

BELLA VISTA ELEMENTARY SCHOOL DISTRICT

EDUCATION TECHNOLOGY PLAN

JULY 1, 2011 – JUNE 30, 2016



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Acknowledgments

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Teachers

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Parents / Students

Louise Brimer

Government Agencies

CTAP Region 2, EdTech Plan Coordinator
Director of Technology, Shasta County Office of Education

Institutes of Higher Ed., Community Groups & Businesses

Bella Vista Water District
My-T-Fine Foods
Shasta College

District Profile

The Bella Vista Elementary School District is located about 168 miles north of Sacramento in the north valley. The district covers 90.11 square miles. The following data offers a snapshot of our district during the 2008-09 school year from the Ed Data (<http://www.ed-data.k12.ca.us/welcome.asp>) and Dataquest (<http://data1.cde.ca.gov/dataquest/>) web sites.

Bella Vista Elementary School District 2008-09 School Data				
	Number of Schools	Enrollment	Full-Time Equivalent Teachers	Pupil-Teacher Ratio
Elementary	1	428	24	17.8
Total	1	428	24	17.8

Bella Vista Elementary School District, Students by Ethnicity 2008-09		
	District	
	Enrollment	Percent of Total
American Indian	40	9.3%
Asian	3	0.7%
Pacific Islander	0	0.0%
Filipino	2	0.5%
Hispanic	39	9.1%
African American	4	0.9%
White	334	78.0%
Multiple/No Response	6	1.5%
Total	428	100%

Bella Vista Elementary School District, Student & Teacher Data 2008-09	
English Learners	4
Fluent-English-Proficient Students	0
Students Re-designated FEP	0
% Fully Credentialed Teachers	96.6%
Pupil Teacher Ratio	16.2
Avg. Class Size	21.2
Free or Reduced Price Meals	60.5%

EDUCATION TECHNOLOGY PLAN OVERVIEW

MISSION STATEMENT

The staff and community of Bella Vista are dedicated to the purpose of bringing every student to his/her highest potential in a safe environment. We will strive to provide each student with a command of the basic skills and a sense of her/his own purpose, identity and self worth within a school setting. It is essential that we develop in each student the ability to think and recognize and select means of solving problems so that he/she can constructively participate in society.

OVERVIEW

Bella Vista School District is a one school district comprised of Kindergarten through Eighth grade, serving the children in and around the community of Bella Vista. Bella Vista is dedicated to integrating technology into all areas of the curriculum. We are also committed to the acquisition and support of educational technology which provides all teachers and students with attainable contexts for learning. Implementing technology-based solutions into all functions and processes of instruction, management and communication is the responsibility of district and school site curriculum and technology leaders. To facilitate this, the technology leaders need to accomplish the following roles:

- Orchestrate the implementation of our technology plan components with stakeholders.
- Keep the technology funding flowing and manage the technology budgets.
- Keep the infrastructure, hardware, and software are up to date.
- Provide high-quality service to users on an ongoing basis.
- Implement technology solutions that will make accountable differences in instruction, assessment, and management of students as well as improve communication and collaboration.

This revised Technology Plan is the result of many hours of discussion, and collaboration among the administrators, technology committee, teachers, and parents. The original District Technology Committee was formed in the fall of 2000. The committee developed a comprehensive, research-based Education Technology Plan for the 2006-2011 school year that was reviewed, revised, and adopted by the district school board and subsequently approved by the California Department of Education in 2005. We have made great strides in the accomplishment of the goals set forth in our previous tech plans and are positively moving forward with this updated tech plan.

Our Education Technology Plan is intended to serve as both a guide for technology related decision making and an instrument to monitor and evaluate progress toward identified goals and objectives. An updated assessment of district technology status, needs, and resources has been completed for each section of our revised tech plan and has guided the development of our new technology goals, objectives and implementation activities. Our goals and objectives were established to meet the identified needs of integrating technology to improve student learning, providing equitable technology access and support, providing secure, timely information flow between home, school, and community, and providing coordinated, ongoing high quality educational technology professional development.

Vision

- Effective educational technology is dependent on all children having access to—and being ready to use—engaging technology-supported learning opportunities.
- Technology brings new approaches to teaching and learning that provide more opportunities to ensure that all students can successfully engage and participate in an academically rigorous environment.
- Technology's tremendous influence on society has changed what children need to know and be able to do in order to ensure their future success as learners within our classrooms and members within our communities.

1A. PLAN DURATION

The Bella Vista Elementary School District educational technology plan covers five years, from July 1, 2011 through June 30, 2016. It will serve as the primary tool to guide the district's acquisition, sustainability, and integration of technology. Our technology committee will annually review the plan and monitor all components and objectives set forth in this plan. Any modifications required through this review will be communicated to both the Superintendent/Principal and School Board. The Technology Coordinator will then work with the Superintendent/Principal to implement any required revisions directly with District Site-Based Administrators. The Program Timeline, Appendix C, will outline in detail the schedule for all activities and program components identified in this District Education Technology plan and for all subsequent monitoring processes and responsibilities throughout our plan duration.

There will be ongoing communication between the Technology Coordinator and the staff throughout the year. A written report will be submitted to the Technology Committee regarding the state of the Technology plan, which shall be included in the Committee's report to the Superintendent/Principal, and the School Board by December and the staff by January.

2A. STAKEHOLDERS

Our District's original Technology Committee has become our implementation oversight team. The group is comprised of representatives from the district, school and community who are responsible for implementing the plan, including district curriculum, data, and Technology Director; administrator, teachers, students, and parents as well as partners in higher education, community non-profit groups, and local businesses.

The technology committee meets monthly, or as often as needed. The Technology Director provides stakeholders with a system for ongoing input and updates regarding the objectives, funding, budgets, and curricular guidelines contained within our technology plan. In addition, progress is reviewed at monthly district education support meetings with site administration to:

- Evaluate the status of the current technology plan and make adjustments if needed.
- Monitor progress on current technology projects.
- Gather and evaluate district technology data with regard to hardware, wiring, resources, professional development and projects.
- Collect and analyze survey and technology data.
- Identify and update common technology needs and issues.

This plan builds upon and incorporates the work of previous planning committees and district plans.

As stakeholders review technology plan outcome and process data, the following key questions are addressed:

- Are the district and schools’ visions for student success aligned to today's knowledge-based, Digital Age? Are administrators committed to the vision?
- Is student academic achievement improving where technology is being used effectively?
- Are students demonstrating proficiency in technological literacy?
- Are educators proficient in implementing, assessing, and supporting a variety of effective practices for teaching and learning?
- Do students and school staff have robust access to technology - anytime, anywhere - to support effective designs for teaching and learning?
- Is the digital divide being addressed through resources and strategies that ensure that all students are engaging in an educational program aligned to the district’s vision of technology integration?

Stakeholders Chart

Type of Stakeholder	Name of Partner	Role in Development of the Technology Plan	Role in Ongoing Support of the Project
Parents Representative	Louise Brimer	Provided and reviewed information	Participation in review
Board Member	Randy Mitchell	Provided and reviewed information	Participation in review
Technology Coordinator	Paul Truman Bella Vista School 530-549-4415	Provided and reviewed information	Participation in implementation and review
Superintendent	Charlie Hoffman Bella Vista School 530-549-4415	Provided and reviewed information	Participation in implementation and review
Principal	Kellie Dunham Bella Vista School 530-549-4415	Provided and reviewed information	Participation in implementation and review
Site Teachers	Rene’ Griffiths Bella Vista School 530-549-4415	Provided and reviewed information	Participation in implementation and review
	Nikki Manning Bella Vista School 530-549-4415	Provided and reviewed information	Participation in implementation and review
Community Businesses	My-T-Fine Grocery Store Tri County Bank	Provided and reviewed information	Participation in review
Government agencies, including county offices of education and CTAP	Shasta County of Education, CTAP Region II	Provided and reviewed information, support and guidance	Participation as needed

Stakeholder Groups

Administration – Superintendent/Principals

Design & Implementation Roles: Representatives on our Technology Committee provide site-based updates on tech plan implementation and needs; monitor teacher performance and student learning; make adjustments based on teacher and student performance; ensure the use of adopted materials, research-based best practices and instructional programs; provide input on how technology can better support the teaching of standards-aligned academic objectives.

Representatives on our Technology Committee promote, direct, and facilitate the technology team’s development of broad and inclusive goals and objectives for curriculum, resources, and operations that include technology. Our curriculum personnel integrate 21st century skills into the overall vision for student achievement and into every aspect of learning, teaching, and administrating. Curriculum personnel define and unpack clear and specific standards-aligned academic objectives by grade and subject; support research-based best practices and instructional programs; develop student assessment and data monitoring systems and monitor school performance and make adjustments based on school performance.

District Technology Personnel –the Technology Director and staff.

Design & Implementation Roles: Representatives on our Technology Committee provide overall coordination of the technology implementation and oversight team, funding resources, and the implementation of the goals and objectives set forth in this updated technology plan.

District Financial Personnel – the Director Fiscal Services

Design & Implementation Roles: Representatives on our Technology Committee provide coordination of technology funds and budget issues.

Site Teachers –Teachers representation from our Elementary School.

Design & Implementation Roles: Representatives on our Technology Committee provide input on efforts and outcomes using research-based technology programs and practices to support the district curricular goals and academic content standards and improve teaching and learning.

Parents / Students –Parents of children enrolled in our Elementary School.

Design & Implementation Roles: Representatives on our Technology Committee provide input on the district and schools’ efforts to integrate technology and the standards-aligned curriculum. Parents and students advocate for equity in access to technology and the opportunity to master core subjects.

Government Agencies – representatives from the California Technology Assistance Project (CTAP) Region 2.

Design & Implementation Roles: Representatives on our Technology Committee offered technical assistance with: the data analyses and revision of our goals and objectives; professional development planning and implementation; EETT Formula Funding; E-rate; compliance issues; hardware, software, and infrastructure.

Community Groups & Businesses –Computers for Classrooms and the local media.

Design & Implementation Roles: Representatives on our Technology Committee offered assistance with the implementation of our tech plan objectives focused on improving technology equity, access, after school opportunities, and home-school-community communications.

Higher Education – Foothill High, Shasta College

Design & Implementation Roles: Representatives on our Technology Committee reviewed a draft of our tech plan and offered input on research-based best practices in the adoption and integration of technology by teachers and students.

The Bella Vista School District continues to solicit and expand our partnerships with stakeholders to enhance the infusion of educational technology into the curriculum. Our district recognizes that schools alone do not have the resources or expertise to keep pace with rapidly changing technology. We believe that these partnerships will help us serve the growing needs of an increasingly technical and global education system and society.

3: CURRICULUM DRIVEN TECHNOLOGY GOALS

Overview

This section is the heart of our district technology plan. It addresses each of our six strategic curriculum driven technology goals and the development of each of our remaining technology plan components. State, district and site research-based curriculum planning documents and survey data, state and local student achievement results, and Ed Tech Profile survey data have served to guide our technology team in determining which research-based best practices to include in our 2011-2016 curriculum driven technology goals.

The following goals will strategically meet our students' need to acquire and refine their technology and information literacy skills in order to improve the effectiveness, efficiency, and ideally, the enjoyment of their learning experiences as they master the core content standards.

Goal 1: District schools will use technology to support the district curricular goal of ALL students attaining proficiency or better with ELA content standards by the 2013-14 school year.

Goal 2: District schools will use technology to support the district curricular goal of ALL students attaining proficiency or better with Math content standards by the 2013-14 school year.

Goal 3: All Students will acquire district approved tech standards based on the National Education Technology grade level profile standards for students to support achievement of the academic standards in the classroom, district curricular goals, and ultimately for lifelong learning and success in our digital society.

Goal 4: All students will have equal access to technology to support achievement of the academic standards in the classroom, district curricular goals, and ultimately for lifelong learning and success in our digital society.

Goal 5: The district will support district and site use of technology to improve student achievement data collection, analysis, reporting, and decision making.

Goal 6: The district and schools will use technology to improve two-way communication between home and school.

3a. Current Technology Access

Bella Vista School District is committed to equitable access to all technology for all students. The actions that underpin this commitment are defined in such legislation as The Individuals with Disabilities Education Act. As such, The Individuals with Disabilities Education Act, a federal law passed in 1975 and re-authorized in 1990, mandates that all children receive a free, appropriate public education regardless of the level or severity of their disability. It provides funds to assist states in the education of students with disabilities and requires that states make

sure that these students receive an individualized education program based on their unique needs in the least restrictive environment possible. P.L. 94-142 also provides guidelines for determining what related services are necessary and outlines a “due process” procedure to make sure these needs are adequately met. In order to address the needs of these identified students, SELPA will evaluate and suggest software and hardware to help meet each child’s unique needs. Bella Vista School District holds itself accountable to all statutes set forth in this legislation and has taken every step necessary to develop the goals, objectives, and benchmarks found within this technology plan in a manner congruent with the mandates set for in this legislation.

The Bella Vista School District respects the use of technology, and requires all students who access the Internet to have a Parent/Student AUS (Acceptable Use of Standards) contract signed by their parent or guardian. This form is sent home the first week of school and is kept on file in the Computer Lab/Resource Center according to class. Teachers are responsible for monitoring the use of the Internet by students who have and do not have AUS agreements on file. Bella Vista School is committed to complying with CIPA (Children’s Internet Protection Act) in addition to being filtered by “SOPHOS” through the Shasta County Office of Education. Bella Vista School District is dedicated to the purpose of bringing every student to his/her highest potential in a safe environment. The Internet contains an unregulated collection of resources, and the School District cannot guarantee the accuracy of the information or the appropriateness of any material that staff or a student may encounter. For this reason, each staff member/student and his/her parent/guardian shall sign and return an Acceptable Use Agreement before using the District’s on-line resources. This agreement shall specify user obligations.

According to 2009-10 California Technology Survey and district records, our student to computer ratio for computers four years old or newer is 10.9:1. All teachers at the school in our district have access to a minimum of one multi-media computer with internet access in their classrooms as well as in their Library/Media Centers, and Computer Labs, before, during, and after school hours. All teachers will schedule before and/ or after school access to computer programs and the Internet as needed students to complete classroom activities.

