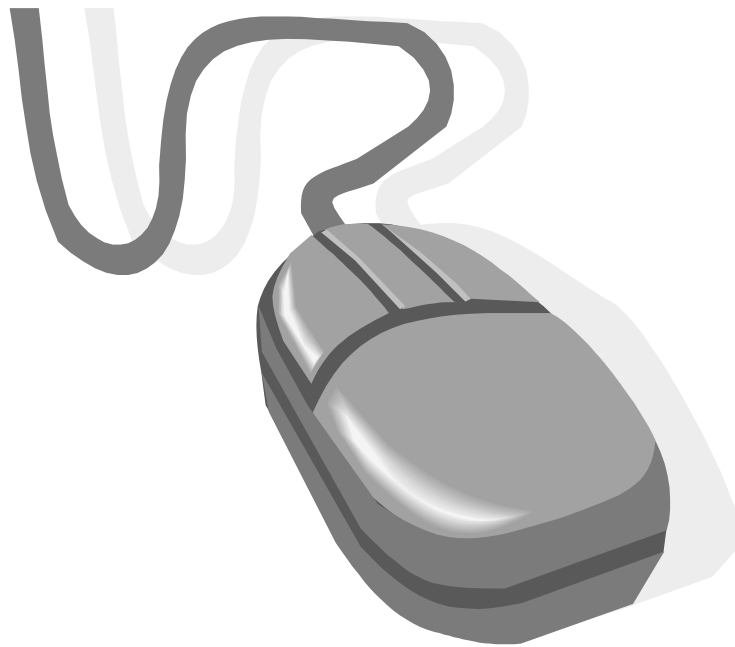


# Terra Bella Union Elementary

July 1, 2005 – June 30, 2010  
Educational Technology Plan



Submitted by  
Frank Betry  
Superintendent

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# Acknowledgments

## District and Community Support

### School Board

Vicki Jagers  
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Business Partnership, Cisco Systems/Cisco Academy  
Higher Education, Porterville College

### Technology Committee Membership

Frank Betry, Superintendent  
Lupe Roman, Assistant Principal  
Juan Flores, Assistant Principal  
Larry Helmstetler, Classroom Teacher  
Arnet Hartsfield, Classroom Teacher  
DANIEL FIELDS, TECHNICIAN

# 1. District Summary

Terra Bella Union School District is a two school rural district, serving southern Tulare county. We serve K-8 grade levels, with approximately 890 students enrolled. Our students are diverse, and economically challenged, with a participation of approximately 93% of our students in the National Free or Reduced Lunch program. Our ethnic distribution is approximately 92% Hispanic, 6% White, and approximately 2% Black, Filipino, Asian, or American Indian. We are an agricultural town, with the majority of our leaning community involved in agricultural related endeavors.

## 1.a. Vision Statement

Terra Bella Union School District and our community of learners believe that all students can be successful, engaged partners in their education. Parents, family, students, teachers and staff can construct the educational experience to best lead to success for each student. We believe that all students are capable, striving learners. Our vision is to assist the endeavor to achieve success for all students.

## 1.b. Mission Statement

Terra Bella Union School District is committed to the belief that all students can succeed, become valued contributors to our society, and grow to achieve their goals. We are dedicated to assisting the success of each student, whether racing ahead with gifts, or facing obstacles in their path. Our mission is to assure that no child is overlooked, that all student needs are recognized, and student gifts are nourished to the fullest. **This plan establishes the role technology will play in that effort over the next five years.**

## 2. Partnership Involvement

Terra Bella Union Elementary actively seeks partners in our daily efforts to offer the best for our students. We have joined forces with the community, expert advisors from technology organizations and our regional institutions of higher education.

<b>Partners</b>			
<b>Type of Partner</b>	<b>Name of Partner and Contact Information</b>	<b>Role in Development of the Technology Plan</b>	<b>Role in Supporting the Project</b>
Parents	Socoro Suarez Richard Lopez Dolores Soto	Identify student needs, communicate student input	Monitoring results with students
Students	Isidro Perez Lissette Ramos Jessica Servin	Identify student needs, Communicate student input	Monitor results
Businesses	Cisco Systems A & G Telephone EdTech Consultants	Training of staff, design and consulting of network	Ongoing technical support, staff development relating to network
Postsecondary institutions	Porterville College Cal State University Bakersfield	Staff development guidelines	Ongoing staff development offerings, credentialing
Government agencies, including county offices of education and CTAP	CTAP- Elaine Walters TCOE- Glen Williams and Frank Linik	Guidance and input in technology plan development	Provide ongoing adjustments and refinements to technology implementation
Community groups	Milt Stowe Porterville City Parks and Recreation	Identifying needs of after school, remediation program	Monitor changing requirements of after school groups

### **3. Curriculum Driven Technology Goals**

#### **3a. Current Access to Technology**

Terra Bella Union Elementary School District averages a 5:1 ratio in the classrooms with all of the rooms having Internet access. The media center at Terra Bella Elementary School has 12 Internet connected computers and the media center at Carl Smith Middle School has 27 Internet connected computers that are available to students and staff, before, during, and after the school day. Carl Smith Middle School has one technology lab with 15 computers. All classrooms in grades 4 through 8 have four Internet accessible, multi-media computers. This allows both students and staff to learn skills, do research using the Internet, and work on class assignments and projects throughout the day.

#### **3b. Current Use of Technology**

Terra Bella Union Elementary has made a focused effort to integrate technology into the curriculum for several years. As a result, our current use of technology in teaching provides a solid foundation for continued growth

During the school day, students use technology in a variety of ways. During reading our students use them for a supplemental reading comprehension program called Accelerated Reader. Computers are also used for math, science, geography and language, depending on the skills of the teacher. Teachers use various content area specific software to enhance their lessons. In math students use various software programs to improve their math skills in basic processes. Students use the Internet to research science experiments and researching grade-level specific topics. Students use electronic resources to better understand maps, geographic features and concepts. Students use the computers to enhance reports and essays by using the keyboarding and other technology skills in accordance with our scope and sequence. For example, spell check allows them to see their misspelling and allows them to view the correct spelling of the word. The grammar check allows the student to view sentences that are run-on, fragmented, verb disagreements, and number disagreements. Word processing skills are applied across the curriculum in the upper grades. Students are required to turn in typed essays and reports.

Teachers are beginning to use technology as a teaching tool. They use Internet to research curriculum topics and enhance their lessons plans. They use e-mail to communicate with parents, interact with the office and with each other. Some teachers use presentation software to introduce units of study in content area subjects.

Terra Bella Union Elementary is focusing on the Reading/Language Arts curricular area. The district's most recent data shows we need to focus on this area in our curriculum. Both the administration and staff have concurred that this will be one of our major curricular areas that we will be focusing on during this technology plan cycle. The following tables list each goal's objective, benchmarks, timeline for implementation, and how the goal will be monitored.

### 3.d. Curriculum Goals

<b>3.d. Curriculum Goal: Technology will be integrated to support reading comprehension of grade level appropriate text.</b>				
<b>Objective: 80% of 4<sup>th</sup>-8<sup>th</sup> grade students will comprehend grade level appropriate text using Accelerated Reader.</b>	<b>Evaluation Instrument (s) &amp; Data to be Collected</b>	<b>Frequency of Collection</b>	<b>Program Modification Process and Responsible Person(s)</b>	<b>Funding Source</b>
End of Year 1: 50% of 4 <sup>th</sup> -8 <sup>th</sup> grade students will comprehend grade level appropriate text using Accelerated Reader and Read Naturally.	Accelerated Reader Student Reports  Read Naturally Student Reports	Quarterly	Administration purchases additional software as needed	General Fund, Grants
End of Year 2: 60% of 4 <sup>th</sup> -8 <sup>th</sup> grade students will comprehend grade level appropriate text using Accelerated Reader		Quarterly	Administration purchases additional Accelerated Reader books and tests as needed	
End of Year 3: 65% of 4 <sup>th</sup> -8 <sup>th</sup> grade students will comprehend grade level appropriate text using Accelerated Reader.			Teachers integrate Accelerated Reader, collect student reports	
End of Year4: 75% of 4 <sup>th</sup> -8 <sup>th</sup> grade students will comprehend grade level appropriate text using Accelerated Reader.			Technology Committee assists teachers	
End of Year 5: 80% of 4 <sup>th</sup> -8 <sup>th</sup> grade students will comprehend grade level appropriate text using Accelerated Reader.			Administrator reviews student reports, gives feedback to teachers & mentors	

<b>3.d. Curriculum Goal: Technology will be integrated to support standards-based instruction of mathematics.</b>				
<b>Objective: 80% of 4<sup>th</sup>-8<sup>th</sup> grade students will use Accelerated Math to reinforce grade level appropriate computational skills.</b>	<b>Evaluation Instrument (s) &amp; Data to be Collected</b>	<b>Frequency of Collection</b>	<b>Program Modification Process and Responsible Person(s)</b>	<b>Funding Source</b>
End of Year 1: 50% of 4 <sup>th</sup> -8 <sup>th</sup> grade students will use Accelerated Math to reinforce grade level appropriate computational skills.	Accelerated Math Student Reports	Quarterly	Administration purchases additional software as needed	General Fund, Grants
End of Year 2: 60% of 4 <sup>th</sup> -8 <sup>th</sup> grade students will use Accelerated Math to reinforce grade level appropriate computational skills.			Administration purchases additional Accelerated Math materials as needed	
End of Year 3: 65% of 4 <sup>th</sup> -8 <sup>th</sup> grade students will use Accelerated Math to reinforce grade level appropriate computational skills.			Teachers integrate Accelerated Math, collect student reports	
End of Year 4: 75% of 4 <sup>th</sup> -8 <sup>th</sup> grade students will use Accelerated Math to reinforce grade level appropriate computational skills.			Technology Committee assists teachers	
End of Year 5: 80% of 4 <sup>th</sup> -8 <sup>th</sup> grade students will use Accelerated Math to reinforce grade level appropriate computational skills.			Administrator reviews student reports, gives feedback to teachers & mentors	

