**25.0% (5)**	15.0% (3)	20.0% (4)	15.0% (3)	20.0% (4)	3.19	20
						answered question		21
						skipped question		1

3. What technology tools do YOUR STUDENTS most use in your classroom? (Check all that apply)							
	Daily	Weekly	Monthly	Rarely	Never	Rating Average	Response Count
Wordprocessing	**30.0% (6)**	25.0% (5)	20.0% (4)	0.0% (0)	25.0% (5)	2.65	20
Spreadsheet	0.0% (0)	0.0% (0)	5.6% (1)	16.7% (3)	**77.8% (14)**	4.72	18
Accelerated Reader/Star	**71.4% (15)**	4.8% (1)	0.0% (0)	0.0% (0)	23.8% (5)	2.00	21
Lexia	**55.0% (11)**	10.0% (2)	15.0% (3)	5.0% (1)	15.0% (3)	2.15	20
Wildwest Math	4.8% (1)	9.5% (2)	4.8% (1)	28.6% (6)	**52.4% (11)**	4.14	21
Chuckwagon Bill's Language Skills	0.0% (0)	14.3% (3)	4.8% (1)	23.8% (5)	**57.1% (12)**	4.24	21
Reader Rabbit	14.3% (3)	23.8% (5)	9.5% (2)	9.5% (2)	**42.9% (9)**	3.43	21
MathBlaster	19.0% (4)	**28.6% (6)**	4.8% (1)	**28.6% (6)**	19.0% (4)	3.00	21
Oregon Trail	4.8% (1)	14.3% (3)	14.3% (3)	23.8% (5)	**42.9% (9)**	3.86	21
Internet - Research (i.e. Worldbook, Yahooligians)	15.0% (3)	10.0% (2)	**30.0% (6)**	15.0% (3)	**30.0% (6)**	3.35	20
Internet - Pleasure	0.0% (0)	10.5% (2)	21.1% (4)	26.3% (5)	**42.1% (8)**	4.00	19
Internet - Program (FunBrain, United Streaming, BrainPop)	5.0% (1)	**50.0% (10)**	10.0% (2)	10.0% (2)	25.0% (5)	3.00	20
Internet - other	10.5% (2)	5.3% (1)	31.6% (6)	15.8% (3)	**36.8% (7)**	3.63	19
Lifetime Learning Library	0.0% (0)	0.0% (0)	15.0% (3)	10.0% (2)	**75.0% (15)**	4.60	20
Eureka	0.0% (0)	0.0% (0)	0.0% (0)	15.0% (3)	**85.0% (17)**	4.85	20
KidWorks	5.0% (1)	5.0% (1)	10.0% (2)	25.0% (5)	**55.0% (11)**	4.20	
Storybook Weaver	4.8% (1)	4.8% (1)	23.8% (5)	14.3% (3)	**52.4% (11)**	4.05	
Spreadsheet	0.0% (0)	0.0% (0)	0.0% (0)	10.5% (2)	**89.5% (17)**	4.89	
Graphics/Digital Imaging	0.0% (0)	5.3% (1)	5.3% (1)	21.1% (4)	**68.4% (13)**	4.53	
UltraKey	5.3% (1)	10.5% (2)	5.3% (1)	21.1% (4)	**57.9% (11)**	4.16	
WorldBook	0.0% (0)	0.0% (0)	31.6% (6)	5.3% (1)	**63.2% (12)**	4.32	
UnitedStreaming	0.0% (0)	30.0% (6)	15.0% (3)	10.0% (2)	**45.0% (9)**	3.70	
Digital Curriculum	0.0% (0)	5.0% (1)	0.0% (0)	20.0% (4)	**75.0% (15)**	4.65	
Big Chalk	0.0% (0)	5.3% (1)	0.0% (0)	10.5% (2)	**84.2% (16)**	4.74	
FunBrain	4.8% (1)	28.6% (6)	19.0% (4)	9.5% (2)	**38.1% (8)**	3.48	
BrainPop	0.0% (0)	14.3% (3)	14.3% (3)	9.5% (2)	**61.9% (13)**	4.19	
	answered question						
	skipped question						

4. If you could add a technology program or piece of equipment to your classroom tookkit, what would it be? (Details are GOOD!)		
		Response Count
	view	16
	answered question	**16**
	skipped question	**6**