Elementary Schools

Bella Vista Elementary School:	
All Students, including Special Ed, ELL, and GATE students, have equal access to technology in the following areas:	
Total # of computers* 4 years old or newer (*instructional use)	38
Total # of computers* 4 years old or newer with Internet access	38
# of computers* in Classrooms	120
# of computers* in Library/media centers	2
# of computers* in Computer Labs	30
# Available times for Student access to computers before and after school	as scheduled with Teacher

3b. Current Technology Integration in Curriculum

Bella Vista Elementary School District Technology Integration

District's current hardware use by site:	Hardware (site-based servers, individual workstations, peripherals)		
	Type of Use	Frequency of Use	
Site: Bella Vista School District	Technology Skills: K-2 3-5 6-8	<p>All students use classroom workstations, or the computer lab to utilize technology at this level to reinforce basic computer skills.</p> <p>Students will be introduced to the basic computer parts: Mouse, Tower, Monitor, CD-Rom, Keyboard and printer, with some basic keyboarding and word processing</p> <p>Students will be introduced to the basic keyboarding and word processing: opening, saving and printing. Also introduced to Internet communication and research skills</p> <p>Students will be proficiency of word processing with emphasis on saving, save as, editing, spell check, word replacement, cut and paste, inserting graphics, and printing, plus internet communication and research skills.</p>	Varied as needed to meet the needs of students, teachers, and curriculum throughout the quarter. Instructional Component
	Information Literacy: All students use classroom workstations and computer lab to participate in accelerated reading programs that test reading comprehension and Internet research projects as appropriate for grade level.	Varied as needed to meet the needs of students, teachers, and curriculum throughout the quarter. Instructional Component	
	Curricular Integration: All students use classroom workstations and/or library-computer lab to utilize technology at this level to reinforce basic skill practice in areas of reading, writing, Social Studies, Science and arithmetic.	Varied as needed to meet the needs of students, teachers, and curriculum throughout the quarter. Instructional Component	

District's current software use by site:	Software (site-based instructional and/or student-management systems)	
	Type of Use	Frequency of Use
Site: Bella Vista School District	Technology Skills: Windows 98, 2000, XP; operating systems Microsoft Office to reinforce basic computer skills	Varied as needed to meet the needs of students, teachers, and curriculum
	Information Literacy: Internet Explorer, and search engines to access information from the Internet. Online library and CD's are used for reference, CD's in classrooms subject matter as needed.	Varied as needed to meet the needs of students, teachers, and curriculum
	Curricular Integration: Microsoft Office is used for word processing, spreadsheet, presentation software, and web page design. Adobe Photoshop, PageMaker, is used for creation of the yearbook, and web page design. Accelerated Reading, Lexia, Star Reading, Math Facts and Edusoft are programs used for assessments and reinforcements for students. Dance Mat typing, Jumpstart typing and Typing 10 are used to enhance students keyboarding.	Varied as needed to meet the needs of students, teachers, and curriculum
	Student Management: Aeries are used for student administration purpose. AERIES ONLINE Grade reporting, Online grade books and Grade Quick are the grading programs and grade reporting to parents.	Varied as needed for the teachers, parents and administration

3c. Summary of District’s Curricular Planning Documents

Summary of the district’s curricular goals and academic content standards as spelled out in various district and site comprehensive planning documents.

Bella Vista Elementary School District has established clear curricular goals tied to the academic content standards monitored by various district and site-based assessment systems, and referenced in comprehensive planning documents and efforts. The common underlying purpose of all our district improvement plans is to improve student achievement of the state content standards.

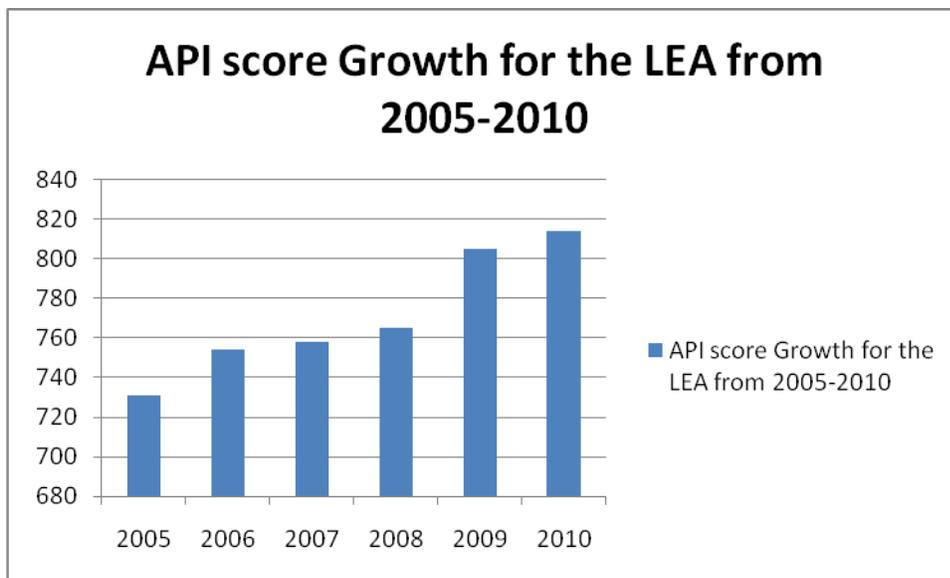
Our 2005-10 student achievement data indicates that our precise academic goals and objectives, aligned to both the content and cognition levels identified in the California Adopted Academic Content Standards and Frameworks, are having a positive impact at Bella Vista School. (See Student Achievement data that follows)

Progress on the Academic Performance Index (API) 2005-10 Reporting Cycle

District: Bella Vista

County: Shasta

Data Resource: <http://ayp.cde.ca.gov/reports/page2.asp?subject=AYP&level=District&submit1=Submit>



2010 AYP Criteria Summary

Bella Vista made AYP meeting 10 of its 13 AYP Criteria

Data Resource: <http://ayp.cde.ca.gov/reports/page2.asp?subject=AYP&level=District&submit1=Submit>

AYP components

Met 2010 AYP criteria

Participation rate	Yes		
Percent proficient (AMOs)	No	56.8% prof in LA	58% prof in Math
API as additional indicator	Yes		
Graduation rate	--		

Data Resource: <http://ayp.cde.ca.gov/reports/page2.asp?subject=AYP&level=District&submit1=Submit>

<i>Annual Measurable Objectives (AMOs) 2009-10</i> DISTRICT PERCENT PROFICIENT <i>Data Resource: http://ayp.cde.ca.gov/reports.asp</i>	English - Language Arts		Mathematics	
	Percent At or Above Proficient	Met 2010 AYP Criteria	Percent At or Above Proficient	Met 2010 AYP Criteria
LEA-wide	56.1%	No	58.2%	Yes
African American or Black (not of Hispanic origin)	-	-	-	-
American Indian or Alaska Native	-	-	-	-
Asian	-	-	-	-
Filipino	-	-	-	-
Hispanic or Latino	52.8%	-	57.1%	-
Pacific Islander	-	-	-	-
White (not of Hispanic origin)	56.3%	Yes	59.6%	Yes
Two or More Races	58.1%	-	45.2%	-
Socio-economically Disadvantaged	46.1	No	49.4	No
English Learners	-	-	-	-
Students with Disabilities	30.8%	-	43.6%	-

Bella Vista School District Curricular Goals

Bella Vista Elementary School Board adopts key goals annually are tied to and support the adopted, state approved, content standards in all academic areas. These key goals support the LEA plan on the district level. Bella Vista School ties its site-based curricular goals directly to the district's LEA Plan and school board's key goals in site-based comprehensive single school plans for student achievement and School Accountability Report Cards (SARC).

Based on our student data, federal and state mandates, and research-based best practices, our district's current key curricular goals are:

1. Bella Vista School District will meet or exceed the NCLB Annual Measurable Objectives (AMO's) for student proficiency, including all ethnic/racial, socio-economically disadvantaged and students with disabilities subgroups with the state content standards in English / Language Arts and Math. By 2013-2014, all students in the district will be proficient or better with English/Language Arts and Math grade level content standards.
2. Bella Vista School District will meet or exceed the state's Annual Performance Index (API) growth target as well as the API growth targets for each numerically significant ethnic/racial, socio-economically disadvantaged and students with disabilities subgroups at the school.
3. All students will be taught by highly qualified teachers.
4. Bella Vista School District will work with administration, teachers and staff to collect and analyze school and student data and develop continuous cycles and plans for school improvement including improving curriculum, improving instruction, improving student support & intervention, improving the monitoring of student achievement, and improving home/ school/ and community partnerships.
5. All students will be educated in learning environments that are safe, drug-free, conducive to learning and conducive to building student's internal and external resources.

These district goals and corresponding specific measurable objectives that support them can be found in the following district and site comprehensive planning documents.

Our state adopted academic standards, curriculum, pacing guides, assessments, interventions and professional development plans are articulated in our District Curriculum and Assessment Plan that is updated and modified each year. A copy of this guide is provided to each principal and teacher at the specified grade level(s) annually.

The Bella Vista School District's *2010 Strategic Plan* represents a working document to guide the improvement of student achievement and the quality of instruction for all students. The Strategic Plan includes measurable district strategies that call for: integrating state standards and assessment; improving teaching and learning; providing high quality professional development; providing equitable access to digital age skills and technology; nurturing linkages among district schools, parents, families, and communities; providing governance, funding, evaluation, and accountability.

To meet the District's Strategic Plan goals and objectives, each school site develops a *School Accountability Report Card (SARC)* that targets specific achievement goals for their school, with an action plan and evaluation component to measure success. Beginning with the 2003-2004 planning cycle, each school site included a technology component in their SARC that identifies the site's focus in relation to technology integration, implementation, and professional development.

Other district and site comprehensive planning documents and data that establish and/ or guide our standards-based curriculum include:

- The district adopted State Content Standards for K-8.
- The district LEA plan.
- No Child Left Behind compliance / implementation documentation.
- CDE and Federal district-wide school achievement data from annual AYP, API, and STAR results.
- The CDE's Academic Performance Survey (APS) and District Assessment Survey (DAS)
- The District's Master Plan for English Language Learners (ELL) describes the policies for identifying, assessing, and reporting students who have a primary language other than English. This ELL Master Plan provides details on the reclassification procedure and the English Language Development and instructional programs to be provided for ELL students to assist them in meeting and/or exceeding district content standards and graduation requirements.
- The District's Gifted and Talented (GATE) Plan provides challenging curriculum and instruction to gifted and talented students capable of achieving significantly beyond the level of their peers. The GATE plan supports the provision of services that are integrated into the regular school day as differentiated learning experiences that are based on the core curriculum.
- The Policy and Procedures handbook which details the District's philosophy and goals, and policy and procedures regarding students, instruction, promotion and retention, equity, administration, personnel, community relations, business, and much more.
- Site-based Single Plans for Student Achievement, SARC, WASC, and CPM self-study reviews and actions plans. School Improvement Program (SIP), categorical programs, and other program goals, which vary from site to site.
- Our current district Educational Technology Plan.

3d- 3k Curricular Driven Technology Goals, Implementation Plans, Benchmarks, Timelines, Monitoring and Evaluation

All of the Curriculum Component Criteria 3d-3j elements are included in the curricular driven action plan charts in the Component 3 pages that follow. Our curricular driven technology plans include clear, specific, realistic goals and measurable objectives that will support our district's curriculum goals and student achievement of the state approved content standards.

Here is a summary of our curricular driven Ed Tech goals. The details can be found in the charts that follow.

Goal 1: Improve Student Achievement & Close Student Achievement Gaps(3d)

Teachers will integrate technology in the district's curriculum to support the district curricular goal of ALL students attaining proficiency or better with ELA & math grade level content standards by end of the 2013-14 school year.

Goal 2: Student Acquisition of Technology and Information Literacy Skills. (3e)

ALL Students will acquire the National Education Technology grade level profile standards for students (NETS) to support achievement of the academic standards in the classroom, district curricular goals, and ultimately for lifelong learning and success in our digital society.

Goal 3: Student Acquisition of Digital Citizenship Skills (3f&g)

All students will be proficient with grade level ethical use of technology and internet safety skills (NETS for students: Digital Citizenship-standard #5).

Goal 4: Improve Student Data Collection, Analysis & Decision Making (3i)

District teachers and administrators will use technology to improve the collection, analysis, reporting, and use of formative, benchmark, and state student achievement data.

Goal 5: Improve Communication Among Home, School, and Community (3j)

District teachers and administrators will use technology to improve communication among home, school, and community

District Technology Action Plan July 1, 2011 – June 30, 2016 (sections 3d)

Goal 1 –Bella Vista School District Curriculum Goal Supported by Technology - E/LA & Technology

Goal 1: Bella Vista School will use technology to support the district curricular goal of ALL students attaining proficiency or better with ELA content standards by the 2015-16 school year.

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

Specific Measurable Objective by June 30, 2016

Objective: 1a: By the 2015-16 school year, A minimum of 70% of all students will score proficient or above on the English-Language Arts portions of the STAR: CST test supported by state and district approved instructional resources, technology-based supplemental resources, professional development, student achievement data analysis, and collaboration time.

Annual Benchmarks -

Year 1: minimum of 58% in the 2011-12 school year **Year 3: minimum of 63%** in the 2013-14 school year

Year 2: minimum of 60% in the 2012-13school year **Year 4: minimum of 66%** in the 2014 -2015 school year

Year 5: minimum of 70% in the 2015-2016school year.

Evaluation Instrument(s) & Data

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

Data: Percentage scoring proficient or above

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

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

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

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

Instrument: Annual Site Academic Software Survey:

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

Instrument: Annual CTAP-squared I-assessment:

Data: teacher's self assessed technology and integration skills

Data reviewers

District Administrator, District curriculum, data, and Technology Director will analyze annually in late August / September after state releases data.

