

Geyserville Unified School District Technology Plan 2004-2009

1. Executive Summary of Technology Plan:

In Fall 2002, the District's technology inventory was updated and provided an up-to-date list of computers and other technology equipment.

In Spring 2004 all the schools completed the State Technology Survey. These surveys plus information from site teachers provided us with the basis for a general needs assessment for the use of technology in the Geyserville Unified School District.

In Winter 2004, the Geyserville Educational Park teachers were assessed using the CTAP² online self-assessment that provided baseline data on teacher's technology skills.

These three assessments as well as the input during the monthly District Technology meetings will guide the development of this technology plan. The technology plan will guide the district's use of technology from July 2004 through June 2009.

a. Expected student outcomes in 5 years as a result of technology use:

- Increased student access to technology learning resources will improve their mastery of California Content Standards as measured by STAR and local assessments;
- Students will be proficient in essential computer skills and applications;
- Students will triple their use of the Internet for research purposes;
- Proficient information literacy skills will allow students safe and relevant use of technological learning resources;
- Selected students will provide basic computer trouble-shooting and tech support for computers at school.

b. Expected staff outcomes in 5 years as a result of technology use:

- Teachers will triple their use of technological learning resources (as assessed by the CTAP² iAssessment tool) to organize, teach and assess student learning in California Content Standards;
- School staff will electronically track each student's school-based data and his/her progress in mastery of California Content Standards;
- All teachers will meet Technology Proficiency Standards set by the California Commission on Teacher Credentialing.

c. Expected technology outcomes; infrastructure, hardware, tech support and software:

- Our target of 1:4 computers to student will be met;
- The district schools will have an adequate infrastructure to support our technology needs;
- The district will have developed and adopted a hardware acquisition plan that includes

- 1) equipment specifications to guide future purchases and 2) a technology specific database to prevent equipment loss and track replacement timelines.
- Additional software applications supporting student learning in California Content Standards will be acquired.

d. Expected Funding and Budget

- District and site funding for technology should be stable and equitable.
- Technology curriculum, professional development, software, books and Internet access are supported by the District's General Fund, Geyserville Educational Foundation, SIP and other categorical program dollars

e. Expected Monitoring and Evaluation

- Annual increases in teachers' technology proficiencies per the CTAP² iAssessment.
- Annual increase in teachers' use of technology to enhance curriculum.
- Students' progress in mastering the California Content Standards in the core curriculum.
- Students' progress in acquiring information literacy skills.
- Annual maintenance and infrastructure upgrade activities are reviewed and adjustments made as indicated.

Expense Type/ Funding Source – Key

Code	Description
A	Administration and Management
B	Building and facilities
C	Categorical District Ed Tech Funds
CH	Classroom Hardware
CS	Classroom Software
F	Geyserville District General Fund
G	Grants and other Outside Funds
GEF	Geyserville Educational Foundation
IH	Infrastructure Hardware
IS	Infrastructure Software
T	Training
M	Maintenance and Support
SD	Staff development

f. Mission Statement

Geyserville Unified School District as a whole is committed to providing the opportunity for all students to acquire the skills and values necessary to become responsible and contributing adults in our community and beyond. We believe true excellence results from the collaboration of a passionate, committed staff, involved families, and the broader community.

The mission of the District Technology Plan is to ensure that students and staff are effective users of technology in the teaching and learning process and are prepared for using technology in the pursuit of higher education and empowerment as citizens of the 21st century.

This mission includes:

- providing access to technology to support District and State curriculum standards

- providing instruction to foster competence in the use of technology and to deepen students' educational experience
- Providing learning opportunities using technology to meet individual student needs and to increase knowledge of the world around them

Students use technology to assist them in meeting State and District curriculum standards. Teachers use technology in the delivery of curriculum, assessing student progress made toward meeting standards, record keeping, for communications with the community and for meeting the needs of diverse learners. Administrators use technology for school management (including record keeping), for communications with the community, and for the analysis of student data to assure that there is student progress towards meeting State and District standards. Teachers and administrators also use technology as tools for furthering their knowledge and abilities.

The District Technology Committee strongly recommends the formation of a Technology Leadership Team at Geyserville Educational Park and Geyserville Elementary. Teams may include teachers, the administrator, library personnel, and parents. The purpose of these teams is to plan and monitor the use of technology to support curriculum and instruction at the school site. They will also assist in the site implementation of the District Technology Plan.

g. District Overview:

Geyserville Unified School District is located in the town of Geyserville in Sonoma County. Geyserville is an old farming community set in a valley and surrounded by vineyards. Its diverse population includes founding families, vineyard owners, land managers, laborers, seasonal workers and people employed in a wide variety of occupations in Sonoma County and the surrounding counties.

The District consists of four schools located on two sites. Geyserville Elementary School houses grades kindergarten through five (110 students) and is also home to the Geyserville Community Children's Center and an Even Start Early Literacy Program, the District operates both programs.

Geyserville Educational Park includes Geyserville Middle School (63 students 6th - 8th), Geyserville High School (100 students 9th - 12th), Buena Vista High School, the alternative high school (8 students) and Community Day School (7 students). The total K-12 population is 288 students.

The largest ethnic student group is Latino, comprising 56% of the population. Other groups include White (33%), Multiple (9%), American Indian (3%) and Black (1%). According to the latest language census, conducted as of March 1, 2004 total percentage of English Language Learners and Fluent English Proficient (students whose home language survey shows a language other than English) is 47%.

The number of students receiving free or reduced-price meals is 164 representing 60% of the population..

h. The Planning Process

The purpose of technology in schools is to support the learning and achievement of the students. The goal of technology planning is to provide technology resources to support District curriculum standards.

Technology is used to assist students in meeting their grade level standards and to prepare them for High School and for citizenship in the 21st century.

2. Technology Planning Team

a. The District Technology Committee is composed of administrators, teachers, librarians, board members and community members. This committee gave input on technology and its use in the Geyserville Unified School District. They also reviewed and made recommendations for updating of the District technology plan.

Administration:

Joe Carnation, Superintendent, Geyserville Unified School District
Kathryn Hadden, Principal, Geyserville Educational Park
Joe Pelonconi, Principal, Geyserville Elementary School
Laura Equitz, Principal, Buena Vista Continuation High School

Teachers/ Staff:

Rick Klug, High School, Middle School, Geyserville Educational Park
Deborah Bertolucci, High School, Middle School, Geyserville Educational Park
Tony Pettis, High School, Middle School, Geyserville Educational Park
Ray Williams, Third Grade, Geyserville Elementary
Phylis, Librarian, technology specialist, Geyserville Elementary
Barbara Petersen, Librarian, Geyserville Educational Park

Community and Business Members:

Louise Davis, local historian, Geyserville
Charlette Lea, community member, parent
Sandy Elliott, Member, Board of Trustees, Geyserville Unified School District

District Office Staff:

Wendy Wood, District Business Manager, Geyserville Unified School District

3. CURRICULUM COMPONENT

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

The District Technology Committee has established the following standards for classroom technology:

- 1 to 2 networked computers with Internet connectivity/classroom
- 1 teacher computer (networked) with attached color printer
- 2-networked printers
- TV cable access and TV monitor
- VCR, DVD player

The following chart describes the ratio of students per computer at each school. Only those computers that are Internet accessible were counted in the ratio calculations.

SCHOOL	STUDENTS	COMPUTERS	RATIO
Elementary	110	25	1:4.4
Middle School	63	18	1:3.5
High School	100	25	1:4
Buena Vista	8	4	1:2
CDS	7	2	1:3.5

The District average is 1:3.5 (students/computers). The need for replacing outdated or dysfunctional computers at designated sites is within the funding resources available to sites. Although there is a variation as to the access to technology tools during the school day for students, generally, all of the District's students have access to computers and other technology tools during the week either through classroom computers, computer lab or library/media center. Currently, student access to technology tools during school hours is largely dependent upon the priorities, the strategies and instructional practices of teachers.

Technology tools available to all teachers in their rooms include: telephones in their rooms, 1 to 2 computers for student use (network access), teacher computer (includes a printer and access to the network), TV monitor and VCR. In addition, at the elementary school digital video cameras and digital still cameras and appropriate software are available for check out from the computer lab.

The middle and secondary schools have a library/media center and separate computer lab that has scanners, digital video cameras, digital cameras and appropriate software for those tools to support teachers and students.

Outside of school, before and after, a number of avenues are available for teachers, students, and community to access technology. Tutorial programs, before and after school childcare programs, school library/media centers, Regional Occupational Program (ROP), Adult Classes. In addition, teachers are increasingly using email, teacher/District websites to increase school/parent communication. These tools are available to all teachers in the District.

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

The District's current use of hardware and software to support teaching and learning is best described as uneven among the five schools. Hardware and software sometimes varies between classrooms in the same grade level on a campus. The Digital High funding helped to establish the computer lab and

library media center in 2000-2001 while the TLC grant funding provided the Elementary with it's computer lab and teacher stations in 1999-2000.

The District uses both PC and Macintosh platforms across the five schools. All administrative computers are PC's using Microsoft Office Suite including Word, Excel, Access and Powerpoint. The Administration has their own file server and utilize the software program Schoolwise for administrative bookkeeping: grades, attendance, report forms, etc. Schoolwise was implemented in the fall of 2004 and has already reduced the amount of time required for teachers to post grades and for administration to get them to the parents.

Kindergarten Through Fifth Grade Teachers

The Elementary lab, library and teacher computers are Apple iMacs. Teachers use Schoolwise for attendance and grading, Accelerated Reader and Accelerated Math for developing reading and math skills and other educational software to monitor student progress and build student skills. The computer lab and classrooms, have Internet access and a variety of educational programs available for teachers to bring in their students on a scheduled basis. 5th grade students utilize digital cameras and video to collect visual data on their annual field trip to Coloma, documenting the mid 19th century lifestyle in an iMovie presentation. Third and fourth grade utilize Mavis Beacon to improve keyboarding skills and AppleWorks to complete written assignments for example: the fourth graders complete a California Mission project which includes a typed report as well as a class presentation. Some of the class presentations have included video documentaries completed by the student on Mission visited.

Sixth Through Eighth Grade Teachers

Middle school teachers at the Educational Park Teachers use Schoolwise for attendance and grading, Accelerated Reader and Accelerated Math for developing reading and math skills and other educational software to monitor student progress and build student skills. When surveyed, the Middle School teachers reported that technology is currently used in the classroom at least weekly for reading and language arts, daily for math, at least monthly for science and history/social science curriculum. Sixth grade students utilize our mobile laptop lab to create Powerpoint presentations on historical subjects researched through the Internet. 7th and 8th grade math classes and their teachers utilize an online help center for their CPM math curriculum.