<b>3.d. Curriculum Goal: Technology will be integrated to enhance standards-based instruction of written expression.</b>				
<b>Objective: 70% of 1st-3rd grade students will produce a grade level appropriate written document using a computer and appropriate software.</b>	<b>Evaluation Instrument (s) &amp; Data to be Collected</b>	<b>Frequency of Collection</b>	<b>Program Modification Process and Person Responsible</b>	<b>Funding Source</b>
End of Year 1: 50% of 1st-3rd grade students will produce a grade level appropriate written document using a computer and appropriate software.	1st-3rd grade writing proficiencies	Quarterly	Teachers collect and review student work	General Fund, Grants
End of Year 2: 55% of 1st-3rd grade students will produce a grade level appropriate written document using a computer and appropriate software	Student generated written documents		Quarterly	
End of Year 3 60% of 1st-3rd grade students will produce a grade level appropriate written document using a computer and appropriate software.	Student sample work portfolios	Quarterly	Administrator makes recommendations to Technology Committee and teachers	
End of Year 4 65% of 1st-3rd grade students will produce a grade level appropriate written document using a computer and appropriate software.				
End of Year 5 70% of 1st-3rd grade students will produce a grade level appropriate written document using a computer and appropriate software.				

<b>3.d. Curriculum Goal: Technology will be integrated to enhance standards-based instruction of listening and speaking.</b>				
<b>Objective: 70% of 4<sup>th</sup>-6th grade students will develop and present a grade level appropriate multimedia presentation.</b>	<b>Evaluation Instrument (s) &amp; Data to be Collected</b>	<b>Frequency of Collection</b>	<b>Program Modification Process and Person Responsible</b>	<b>Funding Source</b>
End of Year 1: 50% of 4 <sup>th</sup> -6th grade students will develop and present a grade level appropriate multimedia presentation.	Student sample work portfolios	Quarterly	Teachers collect and review student work	General Fund, Grants
End of Year 2: 55% of 4 <sup>th</sup> -6th grade students will develop and present a grade level appropriate multimedia presentation.	Student presentations	Quarterly	Technology Committee reviews data and makes reports to Principals	
End of Year 3: 60% of 4 <sup>th</sup> -6th grade students will develop and present a grade level appropriate multimedia presentation.	Renaissance Learning – English in a Flash	Individual Lessons and Growth Monitoring	Administrator makes recommendations to Technology Committee and teachers	
End of Year 4: 65% of 4 <sup>th</sup> -6th grade students will develop and present a grade level appropriate multimedia presentation.	Presentation Software			
End of Year 5: 70% of 4 <sup>th</sup> -6th grade students will develop and present a grade level appropriate multimedia presentation.				

<b>3.d. Curriculum Goal for Technology and Information Literacy: Technology will be integrated to enhance written expression in content area subjects.</b>				
<b>Objective: 70% of 7<sup>th</sup>-8<sup>th</sup> grade students will use electronic resources, including the Internet, to enhance grade-level appropriate projects across the curriculum.</b>	<b>Evaluation Instrument (s) &amp; Data to be Collected</b>	<b>Frequency of Collection</b>	<b>Program Modification Process and Person Responsible</b>	<b>Funding Source</b>
End of Year 1: 50% of 7 <sup>th</sup> -8 <sup>th</sup> grade students will use electronic resources, including the Internet, to enhance grade-level appropriate projects across the curriculum.	Student sample work portfolios	Quarterly	Teachers collect and review student work	General Fund, Grants
	Student writing projects	Quarterly	Technology Committee reviews data and makes reports to Principals	
End of Year 2: 55% of 7 <sup>th</sup> -8 <sup>th</sup> grade students will use electronic resources, including the Internet, to enhance grade-level appropriate projects across the curriculum.			Administrator makes recommendations to Technology Committee and teachers	
End of Year 3 60% of 7 <sup>th</sup> -8 <sup>th</sup> grade students will use electronic resources, including the Internet, to enhance grade-level appropriate projects across the curriculum.				
End of Year 4 65% of 7 <sup>th</sup> -8 <sup>th</sup> grade students will use electronic resources, including the Internet, to enhance grade-level appropriate projects across the curriculum.				
End of Year 5 70% of 7 <sup>th</sup> -8 <sup>th</sup> grade students will use electronic resources, including the Internet, to enhance grade-level appropriate projects across the curriculum.				

### 3.e. Technology and Information Literacy Goals

<b>Goal: Students will demonstrate a basic understanding of the use of technology as a tool.</b>				
<b>Objective 1 of 2: 80% of 4th-8th grade students will compare relationships among variables within a data set through the use of electronic spreadsheet software program.</b>	<b>Evaluation Instrument(s) &amp; Data to be Collected</b>	<b>Frequency of Collection</b>	<b>Program Modification Process and Responsible Person(s)</b>	<b>Funding Source</b>
End of Year 1: 50% of 4th-8th grade students will compare relationships among variables within a data set through the use of electronic spreadsheet software program.	Grade level writing Benchmarks  Standards based report cards	Quarterly	Teacher- collects, corrects and evaluates  Superintendent monitors progress	General Fund  1339 4-8 Staff Development
End of Year 2: 60% of 4th-8th grade students will compare relationships among variables within a data set through the use of electronic spreadsheet software program.	STAR TEST results	Yearly	Technology committee evaluates school-wide progress  Technology committee and Superintendent give feedback to teachers	
End of Year 3: 65% of 4th-8th grade students will compare relationships among variables within a data set through the use of electronic spreadsheet software program.				
End of Year 4: 75% of 4th-8th grade students will compare relationships among variables within a data set through the use of electronic spreadsheet software program.				
End of Year 5: 80% of 4th-8th grade students will compare relationships among variables within a data set through the use of electronic spreadsheet software program.				

Objective 2 of 2: 80% of 4th-8th grade students will demonstrate basic keyboarding skills (20 words min.) and familiarity with computer terminology.	Evaluation Instrument(s) & Data to be Collected	Frequency of Collection	Program Modification Process and Responsible Person(s)	Funding Source
End of Year 1: 50% of 4th-8th grade students will demonstrate basic keyboarding skills (20 words min.) and familiarity with computer terminology.	Student generated written documents  Student sample work portfolios	Quarterly	Teacher- collects, corrects and evaluates  Superintendent monitors progress	General Fund  1339 4-8 Staff Development
End of Year 2: 60% of 4th-8th grade students will demonstrate basic keyboarding skills (20 words min.) and familiarity with computer terminology.	Keyboard Skills Software with integrated monitoring capability.	Yearly	Technology committee evaluates school-wide progress  Technology committee and Superintendent give feedback to teachers	
End of Year 3: 65% of 4th-8th grade students will demonstrate basic keyboarding skills (20 words min.) and familiarity with computer terminology.				
End of Year 4: 75% of 4th-8th grade students will demonstrate basic keyboarding skills (20 words min.) and familiarity with computer terminology.				
End of Year 5: 80% of 4th-8th grade students will demonstrate basic keyboarding skills (20 words min.) and familiarity with computer terminology.				

**3.f. Appropriate Access Goals**

Terra Bella Union Elementary values appropriate access of learning opportunities for all students, including special education and GATE students, and English Language Learners, etc. At present, all students, including special education, GATE, and English Language Learners have appropriate access to technology.

<b>Equal Access</b>				
<b>3.f. Curriculum Goal for Equal Access: All students, including Special Education, GATE, English Language Learners and other special populations will have equal access to a multimedia computer.</b>				
<b>Objective: All school sites will have a 4:1 student to computer ratio by June, 30, 2010.</b>	<b>Evaluation Instrument and Data to be collected</b>	<b>Frequency of collection</b>	<b>Program Modification Process and Person Responsible</b>	<b>Funding Source</b>
End of Year 1: School will have a 5:1 student to computer ratio by June, 30, 2006.	School site inventories	Twice a year	Technology Coordinators maintain site computer inventories, advise site administrators  Site Administrators, with Director of Technology purchase appropriate hardware and software  Technology Coordinators oversee installation of hardware and software	General budget
End of Year 2: School will have a 4.5:1 student to computer ratio by June, 30, 2007.				
End of Year 3 School will have a 4:1 student to computer ratio by June, 30, 2008.				
End of Year 4 School will have a 4:1 student to computer ratio by June, 30, 2009.				
End of Year 5 School will have a 4:1 student to computer ratio by June, 30, 2010.				

## Equal Access

3.f. Curriculum Goal for Equal Access: All students, including Special Education, GATE, English Language Learners and other special populations will have access to technology.

Objective: Computer labs in the district will be open before and after school for 120 days a year.	Evaluation Instrument and Data to be collected	Frequency of collection	Program Modification Process and Person Responsible	Funding Source
End of Year 1: Computer labs in the district will be open before and after school for 70 days a year.	Computer lab schedules	Annually	Technology Coordinators establish lab schedules and classes; Schedules posted on district website, in newsletters and on flyers; advise Director of Technology.  Director of Technology oversees program and advises Coordinators	General budget
End of Year 2: Computer labs in the district will be open before and after school for 85 days a year.	Sign-in sheets	Daily		
End of Year 3 Computer labs in the district will be open before and after school for 100 days a year.	Class attendance records	As scheduled		
End of Year 4 Computer labs in the district will be open before and after school for 110 days a year.				
End of Year 5 Computer labs in the district will be open before and after school for 120 days a year.				