(Objective 1a - Continued on next page)

Goal 1: Objective: 1a - E/LA & Technology Implementation Action Steps

Use of Technology

1. Annually, purchase and ensure state adopted instructional materials (k-8), and supplemental curriculum-based technology resources (adopted and/ or CLRN approved) are being used in the classroom.	<p>Adopted Text Supplemental Tech resources including publisher software and websites.</p> <p>CLRN and district approved curriculum software such as Renaissance Learning and <i>Accelerated Reader</i>, <i>Accelerated Math</i>, <i>FrontPage</i>, a variety of grading programs such as <i>Grade Book</i> and <i>AERIES ONLINE Grade reporting</i>,. Web-based student assessment platform such as <i>Edusoft</i>..</p> <p>Microsoft Office and other productivity software.</p> <p>Internet Resources</p> <p>Peripherals such as LCD projectors, digital cameras, video cameras, and printers.</p> <p>CTAP Online Professional Development.</p>
2. Annually, provide professional development on adopted curriculum and technology resources (such as AB 466 E/LA for teachers, AB 430 training for site Administrator)	
3. Beginning in fall 2011 and every year thereafter, provide systematic professional development and collaboration time for site administration and teachers to align standards-based instruction and quarterly assessments horizontally and vertically through grade levels in the district, review data, learn and share best practices including the use of technology.	
4. By fall 2013, design and distribute an annual site academic software usage survey.	
5. By fall 2013, create and distribute a matrix of CLRN approved E/LA curriculum and intervention software that is supported by the district.	
6. Beginning in the fall 2011 and annually thereafter, provide professional development on district/ CLRN approved curriculum software and online resources as needed. Track usage with annual software survey.	
7. Continue to leverage funding to increase access to technology resources, hardware, and peripherals for students and teachers.	
8. Continue to provide CTAP Online Technology productivity and integration training as needed.	
9. Continue to monitor instructional time for adopted program (k-8).	
10. Continue to monitor targeted intervention time aligned with adopted program (k-8). Targeting the lowest performing students.	
11. Ensure and assist all teachers to become fully credentialed <i>Highly Qualified Teachers</i> in all classrooms.	
12. Ongoing district support and professional development opportunities on the integration of E/LA skills and standards across the curriculum including in career tech courses.	
Monitoring	
District Administrator, District curriculum, data, and Technology Director track the development and implementation of all activities and accomplishments monthly and report progress at our monthly district/ site admin meetings. Modifications to our district activities will be made as needed in order to insure that we meet or exceed this measurable objective.	
Timeline: Most of the aforementioned actions are already underway annually in the district at all grade levels and will continue to be planned for and implemented after annual data driven needs assessments and data analyses take place for each school, annually no later than October 1.	
Person(s) responsible: District Administrator, in addition, the Technology Director, and teachers are responsible for the planning, development, implementation, and evaluation of all the aforementioned activities. Teachers are responsible for completing all necessary professional development, ensuring their instruction is based on standards-aligned objectives, and research based programs, practices, and arrangements.	

District Technology Action Plan July 1, 2011 – June 30, 2016 (sections 3d)

Goal 2-Bella Vista School District Curriculum Goal Supported by Technology – Math & Technology
Goal 2: Bella Vista School will use technology to support the district curricular goal of ALL students attaining proficiency or better with Math content standards by the 2015-16 school year. Target Group: All students including special education, English Learner, and GATE students.
Specific Measurable Objective by June 30, 2016
Objective: 2a: By the 2015-16 school year, a minimum of <u>70%</u> of all students will score proficient or above on the Math portions of the STAR: CST test supported by state and district approved instructional resources, technology-based supplemental resources, professional development, student achievement data analysis, and collaboration time. Annual Benchmarks - Year 1: minimum of 60% in the 2011-12 school year Year 3: minimum of 66% in the 2013-14 school year Year 2: minimum of 63% in the 2012-13 school year Year 4: minimum of 68% in the 2014 -2015 school year Year 5: minimum of <u>70%</u> in the 2015-2016 school year.
Evaluation Instrument(s) & Data
Instruments: Quarterly Grade level assessments; Annual STAR/CST test results in Math; Data: Percentage scoring proficient or above with the content standards. Instrument: Ongoing Classroom Observations by site admin./ principal aligned to teachers' evaluation schedule Data: Teachers' use of standards-aligned learning objectives, instructional and intervention time, research based programs, practices, and arrangements. Instrument: Annual Site Academic Software Survey: Data: Curriculum-based state and district approved software and productivity software being used. Instrument: Annual CTAP-squared I-assessment: Data: teachers' self assessed technology and integration skills Data reviewers District Administrator, District curriculum, data, and Technology Director will analyze annually in late August / September after state releases data.

(Objective 2a- Continued on next page)

Goal 2: Objective: 2a - Math & Technology Implementation Action Steps	Use of Technology
1. Annually, purchase and ensure state adopted instructional materials (k-8), and supplemental curriculum-based technology resources (adopted and/ or CLRN approved) are being used in the classroom.	Adopted Text Supplemental Tech resources including publisher software and websites. CLRN and district approved curriculum software such as Renaissance Learning and <i>Accelerated Reader</i> , <i>Accelerated Math</i> , <i>FrontPage</i> , a variety of grading programs such as <i>Grade Book</i> and <i>AERIES ONLINE Grade reporting</i> , Web-based student assessment platform such as <i>Edusoft</i> . Microsoft Office and other productivity software. Internet Resources Peripherals such as LCD projectors, digital cameras, video cameras, and printers. CTAP Online Professional Development. Web-based student assessment platform such as <i>Edusoft</i> .
2. Annually, provide professional development on adopted curriculum and technology resources	
3. Annually, provide systematic professional development and collaboration time for site administration and teachers to align standards-based instruction and quarterly assessments horizontally and vertically through grade levels in the district, review data, learn and share best practices including the use of technology.	
4. By fall 2014, design and distribute an annual site academic software usage survey.	
5. By fall 2014, create and distribute a matrix of CLRN approved Math curriculum and intervention software and online resources that is supported by the district. Track usage with annual survey.	
6. Annually provide professional development on district/ CLRN approved curriculum software and online resources as needed.	
7. Continue to leverage funding to increase access to technology resources, hardware, and peripherals for students and teachers.	
8. Continue to provide CTAP Online Technology productivity and integration training as needed.	
9. Continue to monitor instructional time for adopted program (k-8).	
10. Continue to monitor targeted intervention time aligned with adopted program (k-8), targeting the lowest performing students.	
11. Ensure and assist all teachers to become fully credentialed <i>Highly Qualified Teachers</i> in all classrooms.	
Monitoring	
District Administrator, District curriculum, data, and Technology Director track the development and implementation of all activities and accomplishments monthly and report progress at our monthly district/ site admin meetings. Modifications to our district activities will be made as needed in order to insure that we meet or exceed this measurable objective.	
Timeline: The aforementioned actions are already underway annually in the district and will continue to be planned for and implemented after annual data driven needs assessments take place for each school annually no later than October 1.	
Person(s) responsible: District Administrator, in addition, the Technology Director, and teachers are responsible for the planning, development, implementation, and evaluation of all the aforementioned activities. Teachers are responsible for completing all necessary professional development, ensuring their instruction is based on standards-aligned objectives, and research based programs, practices, and arrangements.	

District Technology Action Plan July 1, 2011 – June 30, 2016 (3e)

Goal 3 –Bella Vista School District Technology Skills and Information Literacy Goal
Goal 3: All students in our district will acquire the National Education Technology grade level student profile standards to support achievement of the academic standards in the classroom, district curricular goals, and ultimately for lifelong learning and success in our digital society. Target Group: All students including special education, English Learner, and GATE students.
Specific Measurable Objective by June 30, 2016
Objective: 3a - All students will pass the district approved based grade band technology assessments based on NETs by 2015-2016 school year. Teachers will learn to integrate the student skills in their academic curriculum assignments. Students will learn the skills (including technology productivity tools and information literacy) as appropriate, during their curricular assignments. Student proficiency will be tracked through end of year exit assessments/ portfolios (K-2, 3-5, 6-8). The Six Strands each have scaffold grade level (K – 2, 3 – 5, 6 – 8) specific standards and performance indicators. <ol style="list-style-type: none">1. Basic operations and concepts2. Social, ethical, and human issues3. Technology productivity tools4. Technology communications tools5. Technology research tools (Information Literacy)6. Technology problem-solving and decision-making tools Annual Benchmarks - Year 1: minimum of 0% in the 2011-12 school planning year Year 2: minimum of 25% in the 2012-13school year Year 3: minimum of 50% in the 2013-14 school year Year 4: minimum of 75% in the 2014-2015school year Year 5: 100% in the 2015-16 school year.
Evaluation Instrument(s) & Data
Instrument Annual Standardized District based Grade level Exit assessment/ survey based on student profile standards which include technology skills and information literacy.; Annual High school graduation computer competency assessment: Data: Percentage passing assessment Instrument: Annual EdTechProfile Data: teachers' self assessed technology and integration skills Data reviewers District Administrator and Technology Director will analyze end of school year results annually in June.

(Objective 3a- Continued on next page)

Goal 3: Objective: 3a - Technology Skills & Information Literacy Implementation Action Steps	Use of Technology
1. During the 2011-12 school year, a focus group of teachers, librarians, and media assistants, in the district help design the grade band student curriculum integration and assessments for k-8 technology and information literacy skills.	Adopted Text Supplemental Tech resources including publisher software and websites.
2. By spring 2012, adopt grade level based standards for k-8 student technology skills and information literacy.	CLRN and district approved curriculum software such as Renaissance Learning and <i>Accelerated Reader</i> , <i>Accelerated Math</i> , <i>FrontPage</i> , a variety of grading programs such as <i>Grade Book</i> and <i>AERIES ONLINE</i>
3. Beginning in the summer/fall 2012 and annually thereafter, provide Professional Development opportunities (from the District, CTAP Online, and CTAP Region 2) to k-8 teachers on integrating the student grade level skills and standards in their curriculum.	<i>Grade reporting</i> , Web-based student assessment platform such as <i>Edusoft</i> .
4. By fall 2012, Students will begin systematically learning the skills including technology productivity tools and information literacy, as appropriate, during curricular assignments.	Microsoft Office and other productivity software.
5. By spring 2013, begin administering annually the standards-aligned grade span based exit assessments / portfolios for grades 2 & 5	Internet Resources
6. By spring 2014, begin administering annually the standards-aligned grade span based exit assessments / portfolios for grade 8 .	Peripherals such as LCD projectors, digital cameras, video cameras, White board technology, Document cameras, and printers. CTAP Online Professional Development.
Monitoring	
District Administrator and Technology Director will track the development and implementation of all activities and accomplishments monthly and report progress at our monthly district/ site admin meetings. Modifications to our district activities will be made as needed in order to insure that we meet or exceed this measurable objective.	
Timeline: The timeline for the aforementioned actions are included in the Action Steps listed above.	
Person(s) responsible: District Administrator, and Technology Director, and teachers are responsible for the planning, development, implementation, and evaluation of all the aforementioned activities. Teachers are responsible for completing the training, integrating the skills, and assessing the students.	

Sections 3f & 3G

Goal 3: Ethical Use of Technology (Copyright) and Internet Safety

All students will be proficient or better with grade level ethical use of technology and internet safety standards (NETS #5- Digital Citizenship).

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

Goal 3: Specific Measurable Objective by June 2016

Objective 1: By June 2016, 100 % of students in grades K-8 and 100% of students in grades 9-12 will be proficient or better with grade level NETS standard # 5- Digital Citizenship –(includes social, ethical, copyright, and cyber safety issues).

Goal 3: Annual Benchmarks for Objective 1

Year 1: Program Development by June 2012 **Year 3:** minimum of **70%** by June 2014

Year 2: minimum of **65%** by June 2013 **Year 4:** minimum of **85%** by June 2015

Year 5: minimum of **100%** by June 2016

Goal 3: Evaluation Instrument(s) & Data

Instrument: Lesson plans integrating ethical use of technology including copyright and plagiarism.

Data: 95% of teachers participating in the integration of lesson plans on ethical use of technology including copyright and plagiarism.

Instrument: Lesson plans integrating technology on internet safety and cyber-bullying.

Data: % of teachers participating in the integration of lesson plans on internet safety and cyber-bullying.

Instrument Rubric for Grade level student portfolio, presentations, and/or classroom work, which will demonstrate technical skills and information literacy. Annual High school graduation computer competency assessment.

Data: Percentage meeting grade-level NET standards

Instrument: Annual Ed Tech Profile Survey.

Data: Teachers' and students' self assessed technology and integration skills

Data reviewers

Site administrators and tech committee will analyze end of school year results annually between June and September and report to stakeholders annually in October.

Goal 3: Ethical Use of Technology (Copyright) and Internet Safety

Implementation Strategies / Timelines

1. During the 2011-2012 school year, district teachers will develop a scaffolded, articulated K- 8th technology integration curriculum aligned to NETS standard # 5: Digital Citizenship. Curriculum results will be reviewed annually in June and modified as necessary.
2. During the 2011-2012 school year, all teachers will be offered professional development opportunities on the Ethical Use of Technology and Internet Safety for students aligned to the NETS student standard # 5: Digital Citizenship, offered through CTAP Region 2 or the equivalent.
3. Beginning in the fall 2012 and then annually thereafter, all K-12th grade students will begin systematically learning grade level NETS standard # 5: Digital Citizenship skills during curricular assignments.
4. Beginning in the spring 2013, grade level technology assessments and/or portfolio reviews will be conducted at the end of each school year.
5. By fall 2011, roll-out a revised acceptable use policy for students addressing internet safety, cyberbullying, and plagiarism.

Goal 3: Digital Resources to be Integrated

- Adopted Text Supplemental Tech resources including publisher software and websites.
- CLRN and district approved curriculum software and/ or free Digital Citizenship internet resources
- Microsoft Office Professional Suite and other productivity software.
- Peripherals such as LCD projectors, interactive white boards, digital cameras, video cameras, printers, and document cameras (ELMO).

3. h For Equitable Access To Technology For All Students

Goal 4: Students at Bella Vista Elementary School District will have equal access to technology to support achievement of the academic standards in the classroom, district curricular goals, and ultimately for lifelong learning and success in our digital society.

District Policy on Equitable Access

It is district policy to provide ALL students and teachers with equal access to all of the school's technology to support achievement of the academic standards in the classroom, district curricular goals, and ultimately for success in the workplace. Student subgroups will have access to the same integration activities and high standards expected of all other students, although the programs and methods for achieving the objectives may be adapted to best meet individual student needs. Students with an active Individualized Education Program (IEP) have appropriate access to technology hardware, peripherals, and software including assistive technology as deemed appropriate and defined by the IEP site team and the students' IEP goals. EL students have appropriate access to technology hardware, peripherals, and software needed to support their English language acquisition as well as their achievement of the academic standards.

District Technology Action Plan July 1, 2011– June 30, 2016 (sections 3i)

Goal 5 –Bella Vista School District Goal for Using Technology for Student Data Collection, Analysis, Reporting, and Decision Making

Goal 5: Bella Vista Elementary School Districts will support the use of technology to improve student achievement data collection, analysis, reporting, and decision-making.

Target Group: Bella Vista Elementary (k-8)

Specific Measurable Objectives by June 30, 2016

Objective 5a: By June 2016, 100% of teaches will use technology to analyze assessment data make data-driven decisions to meet individual student academic needs and target student intervention needs.

Annual Benchmarks

Year 1: 80% of **teachers** in the district by June 2012. **Year 3:** 90% of **teachers** in the district by June 2014

Year 2: 85% of **teachers** in the district by June 2013. **Year 4:** 95% of **teachers** in the district by June 2015.

Year 5: 100% of **teachers** the district by June 2016.

By June 2016, 100% of district **Teachers** will have implemented and integrated student assessment and data management system such as *Edusoft*.