Ninth Through Twelfth Grade Teachers

The Geyserville Educational Park has a PC lab (used primarily by the High School) as well as an Apple iMac lab (located in the library and used primarily by the Middle School and community Day school). High school teachers at the Educational Park use Schoolwise for attendance and grading. All teachers at the Ed Park use Apple iMacs. In addition, supporting software for textbooks and curriculum is used. Specialized software supports a variety of curricular programs, including science, math, journalism, yearbook, graphic design, business, language development, vocational programs and computer applications. For example, graphic design students work with Photoshop to develop brochures for the District and local businesses. The yearbook class utilizes PageMaker to build the yearbook and produce the school newspaper. In math, Excel is used to manipulate formulas in the model building of roller coasters. In Spanish I and II, students use email applications to communicate and share cultural differences with our sister school in Costa Rica. These applications are available in classrooms, lab and in the library to support curriculum.

The Geyserville Educational Park and Elementary campuses receive commercial cable TV services with all rooms wired (coaxial). At the Ed Park, cable is fed through a primary switch station in the media lab. We can either direct commercial cable programming or our own local broadcast. Closed-circuit transmissions can be made from any room. The Studio Production class utilizes the closed-circuit system to deliver weekly news broadcast.

3.c. District Curriculum Goals

The Geyserville Unified School District Board of Education has approved the LEA plan, which guides the plans at each site. Two of the five goals are:

Goal 1: All students will reach high standards, at a minimum, attaining proficiency or better in reading and mathematics by 2013-2014.

Goal 2: All limited-English -proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics by 2013-2014.

The Geyserville Unified School District has fully adopted the California English Language Arts (ELA) Standards K- 12 and the standards in mathematics as approved by CDE. All teachers are versed in the specific ELA standards and math standards for their grade level(s) and the pragmatics of carefully aligning their grade level curriculum, instruction, and assessment practices to the standards.

With the passing of the Williams Act, the Geyserville Unified School District Board of Trustees will include selections from the CDE approved list when considering instructional materials, along with Board certification that all adoptions are standards based. Materials will then be disseminated to appropriate staff, including special education and ELD. The elementary school has adopted standards aligned programs in English Language Arts (ELA) as approved by the California Dept. of Education. The implementation of this technology plan will be assessed and reported to stakeholders on an annual basis. This plan will be updated annually to address changing conditions within the district.

3.d. Curriculum integration to improve teaching and learning.

Geyserville Unified School District students have scored well on standardized achievement tests. Many online programs and educational software are provided for students. Still, there is a need to provide more staff training in these and newer programs to insure their effective use.

<p>3.d Goal # 1 of 1: Technology will be integrated into the core curriculum, with the emphasis on mathematics and reading/language arts curriculum in 90% of the classrooms in the district at all grade levels to enhance student achievement.</p>
<p>3.d.1 Objective 1 of 2: By June 2009, 100% all students (K-12) will use technology resources to achieve California Content Standards in reading.</p>
<p>June 2005: Technology will be integrated into 50% of the core content areas of English, History/Social Science, Math and Science for 9th through 12th grade classrooms with additional staff training.</p>

June 2006: Technology will be 100% integrated into core content areas of English, History/Social Science, Math and Science for 9 th through 12 th grade classrooms with additional staff training.					
June 2007: Technology will be 100% integrated into reading for 6 th through 8 th grade classrooms with additional staff training.					
June 2008: Technology will be 100% integrated into reading for 4 th and 5 th grade classrooms with additional staff training..					
June 2009: Technology will be 100% integrated into reading for 1st through 3 rd grade classrooms with additional staff training..					
3.d.2 Objective 2 of 2: By June 2009, all students (K-12) will use technology resources to improve their math proficiencies.					
June 2005: Content specific software in Math will be integrated into 50% for grades 10 th through 12 th classrooms with additional staff training..					
June 2006: Content specific software in Math will be integrated into 100% for grades 10 th through 12 th classrooms with additional staff training..					
June 2007: Content specific software in Math will be integrated into 100% for grades 7 th through 9 th classrooms with additional staff training.					
June 2008: Content specific software in Math will be integrated into 100% for grades 4 th through 6 th classrooms with additional staff training.					
June 2009: Content specific software in Math will be integrated into 100% for grades 1 st through 3 rd classrooms with additional staff training.					
i and j List of activities and a timeline for implementing planned strategies and activities.					
Goal	Implementation Plan/Activities	Resp. Position	Timeline	Budget Source*	Monitoring and Evaluation activities
3.d.1 3.d.2	Staff collect examples of student work and identifies current use of technology in classrooms 9-12	Staff and Admin	June 2005	N/A	Student technology work is reviewed and assessed by staff and admin. A baseline is established.
3.d.1 3.d.2	Staff development provided to high school staff to implement use of math and reading software	Admin	September 2005	F, G, GEF, SD	Staff development agendas reviewed.
3.d.1 3.d.2	Reading and math software is implemented.	Admin & Staff	November 2005	G, SD	Lesson plans evaluated and cataloged
3.d.1 3.d.2	Evaluation of student work and STAR results to determine effectiveness of program.	Staff & Admin	August 2006	N/A	Review of student work and STAR results.
3.d.1 3.d.2	Staff development provided to 6-8 staff to implement math and reading software	Staff & Admin	September 2006	F, G, GEF, SD	Certificates of completion; lesson and unit plans evaluated.
3.d.1 3.d.2	Reading and math software is implemented.	Staff & Admin	November 2006	G, SD	Lesson plans evaluated and cataloged
3.d.1 3.d.2	Evaluation of student work and STAR results to determine effectiveness of program.	Staff & Admin	June 2007	N/A	Review of student work and STAR results.
3.d.1 3.d.2	Staff development provided to 4-5 staff to implement use of math and reading software.	Staff & Admin	September 2007	F, G, GEF, SD	Certificates of completion; lesson and unit plans developed.
3.d.1 3.d.2	Reading and math software is implemented.	Staff & Admin	November 2007	G, SD	Lesson plans evaluated and cataloged
3.d.1 3.d.2	Evaluation of student work and STAR results to determine effectiveness of program.	Staff & Admin	June 2008	N/A	Review of student work and STAR results.
3.d.1	Staff development provided to 1-3	Staff &	September 2008	F, G,	Certificates of completion;

3.d.2	staff to implement use of math and reading software.	Admin		GEF, SD	lesson and unit plans developed.
3.d.1 3.d.2	Reading and math software is implemented.	Staff & Admin	November 2008	G, SD	Lesson plans evaluated and cataloged
3.d.1 3.d.2	Evaluation of student work and STAR results to determine effectiveness of program.	Staff & Admin	June 2009	N/A	Review of student work and STAR results.

*Budget source key is found at 1.e

3.e. Goals for student acquisition of technological and information literacy skills:

The use of information literacy as a research process needs to be implemented across the grade levels to enhance students' safe and effective use of the Internet for research purposes. Geyserville unified School District recognizes the need to adopt a continuum of technology proficiencies to guide and assess the introduction and development of technology proficiencies for all students.

The technology committee and the district staff will look at a variety of technology proficiency continuums and begin the process of adopting a continuum for developing and assessing technology proficiencies that are appropriate for Geyserville students. It is anticipated that the research and adoption process will last through June 2005. Implementation will take place during the 2005-2006 school year.

3.e. Goal: Geyserville students will develop proficiency with technology and information literacy skills for their grade levels as defined by the National Educational Technology Standards and the Geyserville Unified School District Technology Proficiency Skills Continuum.					
3.e.1 Objective 1 of 2: By June 2009, all students will understand and apply information literacy skills to increase their use of Internet resources in the core content areas.					
June 2005: Students will demonstrate information literacy skills by completing a research project in at least one of the core content areas in grade 12.					
June 2006: Students will demonstrate information literacy skills by completing a research project in at least two of the core content areas in grades 9-11.					
June 2007: Students will demonstrate information literacy skills by completing a research project in at least one of the core content areas in grades 6-8.					
June 2008: Students will demonstrate information literacy skills by completing a research project in at least one of the core content areas in grades 4-5.					
June 2009: Students will demonstrate information literacy skills by completing a research project in at least one of the core content areas in grades K-3.					
3.e.2 Objective 2 of 2: Geyserville Unified School District will adopt and implement a continuum of information literacy and technology proficiency skills, which will allow students safe and relevant use of technological learning resources.					
June 2005: GUSD staff and the Technology Committee will adopt a continuum of technology proficiency skills (TPS).					
June 2006: The TPS continuum will be implemented in grades 9-12.					
June 2007: The TPS continuum will be implemented in grades 6-8.					
June 2008: The TPS continuum will be implemented in grades 4-5.					
June 2009: The TPS continuum will be implemented in grades K-3.					
i and j List of activities and a timeline for implementing planned strategies and activities.					
Goal	Implementation Plan/Activities	Resp. Position	Timeline	Budget Source*	Monitoring and Evaluation activities
3.e.2	Staff and Technology Comm. Will	Staff and	April 2005	C	Model continuums

	research and identify a TPS continuum for grades K-12	Tech. Comm.			presented, faculty agendas, drafts developed and documented
3.e.1	Grade 12 staff will pilot TPS Grade 12 students will complete a research project in one of the core content areas.	Staff and Tech. Comm.	May 2005	C	Lesson plans, curriculum documents, student work are evaluated and documented.
3.e.1 3.e.2	Teachers evaluate the effectiveness of the grade 12 pilot	Staff	June 2005	N/A	Faculty meeting agendas
3.e.2	Tech. Comm. presents recommended model to all GUSD staff	Tech. Comm.	June 2005	N/A	Faculty meeting agendas
3.e.2	Superintendent takes faculty adopted model to Board for district adoption	Admin	July 2005	N/A	Board agenda
3.e.2	Professional development focuses on how to integrate the TPS 9-12	Staff & Admin	September 2005	F, GEF, T	Professional Development Agenda. Certificates of completion
3.e.1 3.e.2	Staff implements TPS in grades 9-11 Grade 9-11 students will complete two research projects in one of the core content areas.	Staff & Admin	October 2005	C, GEF	Lesson plans, curriculum documents, student work are evaluated and documented.
3.e.1 3.e.2	Staff evaluates TPS implementation in grades 9-11, modifies if necessary	Staff & Admin	June 2006	C, GEF	Survey regarding the effectiveness of the TPS implementation, presentation to faculty for possible modifications.
3.e.1 3.e.2	Staff implements TPS in grades 6-8 Grade 6-8 students will complete one research project in one of the core content areas.	Staff & Admin	September 2006	C, GEF	Lesson plans, curriculum documents, student work are evaluated and documented.
3.e.1 3.e.2	Staff evaluates TPS implementation in grades 6-8, modifies if necessary	Staff & Admin	June 2007	C, GEF	Survey regarding the effectiveness of the TPS implementation, presentation to faculty for possible modifications.
3.e.1 3.e.2	Staff implements TPS in grades 4-5 Grade 4-5 students will complete one research project in one of the core content areas.	Staff & Admin	September 2007	C, GEF	Lesson plans, curriculum documents, student work are evaluated and documented.
3.e.1 3.e.2	Staff evaluates TPS implementation in grades 4-5, modifies if necessary	Staff & Admin	June 2008	C, GEF	Survey regarding the effectiveness of the TPS implementation, presentation to faculty for possible modifications.
3.e.1 3.e.2	Staff implements TPS in grades K-3 Grade K-3 students will complete one research project in one of the core content areas.	Staff & Admin	September 2008	C, GEF	Lesson plans, curriculum documents, student work are evaluated and documented.
3.e.1 3.e.2	Staff evaluates TPS implementation in grades K-3, modifies if necessary	Staff & Admin	June 2009	C, GEF	Survey regarding the effectiveness of the TPS implementation, presentation to faculty for possible modifications.