**3.g. Record Keeping and Assessment Goals**

Terra Bella Union Elementary presently looking at the feasibility of upgrading our record keeping software. Our technology committee has identified Aeries System as one of the software programs that will meet our school's needs in this area.

<b>Record Keeping</b>				
<b>Goal: All teachers will use record keeping and assessment applications to efficiently manage student information.</b>				
<b>Objective: 90% of teachers will be trained in and use the Aeries System software.</b>	<b>Evaluation Instrument and Data to be collected</b>	<b>Frequency of Collection</b>	<b>Program Modification Process and Person Responsible</b>	<b>Funding Source</b>
End of Year 1: 60% of teachers will be trained in and use the Aeries System 2000 software.	School site attendance records	Quarterly	Technology consultant installs and maintains software	General budget
End of Year 2: 70% of teachers will be trained in and use the Aeries System 2000 software.	Student grade reports	Quarterly	Site Administrator schedules training Teachers attend training and implement program	
End of Year 3: 80% of teachers will be trained in and use the Aeries System 2000 software.			Site Administrator reviews attendance records and grade reports, advises technology consultant and teachers	
End of Year 4: 85% of teachers will be trained in and use the Aeries System 2000 software.				
End of Year 5: 90% of teachers will be trained in and use the Aeries System 2000 software.				

## Record Keeping

**3.g. Record Keeping Goal: Grade 7-8 teachers will use desktop record keeping applications to efficiently manage student information.**

Objective: 90% of grade 7-8 teachers will appropriately use electronic gradebook applications to manage student information.	Evaluation Instrument and Data to be collected	Frequency of collection	Program Modification Process and Person Responsible	Funding Source
End of Year 1: 60% of grade 7-8 teachers will appropriately use electronic gradebook applications to manage student information.	Student grade reports	Quarterly	Director of Instructional Technology purchases software	SIP General budget
End of Year 2: 70% of grade 7-8 teachers will appropriately use electronic gradebook applications to manage student information.	Professional technology portfolios	Quarterly	Site Technology Coordinators oversee installation, training and implementation for the software	1339 4-8 grade Staff Development
End of Year 3: 80% of grade 7-8 teachers will appropriately use electronic gradebook applications to manage student information.			Site administrators review grade reports and portfolios, gives feedback to coordinators and teachers	
End of Year 4: 85% of grade 7-8 teachers will appropriately use electronic gradebook applications to manage student information.			Director of Instructional Technology reviews application training and makes recommendations	
End of Year 5: 90% of grade 7-8 teachers will appropriately use electronic gradebook applications to manage student information.				

**3.h. Home-School Connection Goals**

Terra Bella Union Elementary is committed to making both teachers and administrators more accessible to parents and the community. We realize that technology is another area that can help us further our commitment to make our school more accessible to our community.

<b>Home-School Connection</b>				
<b>3.h. Curriculum Goal for Home-School Connection: The district will use technology to facilitate communication among school, parents and the community.</b>				
<b>Objective: The district will establish and maintain a homework hotline to facilitate communication with parents during and after school hours.</b>	<b>Evaluation Instrument and Data to be collected</b>	<b>Frequency of Collection</b>	<b>Program Modification Process and Person Responsible</b>	<b>Funding Source</b>
End of Year 1: The middle grades will establish and maintain a homework hotline to facilitate communication with parents during and after school hours.	School site attendance records	Quarterly	Administration purchases system; Technology Coordinator oversees installation	General budget E-rate
End of Year 2: The school will establish and maintain a homework hotline to facilitate communication with parents during and after school hours.			Site Administrators review attendance records, advise District Technology Committee and Administration of effectiveness of system	
End of Year 3: The district will establish and maintain a homework hotline to facilitate communication with parents during and after school hours.				
End of Year 4: The district will establish and maintain a homework hotline to facilitate communication with parents during and after school hours.				
End of Year 5: The district will establish and maintain a homework hotline to facilitate communication with parents during and after school hours.				

## Home-School Connection

**3.h. Goal for Home-School Connection: The district will establish a web-based communication system to enhance communication between the school and the community.**

<b>Objective: The district website will be operational and available on the World Wide Web with email links to all administration and staff.</b>	<b>Evaluation instrument(s) &amp; data to be collected</b>	<b>Frequency of collection</b>	<b>Program modification Process and Responsible Person(s)</b>	<b>Funding Source</b>
End of Year 1: The district website will be operational and available on the World Wide Web with email links to administration.	Website server log analysis.	Twice a year	Technology consultant prepares log analysis for Administrator; Administrator reviews logs, advises District Technology Committee and gives feedback to teachers	General Budget Title VII
End of Year 2: 50% of teaching staff will have a home page on the district website with email links.	School email Directory	Annually	Administrator publishes directory	
End of Year 3: 75% of teaching staff will have a home page on the district website with email links.	Staff Technology Portfolios; School technology portfolio	Quarterly	Teachers maintain technology portfolios; Administrator reviews and comments to teachers	
End of Year 4: 95% of teaching staff will have a home page on the district website with email links.				
End of Year 4: The district website will be operational and available on the World Wide Web with email links to all administration and teaching staff.				

**3i. Benchmarks and Timeline**

The benchmarks for each of the goals are stated in each of the goal forms above and the timeline for implementing the strategies and activities is contained in our overall timeline for the plan in Appendix C.

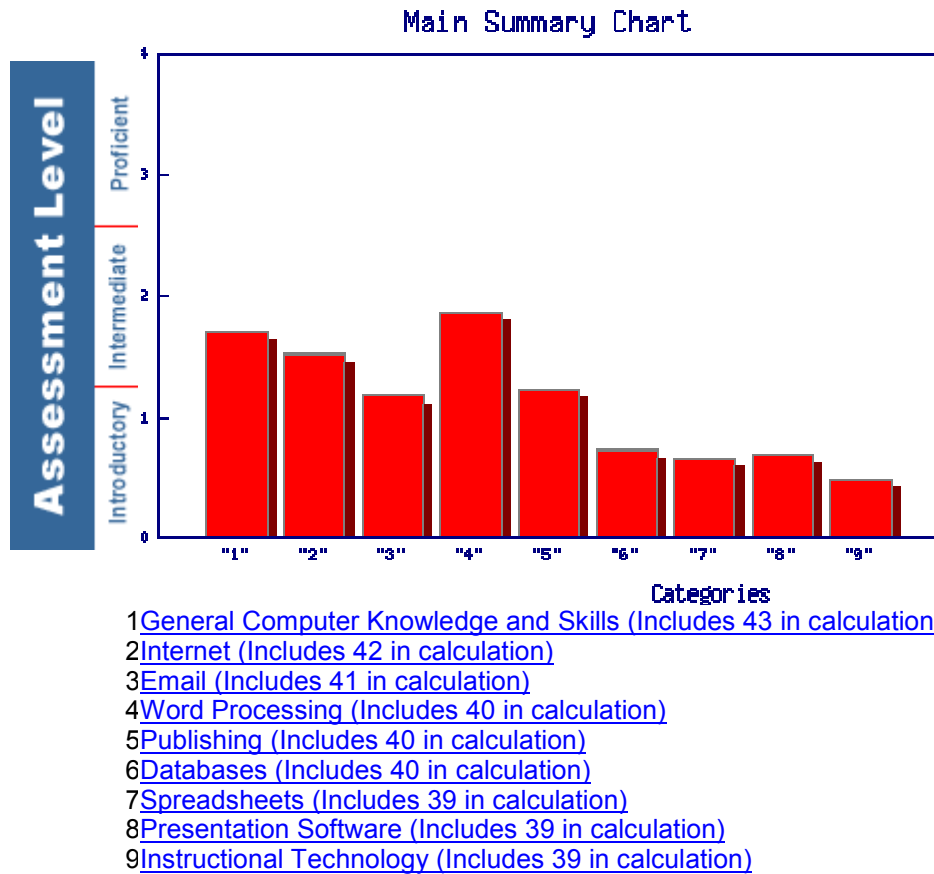
**3.j. Monitoring and Evaluation**

The technology committee will meet twice a year to evaluate our progress toward meeting the curriculum technology goals. At these meetings the committee will monitor data collection, frequency of collection, and program modifications in these goals. The committee will relay their findings to the site administrator who will make recommendations to the technology committee and teachers.

## 4. Benchmarks: Teacher Survey Results

Terra Bella Union Elementary is now in its 8th year of infusing technology into its curriculum. The willingness to use the new technologies followed a typical bell curve with a few not ready to accept the use in their classroom, a majority needing to be supported but uneasy with it, and a few taking off with technology. With administrative support, numerous in-services/classes, and technical support, teachers have realized its educative value.

**Terra Bella Union Elementary District has 50 credentialed teachers, this chart represents the assessment summary for 43 teachers or 86%. It is important to note that this includes both fully completed and partially completed assessments.**



At Terra Bella most of our teachers are intermediate users, with some that are very proficient. Most of our intermediate users are helping our beginners to expand their use of technology throughout the curriculum.

