

Hope School District

Educational Technology Plan

E-Rate Plan

July 1, 2005 – June 30, 2008

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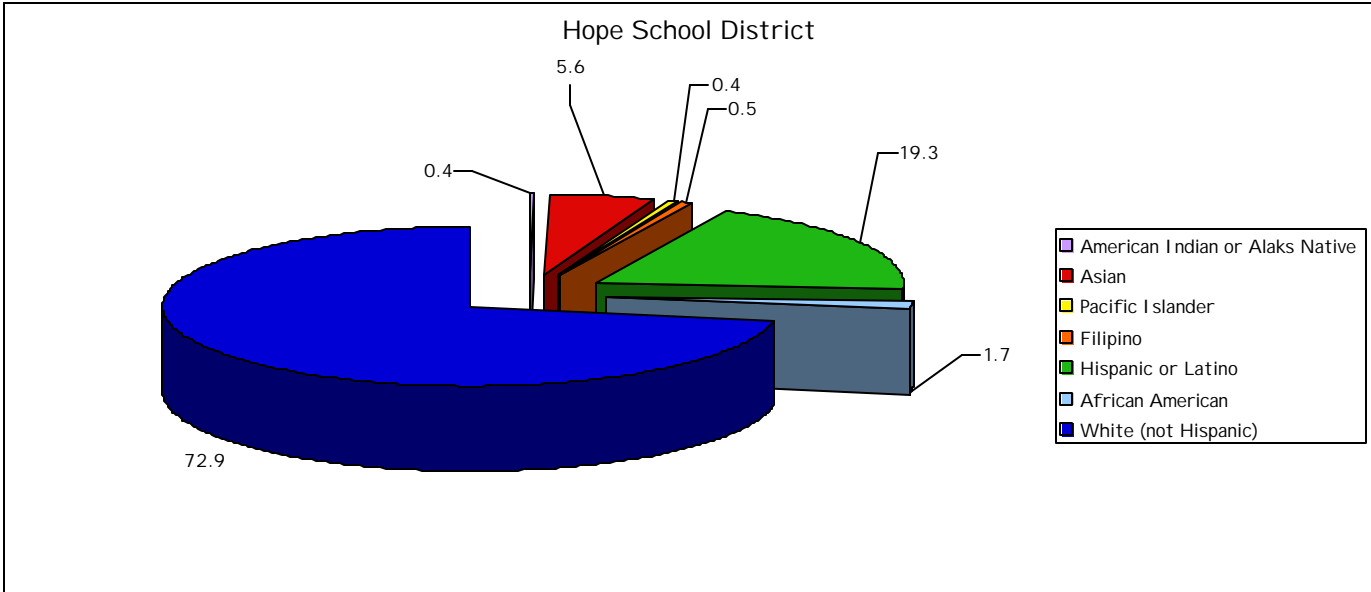
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District Profile

The Hope School District is located in Santa Barbara, California and is comprised of three K-6 elementary schools, Hope School, Monte Vista School, and Vieja Valley School. Hope School has an enrollment of 464 students, Monte Vista has 512 students and Vieja Valley has 451 students. The district enrollment is currently 1,427 students. There is a broad range of ethnicity that has remained stable for many years but is now beginning to change as the Latino minority increases. Additionally we have a variety of socio-economic levels.

Ethnicity:	American Indian or Alaska Native	0.4%
	Asian	5.6%
	Pacific Islander	0.4%
	Filipino	0.5%
	Hispanic or Latino	19.3%
	African American	1.7%
	White (Non Hispanic)	72.9%