*Budget source key is found at 1.e

3.f. Utilization of technology to ensure appropriate access for all students:

All Geyserville Unified School District students have access throughout the school day to computers in the classroom, library and lab. They are comfortable requesting additional computer time before and after school and during lunch, as staff is available.

High School (9-12): Computers are available in each classroom, the library and one computer lab during school hours and before and after school as staffing permits.

Middle School (6-8): Computers are available in each classroom and the library during school hours and before and after school as staffing permits.

Elementary (K-5): Computers are available in each classroom, the library and one computer lab during school hours and before and after school as staffing permits.

Student needs regarding adaptive technology are assessed at time of enrollment and the district works with the local SELPA or other appropriate agencies to provide appropriate access to technology. RSP student technology needs are defined by their IEPs. The district bilingual coordinator addresses ELD student technology needs.

Goal: All students will have access to technology appropriate to their individual learning needs, including appropriate adaptive equipment and software. These may include communication devices, modified computers and keyboards, dual language software installation, Braille equipment, etc.					
Objective 3.f.1: By June 2009, Title 1 students in the 1 st through 8 th grades will use content specific software or online services to assist with remediation and enrichment of their reading/language skills and proficiencies.					
Objective 3.f.2: By June 2009, ELD students in the 1 st through 12 th grades will use content specific software or online services to assist with remediation and enrichment of their reading/language skills and proficiencies.					
Objective 3.f.3: By June 2009, RSP students in the 1 st through 12 th grades will use content specific software or online services to assist with remediation and enrichment of their reading/language skills and proficiencies.					
June 2005: Appropriate Title 1, ELD, RSP software or online services will be identified for 100% of 1 st through 12 th grade student use. Continued use of Accelerated Reader may be expanded.					
June 2006: Appropriate Title 1, ELD, RSP software or online services will be 100% implemented in grades 1-3 curriculum. Professional development focuses on how to integrate Title 1 program and assess student proficiencies.					
June 2007: Appropriate Title 1, ELD, RSP software or online services will be 100% implemented in grades 4-5 curriculum.					
June 2008: Appropriate Title 1, ELD, RSP software or online services will be 100% implemented in grades 6-8 curriculum.					
June 2009: Appropriate ELD, RSP software or online services will be 100% implemented in grades 9-12 curriculum.					
i and j List of activities and a timeline for implementing planned strategies and activities.					
Goal	Implementation Plan/Activities	Resp. Position	Timeline	Budget Source*	Monitoring and Evaluation activities
3.f.1 3.f.2 3.f.3	A team of 3 teachers research and identify Title 1, RSP, ELD software or online services for grades 1-12.	Staff Title 1, RSP, ELD teachers	June 2005	C, GEF	Model programs presented to staff, recommendation to Superintendent.
3.f.1 3.f.2	Superintendent takes staff adopted model to Board of Trustees for	Admin	July 2005	N/A	Board agenda

3.f.3	adoption.				
3.f.1 3.f.2 3.f.3	Title 1, RSP, ELD program is implemented in 1-3	Staff Title 1, RSP, ELD teachers	Sept 2005	C, F	Lesson plans, curriculum documents, student work are evaluated and documented.
3.f.1 3.f.2 3.f.3	Samples of student work and Title 1, RSP, ELD progress are collected and evaluated	Staff Admin Title 1, RSP, ELD teachers	Jan 2006 June 2006	N/A	Evaluation results are shared with staff
3.f.1 3.f.2 3.f.3	Student test scores evaluated; strategies developed to improve results.	Staff Admin Title 1, RSP, ELD teachers	July 2006	C, F	Results presented to staff, community, school board
3.f.1 3.f.2 3.f.3	Title 1, RSP, ELD program is implemented in 4-5	Staff Title 1, RSP, ELD teachers	Sept 2006	C, F	Lesson plans, curriculum documents, student work are evaluated and documented.
3.f.1 3.f.2 3.f.3	Samples of student work and Title 1, RSP, ELD progress are collected and evaluated	Staff Admin Title 1, RSP, ELD teachers	Jan 2007 June 2007	N/A	Evaluation results are shared with staff
3.f.1 3.f.2 3.f.3	Student test scores evaluated; strategies developed to improve results.	Staff Admin Title 1, RSP, ELD teachers	July 2007	C, F	Results presented to staff, community, school board
3.f.1 3.f.2 3.f.3	Title 1, RSP, ELD program is implemented in 6-8	Staff Title 1, RSP, ELD teachers	Sept 2007	C, F	Lesson plans, curriculum documents, student work are evaluated and documented.
3.f.1 3.f.2 3.f.3	Samples of student work and Title 1, RSP, ELD progress are collected and evaluated	Staff Admin Title 1, RSP, ELD teachers	Jan 2008 June 2008	N/A	Evaluation results are shared with staff
3.f.1 3.f.2 3.f.3	Student test scores evaluated; strategies developed to improve results.	Staff Admin Title 1, RSP, ELD teachers	July 2008	C, F	Results presented to staff, community, school board
3.f.1 3.f.2 3.f.3	Title 1, RSP, ELD program is implemented in grade 9-12	Staff Admin Title 1, RSP, ELD teachers	Sept 2008	C, F	Lesson plans, curriculum documents, student work are evaluated and documented.
3.f.1 3.f.2 3.f.3	Samples of student work and Title 1, RSP, ELD progress are collected and evaluated	Staff Admin Title 1, RSP, ELD teachers	Jan 2009 June 2009	N/A	Evaluation results are shared with staff
3.f.1 3.f.2	Student test scores evaluated; strategies developed to improve	Staff Admin	July 2009	C, F	Results presented to staff, community, school board

3.f.3	results.	Title 1, RSP, ELD teachers			
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*Budget source key is found at 1.e

3.g. Teachers utilize technology to reduce time spent on administrative tasks (such as record keeping and assessment) and allow more time for instruction:

Elementary and middle school teachers utilize Accelerated Math/Reader to keep records of student progress. All K-12 teachers use Schoolwise to generate attendance and grade reports. In the next 5 years we would like to provide teachers with grading programs and software to measure student progress on the California state standards.

3. g. Goal: Teachers will use technology applications to keep student records, including standards based grade reports and other assessment information via electronic portfolios, electronic grade books and student information database systems.
Objective 3.g.1: By June 2009, 100% of all teachers will be provided with and trained to use Grade Machine. They will also receive training in the use of StandardsMaster at grades K-12 to track students' progress through mastery of California Content Standards.
June 2005: 50% of K-5 teachers will use Grade Machine.
June 2006: 100% of K-5 teachers will use Grade Machine and StandardsMaster to track students' progress through mastery of California Content Standards.
June 2007: 50% of 6-8 teachers will use Grade Machine and StandardsMaster to track students' progress through mastery of California Content Standards.
June 2008: 50% of 6-8 teachers will use Grade Machine and StandardsMaster to track students' progress through mastery of California Content Standards.
June 2009: 100% of 9-12 teachers will use Grade Machine and StandardsMaster to track students' progress through mastery of California Content Standards.

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

Goal	Implementation Plan/Activities	Resp. Position	Timeline	Budget Source*	Monitoring and Evaluation activities
3.g.1	Grade Machine is purchased, installed and configured on K-5 teacher computers	Tech Comm	April 2005	C, F, GEF	Installation log
3.g.1	Professional Development focuses on K-5 teachers	Admin staff	April 2005	T, SD	PD agenda/attendance; Certificate of Completion
3.g.1	50% of K-5 teachers pilot use of Grade Machine	Admin Staff	June 2005	F	Lesson plans, curriculum documents, student work are evaluated and documented.
3.g.1	Progress is evaluated through staff survey	Admin Staff	August 2005	N/A	Evaluation results are shared with the staff for input on improvement
3.g.1	StandardsMaster is purchased and installed on K-5 machines	Tech Comm	Aug 2005	F, C, GEF	Installation log
3.g.1	Professional development with K-5 teachers focuses on use of StandardsMaster	Tech Comm	Sept 2005	SD	PD agenda/attendance; Certificate of Completion
3.g.1	100% of K-5 teachers implement Grade Machine and StandardsMaster	Admin Staff	Sept 2005	F	Lesson plans, curriculum documents, student work

	and use them to track students' progress through mastery of California Content Standards.				are evaluated and documented.
3.g.1	Progress is evaluated through staff survey	Admin Staff	Jan 2006 June 2006	N/A	Evaluation results are shared with the staff for input on improvement
3.g.1	Grade Machine and StandardsMaster is installed on 6-8 machines	Tech comm	Sept 2006	C	Installation log
3.g.1	Professional Development focuses on use of Grade Machine and StandardsMaster for 6-8 teachers	Tech Comm	Oct 2006	SD	PD agenda/attendance; Certificate of Completion
3.g.1	50% of 6-8 teachers implement Grade Machine and StandardsMaster and use them to track students' progress through mastery of California Content Standards.	Admin Staff	Oct 2006	F	Lesson plans, curriculum documents, student work are evaluated and documented.
3.g.1	Progress is evaluated through staff survey	Admin Staff	Jan 2007 June 2007	N/A	Evaluation results are shared with the staff for input on improvement
3.g.1	100% of 6-8 teachers implement Grade Machine and StandardsMaster and use them to track students' progress through mastery of California Content Standards.	Admin Staff	Sept 2007	F	Lesson plans, curriculum documents, student work are evaluated and documented.
3.g.1	Progress is evaluated through staff survey	Admin Staff	Jan 2008 June 2008	N/A	Evaluation results are shared with the staff for input on improvement
3.g.1	Grade Machine and StandardsMaster is installed on 9-12 machines	Tech Comm	Sept 2008	N/A	Installation log
3.g.1	Professional Development focuses on use of Grade Machine and StandardsMaster for 9-12 teachers	Tech Comm	Oct 2008	SD	PD agenda/attendance; Certificate of Completion
3.g.1	100% of 9-12 teachers implement Grade Machine and StandardsMaster and use them to track students' progress through mastery of California Content Standards.	Admin Staff	Oct 2008	F	Lesson plans, curriculum documents, student work are evaluated and documented.
3.g.1	Progress is evaluated through staff survey	Admin Staff	Jan 2009 June 2009	N/A	Evaluation results are shared with the staff for input on improvement

*Budget source key is found at 1.e

3.h Utilize technology to improve home/school communications so that teachers and administrators are more accessible to parents:

Geyserville Unified School District provides a district website with basic information about the district, the curriculum and community resource links. All teachers and administrators in the district have email that can be accessed by students and parents.