**4.b. Staff Development Goals**

**4.b Goal for Staff Development: Teaching staff will integrate selected educational software to support and extend the instruction of reading comprehension.**

<b>Objective: 80% of certified staff will utilize a personal computer and peripherals to integrate Accelerated Reader into the instruction of reading comprehension.</b>	<b>Evaluation Instrument and Data to be collected</b>	<b>Frequency of Collection</b>	<b>Program Modification Process and Person Responsible</b>	<b>Funding Source</b>
End of Year 1: 40% of certified staff will utilize a personal computer and peripherals to integrate Accelerated Reader into the instruction of reading comprehension.	Attendance records of training	After each venue.	Administrator and Technology consultant plan training	General budget
End of Year 2: 50% of certified staff will utilize a personal computer and peripherals to integrate Accelerated Reader into the instruction of reading comprehension.	Teachers plan lessons with integrated technology; maintain professional technology portfolio	Quarterly	Teachers attend training and implement integration of program	
End of Year 3: 60% of certified staff will utilize a personal computer and peripherals to integrate Accelerated Reader into the instruction of reading comprehension.	School portfolio of lessons with integrated technology		Administrator and Technology consultant monitor and review professional portfolios and make recommendations to teachers	
End of Year 4: 70% of certified staff will utilize a personal computer and peripherals to integrate Accelerated Reader into the instruction of reading comprehension.	Print out of Accelerated Reader reports			
End of Year 5: 80% of certified staff will utilize a personal computer and peripherals to integrate Accelerated Reader into the instruction of reading comprehension.	Professional Technology Portfolios			

**4.b Goal for Staff Development: Teaching staff will integrate use of the Internet to enhance standards-based instruction of Language Arts.**

<b>Objective: 70% of teachers will use the Internet to support instruction of Language Arts.</b>	<b>Evaluation Instrument and Data to be collected</b>	<b>Frequency of Collection</b>	<b>Program Modification Process and Person Responsible</b>	<b>Funding Source</b>
End of Year 1: 30% of teachers will use the Internet to support instruction of Language Arts.	Attendance records of training	After each venue.	Administrator and Technology consultant plan training	General budget
End of Year 2: 40% of teachers will use the Internet to support instruction of Language Arts.	Professional Technology Portfolios	Quarterly	Teachers attend training and implement integration of program	
End of Year 3: 50% of teachers will use the Internet to support instruction of Language Arts.			Administrator and Technology consultant monitor and review professional portfolios and make recommendations to teachers	
End of Year 4: 60% of teachers will use the Internet to support instruction of Language Arts.				
End of Year 5: 70% of teachers will use the Internet to support instruction of Language Arts.				

**4.c. Benchmarks and Timeline**

The benchmarks for each of the goals are stated in each of the goal forms above and the timeline for implementing the strategies and activities is contained in our overall timeline for the plan in Appendix C.

**4.d. Monitoring and Evaluation**

The technology committee will meet twice a year to evaluate our progress toward meeting the staff development goals. At these meetings the committee will monitor data collection, frequency of collection, and program modifications in these goals. The committee will relay their findings to the site administrator who will make recommendations to the technology committee and teachers.

## **5. Technology Access for Special Needs Students**

The Individuals with Disabilities Education Act, a federal law passed in 1975 and re-authorized in 1990, mandates that all children receive a free, appropriate public education regardless of the level or severity of their disability. It provides funds to assist states in the education of students with disabilities and requires that states make sure that these students receive an individualized education program based on their unique needs in the least restrictive environment possible. 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.

## **6. Infrastructure, Hardware, Technical Support and Software**

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

Through the use of district and e-rate funds it is expected that access to the Internet will be enhanced each year. We will expand to have separate e-mail and file servers with the capacity to serve all school site computers to their full capability. Through the use of e-rate and district funds fiber optic lines have been installed to provide a robust network backbone. Each classroom has been updated to include at least 4 high speed Internet accessible drops. Within the next year we will move from the current single T1 to an ATM IMA line for faster access at all levels. We expect to monitor progress in technology and update and/or replace classroom computers to keep pace with expanding technology. Currently we have the necessary hardware and software in place to accommodate growth in the selected goal areas, including the district website, for the duration of the plan. Much of our focus will need to be on training teachers to use effectively the hardware and software now available. Our technology committee will develop a plan to make in-service more available and enticing to our staff.

### **6.b. List of each site's existing hardware, Internet access, electronic learning resources, and technical support already in the district that could be used to support the Curriculum and Professional Development Components of the plan.**

Currently Terra Bella Union Elementary School District is served by T1 service. Rooms are wired with Cat 5 cable with four drops in each room. Switches allow multiple computers to be connected to the Internet for a variety of uses. The main server is in the library. Currently there are 125 IBM-compatible, multimedia computers in the classrooms wired to the Internet and available for student use. In addition there are 38 IBM-compatible, multimedia computers with Internet access available in a computer lab and library. The school employs one computer technician who is available to teachers, staff and students for hardware maintenance, assistance with technical questions and training with school software. Utilizing a variety of funding resources to cover related costs, teachers are encouraged to seek opportunities for training to enhance their skills through classes and in-service training.

## Hardware and Infrastructure

<b>School Site Technology Inventory</b>				
<b>Total Computers</b>	<b>Multimedia Computers</b>	<b>Internet Computers</b>	<b>Connected Computers</b>	<b>1 Year Computers</b>
172	172	172	172	6

<b>1-4 Year Computers</b>	<b>4+ Years Computers</b>	<b>New Computers</b>	<b>Retired Computers</b>	<b>Laptop Program</b>
0	162	4	0	No

	<b>In Classrooms</b>			<b>In Computer Labs</b>			<b>In Shared or Common Space (e.g. library)</b>			<b>In Administrative Offices</b>		
	<b>L</b>	<b>D</b>	<b>TC</b>	<b>L</b>	<b>D</b>	<b>TC</b>	<b>L</b>	<b>D</b>	<b>TC</b>	<b>L</b>	<b>D</b>	<b>TC</b>
<b>With Internet Connections</b>												
Multimedia Computers	0	125	0	0	24	0	0	14	0	1	8	0
All Other Computers												
<b>Without Internet Connections</b>												
Multimedia Computers Without Internet Capabilities	0	0	0	0	0	0	0	0	0	0	0	0
All Other Computers												

Of the existing inventory, indicate the number of computers to be used as is, to be upgraded, or to be retired when new/upgraded equipment is available.

Year	In Classroom					In Computer Lab				
	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010
<b>Desktop Computers</b>										
Use as is	30	40	50	0	0	0	0	0	0	4
Upgrade	30	10	20	0	0	0	20	0	0	4
To be retired when new or upgraded equipment is available	0	30	0	0	0	0	0	0	2	0
Number needed	0	20	12	0	0	0	0	0	0	0
<b>Laptops</b>										
Use as is	0	0	0	0	0	0	0	0	0	3
Upgrade	0	0	0	0	0	0	0	0	0	0
To be retired when new or upgraded equipment is available	0	0	0	0	0	0	0	0	0	0
Number needed	0	0	0	0	0	0	0	0	0	0
<b>Thin-Client Units</b>										
Use as is	0	0	0	0	0	0	0	6	12	0
Upgrade	0	0	0	0	0	0	0	6	12	0
To be retired when new or upgraded equipment is available	0	0	0	0	0	0	0	0	0	0
Number needed	0	0	0	0	0	0	0	6	6	0

	In Shared or Common Space (e.g., library)					In Administrative Offices				
	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010
<b>Desktop Computers</b>										
Use as is	4	4								
Upgrade	4	0								
To be retired when new or upgraded equipment is available	0	0								
Number needed	0	0								
Laptops	3	3								
Use as is	2	3								
Upgrade	1	0								
To be retired when new or upgraded equipment is available	0	0								
Number needed	0	0								
<b>Thin-Client Units</b>	0	0								
Use as is	0	0								
Upgrade	0	0								
To be retired when new or upgraded equipment is available	0	0								
Number needed	0	0								

Number of peripherals on hand and the projected number to be purchased during the next five years.

Peripherals	Number on Hand	Number Needed and Proposed Purchase Date
Digital cameras	6	2 7/1/05, 2 7/1/06 2 7/1/07
Scanners/digitizers	3	1 7/1/03
Assistive/adaptive devices	0	
Printer	8	5 7/1/05, 7/1/06, 7/1/07
VCR/DVD unit	15	5 7/1/05, 7/1/06, 7/1/07
Video camera	1	3 7/1/05, 7/1/06, 7/1/07
TV monitor	15	
Graphing calculator	50	
Computer screen projector (e.g., LCD)	3	2 7/1/05
Video conferencing unit	0	
Interactive white board	0	
Personal digital assistant	0	

**Site Networks and Connectivity**

**Is the school site connected to the Internet by a permanent (non-dial-up) connection?**

- Yes                       No

**If so, how is your school connected to the Internet?**

- ISDN                                       Cable-modem                                       xDSL  
 Frame relay                       Fractional T-1                                       Full T-1  
 ATM/DS3                       ATM/SONET OC3                       Microwave  
 Wireless (not microwave)  
 Other, please specify: \_\_\_\_\_

**Do you know the speed of your connection?**

- Yes                       No

- less than 56K bps                       1.5M bps                                       30M bps  
 128 K bps                       5M bps                       40M bps  
 256 K bps                       20M bps                                       greater than 40M bps  
 384 K bps                       15M bps  
 512 bps                                                            20M                                      bps

What is the total number of classrooms that are connected to the Internet by a permanent (non-dial-up) connection? 50

	Number of Classrooms	Average Number of Drops/Classroom	Number of Administrative Offices
Currently Connected to the Internet	50	4.5	3
Need to be Connected to the Internet			
Currently Connected to a LAN	50	4.5	3
Need to Be Connected to a LAN			

**Who is the school's Internet service provider?**

- District office
- County Office of Education
- California State University/University of California
- Commercial provider - PacBell Internet

**Site Telephone Systems**

Number of lines: 7

**Site Libraries**

Hours that the site library is open: 7:45am – 4:00pm

**6.c. List of clear benchmarks and a timeline for obtaining the hardware, infrastructure, learning resources and technical support required to support the other components of the plan.**

As stated in 5.a. above, Terra Bella Union Elementary has the necessary hardware and software to successfully implement this plan. Efforts in this area for the duration of the plan will focus on enhancing access to the Internet and maintaining high-quality and timely technical support. During the plan timeframe, changes in infrastructure, hardware, and software will be made as needed, whether it be due to upgrades for technology or modifications in the plan from the monitoring and evaluation process.