	Comment Text	Response Date
1.	Smart Board Digital Presenter	Fri, 5/25/07 2:14 PM
2.	An overhead that is brighter. It could be that my room is too bright. Maybe what I need are window shades to keep the light out during use of overhead. Also, I would like a more reliable teacher printer.	Thu, 5/24/07 8:16 AM
3.	Lab top cart that can be shared for the 8th grade. Cart should have a wireless setup for internet and printer(need at least 25 computer in the cart). Lab time is limited and this would allow more flexabilty for lesson plans. Students also will be able to improve thier computer skills as well as their writing skills New text books have many options that can be used if you have access to internet. Students can use programs provided by publisher to help them learned the standards. Students become more engaged if computer is a major tool in the classroom.	Thu, 5/24/07 7:52 AM
4.	A New Printer, mine has just about bit the dust!! Anewer one, faster, and color would be great!!! A New Printer!!! Mine has just about bit the dust!(New, faster, color, would be great!!!!!) New Modern Flat Screen Monitors would be really nice too! Possible DvD Player? New? Don't want to sound greedy.	Wed, 5/23/07 3:58 PM
5.	I don' know yet, I'm still learning. But, I'm seeing a lot of good stuff!	Wed, 5/23/07 3:04 PM
6.	I would like a new DVD player in my classroom or a new color printer.	Tue, 5/22/07 4:36 PM
7.	I would have li ked a digital camera to catch that perfect picture at an unexpected time.	Tue, 5/22/07 4:08 PM
8.	I would like to have 6 flat screen moniters with towers for my student lab.	Tue, 5/22/07 12:41 PM
9.	Music Ace!! Ya! We are adding this software this Summer, plus a 20 computer lab.	Tue, 5/22/07 11:31 AM
10.	I think the new Kindergarten teacher would appreciate a DVD player, and remove the laser disc player. Maybe upgrade the monitors for student use. We have tried to make the #1118 monitor to STAY at the correct resolution, but it has a minds of it's own. I'm pretty sure the new teacher will want to be "hooked-up" to the Internet on ALL her computers.... just my guess. :)	Mon, 5/21/07 5:19 PM
11.	Thank you for the wonderful projector. We use it very well and often. I will be working on a better speaker system. I have a personal need for Photoshop from time to time. I am not aware if I have access to it at this time, and if I do, I might need some training.	Mon, 5/21/07 4:04 PM
12.	I feel set for now	Mon, 5/21/07 3:45 PM
13.	replace teacher's computer speaker (the large one) At time it produces loud static.	Mon, 5/21/07 3:22 PM
14.	???	Mon, 5/21/07 3:11 PM
15.	I got it! Thank you for the overhead projector. I would like a scanner in my room as well as a color printer so the students can work on reports more frequently.	Mon, 5/21/07 2:14 PM
16.	42" Plasma Flat Panel	Mon, 5/21/07 2:13 PM

5. Of the total amount of time your homeroom students spend using computers at school what percentage is used in: (total must equal 100%)

		Response Average	Response Total	Response Count
view	**Your classroom**	**67.25**	**1345**	**20**
view	Another teacher's classroom	7.63	122	16
view	The computer lab	23.35	467	20
view	The Library	3.88	66	17
			answered question	**20**
			skipped question	**2**

6. "I would best describe my use of technology in the classroom as (Choose One):

	Response Percent	Response Count
An essential tool in all subject areas	19.1%	4
An essential tool in some subjects	**38.1%**	8
A mix of essential and optional tools in all subjects	28.6%	6
An optional tool in all subjects	4.8%	1
An optional tool in some subjects	9.5%	2
Not an important part of my teaching tool set	0.0%	0
	answered question	**21**
	skipped question	**1**

7. Elaborate on this comment: "I had all the training and knowledge necessary to use technology effectively in my classroom." (use space provided next to your choice to state your specific needs, if any...)

		Response Percent	Response Count
view	Absolutely true	38.9%	7
view	**Mostly true**	**44.4%**	8
view	Somewhat true	16.7%	3
view	Not very true	11.1%	2
	Not at all true	0.0%	0
		answered question	**18**
		skipped question	**4**