Annual Benchmarks

Year 1: 80% of **teachers** in the district by June 2012. **Year 3:** 90% of **teachers** in the district by June 2014

Year 2: 85% of **teachers** in the district by June 2013. **Year 4:** 95% of **teachers** in the district by June 2015.

Year 5: 100% of **teachers** the district by June 2016.

Objective: 5b: By June 2016, 100% of district **teachers** will have access to Aeries, the District’s student information / attendance software / online suite tools and necessary training to use.

Annual Benchmarks

Year 1: 80% of district **teachers** by June 2012. **Year 3:** 90% of district **teachers** by June 2014.

Year 2: 85% of district **teachers** by June 2013. **Year 4:** 95% of district **teachers** by June 2015

Year 5: 100% of district **teachers** by June 2016.

Evaluation Instrument(s) & Data

Instrument: School / Classroom grade book software, Excel spreadsheets

Data: % of school sites and teachers using student assessment / spreadsheet software to inform instruction.

Instrument: District integrated student assessment and data management system training participation records and usage records

Data: % of school sites and teachers using integrated student assessment and data management system to inform instruction.

Instruments: District AERIES and Edusoft training participation records

Data: % of teachers completing *Aeries*, *Electronic Grade book training*; % of teachers using *AERIES ONLINE*,

Data reviewers

District Technology Director, school site Administrator, and school site tech coordinators will analyze end of school year results annually in June.

(Objective 5a, b, c- Continued on next page)

Goal 5: Objective: 5a,b Student Data Collection, Analysis, Reporting, and Decision Making	Use of Technology
Implementation Action Steps	
1. During the 2011-12 school year and every year thereafter until we meet our 2015-16 school year objective, the district will continue its rollout of an integrated student assessment platform at selected school sites. Participating teachers will get necessary training.	AERIES, AERIES grade book, and Aeries Online. A variety of grading programs such as <i>Class Master</i> and <i>Grade book Aeries Online</i> . <i>Grade Quick</i> , and <i>edline</i> .
2. Annually, provide systematic professional development and collaboration time for site administration and teachers to improve student achievement assessment, data collection, analysis, reporting, and data driven decision making, align standards-based instruction, learn and share best practices in instruction and intervention, including the use of technology and develop quarterly assessments horizontally and vertically through grade levels in the district.	
3. Bella Vista Elementary schools currently are using Aeries as the student information system to report attendance. The other two components <i>Aeries grade book</i> and <i>AERIES ONLINE</i> will continue to be rolled out at district site, with priority given the hardware, infrastructure, and site administration support necessary to fully implement.	Web-based student assessment platform such as <i>Edusoft</i> .
Monitoring	
District Administrator and Technology Director will track the development and implementation of all activities and accomplishments monthly and report progress at monthly district/ site admin meetings. Modifications to our district activities will be made as needed in order to insure that we meet or exceed this measurable objective.	
Timeline: The timeline for the aforementioned actions are included in the Action Steps listed above.	
Person(s) responsible: District Administrator and the Technology Director are responsible for the planning, development, implementation, and evaluation of all the aforementioned activities. Teachers are responsible for attending professional development and inputting student data.	

District Technology Action Plan July 1, 2011 – June 30, 2016 (sections 3j)

Goal 6 –Bella Vista School District Goal for Improving Parent Access to Teachers and Administrators
Goal 6: Bella Vista Elementary schools and District Office will use technology to improve two-way communication between home and school. Target Group: Parents of all students including special education, English Learner, and GATE students.
Specific Measurable Objective by June 30, 2016
Objective: 6a By June 2016, 100% of teachers at our 1 school will offer parents password protected, online access to their student’s attendance, assignments and grades through a web-based system such as AERIES ONLINE 6-8. Annual Benchmarks - Year 1: 80% of teachers by June 2012. Year 3: 90% of teachers by June 2014. Year 2: 85% of teachers by June 2013. Year 4: 95% of teachers by June 2015 Year 5: 100% of teachers by June 2016
Evaluation Instrument(s) & Data
Instruments: Ongoing AERIES Online “how to access’ communications and/ or trainings, parent password requests, and usage records. Data: % of parents trained; % of parents requesting passwords; % of parents using <i>Aeries Online</i> . Instrument: Monthly Site Admin reports to district on implementation status of standards-based progress report mailings. Data: % of district schools that have implemented standards-based progress report mailings. Instrument: District and site based equipment and e-mail account records Data: % of teachers with access Instrument: School website and communication artifacts. Data: evidence of efforts to improve two-way communication Data reviewers District Administrator and Technology Director will analyze end of school year results annually in June.

(Objectives 6a - Continued on next page)

Goal 6: Objectives: 6a - Improving Parent Access to Teachers and Administrators Implementation Action Steps 5	Use of Technology
1. By June 2012, ensure all district schools have the hardware, infrastructure, and training needed to implement the Parent Connect component of Aeries.	AERIES, AERIES grade book, and Aeries Online. A variety of grading programs such as <i>Class Master</i> and <i>Grade book Aeries Online</i> . Word, desktop publishing, and Outlook e-mail. District IT work order management system and equipment inventory database.
2. By June 2012, all district schools will be providing access to Parent Connect and all district parents will have received information and/ or training about how to access Parent Connect student data.	
3. Continue to fund and maintain, district /school website where news, announcement, staff contact information, teacher class information, events, etc. are communicated with students and parents.	
4. Annually provide Word and Desktop publishing training to teachers and classified staff to learn to publish professional / attention getting documents to improve communication between home, school, and community.	
Monitoring	
District Administrator and Technology Director will track the development and implementation of all activities and accomplishments monthly and report progress at our monthly district/ site admin meetings. Modifications to our district activities will be made as needed in order to insure that we meet or exceed this measurable objective.	
Timeline: The timeline for the aforementioned actions are included in the Action Steps listed above.	
Person(s) responsible: District Administrator and the Technology Director are responsible for the planning, development, implementation, and evaluation of all the aforementioned activities. Teachers are responsible for attending professional development and inputting student data	

Section 3K: Ongoing Monitoring for Continuous Improvement

The district curriculum, data, and technology director, school administrators, and the rest of the technology team will conduct ongoing formative data reviews. The team will meet annually to track the development and implementation of all tech plan activities and accomplishments. Between quarterly meetings, pertinent tech plan updates are shared with the district via email. Modifications to our Tech Plan implementation strategies or timeline are made as needed to support meeting or exceeding our goals by June 2016. The Technology Director is responsible for a mid-year tech plan implementation status report to stakeholders in February. Annual summative data analysis and needs assessments are conducted in late August / September after the state releases all relevant district data and schools complete early assessments of incoming students. The Technology Director is responsible for an annual summative performance report to stakeholders in October.

4. PROFESSIONAL DEVELOPMENT

4a. Summary of District Teachers' & Administrators' Technology Skills

Summary of the teachers' and administrators' current technology skills and needs for professional development.

Our Education Technology Plan provides a clear summary of our district teachers' and administrators' current technology skills from the Ed Tech Profile survey. Our survey findings are summarized by discrete skills in order to better facilitate professional development planning that meets our identified needs and technology plan goals. Additional district technology integration data can be found in Component 3b of our Technology Plan.

Our district reviews Ed Tech Profile survey data and teacher input annually in the spring to plan for district sponsored professional development activities for the next school year. Schools use their site's Ed Tech Profile survey data and teacher input annually to plan for site-based professional development needs.

Site Administrators' Survey Data

The administrator is at the intermediate to advanced levels with general computing, Internet, e-mail, and word processing and at the introductory to intermediate level in presentation, spreadsheet, and database skills.

Implication: The district's Superintendent / Principal needs professional development opportunities in intermediate Personal Technology proficiencies.

District Teachers' Survey Data – See Chart on Next Page

Ed Tech Profile survey data of district teachers as of December 2005 indicates that most teachers are at similar intermediate to advanced levels as administrators with general computing, Internet, e-mail, and word processing and at the introductory level in presentation, spreadsheet, and database skills.

Implication: Teachers still need professional development opportunities in basic Personal Technology proficiencies. We will integrate basic skill training with integration training.

Bella Vista Elementary has 24 credentialed teachers, this chart represents the assessment summary for 23 teachers or 96%. It is important to note that this includes both fully completed and partially completed assessments.

4b-c. Professional Development Goals, Benchmarks, Timelines, Monitoring, and Evaluation.

All of the Professional Development Criteria 4b-c elements are included in the teachers' and administrators' professional development action plan charts in the Component 4 pages that follow. Our professional development action plans are based on a thorough needs analysis and include clear, specific, realistic goals, and measurable objectives that will provide our teachers and administrators with sustained, ongoing professional development necessary to implement the Curriculum Component of our Education Technology Plan.

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

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

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

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

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

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

1. Annually as needed, we will offer Personal proficiency training on skills, including general computer knowledge and skills; Internet skills; Email skills; Word processing skills; Presentation software skills; and Spreadsheet /Database software skills.
2. Annually as needed, we will offer Professional proficiency training on skills integration including information literacy, curriculum-based software, adopted materials software resources, online resources such as SETs, and job specific productivity and assessment tools.
3. Annually as needed, we will offer Technology Leadership / Coach proficiency training: Training interested teachers as site-based coaches offering support to teachers as they work toward proficiency in tiers one and two.

Our coordinated professional development plan is based on the analysis of our teachers' and administrators' technology skills and needs as well as our district's curricular goals. The district will offer a variety of training options such as the CTAP Online (www.ctaponline.org) learning portal, face-to-face training & collaboration time, and one-on-one coaching. We will maximize the use of technology and site resources to support the district's goals and objectives for curriculum, instruction, intervention, and assessment, including but not limited to the following:

- Site-based technology coaches and CTAP Online mentors available to each district site.
- District as well as site based annual face-to-face technology skill professional development opportunities.
- Anytime, anywhere online district technology professional development opportunities using CTAP Online Personal and Professional Proficiency technology classes and supported by site based technology coaches.

- District content and grade-band specific technology integration face-to-face professional development supported with district professional development and resources online using CTAP Online's *Course Builder* tool.
- CTAP Online technology integration training.
- Broad-based pre/post completions of the Ed Tech Profile survey and professional development data analysis to track improvements and training needs.
- Annual professional development offerings / priorities based on student, teacher, and administrator Ed Tech Profile survey data and district curricular goals.
- Student assessment and intervention, student information system, web publishing, e-mail, and voice-mail training opportunities for all stakeholders as needed to support student achievement and improve home / school communications and interventions.
- Identification, training, and use of low and no cost Internet, video-conferencing and face-to-face learning opportunities and resources. National, State and local online research-based strategies and resources will be leveraged and integrated during faculty meetings, collaboration time, and professional development such as: the U.S. Department of Education's web site *What Works Clearinghouse* (<http://ies.ed.gov/ncee/wwc/>). We will regularly examine and use relevant data from the *What Works Clearinghouse* (WWC) which was established in 2002 by the U.S. Department of Education's Institute of Education Sciences to provide educators, policymakers, researchers, and the public with a central and trusted source of scientific evidence of what works in education. We will also rely on the County Office of Education, CTAP Region 2, and CTAP Online resources, and the Statewide Education Technology Services (SETS) which includes: California Learning Resource Network (CLRN)- which identifies CDE approved supplemental electronic learning resources that both meet local instructional needs and embody the implementation of California curriculum frameworks and standards; the Technology Information Center for Administrative Leadership (TICAL) - which helps administrators find technology resources to assist in the day-to-day needs of their jobs; and the Technical Support for Education Technology in Schools (TechSETS) - which provides technical professionals in California schools improved access to training, support and other resources.

District Professional Development Plan July 1, 2011– June 30, 2016 (sections 4b-4d)

Goal 1 - District Professional Development Goal

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

Target Group: Certificated teachers and administrators

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

Specific Measurable Objectives by June 30, 2016

Objective: 1a: By June 2016, **100%** teachers, who participate in district sponsored educational technology professional development, will become proficient with general technology knowledge and skills, classroom productivity tools, and information literacy skills aligned to the district approved tech standards for students. All district ELD, Special Education and GATE teachers will become proficient in technology skills and assistive tools for their subgroup populations.

Annual Benchmarks

Year 1: minimum of 0% in the 2011-2012 school planning year

Year 3: minimum of 50% in the 2013-2014 school year

Year 2: minimum of 25% in the 2012-2013 school year

Year 4: minimum of 75% in the 2014-2015 school year

Year 5: 100% in the 2015-2016 school year.

Objective: 1b: By June 2016, **100%** ELA and Math teachers, who participate in educational technology professional development focused on technology integration including CLRN and/ or SBE approved curriculum based technology resources will become proficient.

Annual Benchmarks

Year 1: minimum of 60% in the 2011-12 school year **Year 3: minimum of 80%** in the 2013-14 school year

Year 2: minimum of 70% in the 2012-13 school year **Year 4: minimum of 90%** in the 2014-15 school year

Year 5: minimum of 100% in the 2015-16 school year.

Objectives 1a, b - Continued on next page)

Goal 1: Objective: 1a ,b, Evaluation Instrument(s) & Data

Instrument: Ed Tech Profile completed for all district sponsored Education Technology professional development programs

Data: Administrators’ and teachers’ self assessed technology and integration skills

Instrument: District and site-based training agendas and records

Data: Professional development participation correlated with proficiency in I-assessment survey

Data reviewers

District Administrator, District curriculum, data, and Technology Director will analyze benchmark data annually in late August / September and make any necessary modifications in order to meet our objectives.

Goal 1: Objective: 1a ,b, Implementation Action Steps

Use of Technology

1. Annually, require administrator and teacher completion of pre and post Ed Tech Profile survey by all who participate in district sponsored technology training programs.	Microsoft Office Suite, e-mail, Internet. Peripherals such as LCD projectors, digital cameras, video cameras, and printers. CLRN approved curriculum-based software CTAP Online Professional Development. Online resources including SETs Ed Tech Profile
2. Annually, in June, analyze i-assessment administrator and teacher technology and integration skill data to plan for professional development offerings during the year.	
3. Annually, provide I-assessment workshops to teachers, administrators, and site I-assessment Administrator	
4. Annually in the fall, schedule and promote district sponsored technology workshops for administrators and for teachers during the school year aligned to the content standards, assistive technology, and to identified I-assessment professional development needs including information literacy skills.	
5. Annually in the fall, schedule and promote district sponsored technology integration and CLRN approved curriculum-based software and resource workshops for Math and ELA teachers by grade bands (K-2, 3-5, 6-8, 9-12) during the school year aligned to the content standards, and to identified I-assessment professional development needs.	
6. Annually, the district will train site-based technology integration mentors and CTAP Online mentors to support district technology participants at the site level.	
7. Annually, provide systematic professional development and collaboration time for site administration and teachers to analyze student achievement data, align standards-based instruction, learn and share best practices in instruction and intervention, including the use of technology and develop quarterly assessments horizontally and vertically through grade levels in the district.	