Sustainability Chart		
Type of Support Provided (Examples)	Individual(s) Responsible (Person(s) or Job Title(s))	Plan for Providing This Support
Ongoing equipment maintenance, repair, and replacement	Technology coordinator, EdTech Consultants	Monthly inspection of equipment
Technical support provided during school hours	Technology coordinator, EdTech Consultants	On-call with a 24 hour response time
Technical support outside school hours	Technology coordinator, EdTech Consultants	On-call with a 24 hour response time
Professional development	Technology coordinator, Principal/Superintendent	Coordinated with CTAP, Technology Committee

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

The monitoring and evaluation process at Terra Bella Union Elementary reflects the fact that we have one administrator and 19 teachers in the district.

The Technology Committee will work closely with the technology consultant to monitor the adequacy of the infrastructure, hardware, technical support and software available to support the plan. The Committee will meet every trimester to review status, evaluate progress and report to the administrator. The administrator will advise the Committee.

## **7. Funding and Budget**

### **7.a. List of established and potential funding sources and cost savings, present and future.**

The district will seek resources other than the one budgeted, such as general district funds, school improvement program, Title I, Title VI and Teacher Quality and Innovative Strategy funds.

### **7.b. Estimate implementation costs for the term of the plan (5 years).**

Budget forms for 2005-2010 follow.

School Year 2005-2006

Major Object of Expenditure	Specific Grant Funds (Add multiple columns if receiving multiple grants) (a)	School District General Fund (b)	Total Funds by Object of Expenditure (a)+(b)
1000-1999 Certificated Personnel Salaries	\$1,000/Staff Development	\$2,000/Staff Development	\$3,000
2000-2999 Classified Personnel Salaries	\$0	\$0	\$0
3000-3999 Employee Benefits	\$0	\$1,500	\$1,500
4000-4999 Books and Supplies	\$0	\$4,000	\$4,000
5000-5999 Services and Other Operating Expenditures	\$0	\$6,000	\$6,000
Indirect Costs at an Established Rate (excluding the 6000-6999 category)	\$0	\$0	\$0
6000-6999 Capital Outlay	\$0	\$5,000	\$5,000
<b>Total Funds</b>	\$1,000	\$18,500	\$19,500

**School Year 2006-2007**

<b>Major Object of Expenditure</b>	<b>Specific Grant Funds (Add multiple columns if receiving multiple grants) (a)</b>	<b>School District General Fund (b)</b>	<b>Total Funds by Object of Expenditure (a)+(b)</b>
1000-1999 Certificated Personnel Salaries	\$1,500/Staff Development	\$2,500/Staff Development	\$4,000
2000-2999 Classified Personnel Salaries	\$0	\$0	\$0
3000-3999 Employee Benefits	\$0	\$1,500	\$1,500
4000-4999 Books and Supplies	\$0	\$4,500	\$4,500
5000-5999 Services and Other Operating Expenditures	\$0	\$6,500	\$6,500
Indirect Costs at an Established Rate (excluding the 6000-6999 category)	\$0	\$0	\$0
6000-6999 Capital Outlay	\$0	\$7,500	\$7,500
<b>Total Funds</b>	\$1,500	\$22,500	\$24,000

**School Year 2007-2008**

<b>Major Object of Expenditure</b>	<b>Specific Grant Funds (Add multiple columns if receiving multiple grants) (a)</b>	<b>School District General Fund (b)</b>	<b>Total Funds by Object of Expenditure (a)+(b)</b>
1000-1999 Certificated Personnel Salaries	\$3,000/Staff Development	\$6,000/Staff Development	\$9,000
2000-2999 Classified Personnel Salaries	\$0	\$0	\$0
3000-3999 Employee Benefits	\$0	\$1,500	\$1,500
4000-4999 Books and Supplies	\$0	\$2,000	\$2,000
5000-5999 Services and Other Operating Expenditures	\$0	\$5,000	\$5,000
Indirect Costs at an Established Rate (excluding the 6000-6999 category)	\$0	\$0	\$0
6000-6999 Capital Outlay	\$0	\$8,000	\$8,000
<b>Total Funds</b>	\$3,000	\$22,500	\$25,500

School Year 2008-2009

Major Object of Expenditure	Specific Grant Funds (Add multiple columns if receiving multiple grants) (a)	School District General Fund (b)	Total Funds by Object of Expenditure (a)+(b)
1000-1999 Certificated Personnel Salaries	\$3,000/Staff Development	\$6,000/Staff Development	\$9,000
2000-2999 Classified Personnel Salaries	\$0	\$0	\$0
3000-3999 Employee Benefits	\$0	\$1,500	\$1,500
4000-4999 Books and Supplies	\$0	\$2,000	\$2,000
5000-5999 Services and Other Operating Expenditures	\$0	\$5,000	\$5,000
Indirect Costs at an Established Rate (excluding the 6000-6999 category)	\$0	\$0	\$0
6000-6999 Capital Outlay	\$0	\$8,000	\$8,000
<b>Total Funds</b>	<b>\$3,000</b>	<b>\$22,500</b>	<b>\$25,500</b>

**School Year 2009-2010**

<b>Major Object of Expenditure</b>	<b>Specific Grant Funds (Add multiple columns if receiving multiple grants) (a)</b>	<b>School District General Fund (b)</b>	<b>Total Funds by Object of Expenditure (a)+(b)</b>
1000-1999 Certificated Personnel Salaries	\$3,000/Staff Development	\$6,000/Staff Development	\$9,000
2000-2999 Classified Personnel Salaries	\$0	\$0	\$0
3000-3999 Employee Benefits	\$0	\$1,500	\$1,500
4000-4999 Books and Supplies	\$0	\$2,000	\$2,000
5000-5999 Services and Other Operating Expenditures	\$0	\$5,000	\$5,000
Indirect Costs at an Established Rate (excluding the 6000-6999 category)	\$0	\$0	\$0
6000-6999 Capital Outlay	\$0	\$8,000	\$8,000
<b>Total Funds</b>	<b>\$3,000</b>	<b>\$22,500</b>	<b>\$25,500</b>

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

During school hours technical support is provided by Technology Consultant on staff. Outside school hours technical support will be provided by Administrator who will decide whether the Technology Consultant needs to be notified. The Technology Consultant covers the district needs, due to the size of the school district. Should additional funding become available for technology, additional technical support will be added. If the district's number of computers exceeds one hundred the district will additional technical support.

**7.d. Description of the district's replacement policy for obsolete equipment.**

The district has set the lifespan of a computer at 5 years. After five years, the computer can still be circulated if it is useful. Computers broken beyond cost-effective repair or are functionally unwanted will be discarded through the use of the district policy, released at a district auction. The district will fund replacement hardware with sources such as general district funds, school improvement program, Title I, Title VI and Teacher Quality and Innovative Strategy funds.

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

See Appendix D for the Management Chart.

The Administrator provides the overall management, evaluation, and coordination of the plan. The administrator also coordinates the technical support, staff development, ongoing partnership involvement and the collection of relevant staff and student data. The Technology Consultant is responsible for the procurement of equipment and maintenance.

The Technology Committee uses collected data to monitor and evaluate progress toward benchmarks and the timeline and to plan and make modification. Teachers are responsible for collecting data regarding student's academic achievement.

## **8. Monitoring and Evaluation**

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

The three goals which pertain to all students are a school wide increase of 10 Percentile in STAR tests scores for reading, an average increase of one level in the CTAP<sup>2</sup> technology assessment tool for our instructional staff, and an increase of 10% in our site achievement of state standards in reading, as measured in our Standards Based Report Card.

The Terra Bella Union Elementary School District Technology Committee as needing to be considered by the school board has identified the following areas.

1. An estimate of annual technology funds planned to support technology.
2. The Terra Bella Union Elementary School District Technology Plan, currently in draft form, be finalized and adopted by the district to ensure technology resources will meet established requirements.
3. The Technology Acceptable Use Policy be updated regularly to ensure safe use of technology. The policy should include appropriate language to protect the security and privacy of individuals.

The ongoing integration of technology into Terra Bella Union Elementary School District will require the District to continue to support upgrading curriculum with respect to technology.

### **Principal/Superintendent /Technology Coordinator**

1. Provide positive leadership sharing the vision of the TUP plan on a regular basis
2. Provide Budget data to accomplish goals.
3. Access all available grants, which support goals.
4. Develop the yearly calendar to accommodate all meetings, in-services, and trainings needed to accomplish the goals as set by the district technology committee.
5. Present findings, goals, and documents to the school board for approval as presented by the district technology committee.

### **District Technology Coordinator Responsibilities**

1. Development and maintenance of School Technology infrastructure.
2. Develop and maintain procedures for the operational support of technology.
3. Support the curriculum in the instructional and administrative use in technology.
4. Encourage and assist in the development of the Technology Use Plan.
5. Research emerging technologies for future expansion and implementation.
6. Recommend the purchasing of technologies to meet the district's technology plan.

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

See Timeline in Appendix C.