3.h Goal: Parents will have the opportunity to gain access to district information via the district's website as more technology becomes available throughout the community. Parents will increasingly have more access to school staff, including teachers and administrators via email, voice mail, school website, and eventually their schools' attendance

and formative grades at the individual school sites.					
3.h.1 Objective: By June 2009 , 100% of K-12 teachers and administrators will utilize the district website to post assignments, projects, class information, district information and coded student data for parent access.					
June 2005: Technology Committee will identify needed updates to district website					
June 2006: Website will be updated for community/parent use with current school activities and data.					
June 2007: K-5 and district administrators trained on website use and development.					
June 2008: 6-8 staff development on website use and development.					
June 2009: 9-12 staff development on website use and development.					
i and j List of activities and a timeline for implementing planned strategies and activities.					
Goal	Implementation Plan/Activities	Resp. Position	Timeline	Budget Source*	Monitoring and Evaluation activities
3.h.1	Tech comm. Reviews district website	Tech Comm	April 2005	N/A	Website improvement list, evaluate. Notes from evaluation
3.h.1	Tech Comm recommends improvements to staff/admin	Tech Comm	June 2005	N/A	Improvement lists/ staff agenda
3.h.1	Stipends are provided for website developers	Admin	Sept 2005	C, F, G, GEF	Budget notes, Tech Comm. agenda
3.h.1	Website is updated for community use with current district activities and data	Admin Tech Comm	June 2006	F	Review notes by Tech Comm., evaluate changes, maintain log
3.h.1	K-5 staff and district administrators are trained; parents given information concerning use of district web site.	Admin Tech Comm	Sept 2006 June 2007	SD, C, GEF, F, G	Review notes by Tech Comm., staff development log
3.h.1	Website evaluated in reference to K-5 and modified if needed	Admin Tech Comm	June 2007	N/A	Review notes by Tech Comm., log entry, notes from meeting
3.h.1	6-8 staff trained, parents given information concerning use of district web site.	Admin Tech Comm	Sept 2007 June 2008	SD, C, GEF, F, G	Review notes by Tech Comm., staff development log
	Website evaluated in reference to 6-8 and modified if needed.	Admin Tech Comm	June 2008	N/A	Review notes by Tech Comm., log entry, notes from meeting
3.h.1	9-12 staff trained, parents given information concerning use of district web site.	Admin Tech Comm	Sept 2008 June 2009	SD, C, GEF, F, G	Review notes by Tech Comm., staff development log
3.h.1	Website evaluated in reference to 6-8 and modified if needed.	Admin Tech Comm	June 2009	N/A	Review notes by Tech Comm., log entry, notes from meeting

*Budget source key is found at 1.e

Resources and budget required to implement these goals.

- Additional software and/or online applications may include Grade Machine, Accelerated Math/Reader and StandardsMaster. These items will support student learning in California Content Standards.
- Professional development for teachers who will need to:
 - Keep up with existing and emerging applications relevant to California Content Standards,
 -

Benefits from professional development based on staff needs assessment.

4. PROFESSIONAL DEVELOPMENT COMPONENT

4.a. Teacher and administrator’s current technology skills and needs for professional development.

Each year the Geyserville Unified School District teachers have been informally surveyed by the Technology Committee to determine their technology needs with the high school teachers having been surveyed using the CTAP² assessment (a result of our Digital High grant).

The Technology Committee attempts to address the needs of the staff by individually working with the teachers as time and resources allow. The district has, in the past, funded teachers to attend technology conferences and training sessions. Teachers and administrators are encouraged to participate in CTAP online courses and/or courses offered by the Sonoma County Office of Education. Both formal and informal surveys of certificated and administrative staff indicate that 90% are proficient in word processing. Most have some general computer knowledge, some familiarity with the Internet, email, and publishing. 15% of teachers have expertise in databases, spreadsheets, presentation software, and instructional technology. While some teachers are proficient in specific areas, there is a definite need for ongoing and consistent training across the district. Elementary teachers need training in Internet and email usage as well as training in basic software use: PowerPoint, Accelerated Math:Reader.

Middle school and high school teachers need training in specific software such as: Excel and Geometer’s Sketchpad as well as training in integrating technology lessons into their specific disciplines.

4.b. Goal for providing professional development opportunities based on staff needs assessment:

Completion of the CTAP² Assessment of Technology Proficiency skills will be the expectation of all teaching staff with district staff demonstrating improved levels of technology proficiency over the five-year technology plan.

4.b. Goal: All staff will receive training to meet personal proficiency goals in basic computer skills and technology integration in the content areas to support student achievement.
4.b.1 Objective: By June 2009, all teachers will receive training to acquire “intermediate” or “proficient” skill levels in all seven CTAP ² skill areas.
June 2005: 30% of 9-12 teachers will be at ‘intermediate’ or “proficient in all seven CTAP ² skill areas.
June 2006: 100% of 9-12 teachers will be at ‘intermediate’ or “proficient in all seven CTAP ² skill areas.
June 2007: 100% of 6-8 teachers will be at ‘intermediate’ or “proficient in all seven CTAP ² skill areas.
June 2008: 50% of K-5 teachers will be at ‘intermediate’ or “proficient in all seven CTAP ² skill areas.
June 2009: 100% of K-5 teachers will be at ‘intermediate’ or “proficient in all seven CTAP ² skill areas.
4.b.2 Objective: By June 2009, all teachers will receive training to acquire technology skills for increased use of technological learning resources to organize, teach and assess student learning in California Content Standards.
June 2005: 30% of 9-12 teachers integrate at least two lessons incorporating technology learning resources in teaching reading, language arts and mathematics.
June 2006: 100% of 9-12 teachers integrate at least four lessons incorporating technology learning resources in teaching reading, language arts and mathematics.
June 2007: 100% of 6-8 teachers integrate at least two lessons incorporating technology learning resources in teaching reading, language arts and mathematics.

June 2008: 100% of K-5 teachers integrate at least two lessons incorporating technology learning resources in teaching reading, language arts and mathematics.					
June 2009: 100% of district teachers integrate at least five lessons incorporating technology learning resources in teaching reading, language arts, mathematics and science; adding at least one technological learning resource to their teaching repertoire annually thereafter.					
c. and d. Timeline for implementing and evaluating planned strategies and activities					
Goal	Implementation Plan/Activities	Resp. Position	Timeline	Budget Source*	Monitoring and Evaluation activities
4.b.1	Staff and admin take CTAP ² assessment and develops individual plans to increase their competency	Tech Comm, Admin	March 2005 June 2005 And annually	N/A	Principals and Superintendent meets with and reviews staff and admin technology goals. CTAP ² evaluations will be maintained yearly for comparison.
4.b.1 4.b.2	Two "tech mentors" will be identified for each site: K-5 and 6-12 for a total of four mentors to support faculty growth in use of technological learning resources.	Tech Comm, Admin	June 2005	SD, F, C	Superintendent and tech comm., will monitor tech mentor training. Portfolios created for all staff.
4.b.1 4.b.2	A menu of opportunities for staff development based on the CTAP ² survey are researched and presented to staff.	Admin, tech mentors	Sept 2005	N/A	Handouts, lists and notes from staff meetings.
4.b.1 4.b.2	Faculty will take advantage of technology in-services, such as CTAP Online, the Educational Technology Academy, the Sonoma County Office of Education and onsite district tech mentor training.	Admin Tech Comm. Tech Mentors	June 2006 and annually	F, SD, GEF, G	Teacher's individual professional development plans; certificates of completion. Admin will review yearly.
4.b.1 4.b.2	Teachers who wish, will be allowed to use one day of professional development to visit schools identified by CTAP	Admin Tech Comm	Sept 2006 June 2009	SD, C, GEF, F, G	Travel documents and faculty meeting notes.
	Staff and stakeholders meeting to review effectiveness of staff development plan and make recommendations for new additions/strategies/formats	Admin Tech Comm	June 2006 annually	N/A	Notes from staff meeting; recommendations; review of results from CTAP ² survey.

*Budget source key is found at 1.e

Professional development will be monitored by a variety of structures such as: keeping track of attendance via sign-in sheets, certificates of completion, subscription fees, evaluation print-outs from the CTAP² resource, biannual and annual reports by the Technology Committee to the district board.

Resources and budget required to implement these goals.

- Stipends for teachers who provide training and support faculty growth in use of technological learning resources

- Subscription to CTAP services for information on software and teacher inservice. Professional Development activities will include CTAP Online, the Educational Technology Academy, the Sonoma County Office of Education and other professional development opportunities.
- Funding for teachers to visit other school sites identified by CTAP as demonstrating exemplary use of technology to support the academic core curriculum K-12.
- Funding for reliable computers and network devices.

Benefits from professional development based on staff needs assessment.

Most teachers want to apply technology tools to improve student learning in California's core academic content areas. The goal is to improve test scores as indicators of student learning. Benefits of professional development related to integrating technology into the core curriculum areas include:

- Time to visit existing exemplary programs and to model them,
- Opportunity to assess technology competencies of each teacher according to CTAP standards,
- Opportunity to increase technology competencies of each teacher,
- Opportunity to learn new and exciting software and online services to help improve student learning and produce higher test scores.

5. INFRASTRUCTURE, HARDWARE, TECHNICAL SUPPORT AND SOFTWARE COMPONENT

5.a.

The district would like to establish a high-speed connection between the elementary school and the Educational Park. Presently an ISDN line provides the connectivity. Due to increased usage by staff, students and admin a faster connection would be desirable. The Sonoma County Office of Education has suggested a wireless system since the Educational Park is only 2 miles from the elementary.

The district needs site licenses for StandardsMaster and Grade Machine and additional software to support technology integration in the curriculum. At the Educational Park, the high school wireless mobile lab needs to be increased from 7 to 15 and possibly another mobile lab purchased for the middle school usage with at least 15 machines.

A new phone system that allows for teacher voice-mail, absence calling and message boxes is being looked at to improve district communication with parents and the community.