Monitoring

District Administrator, District curriculum, data, and Technology Director track the development and implementation of all activities and accomplishments monthly and report progress at our monthly district/ site admin meetings. Modifications to our district activities will be made as needed in order to insure that we meet or exceed this measurable objective.

Timeline: The timeline for the aforementioned actions are included in the Action Steps listed above.

Person(s) responsible: District Administrator, the District Technology Director, School Site Council are responsible for the planning, development, implementation, and evaluation of all the aforementioned activities. Site administrators and teachers are responsible for completing all necessary professional development and ensuring student instruction is based on standards-aligned objectives and research based programs, practices and arrangements.

Goal 2 - District Professional Development Goal

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

Target Group: Certificated teachers and administrators

Supports Curriculum Driven Technology Goals and Objectives 1,2,3,5,& 6 in Component 3 of our Ed Tech Plan

Specific Measurable Objectives by June 30, 2016

Objective 2a: By June 2016, 100% of teachers will use technology to analyze assessment data make data-driven decisions to meet individual student academic needs and target student intervention needs.

Annual Benchmarks

Year 1: 80% of teachers in the district by June 2012. **Year 3:** 90% of teachers in the district by June 2014

Year 2: 85% of teachers in the district by June 2013. **Year 4:** 95% of teachers in the district by June 2015.

Year 5: 100% of teachers the district by June 2016.

Objective 2b. By June 2016, 100% of district administrators and teachers, who attend professional development, will be proficient with the implementation and integration of a student assessment and data management system such as *Edusoft*.

Annual Benchmarks

Year 1: 80% of teachers in the district by June 2012. **Year 3:** 90% of teachers in the district by June 2014

Year 2: 85% of teachers in the district by June 2013. **Year 4:** 95% of teachers in the district by June 2015.

Year 5: 100% of teachers the district by June 2016.

Objective: 2c: By June 2016, 100% of district administrators and teachers, who attend professional development, will be proficient with the complete district student information / attendance suite: *Aeries*, *Aeries Grade book*, and *ABI Online* offering parents password protected, online access to their student's attendance, assignments, grades, and progress reports.

Annual Benchmarks

Year 1: 80% of district teachers by June 2012. **Year 3:** 90% of district teachers by June 2014.

Year 2: 85% of district teachers by June 2013. **Year 4:** 95% of district teachers by June 2015

Year 5: 100% of district teachers by June 2016.

Evaluation Instrument(s) & Data

Instrument: Edtechprofile

Data: teacher's self assessed technology and integration skills

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

Data: % of teachers trained and proficient.

Data reviewers

District Administrator, District curriculum, data, and Technology Director will analyze benchmark data annually in late August / September and make any necessary modifications in order to meet our objectives.

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

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

Goal 3 - District Professional Development Goal

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

Target Group: Certificated teachers and administrators

Supports Curriculum Driven Technology Goals and Objectives 1,2,3,5,& 6 in Component 3 of our Ed Tech Plan

Specific Measurable Objectives by June 30, 2016

Objective: 3a By June 2016, 100% site administrators and teachers, who attend professional development, will be proficient with the district's web publishing software.

Annual Benchmarks

Year 1: 80% by June 2012. **Year 3:** 90% by June 2014.

Year 2: 85% by June 2013. **Year 4:** 95% by June 2015.

Year 5: 100% by June 2016.

Objective: 3b By June 2016, 100% site administrators and teachers, who attend professional development, will be proficient with using Word and Desktop Publishing software to produce timely print communications for parents and the community.

Year 1: 80% by June 2012. **Year 3:** 90% by June 2014.

Year 2: 85% by June 2013. **Year 4:** 95% by June 2015.

Year 5: 100% by June 2016.

Objective: 3c By June 2016, 100% teachers, who attend professional development, will post students' attendance, assignments and grades through a web-based system such as Aeries's *ABI* and all parents that want access will be given a password and access instructions/training....or other such mechanism such as *Teacher Web* website.

Annual Benchmarks

Year 1: 80% of district **teachers** by June 2012. **Year 3:** 90% of district **teachers** by June 2014.

Year 2: 85% of district **teachers** by June 2013. **Year 4:** 95% of district **teachers** by June 2015

Year 5: 100% of district **teachers** by June 2016.

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

Goal 3: Objective: 3a,b,c Evaluation Instrument(s) & Data

Instruments: District records of the number of teachers trained to use *Aeries IntegratePro* to feed data into *Parent Connect*

Data: % of teachers trained; % of parents requesting passwords and instructions; % of parents using *Parent Connect*.

Instrument: District and site based equipment and Outlook e-mail account records

Data: % of teachers with access

Instrument: Communication artifacts from School and classroom websites.

Data: evidence of efforts to improve two-way communication.

Data reviewers

District Administrator, District curriculum, data, and Technology Director will analyze benchmark data annually in late August / September and make any necessary modifications in order to meet our objectives.

Goal 3: Objective: 3a,b,c Implementation Action Steps

Use of Technology

1. Annually, require administrator and teacher completion of pre and post Ed Tech Profile survey by all who participate in district sponsored technology training programs.	Aeries, Aeries Grade book, and Aeries Online
2. Annually, in June, analyze Ed Tech Profile administrator and teacher student information/ data analyses results to plan for professional development offerings during the next school year.	Web publishing software
3. Annually in the fall, schedule and promote district sponsored technology workshops for administrators and for teachers on all Aeries components during the school year.	Microsoft Outlook e-mail online access and client software
4. Annually in the fall, schedule and promote district sponsored technology workshops for administrators and for teachers during the school year on the district's web-based student reporting system and <i>Students at Risk</i> procedures.	CTAP Online Professional Development.
5. By fall 2012, schedule and promote district sponsored Outlook workshops for administrators and for teachers during the 2012-13school year with the objective of getting 100% trained by the end of year. Continue training annually or as required.	Online resources including SETs
6. Annually in the fall continue to schedule and promote district sponsored Outlook workshops for administrators and for teachers during the school year	Ed Tech Profile

Monitoring

District Administrator, District curriculum, data, and Technology Director track the development and implementation of all activities and accomplishments monthly and report progress at our monthly district/ site admin meetings. Modifications to our district activities will be made as needed in order to insure that we meet or exceed this measurable objective.

Timeline: The timeline for the aforementioned actions are included in the Implementation Action Steps listed above.

Person(s) responsible: District Administrator, the District Technology Director, School Site Council are responsible for the planning, development, implementation, and evaluation of all the aforementioned activities. Site administrators and teachers are responsible for completing all necessary professional development and ensuring student instruction is based on standards-aligned objectives and research based programs, practices and arrangements.

Section 5: Infrastructure, Hardware, Software, & Technical Support

5a: Current Status

Below is an outline of the existing hardware, Internet access, infrastructure, electronic learning & assessment resources, and technical support available at our district offices and school sites.

Bella Vista School District currently operates approximately 160 computers, each networked and connected to the Shasta County Office of Education as the Internet service provider by a Metro link with connection speeds of 5.28Mb/s both ways. Teachers utilize the Internet, Accelerated Reader, Accelerated Math, and other subject matter software to improve student learning. A Technology Director provides technical Support. Additional support is given through the Shasta County Office IT Department

Current District Hardware

Existing hardware and electronic resources at each of our sites is included in *Component 3a: Current Technology Access* in our tech plan. This data comes from both our CBEDS data and our annual California School Technology Surveys.

District Equipment		
School Name	2008-09 Enrollment (Unofficial CBEDS)	# of current Instructional Multimedia computers / thin clients 4years or newer in 2008-09 CA. Tech Survey
Bella Vista Elementary K-8 and Special Education	413	182
	413	182
413 students / 38 computers = 10.9:1 Current Student to Computer Ratio		

Current District Infrastructure, Site Networks, and Connectivity

Total Number of district schools = 1

Total Number of district schools connected to the Internet by a permanent (non-dial-up) connection = 1

Total Number of district schools connected to the Internet by:

- Full T-1: 1
- Fractional T-1:
- ISDN
- DSL:
- Microwave:
- Wireless (not microwave):
- Other, please specify: _____

Total number of schools in the district that are NOT connected to the District's LAN: 0

Average # of drops per classroom: 2

What percentage of schools is served by the following Internet service provider?

- District office:
- County Office of Education 100 %
- California State University/University of California
- Commercial provider (e.g., Earthlink, MCI, Sprint, etc.)

What percentages of classrooms, in the district, do not have a phone service in the classroom? 0%

What percentages of classrooms, in the district, do not have voicemail service? 0%

Current District Tech Support

District Support includes a Technology Director. The technician is available to the school and district five days a week as well as assistance from the County Office of Education Information Technology Support Department which provides infrastructure and hardware consultation free of charge.

The one full-time Director of Technology duties are:

- Administrative Computers, Software, Infrastructure, & LAN
- Elementary School Computers, Software, Infrastructure, & LAN
- Administrator to SSI, Touch n Serve, Winnebago, Edusoft, and CSIS

The Technology Director also supports the financial system (QSS) and serves as the Information Services HELP DESK, and answers questions about the Aeries software.

Type Of District Support Provided	Individuals Responsible
Ongoing equipment maintenance, repair, and replacement	Tech Coordinator (5 FTE)
Technical Support provided during school hours	Tech Coordinator, Shasta Country Office of Ed (5 FTE)
Technical support after school hours	Tech Coordinator (5 FTE)

Technology Integration Support	CTAP Region 2, Shasta Country Office of Ed, Tech Coordinator, Teacher
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Type Of Site Support Provided	Individuals Responsible
Ongoing equipment maintenance and repair.	Tech Coordinator
Technical Support provided during school hours	Tech Coordinator
Technology Integration Support	Tech Coordinator

5b: District Needs Over the Next Five Years

Below is an outline of our district’s known needs to support the activities in the Curriculum (Section 3) and Professional Development Components(Section 4) of our tech plan in terms of: Infrastructure, Hardware, Electronic Learning & Assessment Resources/Software, Networking, Telecommunication Infrastructure, physical plant modifications, and technical support needed.

District Hardware Needs During the Next Five Years

Improving student to up-to-date multi-media computer ratios is a moving target. As the district annually purchases new computers for its school, others are retired, making it difficult to obtain a student to computer homeostasis. To complicate the issue further, our student population fluctuates annually.

We will replace old computers and add to the numbers at each site to improve our student to computer ratios through new purchases that meet the CDE minimum recommended standards for new desktops and laptops. We will also improve our student to computer ratios through our partnership with the non-profit *Computers For Classrooms* program, which provides the district, free of charge, with refurbished up-to-date multi-media computers that can be placed in service for a minimum of 3 years. 10 new computers (4 years or newer) will be needed each year to maintain the current student to computer ratio.

District Software Needs During the Next Five Years

- Additional district standardized and CLRN approved curriculum and intervention software and online services for English/Language Arts and Math for all k-8 grade levels.
- Additional K-8 SBE adopted text book publisher companion technology resources, particularly for English/Language Arts and Math.
- Ongoing subscriptions to online research resources such as EBSCO and SIRS
- CLRN approved assistive software as identified by Special Education teachers by the district
- Upgrades to existing software versions as needed.

District Infrastructure Needs During the Next Five Years

- To replace all routers, fiber, and network cables as need
- Increase fiber to new buildings
- Increase 2 more of drops per classroom

District Tech Support Needs Over the Next Five Years

The district will offer WAN/LAN troubleshooting and Network standards training for site staff.

The district will also hire additional technicians as needed and as funding is available. To support teachers participating in the district's education technology professional development opportunities, the district will train and offer stipends to site-based technology integration mentors (peer coaches).

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

Goal 1 – Bella Vista School District Goal for Hardware and Software

Goal 1: All students will have access to up-to-date computers and appropriate software to support achievement of the classroom, district curricular goals, and ultimately for lifelong learning and success in our Digital society. *(Aligns to curriculum goals #1,2, & 4 in component 3)*

Specific Measurable Objective by June 30, 2016

Objective: 1a By June 30, 2016 our district average student to computer* ratio will be maintained at 4 to 1 or better (up to date multimedia computer - four years old or newer).

Year 1: Minimally maintain 10 students to 1 computer by June 2012.

Year 3: Minimally maintain 7 students to 1 computer by June 2014.

Year 2: Minimally maintain 9 students to 1 computer by June 2013

Year 4: Minimally maintain 5 students to 1 computer by June 2015

Year 5: Maintain or improve 4 students to 1 computer by June 2016

Monitoring and Evaluation Instrument(s) & Data

Instrument: Annual CBEDS:

Data: average student to computer ratio by school and district wide

Instrument: Annual district technology and software survey

Data: % of classrooms with access to approved curriculum based software

Monitoring and Evaluation Process:

District Administrator and Technology Director will track the development and implementation of all appropriate access activities, inventory, and report progress monthly and report progress at our monthly district/ site admin meetings. Modifications to our district activities will be made as needed to ensure we do not exceed this measurable objective. District Administrator and Technology Director will analyze end of school year results annually in June.

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

Goal 2 - Bella Vista School District Goal for Infrastructure

Goal 2: Bella Vista School will replace all routers, fiber and network as need; Bella Vista will also increase fiber to new buildings, and all students in our district will have equal access to technology to support achievement of the academic standards in the classroom, district curricular goals, and ultimately for lifelong learning and success in our digital society.

Specific Measurable Objective by June 30, 2016

Objective: 2a By June 30, 2016 all current infrastructures will be reviewed and replaced/upgraded as needed. Infrastructure must also include support services. Internet capable computers will be purchased, maintenance, rotation and replacement established, and support services established if necessary.