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

The technology committee will meet twice a year to monitor and evaluate our progress toward meeting our goals. At these meetings the committee will monitor data collection, frequency of collection, and program modifications in these goals. The committee will relay their findings to the site administrator who will make recommendations to the technology committee and teachers. Each year the technology committee along with the site administrator will meet, on our campus, with our partners (stakeholders) to report our progress in trying to meet our outlined goals.

## **9. Effective Collaborative Strategies with Adult Literacy Providers to Maximize the Use of Technology**

### **9.a. Description of how the program will be developed in collaboration with identified adult literacy providers.**

Our School District is located in a remote, rural area. At present, there are no providers of adult literacy programs in our district. If such programs become available, we will establish communication with the providers and explore possibilities for collaborative strategies to maximize the use of technology.

## 10 .Effective, Researched–Based Methods and Strategies

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

**CEO Forum. (2001, June).** The CEO Forum school technology and readiness report: Key building blocks for student achievement in the 21st century.  
<http://www.ceoforum.org/downloads/report4.pdf>

This report concludes that effective uses of technology to enhance student achievement are based on four elements:

1. alignment to curricular standards and objectives
2. assessment that accurately and completely reflects the full range of academic and performance skills
3. holding schools and districts accountable for continuous evaluation and improvement strategies
4. an equity of access across geographic, cultural, and socio-economic boundaries.

**District specific analysis of how the research will be used:** Consistent with this research, our school district will carefully analyze learning resources and lessons both for alignment with California content standards and for the ability to measure growth/achievement on those standards in a variety of ways. Our curricular goals in the Plan directly address California content standards in Language Arts, a curricular focus for our district. Through the ongoing data collection and analysis stated in our goal implementation plans and our timeline, our district will continuously monitor its attainment of the goals and objectives in the Technology Use Plan. Results will be reported annually to the superintendent, the school board, and the public. Throughout the plan, attention is paid to providing appropriate and equitable access to all students in our community, including students in special populations.

**Becker, J.H., and Riel, M.M. (2000).** Teacher professional engagement and constructivist-compatible computer use, Center for Research on Information Technology and Organizations. Retrieved September 23, 2002, online [http://www.crito.uci.edu/tlc/findings/report\\_7/startpage.html](http://www.crito.uci.edu/tlc/findings/report_7/startpage.html)

This report describes a number of aspects of the professional engagement of American teachers. It also examines relationships between professional engagement and teaching practice, including instruction involving computer use. We defined professional engagement as a teacher taking effort to affect the teaching that occurs in classrooms other than his or her own. We measured professional engagement by (1) the frequency that a teacher had informal substantive communications with other teachers at their school, (2) the frequency and breadth of professional interactions with teachers at *other* schools, and (3) the breadth of involvement in specific peer leadership activities-mentoring, workshop and conference presentations, and teaching courses and writing in publications for educators.

**District specific analysis of how the research will be used:** As indicated in our Technology Use Plan, we value ongoing professional development. The Plan is consistent with the research in the following ways: (1) Teachers collaborate with various staff to produce and practice technology integrated technology activities. (2) Teachers are provided with the opportunity to attend workshops and conferences that cover basic-to-advance use of technology, as funds are available; (3) Our technology savvy teachers are involved in leadership activities such as coaching, facilitating, and modeling the effective use of instructional technology.

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

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

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

**District specific analysis of how the research will be used:** Technology is used and will continue to be used and further developed to implement a variety of the identified instructional strategies to support student achievement in literacy and content areas. Some examples follow.

Software will be used to create nonlinguistic representations such as graphic organizers and scaffolding for supporting understanding of key concepts and vocabulary. A general office suite and mind-mapping software can be used to generate such tools. Presentation software will be used to organize and introduce units of study, accompanied by printed handouts to assist students in note taking and identifying main ideas and summarizing critical information.

Activities for homework and practice will be enhanced and extended by using the Internet and other electronic resources.

**Sandholtz, J. H., Ringstaff, C., & Dwyer, D. C. (1997).** Teaching with Technology: Creating student-centered classrooms. New York: Teachers College Press.

“And in the ACOT study, student engagement remained highest when technology use was integrated into the larger curricular framework, rather than being an “add-on” to an already full curriculum.”

**District specific analysis of how the research will be used:** The goal for our district is to integrate technology into the curriculum. Our curriculum and staff development goals in the plan reflect this commitment. The implementation plans and activities in the timeline will lead teachers to make the use of educational technology part of their daily practice rather than something extra or technology for its own sake.

**10.c. Description of development and utilization of innovative strategies for using technology to deliver rigorous academic courses and curricula, including distance-learning technologies (particularly in areas that would not otherwise have access to such courses or curricula due to geographical distances or insufficient resources).**

Our school district serves a K-8 student population. Most distance learning courses are aimed at high school or higher education students. However, our district will use other online resources to enhance and extend the basic curriculum and course offerings. Even though we are a remote, rural district, we will take advantage of information technology to bring heretofore-unavailable educational resources to our district. For example, we will draw upon the resources of SCORE (Schools of California Resources for Education) for additional lessons linked to State content standards and CLRN (California Learning Resource Network) for supplemental electronic learning resources. Internet-based learning activities such as WebQuests will be integrated into the curriculum to include cooperative learning and lead students to higher level thinking skills.

Our staff development program will take advantage of our County Office of Education and CTAP Region VII resources for technology training in curriculum integration. We will also explore additional opportunities in staff development such as those offered by SBC Pacific Bell Education Advocates. As our staff successfully implements this plan and grows in its ability to use instructional technology, students will continue to receive the best possible education through our staff's increased ability to integrate technology and differentiate instruction.

In our model, integrated technology can offer all students, whether they be developmentally delayed or gifted, English Language Learner or physically challenged, as well as those at the 50<sup>th</sup> percentile, a challenging, specialized and exciting school experience.

# Appendix A: Acceptable Use Policy

Every student is given an Acceptable Use Policy agreement when the school year begins or when they enroll in Terra Bella. They are instructed in what this document means. Students must have a parent signature, and when it is returned it is put on file in the school office for safekeeping. As part of our commitment to the CIPA (Children's Internet Protection Act) we have installed Microsoft proxy and are using the CyberPatrol plugin for Internet filtering.

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## Terra Bella Union Elementary Acceptable Use Policy

Name (please print)

Student ID Number

### Introduction

On the school network and on the Internet, you may participate in a variety of activities that support learning. With access to other networks and people around the world, you might have access to information that may not be appropriate. The Terra Bella Union Elementary has taken measures to prevent access to inappropriate information. However, we cannot control all the information available on the Internet. The district is not responsible for other people's actions or the quality or content of information available through this service. We trust our students to know what is appropriate and inappropriate.

The following guidelines are intended to help you use the network appropriately. If you do not follow our use policies listed here, your privilege of using the network will be withdrawn. On the first offense, you will lose your Internet privileges for the current semester and the following one. On the second offense, you will lose Internet privileges permanently.

### User Agreement

The use of school and district networks must be in support of education, research, and the educational goals and objectives of the Terra Bella Union Elementary. You are personally responsible for this provision at all times when using building and district networks.

- The use of another organization's networks or computing resources must comply with rules appropriate to that network;
- Transmission of any material in violation of any United States statutes is prohibited. This includes, but is not limited to, copyrighted material, threatening or obscene material, or material protected by trade secret.

Be familiar with these rules and how to use the Internet before getting on-line. If you have any questions about these rules, please ask your teacher so you can understand. Be aware that inappropriate use of electronic information resources can be a violation of school rules, local, state, and federal laws and that you can be prosecuted for violating those laws.

**Network Etiquette and Privacy**

You are expected to abide by the generally accepted rules of network etiquette. These rules include, but are not limited to:

- BE POLITE: Never send, or encourage others to send, abusive messages.
- USE APPROPRIATE LANGUAGE: You are a representative of your school and your district on a public system. Never swear, use vulgarities, or any other inappropriate language.
- PRIVACY: Do not reveal your home address, phone number, name or addresses of family members, or the addresses of phone numbers of other students or colleagues.
- DISRUPTIONS: Do not use the network in any way that would disrupt the use of the network by others.
- REPRESENTATION: Do not send anonymous messages or represent a message to have been written by another. All correspondence should be clearly identified as to its originator.

**Security**

If you identify a security problem in the building or district networks, notify the system administrator at once. Never demonstrate the problem to others. Never use another individual's account. Never tell anyone else your password. Any user identified as a security risk will be denied access to the network and may be liable for disciplinary action or prosecution.

**Vandalism**

Vandalism is defined as any malicious attempt to physically deface, disable, or destroy computers, peripherals, or other network hardware or to harm or destroy data of another user or any agencies or networks that are connected to the system. This includes, but is not limited to, the creation or transmission of computer viruses. Any vandalism will result in loss of network privileges, disciplinary action, or possible legal referral.

**Permission**

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

\_\_\_\_\_  
Date

\_\_\_\_\_  
Parent/Guardian Signature

\_\_\_\_\_  
Date

## Appendix B: Scope and Sequence

Scope and Sequence for Standards Based Technology use in the curriculum. The scope and sequence is based upon the National Educational Technology Standards.