Time and/or stipends for technology mentors: 2 at the Educational Park and 2 at the elementary needs to be addressed. A 50% or more technical support person needs to be added to the elementary school computer lab to address the needs of classes utilizing the lab.

We will need to replace outdated computers and upgrade where possible. The teachers needs for audio-visual equipment requires yearly evaluation and replacement/update.. A survey conducted in January 2005 shows that 50% of the staff has needs in the following areas: VCR, Televisions, DVD players and burners, video projectors.

5.b.

The Geyserville Unified School District has a T-1 connection to the Sonoma County Office of Education, our Internet Service Provider. The County office provides an Internet filter as well as our email service and technical support for our network infrastructure. The Geyserville Educational Park which consists of: high

school, middle school and continuation school as well as the district office, transportation services and food services, are connected via category 5 wire and Cisco switches located in the computer lab. The elementary school is connected to the Educational Park computer lab switch via an ISDN line.

All schools utilize 10/100 mbps switches with at least one drop per classroom. Most classrooms utilize hubs to accommodate a teacher's station as well as 1 or more student computers. Three wireless transceivers are located at the Educational Park to accommodate 1 wireless mobile lab of 7 iBooks.

The high school computer lab is available for class instruction with 16-networked PC's, 1-networked eMac, 2-networked printers, 4 scanners and a ceiling mounted video projector hardwired to a teacher networked PC station. Our student to computer ratio is 1:4. The middle school library lab has 15-networked iMacs and 1 networked printer. Students have access to either lab for individual work before, during and after school. Our student to computer ratio is 1:4.

The elementary school has one computer lab. Teachers may sign up to bring their students into the lab for instruction and projects. A part-time librarian oversees the computer lab at least twice a week for 2-3 hours. Teachers have expressed concern for more lab time with a .50 FTE lab technician. Our student to computer ratio is 1:5.

We have limited technical support in the district ,most support (when needed) is provided by the Sonoma County Office of Education, MacNetworks (commercial service) in Santa Rosa, local computer repair service, high school computer teacher (when available), parent volunteer (at the elementary). Each site is responsible for maintenance, upgrade and replacement of equipment and software with the guidance of the district technology committee. In the past, the technology teacher was given time to tend to the technology needs of the district. That is no longer the case, and most of the repair and upkeep are now provided by private businesses.

The business office keeps inventory records and it is the responsibility of the district technology committee to update those records and recommend replacement or addition as the need arises. A security system is in place at the Geyserville Educational Park with alarms and direct alarm to the Sheriffs office. Technology hardware is not secured to the furniture, cameras and laptops are checked out to teachers only, from the computer lab. The elementary has no security system except for locked doors.

The following table summarizes the information in the California School Technology Survey 2005.

	Elementary	Middle School	High School	Buena Vista	Community Day
# of Teachers	7	5	10	1	1
# of Computers	40	17	42	5	12
Computers connected to the Internet	40	17	42	5	12
Technical Support	<i>None on site Staff volunteers as time allows</i>	<i>None on site Staff volunteers as time allows</i>	<i>None on site Staff volunteers as time allows</i>	<i>None on site Staff volunteers as time allows</i>	<i>None on site Staff volunteers as time allows</i>
Curriculum Support	<i>None on site Staff volunteers as time</i>	<i>None on site Staff volunteers as time</i>	<i>None on site Staff volunteers as time</i>	<i>None on site Staff volunteers as time allows</i>	<i>None on site Staff volunteers as time allows</i>

	<i>allows</i>	<i>allows</i>	<i>allows</i>		
<i>Email use Staff and Admin</i>	100%	100%	100%	100%	100%
Admin Use of Technology	Elementary	Middle School	High School	Buena Vista	Community Day
<i>Financial/personal Management</i>	75%-100%	75%-100%	75%-100%	None	None
<i>Monitor student achievement</i>	75%-100%	75%-100%	75%-100%	75%-100%	75%-100%
<i>Instructional Leadership</i>	75%-100%	75%-100%	75%-100%	75%-100%	75%-100%
<i>Monitor professional development</i>	75%-100%	75%-100%	75%-100%	None	None
<i>Communicate w/parents via email</i>	75%-100%	75%-100%	75%-100%	75%-100%	75%-100%
<i>Communicate w/District office via email</i>	75%-100%	75%-100%	75%-100%	None	None
Student Use of Technology	Elementary	Middle School	High School	Buena Vista	Community Day
<i>Word process</i>	25%-50%	75%-100%	75%-100%	75%-100%	75%-100%
<i>Access web-based Resources</i>	Less than 25%	50%	50%	None	25%
<i>Research using Internet/CD-ROM</i>	75%-100%	75%-100%	75%-100%	75%-100%	75%-100%
<i>Create reports/projects</i>	25%-50%	75%-100%	75%-100%	75%-100%	75%-100%
<i>Demonstrations/simulations</i>	25%-50%	25%	50%	25%	25%
<i>Corresponds with other schools via email</i>	Less than 25%	25%	25%	25%	10%
<i>Solves problems/analyze data</i>	Less than 25%	25%	50%	50%	10%
<i>Graphically presents materials</i>	Less than 25%	25%	50%	50%	None

5.c. Goal, benchmarks and timeline for obtaining the needed infrastructure to support the other components of the district Technology Plan:

Geyserville Unified School District will provide a more reliable and secure WAN by adding and maintaining hardware/software and updating virus protection regularly. GUSD will provide a repair/service protocol to support/provide teachers with dependable technology in order to meet their teaching needs.

5.c.1 Goal: Obtain, maintain and support hardware, software and network infrastructure to support the implementation of District Technology Plan.

Objective 5.c.1: By June 2009, 100% of existing technology resources will be evaluated and supplemental resources identified and implemented including virus protection software. Hardware/software identified by attached or engraved I.D. information.

Objective 5.c.2: By June 2009 , a computer and network repair service/protocol to all sites will be developed and implemented.					
Objective 5.c.3: By June 2009 , GUSD will have a new digital phone service in place.					
Objective 5.c.4: By June 2009 , four technology mentors, two per site, will assist in troubleshooting and maintaining the technology and training staff					
Objective 5.c.5: By June 2009 , technology security measures will be in place in the district.					
Objective 5.c.6: By June 2009 , hardware and infrastructure for wireless connectivity between the Educational Park and the elementary school will be operational.					
June 2005: 50% of the current technology inventory will be updated, install virus protection software where needed across the district.					
June 2006: 100% of the current technology inventory will be updated, review virus protection measures. Computer and network repair protocol developed and implemented.					
June 2007: 100% of the districts technology hardware/software will be engraved with ID information, security measures will be in place, four technology mentors will have been identified, trained and in place on both sites (two per site).					
June 2008: Completion of the wireless high-speed bandwidth connectivity between the District site and the elementary.					
June 2009: Installation of new phone services in the district is complete, staff training on usage completed.					
c. and d. Timeline for implementing and evaluating planned strategies and activities					
Goal	Implementation Plan/Activities	Resp. Position	Timeline	Budget Source*	Monitoring and Evaluation activities
5.c.1 5.c.6	50% of the existing technology resources identified and cataloged. Supplemental resources identified and implemented Virus protection software installed where needed across the district. Identify needs for installation of wireless service between elementary and Ed Park.	Tech Comm. Admin	April 2005-June 2005	F, C, GEF, M	Admin will evaluate/maintain database. Staff receives printouts yearly. Tech comm. documents research of wireless solutions.
5.c.1	100% of the technology resources identified and cataloged.	Tech Comm. Admin	Sept 2005 June 2006	F, C, GEF, M	Admin will evaluate/maintain database. Staff receives printouts yearly.
5.c.1 5.c.6	Identified district resources will be tagged with appropriate methods such as tags, engraving, etc. Acceptable wireless solution identified, presented to Board for approval.	Tech Comm. Admin	Sept 2006 June 2007	F, C, GEF, M	Tagged equipment identification information kept in district office, updated annually. Board agenda/notes
5.c.2	Review virus protection measures. Tech. Comm. develops protocol for repair/maintenance of computer and network infrastructure.	Tech Comm. Admin	Sept 2005 June 2006	F, C, GEF, M	Tech comm. Provides protocol document to Board for approval. Staff updated, staff meeting notes.
5.c.4	Tech comm. will identify two staff members at each site and train as tech mentors	Tech Comm. Admin	Sept 2005 June 2007	F, C, GEF, SD	Certificates of completion, tech comm. will evaluate semi-yearly
5.c.5	Tech comm. evaluates security	Tech	June 2006	F, C,	Tech comm.

	issues within the district, recommends measures to Superintendent for implementation.	Comm. Admin	Jan 2007	GEF, M	recommendation notes.
5.c.5	Admin implements security measures.	Tech Comm. Admin	Jan 2007 June 2007	F, C, GEF, M	Implementation documented, yearly evaluated by tech comm. and admin.
5.c.3 5.c.6	Admin/TechComm evaluate phone system needs in district, propose plan to Board including quotes from commercial businesses. Purchase and installation of wireless hardware.	Tech Comm. Admin	June 2006 Jan 2008	F, eRate	Techcomm notes, proposal, board minutes.
5.c.3 5.c.6	Upon approval from Board, replacement of phone service and training for staff usage. Training of staff in use of wireless system.	Tech Comm. Admin	Jan 2008 June 2009	F, eRate	Notes, evaluations, Staff training notes, certificates of completion

*Budget source key is found at 1.e

6. FUNDING AND BUDGET COMPONENT

6.a.1 List of established and potential funding sources.

Expense Type/ Funding Source – Key

Code	Description
A	Administration and Management
B	Building and facilities
C	Categorical District Ed Tech Funds
CH	Classroom Hardware
CS	Classroom Software
F	Geyserville District General Fund
G	Grants and other Outside Funds
GEF	Geyserville Educational Foundation
IH	Infrastructure Hardware
IS	Infrastructure Software
T	Training
M	Maintenance and Support
SD	Staff development

Code	Description	Existing	Amount	Potential New Sources	Amount
A	Administration/Management				
C	District Ed Tech Funds	Gen Fund	15,000	Seek Board approval for yearly tech budget	20,000/yr
F	Geyserville District General Fund	Gen Fund	50,000		
G	Grants and other outside funds	REAP, Title V, Title II K12 Voucher EETT Formula EETT Competitive	Variable	Will seek new grants and other potential sources	160,000 unfunded amount plus projected 3% cola/yr
B	Building and Facilities	Special reserve for capital outlay	Variable		
SD	Staff Development	Title V REAP SIP	Variable		
GEF	Geyserville Educational Foundation	Foundation fund	Variable		
T	Training	PAR	Variable		

Potential cost savings represents vendors and sources that we have used in the past and plan to use in the future to realize savings in the purchase of technology for the Geyserville Unified School District.