Socio-economic: Free/Reduced 174 students 12%

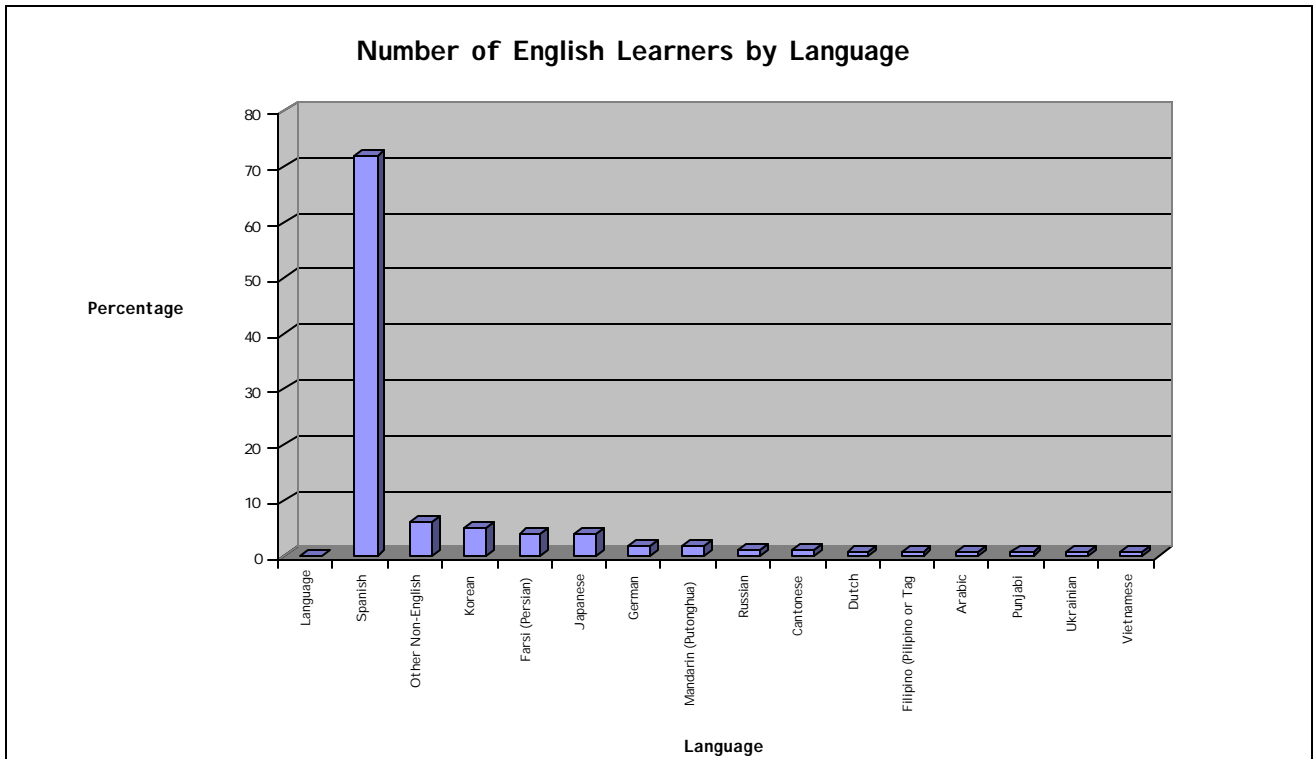


Limited-English Speaking:
(15 different languages represented)

179 Students

13%

Language	% of Total
Spanish	72.1
Other Non-English	6.1
Korean	5
Farsi (Persian)	3.9
Japanese	3.9
German	1.7
Mandarin (Putonghua)	1.7
Russian	1.1
Cantonese	1.1
Dutch	0.6
Filipino (Pilipino or Tag)	0.6
Arabic	0.6
Punjabi	0.6
Ukrainian	0.6
Vietnamese	0.6



District Mission Statement

The mission of the Hope Elementary School District is to develop in children the knowledge, skills, and attitudes necessary to be productive, contributing individuals in a changing society. We believe

- *Our children are our most precious resources.*
- *The primary focus of schools is to educate students.*
- *Education should instill a lifelong love of learning.*

This plan defines specific goals for utilizing technology to assist student learning. In the classroom it should provide tools that enable the learning process.

Integral to our plan is a sequence of actions to implement the plan over three years. Funding will come from a variety of sources including the community, state special funds, grants, Hope School District Educational Foundation and school district support. The plan implementation and allocation of funds will involve both district and site-based decisions

District Technology Vision

Hope School District believes that technology should be used to help meet academic content standards in language arts and math.

According to the International Society for Technology in Education (ISTE),¹

Our Educational System Must Produce Technology Capable Kids

“To live, learn, and work successfully in an increasingly complex and information-rich society, students must be able to use technology effectively. Within an effective educational setting, technology can enable students to become:

- Capable information technology users
- Information seekers, analyzers, and evaluators
- Problem solvers and decision makers
- Creative and effective users of productivity tools
- Communicators, collaborators, publishers, and producers
- Informed, responsible, and contributing citizens “

<http://cnets.iste.org/index2.html>¹
Hope School District

Duration of the Plan

The duration of our Educational Technology Plan is for three years, beginning June 30, 2005 and ending June 30, 2008.

District Stakeholders

The District Technology Committee convened in the fall of 2004 with the goal of defining an educational technology plan for the Hope School District. Members of the committee came from many interested groups within the district, including the administration, staff, and parents of the district.

The committee held 6 meetings. The District Educational Technology Committee provided expertise and a wide range of perspective. They began to plan the integration of educational technology into effective teaching and learning in the district. In the initial meetings, the committee gathered and exchanged information. In subsequent meetings, the committee developed this document, which defines a 3-year educational technology plan for the district.