Annual Benchmarks and Timeline:

Year 1: 60% by June 2012

Year 2: 80% by June 2014

Year 3: 70% by June 2013

Year 4: 90% by June 2015

Year 5: 100% by June 2016

Monitoring and Evaluation Instrument(s) & Data

Instrument: Annual California Online Tech Survey:/ purchase orders/ budgets

Data: infrastructure upgrades

Monitoring and Evaluation Process:

District Administrator and Technology Director will track the development and implementation of all appropriate access activities, in monthly and report progress at our monthly district/ site admin meetings. Modifications to our district activities will be made as needed to exceed this measurable objective. District Administrator and Technology Director will analyze end of school year results annually in J

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

Goal 3 - Bella Vista School District Goal for Technical Support												
Goal 3: Bella Vista School will have access to timely district technical support so teachers and students have access to support standards in the classroom, district curricular goals, and ultimately for lifelong learning and success in our district.												
Specific Measurable Objective by June 30, 2011												
<p>Objective: 3a By June 2016, the district will have an standardized Information Technology Services (ITS) work order system in place.</p> <p>Annual Benchmarks and Timeline:</p> <table> <tr> <td>Year 1: 60% by June 2012</td> <td>Year 2: 75% by June 2014</td> </tr> <tr> <td>Year 3: 65% by June 2013</td> <td>Year 4: 80% by June 2015</td> </tr> <tr> <td colspan="2">Year 5: 100% complete by June 2016</td> </tr> </table> <p>Objective: 3b By June 2016, the district will have reviewed and updated/replaced as needed all ITS computer, server, and network standards in place for district supported technology.(i.e. Virus protection, web content filtering software, Spam filtering software, etc.)</p> <p>Annual Benchmarks and Timeline:</p> <table> <tr> <td>Year 1: 60% by June 2012</td> <td>Year 2: 75% by June 2014</td> </tr> <tr> <td>Year 3: 65% by June 2013</td> <td>Year 4: 80% by June 2015</td> </tr> <tr> <td colspan="2">Year 5: 85% complete by June 2016</td> </tr> </table>	Year 1: 60% by June 2012	Year 2: 75% by June 2014	Year 3: 65% by June 2013	Year 4: 80% by June 2015	Year 5: 100% complete by June 2016		Year 1: 60% by June 2012	Year 2: 75% by June 2014	Year 3: 65% by June 2013	Year 4: 80% by June 2015	Year 5: 85% complete by June 2016	
Year 1: 60% by June 2012	Year 2: 75% by June 2014											
Year 3: 65% by June 2013	Year 4: 80% by June 2015											
Year 5: 100% complete by June 2016												
Year 1: 60% by June 2012	Year 2: 75% by June 2014											
Year 3: 65% by June 2013	Year 4: 80% by June 2015											
Year 5: 85% complete by June 2016												
Monitoring and Evaluation Instrument(s) & Data												
<p>Instrument: District ITS Policies and Procedures handbook</p> <p>Data: Standardized work order process and security standards for computers and networks.</p> <p>Monitoring and Evaluation Process:</p> <p>District Administrator and Technology Director will track the development and implementation of all appropriate access activities, inventory, and report progress at our monthly district/ site admin meetings. Modifications to our district activities will be made as needed to exceed this measurable objective. District Administrator and Technology Director will analyze end of school year results annually in June.</p>												

Section 6: Education Technology Funding & Budget

6a. Established and Potential Funding Sources

Established Funding Sources

Economic conditions in California and the nation continue to impact our district’s education budgets . Therefore, our established and potential funding sources to implement our Ed. Technology Plan will likely be impacted as well. Our school district receives varied federal, state, and local sources of funding. These include state Tier 3 categorical funds, lottery funds, Microsoft K12 Vouchers, Erate discounts, a variety of federal ESEA Title funds, and miscellaneous grants. We also receive donations from the community members and businesses. The continued need for up-to-date student and teacher computers (4 years old or newer) and for site-based technical help are the biggest budget challenges for technology in our district.

The district General Fund covers the costs for:

- The salaries for the district’s Information Technology Services staff
- The district’s student information system (SIS), including implementation & training costs.
- The district’s student learning assessment system, including implementation & training costs
- Telecommunication services such as phone and internet connectivity that are not covered by Erate.

- Equipment, resources, and tools used by the district's Information Technology Services department.
- Upgrades to district supported digital learning and productivity applications
- Network Security applications

The District's Ed Tech Funds Pay For:

- Education technology staff development for teachers, administrators, paraprofessionals, and classified staff to meet Ed Tech curricular goals in district tech plan.
- Teacher & school webpage design and publishing resources and training
- Training costs for our IT technical staff
- Extra technical help deployment for special district projects.
- Some costs for new hardware and peripherals if the district's ed tech budget allows.

Site-based Funds Pay For:

School sites often choose to pay for site-based technical support, digital teaching and learning applications, additional computers & peripherals, etc. as individual site-based needs dictate and budgets allow.

District Erate Discount as of Fall 2010

The current Erate discount for our district is at 80%.

Potential NEW Funding Sources

Potential additional funding sources include additional K12 Vouchers to be released to Round One voucher applicants; EETT Formula funds; new Federal, State, and Private Grants; in-kind services; fundraisers; and donations.

Given the uncertainty of our Ed Tech sources of funding, we have established the following priorities list to guide district budget allocation:

Increase student and teacher access to computers < 48 months old.

1. Provide Ed Tech Staff development for teachers, paraprofessional, and classified staff.
2. Upgrade infrastructure
3. Improve technical support at school sites and reduce response time
4. Implement Cloud Computing for productivity applications across the district.
5. Purchase online subscriptions to curricular and assessment systems
6. Provide Ed Tech Staff development for administrators
7. Purchase auto attendant communication/ notification system for parents

6b. Estimate of Annual Implementation Costs

While the charts that follow project realistic total costs of implementing our district's technology plan, actual amounts the district office will expend will be contingent on annual fiscal realities as well as competing district office priorities. During the summer and early fall of each school year, we will review, revise, and update our tech plan to align with our annual Ed Tech budget realities.

(*see district's annual ERATE budget supplement for details)

Our district has estimated the Total Cost of Ownership (TCO) of our Ed Tech Plan accounting for all the major cost factors over the duration of the plan. Please note that all of the budget

figures in the chart that follows are TCO estimates and will only be expended if funding is available.

Total Cost of Ownership for 5 year Tech Plan	yr 1	yr 2	yr 3	yr 4	yr 5
Ed Tech Professional Development Substitutes & Stipends					
TCO District Funded Technical Support & Benefits	39,800	40,200	40,600	41,000	41,400
TCO Hardware and Peripherals	5,500	5,610	5,722	5,836	5,952
TCO Digital Applications, Upgrades, and Online Subscription Services					
TCO Student Achievement Formative Assessment System (e.g. DataDirector)	3,600	3,600	3,600	3,600	3,600
TCO Student Information System (SIS)	1,100	1,100	1,100	1,100	1,100
TCO Networking and Telecommunications w/ Erate Discounted Services e.g. Network / Infrastructure Services, Internet Access, Web site services	2,260	2,327	2,397	2,469	2,543
TCO Other Contracted Services e.g. Prof. Development, Tech Support, Retrofitting, out sourced maintenance.	10,000	10,500	11,025	11,550	12,077
Total Estimated Cost Per Year	62,260	63,337	64,444	65,555	66,672
Five Year Total Cost of Ownership Cost Estimate* (Based on goals, objectives, and action steps in Tech Plan sections 3, 4, & 5.)	\$322,268				
*Potential Annual Erate discounts are included in TCO in this chart.					

6c. District's Replacement Policy for Obsolete Equipment

The district's replacement policy for obsolete equipment is to replace all computers that are more than four years old, but ultimately, replacement is dependent on annual fiscal realities as well as district priorities each academic school year. Site administrators work with the district technology staff to determine whether the obsolete computers can be repurposed for less demanding applications or upgraded, or whether they are no longer able to support any of the current programs and processes that are required to implement the curricular goals of the school. If the computers cannot be repurposed at the site or worth upgrading, the equipment is deemed obsolete. A local computer refurbishing entity picks-up any re-useable electronic components at no cost to the district.

6d. District's Budget and Funding Monitoring Process

Our district is committed to a dependable and sustainable technology plan that ensures funding for reliable infrastructure, hardware, technical support, professional development, and software for all district school sites.

The district superintendent, school board, Technology Director and Site Administrators have the primary responsibility for funding goals and objectives specified in this plan. In addition, the district technology committee, reviews the ed tech budget and purchases during regularly scheduled quarterly meetings and provides input on any budget adjustments that are deemed necessary by the Superintendent and the Technology Director.

6. ED. TECHNOLOGY FUNDING & BUDGET

Economic conditions in California and the nation may continue to impact K-8 education budgets and grants through the duration of our 5 year tech plan. Therefore, our established and potential funding sources to implement our Education Technology Plan may be impacted as well.

In developing the budget for EETT-Formula Tech Plan, we took into consideration a 5 year Strategic (long range) plan, and five-year curricular goals for Bella Vista students by grade level range.

Generally speaking, the District General Fund pays for:

- The salaries for the Information Services staff,
- Aeries implementation & growth of application of components,
- Tech help support,
- The Computers for Classrooms program,
- Internet Service Provider fees
- Other equipment/tools used by the Information Services department.

In some cases, school site budgets also pay for site technical support, educational software, computers & peripherals, etc.

A local bond measure, discounts from the Calif Teleconnect Fund (DAS) and E Rate grants pay for infrastructure upgrades, electronics & data circuits.

The EETT-Formula budget pays for facilitation, mentoring, and stipends for:

- Teacher technology staff development to meet curricular goals (basic and integration proficiencies)
- Standards-based achievement tracking (Edusoft)
- Aeries and Aeries online,
- Training for our standards-based report card system
- Teacher & school webpage training
- Advanced training for our technical staff
- Extra technical help for special project deployment

CTAP provides in-kind coordinator time to assist with Technology Plan implementation and pays subscription fees for Bella Vista School and faculty to use the CTAP Online staff development system. CTAP also offers fall and spring after-school technology workshops (for a fee) and a two-day Summer Teaching and Learning Collaborative conference at the CSUC campus each summer (for a fee) that help us meet our technology plan objectives.

Regarding the continued needs for up-to-date student and teacher computers (4 years old or newer) and for site technical help these are the biggest budget challenges for technology in our district. District and Site budgets from various sources help pay for needed hardware. In addition,

Budget Assumptions:

- District-paid and site-paid tech support will continue at the same level.
- DAS/CPUC/CA Teleconnect Fund and the Federal E-rate program will continue throughout the duration of the Ed tech plan.
- EETT Formula grant funds will continue at approximately the same funding rate throughout the duration of the Ed tech plan.
- EETT Competitive grant continues to be available to grades 4-8 upon successful grant application approval.
- The 21-hour staff development time will be at the teacher/principal/district's discretion throughout the duration of the plan.
- There will not be any state or district budget freezes for the duration of our Tech Plan.
- The volunteer nonprofit *Computers for Classrooms* computer refurbishing program will continue the duration of the plan.
- School site budgets and Title 1 funds will fund some of the site specific hardware, software, professional development, and tech support outlined in the plan.

Technology funding and budget planning will take place on an ongoing basis guided by the goals and objectives of this plan.

Given the uncertainty of our Ed tech sources of funding, we have established the following priorities list to guide allocation:

- School site technical support
- Updated student and teacher computers
- Staff development for Edusoft, elementary standards-based report cards, teacher web pages, where to find educational resources, and computer basics and integration training.
- Curricular software & associated service contracts – elementary level
- Staff development for administrators – web searching, basics file management & how to work with attachments, where to find educational resources
- Infrastructure replacement and upgrades

6A. Established and Potential Funding Sources

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

(See chart on following page)

Funding source information is included in all goals, objectives, and benchmarks identified in the Curriculum Component section 4 above. Currently the technology funding comes approximately 68% from the General fund, about 30% from grants, and 2% from Parents Club/donation.

Future funding sources will be identified by utilizing the resources available on the California Department of Education website in addition to federal sources, private grants and foundations. The technology committee will identify such sources and the Superintendent/Principal, in cooperation with the technology team, will direct the procurement of this funding. The total percentage of budget is included in the following table, as is the percentage each source currently contributes.

6c. Level of Ongoing District Technical Support

The district has 1 FTE computer technicians offering tech support to schools, and maintain the computers in the district. In addition to the District Technical Support information in Component 5 (a,b,c,d) of our tech plan, the district will train and offer stipends to site-based technology integration support mentors (peer coaches) to assist teachers participating in the district's education technology professional development opportunities.

6d. District's Replacement Policy for Obsolete Equipment

The district replacement policy for obsolete equipment is every five years and/ or as our district budget allows. Some of our school sites have their own technology budgets. The Principal Superintendent works with the School Site Council to review tech inventories at the school and replace as needed.

6e. District's Budget and Funding Monitoring Process

Our district is committed to a dependable and sustainable technology plan that ensures funding for reliable infrastructure, hardware, technical support, professional development, and software.

The District Administrator has the primary responsibility and access to appropriate budgets to meet goals and objectives specified in this plan. District budget and funding monitoring is the responsibility of the Business Manager who takes budget recommendations and revision requests to Cabinet-level meetings and the School Board as needed. Routine district budget analyses and funding opportunities are tracked to ensure optimal leveraging of funds. Site technology budgets are the domain of Superintendent/Principals and school site councils.

District technology support provide the Technology Director ongoing data on technology replacement, upgrade, maintenance, and technical support needs including the annual California School Survey data provided by all sites in the district.

7. MONITORING & EVALUATION OF TECHNOLOGY PLAN

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

An assessment of student learning in technology will be based on the benchmarks, goals and objectives, and timelines set fourth in sections 3, 4, 5, and 6. The Technology Committee, which includes administrator, technology coordinator, teacher, parents, and community stakeholders, will review this assessment and re-evaluation of the Technology plan. The areas of participation will vary and are indicated in the table below.

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

Each identified objective in our Technology Plan will be reviewed and evaluated monthly by the district Technology Director, who has the overarching responsibility for ensuring that our goals and objectives are monitored, adjusted as necessary, and accomplished and by our Technology Committee.

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

The district's core Technology Committee is comprised of the District Administrator, District Board Member, Technology Director, teachers and parents. The Technology Committee will track the development and implementation of all activities and accomplishments monthly. Technology Planning issues, successes and setbacks will be communicated between the Technology Committee via e-mail and voice-mail on an ongoing basis. Data, progress, and any needed revisions to the plan will be reviewed during six Technology Committee meetings during the school year (one every other month). In addition, progress reports on the District Technology Plan objectives will continue to be a standing agenda item at our Board Meetings.

The following chart specifies who is responsible for the monitoring and evaluation activities and an approximate amount of monthly work contract time to be spent on the activities.

Superintendent Principal	Charlie Hoffman Kellie Dunham
Bella Vista Board Member	Randy Mitchell
Office Manager	Sue Wallick
Technology Director	Paul Truman
Site Teachers	Rene' Griffiths Nikki Manning
Parent Representative	Louise Brimer

7b. & 7c.: Annual Monitoring, Evaluation and Communication of Tech Plan

The following chart specifies the monitoring and evaluation annual timeline as well as the process and frequency of communicating results to tech plan stakeholders.