Present Hardware	Future Hardware	Present Software	Future Software	
Sonoma County Office of Education SCOE	State Wide Buying Consortium www.calsave.org	SCOE	SCOE	
Apple.com	SCOE	JourneyEd.com	www.calsave.org	
Compaq.com	Direct computer vendors		JourneyEd.com	

6.a.2 The process for identifying funding sources.

Principals at each site stay current with categorical programs and special grants. The technology committee research and apply for technology grants. The Superintendent and the business manager attend workshops to stay current on categorical programs and are responsible for budget development and allocation of funds to implement the goals set by the Board of Trustees. The district will look to CTAP and

the Sonoma County Office of Education to provide cost effective staff development, advice on hardware and software purchases and to help train our technology mentors.
Leasing options have been discussed but are presently not an option.

6.b. Estimate implementation costs for the term of the plan (2004-2009).

Each year the technology plan and the budget will be evaluated and adjusted according to available funding.

Computers	40@ 1200.00	48,000.00
Printers (network)	4@1500.00	6,000.00
Printers (individual)	10@150	1,500.00
Video Projectors	4@2000.00	8,000.00
Televisions	10@150.00	1,500.00
VCR's	10@100.00	1,500.00
DVD players	10@150.00	1,500.00
Software/Online services	25,000.00	25,000.00
Communications	48,000.00	48,000.00
Staff Development	10,000.00	10,000.00
Technical Support	10,000.00	10,000.00
Repair	6,000.00	6,000.00
TOTAL	2004-2009	167,000.00

Estimated implementation costs annually by category with added 3% cost of living increase.

Categories	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	Total
1000 classified salary	0	0	0	0	0	0
2000 certificated salary	0	0	0	0	0	0
3000 employee benefits	0	0	0	0	0	0
4200 books/software, online services	5000	5150	5305	5464	5628	26,547.00
4300 materials, supplies	0	0	0	0	0	0
4400 equipment under \$5,000	4000	4120	4244	4371	4502	21,237.00
5200 travel/conference	2000	2060	2122	2185	2250	10,617.00
5600 rental/leases	0	0	0	0	0	0

5800 other services	3200	3296	3395	3497	3602	16,990.00
5900 communications	9600	9888	10185	10490	10805	50,968.00
6400 Equipment over \$5,000	0	15,000	15,450	10300	8240	48,990.00
TOTAL						175,349.00

School Year 2004-2005

Major Object of Expenditure Categories	Partner Contributions (a)		Specific Grant Funds (add multiple columns if receiving multiple grants) (b)			School District General Fund (c)	Total Funds by Object of Expenditure (a)+(b)+(c)
1000-1999 Certificated Personal Salaries	0		0			0	0
2000-2999 Classified Personal Salaries	0		0			0	0
3000-3999 Employee Benefits	0		0			0	0
4000-4999 Books and Supplies	2000 Kiwanis	2000 Ed Foundation				5000 Ed Tech Funds	9000
5000-5999 Services and Other Operating Expenditures			2400 Title 1	2400 REAP		10000 Ed Tech Funds	14800
6000-6999 Capital Outlay							0
Total Funds	2000	2000	2400	2400		15000	23800

School Year 2005-2006

Major Object of Expenditure Categories	Partner Contributions (a)		Specific Grant Funds (add multiple columns if receiving multiple grants) (b)			School District General Fund (c)	Total Funds by Object of Expenditure (a)+(b)+(c)
1000-1999 Certificated Personal Salaries	0		0			0	0
2000-2999 Classified Personal Salaries	0		0			0	0
3000-3999 Employee Benefits	0		0			0	0
4000-4999 Books and Supplies	2000 Kiwanis	2270 Ed Foundation				5000 Ed Tech Funds	9270
5000-5999 Services and Other Operating Expenditures			3000 K12 voucher	3000 EETT Comp.	4244 Title 1	5000 Ed Tech Funds	15244
6000-6999 Capital Outlay			2500	2500		10000 Ed Tech Funds	15000
Total Funds	2000	2270	5500	5500	4244	20000	39514

School Year 2006-2007

Major Object of Expenditure Categories	Partner Contributions (a)		Specific Grant Funds (add multiple columns if receiving multiple grants) (b)			School District General Fund (c)	Total Funds by Object of Expenditure (a)+(b)+(c)
1000-1999 Certificated Personal Salaries	0		0			0	0
2000-2999 Classified Personal Salaries	0		0			0	0
3000-3999 Employee Benefits	0		0			0	0
4000-4999 Books and Supplies	2000 Kiwanis	2270 Ed Foundation				5000 Ed Tech Funds	9549
5000-5999 Services and Other Operating Expenditures			3000 K12 voucher	3000 EETT Comp.	5000 Title 1	5000 Ed Tech Funds	15702
6000-6999 Capital Outlay			2500 K12 voucher	2500 EETT Comp.		10000 Ed Tech Funds	15450
Total Funds	2000	2701	5500	5500	5000	20000	40701

School Year 2007-2008

Major Object of Expenditure Categories	Partner Contributions (a)		Specific Grant Funds (add multiple columns if receiving multiple grants) (b)			School District General Fund (c)	Total Funds by Object of Expenditure (a)+(b)+(c)
1000-1999 Certificated Personal Salaries	0		0			0	0
2000-2999 Classified Personal Salaries	0		0			0	0
3000-3999 Employee Benefits	0		0			0	0
4000-4999 Books and Supplies	2000 Kiwanis	2500 Ed Foundation				5335 Ed Tech Funds	9835
5000-5999 Services and Other Operating Expenditures			4000 K12 Voucher	4000 EETT Comp	1500 SIP	6672 Ed Tech Funds	16172
6000-6999 Capital Outlay			1240 K12 Voucher	1000 EETT Comp	1000 REAP	7060 Ed Tech Funds	10300
Total Funds	2000	2500	5240	5000	2500	19067	36307

School Year 2008-2009

Major Object of Expenditure Categories	Partner Contributions (a)		Specific Grant Funds (add multiple columns if receiving multiple grants) (b)			School District General Fund (c)	Total Funds by Object of Expenditure (a)+(b)+(c)
1000-1999 Certificated Personal Salaries	0		0			0	0
2000-2999 Classified Personal Salaries	0		0			0	0
3000-3999 Employee Benefits	0		0			0	0
4000-4999 Books and Supplies	2000 Kiwanis	2500 Ed Foundation				5630	10130
5000-5999 Services and Other Operating Expenditures			4000 K12 Voucher	3157 EETT Comp	1500 SIP	8000	16657
6000-6999 Capital Outlay			1240 K12 Voucher	2000 EETT Comp	1000 REAP	4000	8240
Total Funds	2000	2500	5240	5157	2500	17630	35027

6.c. Ongoing District Tech Support

The district has no organized onsite tech support. The high school computer teacher maintains the computer lab and when time permits troubleshoots other site issues. In the past, we have had student tech aides who provided support in terms of tech support. Presently, we have no student tech aides. The tech committee provides support and orchestrates the outsourcing of repairs and/or professional troubleshooting. CTAP and the Sonoma County Office of Education are consulted for advice, guidance and staff development.

6.d. Replacement policy for obsolete equipment.

There is no replacement plan currently in effect. Development and implementation of such a plan is one of the goals of this technology plan.

6.e. Monitoring progress and updating funding and budget decisions.

The Technology Committee will develop an annual tech budget as part of the annual budget cycle. The Superintendent and the business manager will cite various sources of funding. The district budget is developed in May/June. The Technology committee will prepare a mid-year report in January of each year to update the Superintendent, the board, school site principals and staff.

The business manager is responsible for monitoring all aspects of the budget. The Superintendent and the business manager prepare monthly budget reports as well as the state required semi-annual Interim reports for the Board, develops the budget annually, and in the process advises the Board about state and grant funds available.

7. MONITORING AND EVALUATION COMPONENT

The Geyserville Unified School District had developed a technology plan in 1995, which focused on the acquisition of equipment and connectivity, and on the use of technology for teaching and learning. This plan was reviewed yearly by the district technology committee to determine progress and needs. The current technology planning process needs to address increased use of existing technology and future technology tools in curriculum, instruction and assessment.

7.a. The process for evaluating technology's impact on student learning and attainment of the plan's goals.

Embedded in text of each component of this plan is a description and schedule of how each of the goals and benchmark for each component will be evaluated.

To monitor adequately the school/district's progress in utilizing technology tools for teaching and learning, data will be collected in the following areas:

- Annual increase in teachers' technology proficiencies per the CTAP² iAssesment;
- Annual increases in teachers' use of technology to enhance curriculum;
- Students' progress in mastering the California Content Standards in Math and Reading/LA;
- Students' progress in acquiring technology proficiency skills;
- Annual maintenance and infrastructure upgrade activities;
- Adequacy of Tech Support training.

The data collected and the technology plan will be evaluated annually in terms of its relativity to changes in the district and adjusted accordingly. The Technology committee and the Superintendent will be responsible for the annual review of the technology plan, which includes a year-end report to the District board. Technology committee members include certificated staff from all school sites, superintendent, all site principals, district finance officer and all site librarians. The Technology committee meets monthly and addresses issues around curriculum, technology management and student performance as it relates to technology.

7.b. A schedule for evaluating the effect of plan implementation.

The technology plan will be evaluated in June of each year during the 5year plan. Evaluators will include all the members listed in 2.a. Evaluations and subsequent recommendations will be taken by the superintendent and reported to the Geyserville Board of Education.

7.c. How the information obtained through monitoring and evaluation will be used.

The district technology committee and the Superintendent will prepare semi-annual reports of the progress toward meeting stated goals and benchmarks. This report will be in conjunction with the budget development in April/June and the semi-annual report in January. The report will be presented to the district technology committee, the district board, the district staff and the school site councils at regularly scheduled meetings. This information will be made available to parents and community.

8. Effective collaborative strategies with adult literacy providers component.

The Geyserville Unified School District provides adult education classes to the general community for English language learners, on our campus, in conjunction with Santa Rosa Junior College, two nights per week. The course is taught in he Continuation classroom utilizing the computers and Internet access in that room.

At the elementary site, an EvenStart program is in place with English language classes being offered every day with ten computers and Internet access.

Basic computer courses are offered each semester through the Santa Rosa Junior College utilizing the Ed Park computer lab. A district staff member is the adjunct teacher for the SRJC and teaches those computer classes when offered.

Additional adult literacy classes including basic English classes and GED preparation are available to community members through Santa Rosa Junior College at their satellite campuses in Healdsburg and Cloverdale.

During the Fall of 2005, the Geyserville Unified School District technology committee will meet with the adult literacy providers to share information about our technology plan, to learn how they are currently incorporating technology into their classes, and to discover how we collaborate to better provide services to our students, our parents and the general community. Possible assistance may include providing facilities so that classes may be offered locally, providing ideas and assistance so that technology may be integrated into their curriculum, collaboratively pursuing adult literacy funding sources, offering technology professional development courses to adult literacy staff, and assisting them in locating online adult literacy providers such as ESL and GED classes.