The membership of our committee is listed alphabetically below:

Tairy Carter	Teacher, representing Vieja Valley School
Gerrie Fausett	Superintendent, Hope School District
Tom Gilmore	Computer Specialist, Monte Vista School
Rudy Gruber	Computer Specialist, Hope School
Barbara LaCorte	Principal, Vieja Valley School
Patrick Plamondon	Principal, Hope School
Gary Rosenfeld	Parent, Monte Vista School
Beth Russell	Teacher, representing Monte Vista School
Jim Schweizer	Parent, Hope School
Janis Spracher	Teacher, representing Hope School
Judy Stettler	Principal, Monte Vista School
Greg Stevens	Computer Specialist, Vieja Valley School
Carl Still	Parent, Vieja Valley School
Julie Wood	Business Manager, Hope School District

3a. Description of Access (Teachers and Students)

Description of teachers' and students' current access to technology tools during the school day and outside of school

Teachers/Staff

With the combination of adequate computers available in the classroom, high-speed internet access, the ability for instant parent communication through email and classroom web pages, and solid language arts and mathematics programs written by commercial publishers; teachers and students have an opportunity as never before to expand understanding of information needed to master state and district standards.

Teachers and staff use Email to communicate with each other, the community, and parents. Teachers use computers to create instructional documents as well as to complete student report cards. They use the Internet as a research tool to assist in the presentation and explanation of academic standards. A network file management system saves and retrieves documents. Many have developed a class Website to communicate homework assignments, classroom policies, parent letters, and to showcase student work. Finally, many teachers use digital equipment – both still and video cameras – to capture class projects and performances. About 10 percent of the teachers have their students actively using Hyperstudio and developing student produced Power-Point presentations. The library collection is catalogued in a database and students are instructed how to locate materials using this tool.

Students

All students (including special education and English language learners), have access to technology sources and the Internet. Access is available throughout the school day in every classroom, the library, and the computer lab. Internet access is provided by support from the District's successful application for E-Rate funding.

Each school has a 30 station computer lab that is connected to the Internet and is available to students (and staff) throughout the school day and after school. The lab is used all week long by all the grade levels. A Computer Specialist is available to each class weekly in the computer lab for 30 to 60 minutes, depending on the grade level. Students in grades 1 through 6 use the Accelerated Reader database to test their reading comprehension and maintain a reading log.

At Monte Vista School, the lab technician is available three days per week, Monday, Tuesday and Wednesday. The other two days, teachers may take their classes and work with them without the technician. At Vieja Valley and Hope Schools, the lab technician is available on a daily basis. The upper grade students have more time allocated to them. Lower grades have 30 minutes. Each class visits the lab one time per week at Vieja Valley and Hope Schools. Not all classes take advantage of visiting the computer lab on a weekly basis at Monte Vista.

All students and parents are required to sign our District Acceptable Use Policy. This assists the district to teach the students responsible, ethical and consistent with being a good citizen. This allows students access to appropriate sites through a proxy server provided through our E-Rate program.

3b.

Describe the frequency and type of use of technology skills, information literacy/integrated into the curriculum.

It is the goal of this plan to create a framework that uses education technology funds to improve academic achievement through increasing the technology literacy levels of all our students as well as to improve the capacity of our instructional and support staff to effectively integrate technology with curriculum and instruction. To achieve these goals, the plan is responsive to and aligned with the state standards for using advanced technology to improve student academic success.

The Hope School District uses Cox and Santa Barbara County as their mail servers. This service is provided through the ERate discount. Every staff member is provided an email address to use as a method of communication with other staff, the administration, students and the parent community.

Hope School District teachers use a variety of technology tools to support teaching and learning. Each K-6 classroom is equipped with an overhead projector, television, VCR and one or more networked computers. Digital still and video cameras are utilized to record events and to provide additions to projects.