Annual Monitoring, Evaluation and Communication of Tech Plan Implementation and Impact

Person(s) Responsible	Process	Monitoring	Evaluation
<i>District Technology Coordinator & Tech. Committee</i>	Provide overall Tech Plan management and coordination	Ongoing	<i>Ongoing</i>
<i>District Technology Coordinator, Tech. Committee, and Curriculum Director</i>	Manage, coordinate, implement, monitor, and evaluate curriculum-based technology integration staff development.	Ongoing	<i>Annually in June</i>
<i>District Technology Coordinator, Tech. Committee, and Curriculum Director</i>	Manage, coordinate, implement, monitor, and evaluate staff development focused on teaching students NETS skills.	Ongoing	<i>Annually in June</i>
<i>District Technology Coordinator & Tech. Committee</i>	Coordinate, manage, and evaluate technology budget, acquisitions, installation, and maintenance.	Ongoing	<i>Annually in August</i>
<i>District Superintendent, Technology Coordinator, & Tech. Committee</i>	Standardize, develop, manage, monitor, and revise as necessary network, hardware, infrastructure, software, and technical support specifications, policies, and procedures.	Ongoing	<i>Annually in August</i>
<i>District Superintendent, Technology Coordinator, & Tech. Committee</i>	Collect and analyze staff development data on technology proficiencies through the annual completion of district survey.	Ongoing	<i>Annually in June</i>
<i>District Superintendent, Technology Coordinator, & Tech. Committee</i>	Coordinate ongoing tech committee and stakeholder involvement.	Ongoing	<i>Annually in August</i>
<i>District Technology Coordinator, Tech. Committee, and Data Director</i>	Collect and analyze data regarding students' NETS skills and students' academic achievement	Ongoing	<i>Annually in August</i>
<i>District Superintendent and Technology Coordinator</i>	Communicating tech plan implementation update to stakeholders including the district school board.	Minimally semi-annually in February	<i>N/A</i>
<i>District Superintendent and Technology Coordinator</i>	Communicating annual tech plan evaluation results to stakeholders including the district school board. Parents and the community will receive annual reports via the district web site, newsletters, and press releases.	N / A	<i>Annually in October after all tech plan data for the year is in.</i>

8. ADULT LITERACY AND TECHNOLOGY

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

The Bella Vista School District does not provide adult education courses at this time. However, we have identified the following adult education providers in our area: Shasta Community College, Shasta County Office of Education, Shasta Union High School District.

The Bella Vista School District technology committee will continue to meet with adult literacy providers to share information about our technology plan, to learn how they are currently incorporating technology into their classes, and discover how we may collaborate to better provide services to our students, parents, and the general community. Possible assistance may include providing facilities so that classes may be provided locally, providing ideas and assistance so that technology may be integrated into their curriculum, collaboratively pursuing adult literacy funding sources, and assisting them in locating online adult literacy providers such as ESL and GED classes.

9. EFFECTIVE, RESEARCH-BASED STRATEGIES

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

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

Bella Vista School District's conception is that the use of technology should be integrated into the curriculum at all levels in order to improve student achievement. Technology should not be a separate content taught for its own sake. Technology improves student performances when the application directly supports the curriculum objectives being assessed. Alignment of project or lesson content with state content standards is an important first step in infusing technology into the curricula. A survey of 465 teachers in California resulted in 92% affirming that the starting point in infusing technology into the curriculum is having information about the specific content of a program or use of an application that aligns with state-adopted curriculum standards. A number of respondents indicated that an online resource that profiles electronic learning resources with the specific skills and knowledge in areas that align with the content standards would facilitate the selection of programs enabling the integration of technology with the curriculum (Cradler & Beuthel, 2001)

District Education Technology Vision Building

One of the recent research reports that we reviewed as we began our planning process was, "The 2010 Horizon Report: K-12 Edition", a publication of The New Media Consortium. The Horizon Reports are an ongoing research effort established in 2002 that identifies and describes emerging technologies likely to have a large impact on teaching, learning, research, or creative expression within education around the globe. This volume of the 2010 Horizon Report: K-12 Edition, examines emerging technologies for their potential impact on and use in teaching, learning, and creative expression within the environment of pre-college education. Cloud computing and collaborative learning environments are set to take hold in K-12 schools in the very near future, with mobile devices, game-based learning, and other education technologies to follow suit in the next few years, according to the 2010 Horizon Report's K-12 Edition. Our committee spent a large amount of time talking about these emerging technologies in our district and translated those conversations into the district's education technology vision and 5 year tech plan with an emphasis on exploring cloud computing options and collaborative environments.

Teachers' Use of Technology

We looked at several research-based sources that supported our plans in this area. After our initial efforts in technology, during the timeframe of the District's previous technology plan, it became clear that just providing teachers with access to technology did not necessarily result in a high level of usage in the classroom. The literature is very clear about this – successful

integration of technology into the classroom requires the availability of quality technology support. Support is defined in a multifaceted way, comprising elements like access to technological tools (software and hardware), routine maintenance and specific, individualized training. In a study that we found from the National Center for Education Statistics teachers identified several “barriers” to the use of computers for instruction. These barriers included not having enough computers in their classrooms, a lack of time in their schedule for students to use computers in the classroom, and a lack of release time for teachers to learn how to use computers. These issues are addressed in our plan through the comprehensive professional development component, the establishment of a department that will support instructional technology use in the district, and the plan for increasing access to district adopted hardware and software for teachers – among other things.

Specific conditions affect the positive influence technology can have on student academic achievement. Several sources agree that a critical component is providing appropriate teacher training in ways to effectively integrate technology into the curriculum, focusing on meaningful educational goals and improving student learning. (Glennan and Melmed, 1996, Silverstein et al, 2000, Reksten, 2000, Coley, 1997, Panuel b, Golan, Means, B and Korbak, c. 2000)

Infusing technology across the curriculum allows students to take more responsibility for their learning and teachers to create more meaningful and diverse learning activities. Through research on the Internet, communication with others through e-mail, analysis of information using databases, making oral reports using presentation software, producing written reports with word processing software and collaborating with peers, students will become confident problem-solvers and critical thinkers. This is particularly relevant, as recognized by Penuel et. al. “Students using sophisticated technologies as everyday learning tools show marked growth in essential workplace skill. Moreover, such gains do not come at the expense of basic skills.” (Penuel, Golan, Means & Korbak, 2000)

In support of this conclusion, a recent study conducted in West Virginia, “shows an increase in test scores resulting from integrating curriculum objectives for basic skills development in reading and mathematics with instructional software” (Cradler et al., 2002).

A two-year study conducted by the Southwest Educational Development Laboratory (SEDL) focused on helping teachers create a learner-centered learning environment supported by technology. The conclusions revealed that while initially 47% of the classrooms in the study were classified as “low learner-centered classrooms” only 15% were given that label when the project was complete. The types of professional development offered to teachers influenced the transformation. 72 hours of training sessions were held in classrooms similar to those the teachers taught in to replicate the teaching environments they would use for instruction. Sessions offered many opportunities for a sharing of learning and reflecting on the learning process. Monthly on-site visits to classroom by SEDL staff members were essential to the success of the project.

As stated in the study, “The process of learning how to use and integrate technology created a new dynamic of learning for teachers and affected their ways they related to content, to their colleagues, and to their students. Finally, technology use had a cumulative effect on the project

teachers in a school. Their enthusiasm about technology served as the impetus for their more reluctant or more skeptical colleagues to attempt to use technology in their classrooms – especially when student performance increased.” (Burns 2002)

Teacher expertise is the most critical factor in increasing student performance. Nothing impacts student success in a standards-based curriculum more than a competent, reflective teacher in the classroom who interacts effectively with students, facilitates their learning experiences, and uses curriculum and curriculum materials effectively (Cohen and Ball 1999). As Guhlin states, “For technology to impact student achievement, teachers must be empowered” (Guhlin 2002). They must also be completely at ease with the technologies the students are using, and they should be proactive about planning for effective technology integration.

Jerald and Orlafsky (1999) found that teachers “are more likely to use what they are learning about technology in their classrooms if they receive curriculum integration training rather than basic skills training in the use of technology.” A later study (Bradshaw 2002) found that “When staff development efforts include a presentation of theory and information, demonstration, practice with feedback, and coaching and follow-up over time, the transfer to the classroom and the return on the investment in instructional improvement are significantly increased.” All of these techniques are woven into the district’s current staff development programs in technology.

Impact of Technology on Instruction and Student Achievement

We looked at the potential impact of technology on student achievement as we developed our plan. Certainly, with the cost of most computers and other technological learning tools, impact on student achievement is an important consideration for a district as it looks for funds to invest in this effort. We found several studies addressing this issue. What follows is a brief summary of a few.

Teacher capability was important in research by Wenglinsky (1998). Using the technique of structural equation modeling on data from the 1996 National Assessment of Educational Progress (NAEP), he conducted a study analyzing the relationship between educational technology and student achievement in mathematics. His findings indicate that, "when computers are used to perform certain tasks, namely applying higher order concepts, and when teachers are proficient enough in computer use to direct students toward productive uses more generally, computers do seem to be associated with significant gains in mathematics achievement" (p. 32). Wenglinsky also found that the frequency of home computer use was positively related to academic achievement.

In a study of educational software, IESD (1999) found the teacher's responsibility is of primary importance in "creating an effective, technology-based learning environment, an environment that is characterized by careful planning and frequent interaction among students and the teacher" (p. 3). Middleton and Murray (1999), in a study investigating teachers' perceptions of their levels of technology implementation, found that the level of technology used by the teacher did have a significant impact on math and reading academic achievement of fifth grade students attending schools in a South Carolina school district.

A national study examining the role of online communication in schools was conducted by the Center for Applied Special Technologies. The study consisted of 500 elementary and middle school students from seven large urban school districts who were assigned projects in an interdisciplinary unit on civil rights. Out of 28 participating classes, 14 experimental classes used online resources and 14 control classes did not have online access. In this study, Follansbee et al. (1997) found that students in the experimental classrooms received higher scores in all nine of the established learning measures. Out of the nine measures, five of the higher scores were found to be statistically significant including being more effective in their ability to, "present their work, state a civil rights issue, present a full picture (who, what, when, where, why, how) bring together different points of view, and produce a complete project"(p. 18).

In research on educational technology and software, an IESD study unequivocally proclaims, "educational technology has demonstrated a significant positive effect on achievement. Positive effects have been found for all major subject areas, in preschool through higher education and for both regular education and special needs students" (1999, p. 3).

In a related summary of current research findings regarding technology in education, Cradler (1994, p. 1) found research that shows technology:

- Increases performance when interactivity is prominent.
- Improves attitude and confidence, especially for "at-risk" students.
- Can increase opportunities for student-constructed learning.
- Increases student collaboration on projects.
- Significantly improves problem-solving skills of learning handicap students.
- Improves writing skills and attitudes about writing for urban LEP students.

Student performance is the catalyst for change. One study cited reports that the project group of students "routinely employed inquiry, collaborative, technological, and problem-solving skills uncommon to graduates of traditional high school programs" (Sandholtz, et al., 1997). In another study, researchers investigated the impact of project-based learning using multimedia (Penuel, Golan, Means, & Korbak, 2000). Project classrooms in this study were much more student-centered than non-project classrooms, and were "organized around the collaborative construction of complex products" (Penuel et al., 2000. p. 109).

Using technology in a constructivist environment either in individual student-centered projects or in collaborative group-work is powerful, as summarized by Means: "Student motivation is enhanced through online collaborative research that includes online communication with peers and experts in other states and countries" (Means et al., 1997). Cradler agrees. "Students and teachers reported a positive change in student motivation for class assignments when the use of multimedia was incorporated into classroom instruction" (Cradler & Cradler, 1999).

Von Secker (2002) reports that inquiry-based learning has been shown to increase both academic outcomes and equity. Computers function as extremely powerful tools for self-directed learning and are particularly well suited for enabling the objectives of constructivist principles (Jonassen & Reeves, 1996). Marzano, Pickering and Pollock add that through constructing their own meaning around authentic issues, students acquire the sophisticated thinking skills needed to live

and work in the 21st century (2001). This in itself requires innovative strategies in the teaching/learning process.

Our technology committee has concluded that for technology to make a lasting impact educators must use a variety of teaching and learning approaches when utilizing technology in their classrooms. Time and again, the research comes back to the teacher as the most influential component of a successful technology program. Teachers must be given the time and resources to attend professional development opportunities on utilizing technology in the classroom. Schools should make the most of teachers who are "resident experts" that can offer on-site development opportunities and be used as one-on-one tutors for other faculty members. Our plan addresses this issue in several places, calling for planning time, development of units of practice that integrate technology as a learning tool, development of technology experts through training opportunities like ILAST and others, etc.

Data-driven Decision Making

Several sources we studied addressed the importance of using technology to assist administrators, teachers, parents and students make decisions about teaching, learning and program development based on data. Goals should include:

- Establishment of a foundational understanding of data collection
- Make connections to existing data collections
- Identify relevancy of data to school improvement efforts

The National School District has made great progress in establishing a data management system for purpose of facilitating the use of data to make quality decision about instructional programs. This will continue to be a major focus of the plan during the next three years.

Research has shown that with computer-aided instruction, student academic achievement improves. Underwood and Brown have shown a correlation between computer-based instruction and student motivation for learning. The ease of error correction, a semi-private environment, active control, and ability to work at one's own pace all increase student motivation. (1997). Cotton adds that "computer-assisted instruction resulted in improved student attitudes in a variety of areas. These areas included improved attitudes towards themselves as learners, the use of computers in education, course subject matter, quality of instruction, and school in general" (1992).

9B. Using Technology to Expand Access to Curriculum

Our District is examining ways to deliver curriculum and professional development using new, innovative, technology-based tools. Our Technology Plan integrates the development of innovative strategies for using technology including the use of free or low cost online resources, cloud computing, Open Source and Web 2.0 tools and resources for students, teachers, and administrators such as those offered on Calaxy (<http://www.k12hsn.org/calaxy/>) via the California K12 High Speed Network. We will continue to work with CTAP Region 2 and our County Office of Education to explore use of the K12 High Speed Network to deliver rigorous academic curriculum online to our students.

Appendix

Appendix A

Teacher Technology Standards

Professional development is and shall continue to be an important part of this District's technology plan. Effective staff development is critical to the implementation and use of technology by staff and students. Training sessions are planned based on the needs of the staff. Whenever necessary and/or possible, release time will be provided for training during the regular school day.