<b>Students will:</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>
Learn basic computer operation	B	B	P	P	M	M	M	M	M
Learn basic computer terms	B	B	P	P	M	M	M	M	M
Learn basic keyboarding			B	B	P	P	M	M	M
Learn basic word processor use			B	B	P	P	M	M	M
Learn to use software to display standards appropriate material					B	B	P	P	M
Learn to use internet search engines to find data				B	B	P	P	M	M
Learn to use spreadsheets to perform calculations					B	B	P	P	M
Learn to use spreadsheets to create graphs and charts					B	B	P	P	M
Learn to use electronic tools to spell check, grammar check, and compose standards based reports.				B	B	P	P	M	M
Learn to use software designed to aid in appropriate skills building (ex. Learning 100, Accelerated Math, etc.)				B	B	P	P	M	M

**Legend:**  
**B - Basic**  
**P - Proficient**  
**M- Mastery**

Teachers at Terra Bella Union Elementary School District will develop and present lessons with the usage of technology within in the curriculum that support learning according to the following guidelines:

Information Literacy

*Guidelines for Kindergarten through Grade 8*

### Essential Components of Information Literacy

- ♦ Identify a Need or Problem
- ♦ Seek Applicable Resources
- ♦ Gathers Information
- ♦ Analyzes Information
- ♦ Interprets & Synthesizes Information
- ♦ Presents Information
- ♦ Evaluates the Process and Product

### Identify a Need or Problem

1. Be inquisitive about a wide range of topics, issues, problems
2. Recognize the need for accurate and complete information
3. Brainstorm to focus topic and formulate research questions

**Seek Applicable Resources**

1. Identify potential sources of information
2. Utilize effective search strategies
3. Access information within resources
4. Evaluate sources for appropriateness

**Gathers Information**

1. Read, view, and hear a wide variety of appropriate material
2. Build background knowledge in the topic
3. Begin building in-depth knowledge in certain aspects of the topic

**Analyzes Information**

1. Skim and scan for key words and major ideas
2. Determine accuracy, relevance and reliability of information
3. Differentiate between fact and opinion
4. Identify propaganda, point of view
5. Recognize comprehensiveness
6. Recognize the interrelationships among concepts

**Interprets & Synthesizes Information**

1. Create logical format for note taking
2. Summarize and paraphrase information
3. Draw conclusions based on collected information
4. Create new information to replace inaccurate information as needed
5. Logically organize and sequence information
6. Apply information into critical thinking and problem solving to complete a task

**Communicates Information**

1. Select a presentation format appropriate for the audience and purpose
2. Document sources using an appropriate format

**Evaluates Process and Product**

1. On-going evaluation revising, improving, updating process and product
2. Determine how well the project met the defined need or resolved problem
3. Determine skills or knowledge gained

## Appendix C: Timeline 2005-2010

	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
<b>Training &amp; Integration</b>												
Email Training		X						X				
Accelerated Reader				X						X		
Accelerated Math				X						X		
Internet Training (Faculty)			X						X			
Internet Training (Students)			X						X			
Curriculum Projects					X						X	
Tech/Information Literacy Skills					X		X				X	
Electronic Gradebook		X										
<b>Monitoring/Evaluation</b>												
Collect student tech skills data						X						X
Collect faculty tech proficiency data						X						X
Collect technology-curriculum data						X						X
District Technology Team				X					X			
Board of Education Report								X				
Infrastructure/Hardware	X						X					
Technology Repair Log					X			X			X	
Web Access Log	X				X				X			
School Newsletter	X		X			X			X			X
Staff Development Log						X						X
Purchasing Log						X						X

## Appendix D: Management Chart

Management Chart		
Individual(s) Responsible (Person(s) or Job Title(s))	Responsibilities (Samples)	Time Estimate (Hours per month of no. of full- time staff)
Technology Committee and Administrator	Provide overall management and coordination.	2
Administrator	Manage and coordinate funding and budget.	.5
Administrator	Manage and coordinate staff development.	1
Administrator and Technology Consultant	Manage and coordinate hardware acquisition and installation.	5
Technology Consultant	Manage and coordinate technical support.	1
Administrator	Coordinate ongoing partner involvement.	1
Administrator, Technology Committee, and Teachers	Collect data regarding students' computer skills.	.3
Teachers	Collect data regarding student's academic achievement.	.3
Administrator and Technology Committee	Collect staff development data on technology proficiencies.	.2
Administrator and Technology Committee	Collect data regarding staff development focused on student computer knowledge and skills.	.3
Administrator and Technology Committee	Collect data regarding staff development focused on integration of technology into the curriculum to improve academic achievement.	.3
Administrator and Technology Committee	Use collected data to monitor and evaluate progress toward benchmarks and the timeline and to plan and make modifications.	.3

## Appendix E – Criteria for EETT-Funded Education Technology Plans

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

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

3. CURRICULUM COMPONENT CRITERIA Corresponding EETT Requirement(s): 1, 2, 3, 8, 10, & 12 (Appendix F)	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
a. Description of teachers' and students' current access to technology tools both during the school day and outside of school hours.	9-21 & 27	The plan describes the technology access available in the classrooms, library/media centers, or labs for all students and teachers.	The plan explains technology access in terms of a student-to-computer ratio, but does not explain where access is available, who has access, and when various students and teachers can use the technology.
b. Description of the district's current use of hardware and software to support teaching and learning.	9-21 & 27	The plan describes the typical frequency and type of use (technology skills/information literacy/integrated into the curriculum).	The plan cites district policy regarding use of technology, but provides no information about its actual use.
c. Summary of the district's curricular goals and academic content standards in various district and site comprehensive planning documents.	9 -21	The plan references other district documents that guide the curriculum and/or establish goals and standards.	The plan does not reference district curriculum goals.
d. List of clear goals and a specific implementation plan for using technology to improve teaching and learning by supporting the district curricular goals and academic content standards.	9-21	The plan delineates clear, specific, and realistic goals and target groups for using technology to support the district's curriculum goals and academic content standards to improve learning. The implementation plan clearly supports accomplishing the goals.	The plan suggests how technology will be used, but is not specific enough to know what action needs to be taken to accomplish the goals.

e.	List of clear goals and a specific implementation plan detailing how and when students will acquire technology and information literacy skills needed to succeed in the classroom and the workplace.	9-21	For the focus areas, the plan delineates clear, specific and realistic goals for using technology to help students acquire technology and information literacy skills. The implementation plan clearly supports accomplishing the goals.	The plan suggests how technology will be used, but is not specific enough to determine what action needs to be taken to accomplish the goals.
f.	List of clear goals and a specific implementation plan for programs and methods of utilizing technology that ensure appropriate access to all students.	9-21	For the focus areas, the plan delineates clear, specific and realistic goals for using technology to support the progress of all students. The implementation plan clearly supports accomplishing the goals.	The plan suggests how technology will be used, but is not specific enough to know what action needs to be taken to accomplish the goals.
g.	List of clear goals and a specific implementation plan to utilize technology to make student record keeping and assessment more efficient and supportive of teachers' efforts to meet individual student academic needs.	9-21	The plan delineates clear, specific and realistic goals for using technology to support the district's student record-keeping and assessment efforts. The implementation plan clearly supports accomplishing the goals.	The plan suggests how technology will be used, but is not specific enough to know what action needs to be taken to accomplish the goals.
h.	List of clear goals and a specific implementation plan to utilize technology to make teachers and administrators more accessible to parents.	9-21	The plan delineates clear, specific and realistic goals for using technology to facilitate improved two-way communication between home and school. The implementation plan clearly supports accomplishing the goals.	The plan suggests how technology will be used, but is not specific enough to know what action needs to be taken to accomplish the goals.

i.	List of benchmarks and a timeline for implementing planned strategies and activities.	50	The benchmarks and timeline are specific and realistic. Teachers, administrators and students implementing the plan can easily discern what steps will be taken, by whom, and when.	The benchmarks and timeline are either absent or so vague that it would be difficult to determine what should occur at any particular time.
j.	Description of the process that will be used to monitor whether the strategies and methodologies utilizing technology are being implemented according to the benchmarks and timeline.	9-21	The monitoring process is described in sufficient detail so that who is responsible, and what is expected is clear.	The monitoring process is either absent, or lacks detail regarding who is responsible and what is expected.
<b>4.</b>	<b>PROFESSIONAL DEVELOPMENT COMPONENT CRITERIA</b> Corresponding EETT Requirement(s): 5 & 12 (Appendix F)	<b>Page in District Plan</b>	<b>Example of Adequately Addressed</b>	<b>Example of Not Adequately Addressed</b>
a.	Summary of the teachers' and administrators' current technology skills and needs for professional development.	24-25	The plan provides a clear summary of the teachers' and administrators' current technology skills and needs for professional development. The findings are summarized in the plan by discrete skills to facilitate providing professional development that meets the identified needs and plan goals.	Description of current level of staff expertise is too general or relates only to a limited segment of the district's teachers and administrators in the focus areas or does not relate to the focus areas, i.e., only the fourth grade teachers when grades four to eight are the focus grade levels.