9. Effective research based methods and strategies component.

a. Describe how education technology strategies and proven methods for student learning, teaching, and technology management are based on relevant research and effective practices.

The development of the District's curriculum, including the teaching and learning strategies at the heart of the technology learning of both students and staff, are an outgrowth of the District's understanding of the learning process as delineated in the work of Marzano and others (A Different Kind of Classroom: Teaching with Dimensions of Learning, Marzano. 1992.

Association for Supervision and Curriculum Development.)

Marzano reviewed more than thirty years of research into the learning process and translated it into a framework for learning. This research supports the development and use of technology to building learning environments. "Marzano emphasizes the critical need for every teacher to become an expert on learning and to use that knowledge to align and integrate curriculum, instruction, and assessment to support genuine understanding." This is essential if students are to learn at the highest level, developing the same skills as teachers in becoming lifelong learners. This directly supports both the plan's Curriculum Component and the Professional Development Component to ensure embedded technology rich learning environments providing state of the art curriculum, professional development, infrastructure and technical support which meet the needs of all students and staff. The standards delineated in the District's content areas and technology also reflect the research of Marzano and others by having students and staff develop new ways to access information and practice skills, develop reason and problem solving abilities, and be a part of the district's community of learners.

In other research, Honey states: "Test scores can be increased with implementation of education plans that incorporate applications. Student performance improved on standardized tests in writing and mathematics as part of a broad-based educational change in Union City, New Jersey. Project Explore combined (a) integration of technology with instruction, (b) extensive professional development for teachers, and (c) computer use at home and school with:

- school site leadership
- effective school improvement plans
- a strong emphasis on student creativity and expression of ideas in multiple formats
- an emphasis on different points of entry into a task for students working at different ability

levels.

The change effort had the greatest impact on students' standardized-test performance at the K-8 level, where they were in place the longest. (Honey, M., Culp, K. M., & Carrigg, F. (1999). Perspectives on technology and education research: Lessons from the past and present. New York: Center for Children and Technology. Retrieved March 28, 2002, from <http://www2.edc.org/CCT/index.asp>).

Honey's research supports the district's plan for the integration of technology into the core curriculum with the intent of improving state standardized test scores.

b. Thorough and thoughtful examination of externally or locally developed education technology models and strategies.

The District gives high priority to learning activities that challenge higher-order thinking skills and engage students in hands-on learning activities using appropriately selected hardware and software. The District Technology Committee will develop a comprehensive Scope and Sequence that integrates technology into grade-level standards. The District routinely utilizes and will continue to utilize research-based models and strategies to address the quality of student learning. It has utilized a variety of strategies consistent with the following to develop a plan that addresses student learning through a standards-based curriculum and technology:

1. "Getting the Most from Technology in Schools," 2002, White, Ringstaff, Kelley, WestEd Regional Educational Laboratory.

The educational brief describes the essential elements of planning and organization that are required if computer-based technology is to enhance student learning. Essential to that goal are (1) matching technology with goals; (2) including technology as one piece of the puzzle; (3) providing adequate

and appropriate professional development; (4) changing teacher beliefs about learning and teaching; (5) providing sufficient equipment; (6) making equipment accessible (classrooms versus labs); (7) considering computer access at home; (8) planning for the long term; (8) providing technical and instructional support; (9) integrating technology within the curricular framework.

This research reflects the District's planning process, integration of technology into the curriculum, management and administration of student learning. It is integral to the District's strategic planning process, with technology being a component of all strategies. Consistent with this best practice research, technology is infused as one piece of the puzzle.

2. How People Learn, Brandsford, Brown, Cocking, Committee on Developments in the Science of Learning, Commission on Behavioral and Social Sciences and Education, National Research Council, 1999.

This study connects the use of technology to current research on how students learn and effective teaching practices. The authors present multiple examples of learning/teaching strategies that connect technology learning to the real world, use technology as tools for higher-level thinking and problem solving, and expand creativity.

3. Increasing Student Learning through Multimedia Projects, Simkins, Cole, Tavalin, Means, 2002, Association for Supervision and Curriculum Development.

The author models, through a research-based approach, how to increase student learning through multimedia projects. The author moves systematically through organization, addressing curriculum standards, maximizing student learning, to developing a perspective where technology is the vehicle not the outcome or focus.

4. "Learning and Teaching Information Technology: Computer Skills in Context," Eisenberg, Johnson, Eric Digest, Eric Clearinghouse on Information & Technology at Syracuse University, September 2002.

Eisenberg, et al, explore and demonstrate "how technology literacy skills can fit within an information literacy skills context." The researchers define the essential components, including teacher knowledge and skill. The curriculum is built on the Big6 Skills approach. The article presents the six components: task definition, information seeking strategies, location and access elements, use of information, synthesis (integration into learning), and evaluation.

Flowing from this research stream, the District will develop grade level content standards that specify the integration of technology into content subjects that require students to simulate, model, experiment, collect, synthesize, display, present and evaluate their learning through technology.

c. Innovative strategies for using technology to deliver rigorous academic courses and curricula, including distance learning technologies.

The District has planned for the use of technology to drive its standards-based curriculum for the 21st century. The District envisions students, staff and parents utilizing technology to support, extend, and enrich learning; provide links between the school, students, parents and community; and, provide staff and

administration with tools to support student learning. As a result, the learning community of students, staff, parents and community will be expanded, becoming a community of learners in a global society. Students will utilize information skills in their daily classroom learning, but they will also utilize technology in modeling, simulation, connecting to real world experiences in/and with the community, organizing, monitoring and structuring their learning, communicating globally, and participating in and constructing complex procedures that allow for the highest level of learning. Learning will extend beyond classroom walls and the hour of the school day to home, before and after school. Students will be able to participate in distance learning, extending their learning to include advanced college level course work, AP classes, and course work not available in the local school setting, such as many foreign languages. Elementary and secondary school students will be able to travel to enrich their learning while keeping up with their course work and classrooms at home. These concepts are consistent with current research:

1. "Using the World Wide Web to Build Learning Communities in K-12," Gordin, Gomez, Pea, Fishman, Northwestern University School of Education and Social Policy, *Journal of Computer Mediated Communication*, Vol2, No.3, December 1996.

Gordin, et al, explore the nature of learning communities and the use of the World Wide Web to have students connect with their communities and the world around them. The levels of interaction are defined, ranging from accessing data on the Internet to dialogue with community members, incorporating student's work into published archives, etc. The article also addresses connecting parents and local communities with schools. The article points to what is an increasingly common practice of using voicemail and email to other practices of putting student work online for parents to observe and evaluate. The article points to promising practices that expand the use of the World Wide Web to expanding learning and communication beyond classroom walls to connect students and schools to their communities.

The research is represented in the goals and benchmarks of the plan that include developing alternative forms of electronic communication for total community access; increasing communication between home and school by expanding the existing email system via the worldwide web, email and phone; exploring varied learning environments; students communicating electronically with students from other schools; and creating shared web sites, distance learning and on-line courses.

2. "Apple's Classrooms of Tomorrow," Sandholtz, Ringstaff, Dwyer, Apple Computer, Inc. 1996. and "Integrating Technology into Classroom Instruction," Ringstaff, Marsh, Apple Computer, Inc. 1996.

These and other reports by the Apple's Classroom of Tomorrow project and study provide research-based case studies and findings relative to effective integration of technology into instruction. The study points to attitudinal, skill, and behavioral differences of teachers toward student learning as a result of the training and integration of technology into the classroom. The significance of the research provides evidence of improved student learning through a variety of technological tools and practices that create higher level learning.

3. "Technology in K-12 Education: Envisioning a New Future," Thornberg, White Paper: Forum on Technology in Education: Envisioning the Future, U.S. Department of Education. December 1999.

Thornberg presents concepts regarding technology in education, but, as he points out, the concept needs to be expanded to include both computer and communication technologies which he identifies as creating the “telematic revolution.” He encourages seeing technology as an extension of ourselves that allow us to do things we were not able to do before. He presents the 21st century classroom, not as a room at a school, but “...on the bus home, in the park, at a museum, or on the playground.” He provides a direction to realize the vision of the future. Technology needs to be accessible to all students as an essential part of their learning. Classrooms need to be envisioned not as walls and space occupied by a group of children, but of the learning environment of each child.

Consistent with the research of Apple and Thornberg, the plan envisions students, parents, and community as having access to the school’s technological resources and the school to the community through a website, expanded email, distance learning and phone communication. Classrooms without walls exist as students move their learning into the community and use video chips recorded in the field and played back on DVD, CD ROM, etc., to bring into the classroom materials, experiences, and items not otherwise available in the classroom, such as researching and accessing historical documents and archives, and exploring distant worlds through access to the World Wide Web in the study of the arts, languages, and the social sciences. Students are able to simulate experiments that would not be able to be conducted in the classroom through advanced software applications that link students to space satellites, scientists, and other professionals. Parents and students share in learning experiences through open labs that connect the school’s technology to the community through collaboration with community agencies (such as Santa Rosa Junior College and literacy providers), and deliver specialized courses through innovative technology to the school community through distance learning.

Appendix C – Criteria for EETT-Funded Education Technology Plans

1. PLAN DURATION CRITERION	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
a. <i>The plan should guide the district’s use of education technology for the next three to five years.</i>	1-3	The education technology plan describes the districts use of education technology for the next three to five years.	The plan is less than three years or more than five years in length.
2. STAKEHOLDERS CRITERION Corresponding EETT Requirement(s): 7 & 11 (Appendix F)	Page in District Plan	Example of Adequately Addressed	Not Adequately Addressed
a. <i>Description of how a variety of stakeholders from within the school district and the community-at-large participated in the planning process.</i>	3-4	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	Little evidence is included that shows that the district actively sought participation from a variety of stakeholders.