- Training and in-service shall be provided by experts in the computer field (e.g. Shasta County Office of Education, CTAP, etc.)
- Staff shall be encouraged to attend staff development training such as CTAP 100 to raise proficiency
- Staff shall be encouraged to utilize e-mail to communicate with the administration, other staff, students and parents
- Additional or on-going training towards proficiency in all applications, Internet, e-mail, server, School Wise, Curriculum companion, grading programs
- Whenever possible or needed, staff shall be given the opportunity to attend conferences and work shops off-campus related to the use of technology in the classroom (e.g. the CUE conference).
- Every teacher competent in all phases of technology and use of all equipment
- Teachers trained to develop specific curriculum for grad levels incorporation technology
- Certificated staff able to teach all phases of technology

Appendix B

S_{tudent} T_{echnology} S_{tandards}

Kindergarten

Identify computer components
Tower, Monitor, Mouse,
Keyboard, and Printer
Turn on; Sign in, Restart and Shutdown
a computer
Able to use the mouse
Able to use paint or drawing tools
Changing colors, shapes, and
tools
Able to move between websites
Understanding basic ethics of the
computer

1st & 2nd Grade

Identify computer components
Tower, Monitor, Mouse, Keyboard,
and Printer
Turn on, Restart and Shutdown a
computer
Able to use paint or drawing tools
Changing colors, shapes, tools
and size
Creating a graphic
Understanding basic ethics of the
computer
Start and End programs
Beginning Basic Keyboard Skills
Can identify letter and number
keys
Both hands on keys and thumb
on spacebar
Introduction to Word Processing
Opening, Saving, Editing, and
Printing Work
Highlight text, Change Font and
Font size

3rd & 4th Grade

Identify all computer components and Peripherals

Turn on, Restart and Shutdown a computer

Able to use paint or drawing tools

Changing colors, shapes, tools and size

Applying Effects: Rotation, move, stretch, and shrink

Import and Export of graphics

Understanding basic ethics of the computer

Basic Keyboard Skills

Correct Finger Placement on home row keys

Can touch type about 5-10 words per minute

Introduction to Word Processing

Opening, Saving, Editing, and

Printing Work

Highlight text, Changing Font, font size,

Adding in a graphic and text wrap

Introduction to Word Processing;

Opening, Saving, Editing, and

Printing Work

Importing a graphic and text wrap

Spell Check

Creating a one page report

Introduction to the Internet

Basic research

Introduction to the server

Opening and saving to the server

5th & 6th Grade

Identify all computer components and Peripherals

Turn on, Restart and Shutdown a computer

Able to use paint or drawing tools

Changing colors, shapes, tools and size

Applying Effects: Rotation, move, stretch, and shrink

Import and Export of graphics

Keyboard Skills

Correct Finger Placement on home row keys

Can touch type about 15-20 words per minute

Introduction to Word Processing

Opening, Saving, Editing, and

Printing Work

Highlight text, Changing Font, font size,

Adding in a graphic and text wrap

Introduction to Word Processing;

Opening, Saving, Editing, and

Printing Work

Importing a graphic and text wrap

Spell Check

Creating a one page report

Introduction to the Internet

Basic research

Introduction to the server

Opening and saving to the server

Create a short PowerPoint presentation

A page short presentation with pictures, text, sound, and animation

7th Grade

Identify all computer components and Peripherals

Turn on, Restart and Shutdown a computer

Able to use paint or drawing tools

Changing colors, shapes, tools and size

Applying Effects: Rotation, move, stretch, and shrink

Import and Export of graphics

Understanding basic ethics of the computer

Keyboard Skills

Correct Finger Placement on home row keys

Can touch type about 25-30 words per minute

Introduction to Word Processing

Opening, Saving, Editing, and Printing Work

Highlight text, Changing Font, font size,

Adding in a graphic and text wrap

Introduction to Word Processing;

Opening, Saving, Editing, and Printing Work

Importing a graphic and text wrap

Spell Check

Creating a one page report

Introduction to the Internet

Basic research

Introduction to the server

Opening and saving to the server

Create a short PowerPoint presentation

8th Grade

Identify all computer components and Peripherals

Turn on, Restart and Shutdown a computer

Able to use paint or drawing tools

Changing colors, shapes, tools and size

Applying Effects: Rotation, move, stretch, and shrink

Import and Export of graphics

Understanding basic ethics of the computer

Keyboard Skills

Correct Finger Placement on home row keys

Can touch type about 30-40 words per minute

Introduction to Word Processing

Opening, Saving, Editing, and Printing Work

Highlight text, Changing Font, font size,

Adding in a graphic and text wrap

Introduction to Word Processing;

Opening, Saving, Editing, and Printing Work

Importing a graphic and text wrap

Spell Check

Creating a one page report

Introduction to the Internet

Basic research

Introduction to the server

Opening and saving to the server

Create a PowerPoint presentation

One Final eighth grade presentation with pictures, text, sound, and animation

Give the presentation in front of peers

Appendix C – Criteria for EETT Technology Plans

1. PLAN DURATION CRITERION	Page in District office Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
<i>The plan should guide the county office’s use of education technology for the next three to five years. (For a new plan, can include technology plan development in the first year)</i>		The technology plan describes the county offices use of education technology for the next three to five years. (For new plan, description of technology plan development in the first year is acceptable). Specific start and end dates are recorded (7/1/xx to 6/30/xx).	The plan is less than three years or more than five years in length. Plan duration is 2009-11.

2. STAKEHOLDERS CRITERION Corresponding EETT Requirement(s): 7 and 11 (Appendix D).	Page in district office Plan	Example of Adequately Addressed	Not Adequately Addressed
<i>Description of how a variety of stakeholders from within the school county office and the community-at-large participated in the planning process.</i>		The planning team consisted of representatives who will implement the plan. If a variety of stakeholders did not assist with the development of the plan, a description of why they were not involved is included.	Little evidence is included that shows that the county office actively sought participation from a variety of stakeholders.

3. CURRICULUM COMPONENT CRITERIA Corresponding EETT Requirement(s): 1, 2, 3, 8, 10, and 12 (Appendix D).	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
a. <i>Description of teachers' and students' current access to technology tools both during the school day and outside of school hours.</i>		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. <i>Description of the district's current use of hardware and software to support teaching and learning.</i>		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. <i>Summary of the district's curricular goals that are supported by this tech plan.</i>		The plan summarizes the district's curricular goals that are supported by the plan and referenced in district document(s).	The plan does not summarize district curricular goals.
d. <i>List of clear goals, measurable objectives, annual benchmarks, and an implementation plan for using technology to improve teaching and learning by supporting the district curricular goals.</i>		The plan delineates clear goals, measurable objectives, annual benchmarks, and a clear implementation plan for using technology to support the district's curriculum goals and academic content standards to improve learning.	The plan suggests how technology will be used, but is not specific enough to know what action needs to be taken to accomplish the goals.
e. <i>List of clear goals, measurable objectives, annual benchmarks, and an implementation plan detailing how and when students will acquire the technology skills and information literacy skills needed to succeed in the classroom and the workplace.</i>		The plan delineates clear goal(s), measurable objective(s), annual benchmarks, and an implementation plan detailing how and when students will acquire technology skills and information literacy skills.	The plan suggests how students will acquire technology skills, but is not specific enough to determine what action needs to be taken to accomplish the goals.

3. CURRICULUM COMPONENT CRITERIA (continued)	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
f. <i>List of goals and an implementation plan that describe how the district will address the appropriate and ethical use of information technology in the classroom so that students and teachers can distinguish lawful from unlawful uses of copyrighted works, including the following topics: the concept and purpose of both copyright and fair use; distinguishing lawful from unlawful downloading and peer-to-peer file sharing; and avoiding plagiarism.</i>		The plan describes or delineates clear goals outlining how students and teachers will learn about the concept, purpose, and significance of the ethical use of information technology including copyright, fair use, plagiarism and the implications of illegal file sharing and/or downloading.	The plan suggests that students and teachers will be educated in the ethical use of the Internet, but is not specific enough to determine what actions will be taken to accomplish the goals.
g. <i>List of goals and an implementation plan that describe how the district will address Internet safety, including how students and teachers will be trained to protect online privacy and avoid online predators.</i>		The plan describes or delineates clear goals outlining how students and teachers will be educated about Internet safety.	The plan suggests Internet safety education but is not specific enough to determine what actions will be taken to accomplish the goals of educating students and teachers about internet safety.
h. <i>Description of or goals about the district policy or practices that ensure equitable technology access for all students.</i>		The plan describes the policy or delineates clear goals and measurable objectives about the policy or practices that ensure equitable technology access for all students. The policy or practices clearly support accomplishing the plan's goals.	The plan does not describe policies or goals that result in equitable technology access for all students. Suggests how technology will be used, but is not specific enough to know what action needs to be taken to accomplish the goals.

3. CURRICULUM COMPONENT CRITERIA (continued)	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
i. <i>List of clear goals, measurable objectives, annual benchmarks, and an implementation plan to use technology to make student record keeping and assessment more efficient and supportive of teachers' efforts to meet individual student academic needs.</i>		The plan delineates clear goal(s), measurable objective(s), annual benchmarks, and an implementation plan for using technology to support the district's student record-keeping and assessment efforts.	The plan suggests how technology will be used, but is not specific enough to know what action needs to be taken to accomplish the goals.
j. <i>List of clear goals, measurable objectives, annual benchmarks, and an implementation plan to use technology to improve two-way communication between home and school.</i>		The plan delineates clear goal(s), measurable objective(s), annual benchmarks, and an implementation plan for using technology to improve two-way communication between home and school.	The plan suggests how technology will be used, but is not specific enough to know what action needs to be taken to accomplish the goals.
k. <i>Describe the process that will be used to monitor the Curricular Component (Section 3d-3j) goals, objectives, benchmarks, and planned implementation activities including roles and responsibilities.</i>		The monitoring process, roles, and responsibilities are described in sufficient detail.	The monitoring process either is absent, or lacks detail regarding procedures, roles, and responsibilities.

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

5. INFRASTRUCTURE, HARDWARE, TECHNICAL SUPPORT, AND SOFTWARE COMPONENT CRITERIA Corresponding EETT Requirement(s): 6 and 12.	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
a. <i>Describe the existing hardware, Internet access, electronic learning resources, and technical support already in the district that will be used to support the Curriculum and Professional Development Components (Sections 3 & 4) of the plan.</i>		The plan clearly summarizes the existing technology hardware, electronic learning resources, networking and telecommunication infrastructure, and technical support to support the implementation of the Curriculum and Professional Development Components.	The inventory of equipment is so general that it is difficult to determine what must be acquired to implement the Curriculum and Professional Development Components. The summary of current technical support is missing or lacks sufficient detail.
b. <i>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.</i>		The plan provides a clear summary and list of the technology hardware, electronic learning resources, networking and telecommunications infrastructure, physical plant modifications, and technical support the district will need to support the implementation of the district's Curriculum and Professional Development Components.	The plan includes a description or list of hardware, infrastructure, and other technology necessary to implement the plan, but there doesn't seem to be any real relationship between the activities in the Curriculum and Professional Development Components and the listed equipment. Future technical support needs have not been addressed or do not relate to the needs of the Curriculum and Professional Development Components.
c. <i>List of clear annual benchmarks and a timeline for obtaining the hardware, infrastructure, learning resources and technical support required to support the other plan components identified in Section 5b.</i>		The annual benchmarks and timeline are specific and realistic. Teachers and administrators implementing the plan can easily discern what needs to be acquired or repurposed, by whom, and when.	The annual benchmarks and timeline are either absent or so vague that it would be difficult to determine what needs to be acquired or repurposed, by whom, and when.
d. <i>Describe the process that will be used to monitor Section 5b & the annual benchmarks and timeline of activities including roles and responsibilities.</i>		The monitoring process, roles, and responsibilities are described in sufficient detail.	The monitoring process either is absent, or lacks detail regarding who is responsible and what is expected.

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

7. MONITORING AND EVALUATION COMPONENT CRITERIA Corresponding EETT Requirement: 11 (Appendix D).	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
<i>a. Describe the process for evaluating the plan's overall progress and impact on teaching and learning.</i>		The plan describes the process for evaluation using the goals and benchmarks of each component as the indicators of success.	No provision for an evaluation is included in the plan. How success is determined is not defined. The evaluation is defined, but the process to conduct the evaluation is missing.
<i>b. Schedule for evaluating the effect of plan implementation.</i>		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.
<i>c. Describe the process and frequency of communicating evaluation results to tech plan stakeholders.</i>		The plan describes the process and frequency of communicating evaluation results to tech plan stakeholders.	The plan does not provide a process for using the monitoring and evaluation results to improve the plan and/or disseminate the findings.

8. EFFECTIVE COLLABORATIVE STRATEGIES WITH ADULT LITERACY PROVIDERS Corresponding EETT Requirement: 11 (Appendix D).	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
a. <i>If the district has identified adult literacy providers, describe how the program will be developed in collaboration with them. (If no adult literacy providers are indicated, describe the process used to identify adult literacy providers or potential future outreach efforts.)</i>		The plan explains how the program will be developed in collaboration with adult literacy providers. Planning included or will include consideration of collaborative strategies and other funding resources to maximize the use of technology. If no adult literacy providers are indicated, the plan describes the process used to identify adult literacy providers or potential future outreach efforts.	There is no evidence that the plan has been, or will be developed in collaboration with adult literacy service providers, to maximize the use of technology.

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

Appendix D

Parent/Student AUS (Acceptable Use of Standards)

As the parent/guardian of _____, I hereby give the Bella Vista Elementary School permission to allow _____ to access the internet, and I understand and agree that although Bella Vista Elementary School exercises reasonable supervision over those who access the Internet within our system and that Bella Vista Elementary School uses due diligence in education students and employees regarding acceptable and unacceptable practices on the Internet within our system, it is still possible that students and employees may intentionally or unintentionally access information which some may consider to be inappropriate.

I further understand and agree to the following Acceptable Use Standards (AUS):

- (A) Bella Vista Elementary School may terminate a student's SCOE Internet access at any time without cause if these Acceptable Use Standards are violated.
- (B) Use of the system is a privilege that may be terminated if the student abuses the system, Abuse would include, but is not limited to: the placing of unlawful information on or through the system; and the use or retrieval of information (messages, text, images, programs) which is obscene, abusive or otherwise objectionable; and use of the system as a commercial operation.
- (C) Bella Vista Elementary School or designated staff will be the sole determiner of what constitutes use of retrieval of information (messages, text, images, programs) which is obscene, abusive otherwise objectionable.
- (D) Bella Vista Elementary School or designated staff reserves the right to access any material stored in files and reserves the right to remove any material which it considers obscene, abusive or otherwise objectionable.
- (E) The student is responsible for any password security extended to him or her in conjunction with Shastalink Bella Vista Elementary School Internet activities.

Parent/Guardian's printed name

Parent/Guardian's signature

Date