<p>b. List of clear goals and a specific implementation plan for providing professional development opportunities based on the needs assessment and the Curriculum Component goals, benchmarks, and timeline.</p>	<p>24-25</p>	<p>The plan delineates clear, specific and realistic goals for providing teachers and administrators with sustained, ongoing professional development necessary to implement the Curriculum Component of the plan. The implementation plan clearly supports accomplishing the goals.</p>	<p>The plan speaks only generally of professional development and is not specific enough to ensure that teachers and administrators will have the necessary training to implement the Curriculum Component.</p>
<p>c. List of benchmarks and a timeline for implementing planned strategies and activities.</p>	<p>24-25</p>	<p>The benchmarks and timeline are specific and realistic. Teachers and administrators implementing the plan can easily discern what steps will be taken, by whom, and when.</p>	<p>The benchmarks and timeline are either absent or so vague that it would be difficult to determine what steps will be taken, by whom, and when.</p>
<p>d. Description of the process that will be used to monitor whether the professional development goals are being met and whether the planned professional development activities are being implemented in accordance with the benchmarks and timeline.</p>	<p>24-25</p>	<p>The monitoring process is described in sufficient detail so that who is responsible and what is expected is clear.</p>	<p>The monitoring process is either absent, or lacks detail regarding who is responsible and what is expected.</p>

<b>5. INFRASTRUCTURE, HARDWARE, TECHNICAL SUPPORT, AND SOFTWARE COMPONENT CRITERIA</b> Corresponding EETT Requirement(s): 6 & 12 (Appendix F)	<b>Page in District Plan</b>	<b>Example of Adequately Addressed</b>	<b>Example of Not Adequately Addressed</b>
a. Describe the technology hardware, electronic learning resources, networking and telecommunications infrastructure, physical plant modifications, and technical support needed by the district's teachers, students, and administrators to support the activities in the Curriculum and Professional Development Components of the plan.	<b>27-33</b>	The plan clearly summarizes the technology hardware, electronic learning resources, networking and telecommunications infrastructure, physical plant modifications, and technical support proposed to support the implementation of the district's Curriculum and Professional Development Components. The plan also includes the list of items to be acquired, which may be included as an appendix.	The plan includes a description or list of hardware, infrastructure and other technology necessary to implement the plan, but there doesn't seem to be any real relationship between the activities in the Curriculum and Professional Development Components and the listed equipment. Future technical support needs have not been addressed or do not relate to the needs of the Curriculum and Professional Development Components.

b.	Describe the existing hardware, Internet access, electronic learning resources, and technical support already in the district that could be used to support the Curriculum and Professional Development Components of the plan.	27-33	The plan clearly summarizes the existing technology hardware, electronic learning resources, networking and telecommunication infrastructure, and technical support to support the implementation of the Curriculum and Professional Development Components. The current level of technical support is clearly explained.	The inventory of equipment is so general that it is difficult to determine what must be acquired to implement the Curriculum and Professional Development Components. The summary of current technical support is missing or lacks sufficient detail.
c.	List of clear benchmarks and a timeline for obtaining the hardware, infrastructure, learning resources and technical support required to support the other plan components.	27-33	The benchmarks and timeline are specific and realistic. Teachers and administrators implementing the plan can easily discern what needs to be acquired or repurposed, by whom, and when.	The benchmarks and timeline are either absent or so vague that it would be difficult to determine what needs to be acquired or repurposed, by whom, and when.
d.	Description of the process that will be used to monitor whether the goals and benchmarks are being reached within the specified time frame.	33	The monitoring process is described in sufficient detail so that who is responsible and what is expected is clear.	The monitoring process is either absent, or lacks detail regarding who is responsible and what is expected.
<b>6.</b>	<b>FUNDING AND BUDGET COMPONENT CRITERIA</b> Corresponding EETT Requirement(s): 7 & 13, (Appendix F)	<b>Page in District Plan</b>	<b>Example of Adequately Addressed</b>	<b>Example of Not Adequately Addressed</b>
a.	List of established and potential funding sources and cost savings, present and future.	34-40	The plan clearly describes resources* that are available or could be obtained to implement the plan. The process for identifying future funding sources is described.	Resources to implement the plan are not identified or are so general as to be useless.

b. Estimate implementation costs for the term of the plan (three to five years).	34-40	Cost estimates are reasonable and address the total cost of ownership.	Cost estimates are unrealistic, lacking, or are not sufficiently detailed to determine if the total cost of ownership is addressed.
c. Description of the level of ongoing technical support the district will provide.	40	The plan describes the level of technical support that will be provided for implementation given current resources and describes goals for additional technical support should new resources become available. The level of technical support is based on some logical unit of measure.	The description of the ongoing level of technical support is either vague or not included, is so inadequate that successful implementation of the plan is unlikely, or is so unrealistic as to raise questions of the viability of sustaining that level of support.
d. Description of the district's replacement policy for obsolete equipment.	40	Plan recognizes that equipment will need to be replaced and outlines a realistic replacement plan that will support the Curriculum and Professional Development Components.	Replacement policy is either missing or vague. It is not clear that the replacement policy could be implemented.
e. Description of the feedback loop used to monitor progress and update funding and budget decisions.	40	The monitoring process is described in sufficient detail so that who is responsible, and what is expected is clear.	The monitoring process is either absent, or lacks detail regarding who is responsible and what is expected.
* In this document, the term "resources" means funding, in-kind services, donations, or other items of value.			

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

<b>8. EFFECTIVE COLLABORATIVE STRATEGIES WITH ADULT LITERACY PROVIDERS TO MAXIMIZE THE USE OF TECHNOLOGY CRITERION</b> Corresponding EETT Requirement(s): 11 (Appendix F)	<b>Page in District Plan</b>	<b>Example of Adequately Addressed</b>	<b>Example of Not Adequately Addressed</b>
a. If the district has identified adult literacy providers, there is a description of how the program will be developed in collaboration with those providers.	<b>42</b>	The plan explains how the program will be developed in collaboration with adult literacy providers. Planning included or will include consideration of collaborative strategies and other funding resources to maximize the use of technology. If no adult literacy providers are indicated, the plan describes the process used to identify adult literacy providers.	There is no evidence that the plan has been, or will be developed in collaboration with adult literacy service providers, to maximize the use of technology.
<b>9. EFFECTIVE, RESEARCHED-BASED METHODS, STRATEGIES, AND CRITERIA</b> Corresponding EETT Requirement(s): 4 & 9 (Appendix F)	<b>Page in District Plan</b>	<b>Example of Adequately Addressed</b>	<b>Not Adequately Addressed</b>
a. Description of how education technology strategies and proven methods for student learning, teaching, and technology management are based on relevant research and effective practices.	<b>43-45</b>	The plan describes the relevant research behind the plan's design for strategies and/or methods selected.	The description of the research behind the plan's design for strategies and/or methods selected is unclear or missing.

b. Description of thorough and thoughtful examination of externally or locally developed education technology models and strategies.	43-45	The plan describes references to research literature that supports why or how the model improves student achievement.	No research is cited.
c. Description of development and utilization of innovative strategies for using technology to deliver rigorous academic courses and curricula, including distance-learning technologies (particularly in areas that would not otherwise have access to such courses or curricula due to geographical distances or insufficient resources).	43-45	The plan describes the process for development and utilization of strategies to use technology to deliver specialized or rigorous academic courses and curricula, including distance learning.	There is no plan to utilize technology to extend or supplement the district's curriculum offerings

# Appendix I – Education Technology Plan Benchmark Review

California Department of Education  
 Enhancing Education Through Technology (EETT)  
 Education Technology Plan Benchmark Review  
 EETT-F02BR (rev. 09/04)

EETT-F02BR

## Education Technology Plan Benchmark Review

For the grant period ending June 30, 2005

<b>IDENTIFYING INFORMATION:</b>
<b>CDS # 54 72199</b>
<b>Applicant Name: Terra Bella Union Elementary</b>
<p>The <i>No Child Left Behind Act</i> requires each Enhancing Education Through Technology (EETT) grant recipient to measure the performance of their educational technology implementation plan. To adhere to these requirements, describe the progress towards the goals and benchmarks in your education technology plan as specified below. The information provided will enable the technology plan reviewer better to evaluate the revised technology plan and will serve as a basis should the district be selected for a random EETT review. Include this signed document with your revised education technology plan submitted to your regional California Technology Assistance Project (CTAP) office.</p>
<p>1. Describe your district’s progress in meeting the goals and specific implementation plan for using technology to improve teaching and learning as described in Section 3.d., Curriculum Component Criteria, of the EETT technology plan criteria described in Appendix C. (1-3 paragraphs)</p>
<p>At Terra Bella Union Elementary School District we are currently using various computer driven curricula to support reading, language arts, mathematics, and science. Currently, language arts is supported through Read Naturally, Accelerated Reader, Star Reading, Typing Tutorials, and research based software. Mathematics is supported through Accelerated Math, Math Blaster, and gaming software embedded with reward moduals. Also, students in grades 3-8 are developing skills in research and presentation through access to the Internet and presentation software such as PowerPoint, Corel Presentation, and Open Office Presentation.</p>
<p>2. Describe your district’s progress in meeting the goals and specific implementation plan for providing professional development opportunities based on the needs assessment and the Curriculum Component goals, benchmarks and timeline as described in Section 4.b., Professional Development Component Criteria, of the EETT technology plan criteria described in Appendix C. (1-3 paragraphs)</p>

Terra Bella Union Elementary School has aggressively trained teachers to move them from beginning computer skills to intermediate computer skills. The majority of our teachers and classified staff have competent keyboard, data input, and basic spreadsheet skills. All staff are able to navigate the Internet and use email including the attachment of files.

Teaching staff have been trained in appropriate use of instructional materials that translate to greater computer competence on the part of our students. Students are developing basic and advance keyboarding skills with instruction beginning in the 3<sup>rd</sup> grade and escalating through 8<sup>th</sup> grade. Teachers have developed basic skills in the implementation of presentation modules. They have been successful in transferring these basic skills to students and thereby improving language instruction.

Currently teachers are at a basic level of utilization of student data record keeping and assessment of student skills. It is hoped that in the next cycle, Teachers will learn to use student data to effectively diagnose needs and develop appropriate instructional materials and techniques.

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

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

Frank H. Betry

PRINTED NAME OF AUTHORIZED REPRESENTATIVE

District Superintendent

TITLE OF AUTHORIZED REPRESENTATIVE

\_\_\_\_\_  
SIGNATURE

DATE

**d. Date Added:** \_\_\_\_\_

**Selected For Random Review:** \_\_\_\_\_

**Comments:**