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3. CURRICULUM COMPONENT CRITERIA Corresponding EETT Requirement(s): 1, 2, 3, 8, 10, & 12 (Appendix F)	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
a. Description of teachers' and students' current access to technology tools both during the school day and outside of school hours.	4	The plan describes the technology access available in the classrooms, library/media centers, or labs for all students and teachers.	The plan explains technology access in terms of a student-to-computer ratio, but does not explain where access is available, who has access, and when various students and teachers can use the technology.
b. Description of the district's current use of hardware and software to support teaching and learning.	5	The plan describes the typical frequency and type of use (technology skills/information literacy/integrated into the curriculum).	The plan cites district policy regarding use of technology, but provides no information about its actual use.
c. Summary of the district's curricular goals and academic content standards in various district and site comprehensive planning documents.	7	The plan references other district documents that guide the curriculum and/or establish goals and standards.	The plan does not reference district curriculum goals.
d. List of clear goals and a specific implementation plan for using technology to improve teaching and learning by supporting the district curricular goals and academic content standards.	7-8	The plan delineates clear, specific, and realistic goals and target groups for using technology to support the district's curriculum goals and academic content standards to improve learning. The implementation plan clearly supports accomplishing the goals.	The plan suggests how technology will be used, but is not specific enough to know what action needs to be taken to accomplish the goals.

e. List of clear goals and a specific implementation plan detailing how and when students will acquire technology and information literacy skills needed to succeed in the classroom and the workplace.	8-9	For the focus areas, the plan delineates clear, specific and realistic goals for using technology to help students acquire technology and information literacy skills. The implementation plan clearly supports accomplishing the goals.	The plan suggests how technology will be used, but is not specific enough to determine what action needs to be taken to accomplish the goals.
f. List of clear goals and a specific implementation plan for programs and methods of utilizing technology that ensure appropriate access to all students.	10-11	For the focus areas, the plan delineates clear, specific and realistic goals for using technology to support the progress of all students. The implementation plan clearly supports accomplishing the goals.	The plan suggests how technology will be used, but is not specific enough to know what action needs to be taken to accomplish the goals.
g. List of clear goals and a specific implementation plan to utilize technology to make student record keeping and assessment more efficient and supportive of teachers' efforts to meet individual student academic needs.	12-13	The plan delineates clear, specific and realistic goals for using technology to support the district's student record-keeping and assessment efforts. The implementation plan clearly supports accomplishing the goals.	The plan suggests how technology will be used, but is not specific enough to know what action needs to be taken to accomplish the goals.
h. List of clear goals and a specific implementation plan to utilize technology to make teachers and administrators more accessible to parents.	13-14	The plan delineates clear, specific and realistic goals for using technology to facilitate improved two-way communication between home and school. The implementation plan clearly supports accomplishing the goals.	The plan suggests how technology will be used, but is not specific enough to know what action needs to be taken to accomplish the goals.

i. List of benchmarks and a timeline for implementing planned strategies and activities.	8-14	The benchmarks and timeline are specific and realistic. Teachers, administrators and students implementing the plan can easily discern what steps will be taken, by whom, and when.	The benchmarks and timeline are either absent or so vague that it would be difficult to determine what should occur at any particular time.
j. Description of the process that will be used to monitor whether the strategies and methodologies utilizing technology are being implemented according to the benchmarks and timeline.	8-14	The monitoring process is described in sufficient detail so that who is responsible, and what is expected is clear.	The monitoring process is either absent, or lacks detail regarding who is responsible and what is expected.
4. PROFESSIONAL DEVELOPMENT COMPONENT CRITERIA Corresponding EETT Requirement(s): 5 & 12 (Appendix F)	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
a. Summary of the teachers' and administrators' current technology skills and needs for professional development.	14	The plan provides a clear summary of the teachers' and administrators' current technology skills and needs for professional development. The findings are summarized in the plan by discrete skills to facilitate providing professional development that meets the identified needs and plan goals.	Description of current level of staff expertise is too general or relates only to a limited segment of the district's teachers and administrators in the focus areas or does not relate to the focus areas, i.e., only the fourth grade teachers when grades four to eight are the focus grade levels.

<p>b. List of clear goals and a specific implementation plan for providing professional development opportunities based on the needs assessment and the Curriculum Component goals, benchmarks, and timeline.</p>	<p>15</p>	<p>The plan delineates clear, specific and realistic goals for providing teachers and administrators with sustained, ongoing professional development necessary to implement the Curriculum Component of the plan. The implementation plan clearly supports accomplishing the goals.</p>	<p>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.</p>
<p>c. List of benchmarks and a timeline for implementing planned strategies and activities.</p>	<p>15-16</p>	<p>The benchmarks and timeline are specific and realistic. Teachers and administrators implementing the plan can easily discern what steps will be taken, by whom, and when.</p>	<p>The benchmarks and timeline are either absent or so vague that it would be difficult to determine what steps will be taken, by whom, and when.</p>
<p>d. Description of the process that will be used to monitor whether the professional development goals are being met and whether the planned professional development activities are being implemented in accordance with the benchmarks and timeline.</p>	<p>15-16</p>	<p>The monitoring process is described in sufficient detail so that who is responsible and what is expected is clear.</p>	<p>The monitoring process is either absent, or lacks detail regarding who is responsible and what is expected.</p>

5. INFRASTRUCTURE, HARDWARE, TECHNICAL SUPPORT, AND SOFTWARE COMPONENT CRITERIA Corresponding EETT Requirement(s): 6 & 12 (Appendix F)	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
a. Describe the technology hardware, electronic learning resources, networking and telecommunications infrastructure, physical plant modifications, and technical support needed by the district’s teachers, students, and administrators to support the activities in the Curriculum and Professional Development Components of the plan.	17	The plan clearly summarizes the technology hardware, electronic learning resources, networking and telecommunications infrastructure, physical plant modifications, and technical support proposed to support the implementation of the district’s Curriculum and Professional Development Components. The plan also includes the list of items to be acquired, which may be included as an appendix.	The plan includes a description or list of hardware, infrastructure and other technology necessary to implement the plan, but there doesn’t seem to be any real relationship between the activities in the Curriculum and Professional Development Components and the listed equipment. Future technical support needs have not been addressed or do not relate to the needs of the Curriculum and Professional Development Components.

<p>b. Describe the existing hardware, Internet access, electronic learning resources, and technical support already in the district that could be used to support the Curriculum and Professional Development Components of the plan.</p>	<p>17</p>	<p>The plan clearly summarizes the existing technology hardware, electronic learning resources, networking and telecommunication infrastructure, and technical support to support the implementation of the Curriculum and Professional Development Components. The current level of technical support is clearly explained.</p>	<p>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.</p>
<p>c. List of clear benchmarks and a timeline for obtaining the hardware, infrastructure, learning resources and technical support required to support the other plan components.</p>	<p>18</p>	<p>The benchmarks and timeline are specific and realistic. Teachers and administrators implementing the plan can easily discern what needs to be acquired or repurposed, by whom, and when.</p>	<p>The benchmarks and timeline are either absent or so vague that it would be difficult to determine what needs to be acquired or repurposed, by whom, and when.</p>
<p>d. Description of the process that will be used to monitor whether the goals and benchmarks are being reached within the specified time frame.</p>	<p>19</p>	<p>The monitoring process is described in sufficient detail so that who is responsible and what is expected is clear.</p>	<p>The monitoring process is either absent, or lacks detail regarding who is responsible and what is expected.</p>
<p>6. FUNDING AND BUDGET COMPONENT CRITERIA Corresponding EETT Requirement(s): 7 & 13, (Appendix F)</p>	<p>Page in District Plan</p>	<p>Example of Adequately Addressed</p>	<p>Example of Not Adequately Addressed</p>
<p>a. List of established and potential funding sources and cost savings, present and future.</p>	<p>20</p>	<p>The plan clearly describes resources* that are available or could be obtained to implement the plan. The process for identifying future funding sources is described.</p>	<p>Resources to implement the plan are not identified or are so general as to be useless.</p>

b. Estimate implementation costs for the term of the plan (three to five years).	21	Cost estimates are reasonable and address the total cost of ownership.	Cost estimates are unrealistic, lacking, or are not sufficiently detailed to determine if the total cost of ownership is addressed.
c. Description of the level of ongoing technical support the district will provide.	21	The plan describes the level of technical support that will be provided for implementation given current resources and describes goals for additional technical support should new resources become available. The level of technical support is based on some logical unit of measure.	The description of the ongoing level of technical support is either vague or not included, is so inadequate that successful implementation of the plan is unlikely, or is so unrealistic as to raise questions of the viability of sustaining that level of support.
d. Description of the district's replacement policy for obsolete equipment.	22	Plan recognizes that equipment will need to be replaced and outlines a realistic replacement plan that will support the Curriculum and Professional Development Components.	Replacement policy is either missing or vague. It is not clear that the replacement policy could be implemented.
e. Description of the feedback loop used to monitor progress and update funding and budget decisions.	22	The monitoring process is described in sufficient detail so that who is responsible, and what is expected is clear.	The monitoring process is either absent, or lacks detail regarding who is responsible and what is expected.
* In this document, the term "resources" means funding, in-kind services, donations, or other items of value.			

7. MONITORING AND EVALUATION COMPONENT CRITERIA Corresponding EETT Requirement(s): 11 (Appendix F)	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
a. Description of how technology’s impact on student learning and attainment of the district’s curricular goals, as well as classroom and school management, will be evaluated.	22	The plan describes the process for evaluation utilizing the goals and benchmarks of each component as the indicators of success.	No provision for an evaluation is included in the plan. How success is determined is not defined. The evaluation is defined, but the process to conduct the evaluation is missing.
b. Schedule for evaluating the effect of plan implementation.	22	Evaluation timeline is specific and realistic.	The evaluation timeline is not included or indicates an expectation of unrealistic results that does not support the continued implementation of the plan.
c. Description of how the information obtained through the monitoring and evaluation will be used.	23	The plan describes a process to report the monitoring and evaluation results to persons responsible for implementing and modifying the plan, as well as to the plan stakeholders.	The plan does not provide a process for using the monitoring and evaluation results to improve the plan and/or disseminate the findings.

8. EFFECTIVE COLLABORATIVE STRATEGIES WITH ADULT LITERACY PROVIDERS TO MAXIMIZE THE USE OF TECHNOLOGY CRITERION Corresponding EETT Requirement(s): 11 (Appendix F)	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
a. If the district has identified adult literacy providers, there is a description of how the program will be developed in collaboration with those providers.	23	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.	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.
9. EFFECTIVE, RESEARCHED-BASED METHODS, STRATEGIES, AND CRITERIA Corresponding EETT Requirement(s): 4 & 9 (Appendix F)	Page in District Plan	Example of Adequately Addressed	Not Adequately Addressed
a. Description of how education technology strategies and proven methods for student learning, teaching, and technology management are based on relevant research and effective practices.	23	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.

b. Description of thorough and thoughtful examination of externally or locally developed education technology models and strategies.	24	The plan describes references to research literature that supports why or how the model improves student achievement.	No research is cited.
c. Description of development and utilization of innovative strategies for using technology to deliver rigorous academic courses and curricula, including distance-learning technologies (particularly in areas that would not otherwise have access to such courses or curricula due to geographical distances or insufficient resources).	25	The plan describes the process for development and utilization of strategies to use technology to deliver specialized or rigorous academic courses and curricula, including distance learning.	There is no plan to utilize technology to extend or supplement the district's curriculum offerings