The programs used in the classrooms, the computer lab, and the library are:

Monte Vista

Library – Alexandria

Computer Lab – Microsoft Office Suite, Accelerated Reader, Star Reading, Kid Pix, Bailey’s book House, Sammy’s Science House, Ready for Letters, My ABCD’s, Making Shapes, Symbol Sandbox, Type to Learn, GeoPuzzle, Fraction Fusion, Virtual Electricity

ClassroomTeacher – Adobe Acrobat, Microsoft Office Suite, Adobe Photoshop, Internet Explorer, Safari, iMovie, iPhoto, World Book and Atlas 2004

Hope School and Vieja Valley School

Library – Alexandria

Computer Lab – Vowels: Short and Long, Playroom, KidsTime, Storybook Weaver Deluxe, Number Maze, Kid Pix 3, Turtle Math, Student Writing Center, HyperStudio, Accelerated Reader, STAR Reading, Safari/Internet Explorer, MicroWorlds EX, Type!, Mavis Bacon, Microsoft Word

ClassroomTeacher - Microsoft Excel, See the U.S.A., Microsoft Office Suite

3c. Curriculum component

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

Hope School District has adopted the California State Content Standards for Language Arts, Math, Social Studies and Science . Student performance in these areas has been used in the development of goals in the 3 year Educational Technology Plan. For the next three years the plan will focus on the content areas of language arts/writing and math. These areas are critical foundations for the students in the Hope School District for successfully understanding and utilize technology. The following resources are used to develop technology goals:

- District Local Educational Agency Plan (LEAP)
- Single School Plans
- No Child Left Behind
- District Acceptable Use Policies
- GATE plan
- California State Content Standards for Language Arts, Math
- California English Language Learner Standards
- Accelerated Reader Results
- Houghton Mifflin Reading Program
- Harcourt Brace and McGraw Hill Math Program
- CST results
- National Educational Technology Standards
- Teacher, parent, Board of Education, and School Site Council Input

The district-adopted technology that is used to support student learning is based upon the National Educational Technology Standards (NETS)

Standards within each category are to be introduced, reinforced, and mastered by students. These categories provide a framework for linking performance indicators within the Profiles for Technology Literate Students to the standards. Teachers can use these standards and profiles as guidelines for planning technology-based activities in which students achieve success in academics, communication, and life skills. These National Educational Technology Standards (NETS) are divided into categories, which define broad skills that students must acquire in order to use technology effectively. The scope and sequence allows teachers to plan curriculum in which students achieve success in learning, communication, and life skills. Some activities that will be woven into classroom instruction will include but not be limited to:

1. Basic operations and concepts
 - * Students demonstrate a sound understanding of the nature and operation of technology systems.
 - * Students are proficient in the use of technology.
2. Social, ethical, and human issues
 - * Students understand the ethical, cultural, and societal issues related to technology.
 - * Students practice responsible use of technology systems, information, and software.
 - * Students develop positive attitudes toward technology uses that support lifelong learning, collaboration, personal pursuits, and productivity.
3. Technology productivity tools
 - * Students use technology tools to enhance learning, increase productivity, and promote creativity.
 - * Students use productivity tools to collaborate in constructing technology-enhanced models, prepare publications, and produce other creative works.
4. Technology communications tools
 - * Students use telecommunications to collaborate, publish, and interact with peers, experts, and other audiences.

- * Students use a variety of media and formats to communicate information and ideas effectively to multiple audiences.
- 5. Technology research tools
 - * Students use technology to locate, evaluate, and collect information from a variety of sources.
 - * Students use technology tools to process data and report results.
 - * Students evaluate and select new information resources and technological innovations based on the appropriateness for specific tasks.
- 6. Technology problem-solving and decision-making tools
 - * Students use technology resources for solving problems and making informed decisions.
 - * Students employ technology in the development of strategies for solving problems in the real world.

Primary Elem Use learning software applications for phonetic skills, reading development, and math skills to support English and non-English speaking students.

Middle Elem Use learning/assessment software specific to Math, Language Arts and ELL Standards, as well as minimal use of the Internet to support these standards along with Social Studies and Science.

Upper Elem Use learning/assessment software and the basic use of the Internet specific to Math, Reading, Language Arts, Science and Social Studies, as well as basic key boarding and word processing.

Grade 6 Use learning/assessment software and the use of the Internet specific to Math, Reading, Language Arts, Science and Social Studies, as well as key boarding, word processing, and other presentation application for research and other data analysis strategies

3c. Student Achievement Data:

Summary of the district's curricular goals and academic content standards in various district and site comprehensive documents.

The District uses many assessment methods to obtain data about how well our students are progressing to meet the academic content standards. In addition to the required standardized tests, teachers use Accelerated Reader, EPGY summary pages, adopted text end of unit assessments, and teacher/grade level made summary assessments.

CST English Language Arts Spring, 2004

The following is a summary of Hope School District California Standards Test (CST) Reading/Language Arts results.

	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
English Language Arts Spring, 2004					
% Advanced	25%	23%	46%	39%	33%
% Proficient	37%	39%	31%	34%	33%
% Basic	29%	26%	17%	21%	25%
% Below Basic	7%	11%	4%	2%	7%
% Far Below Basic	1%	2%	1%	3%	3%

Proficient or Advanced

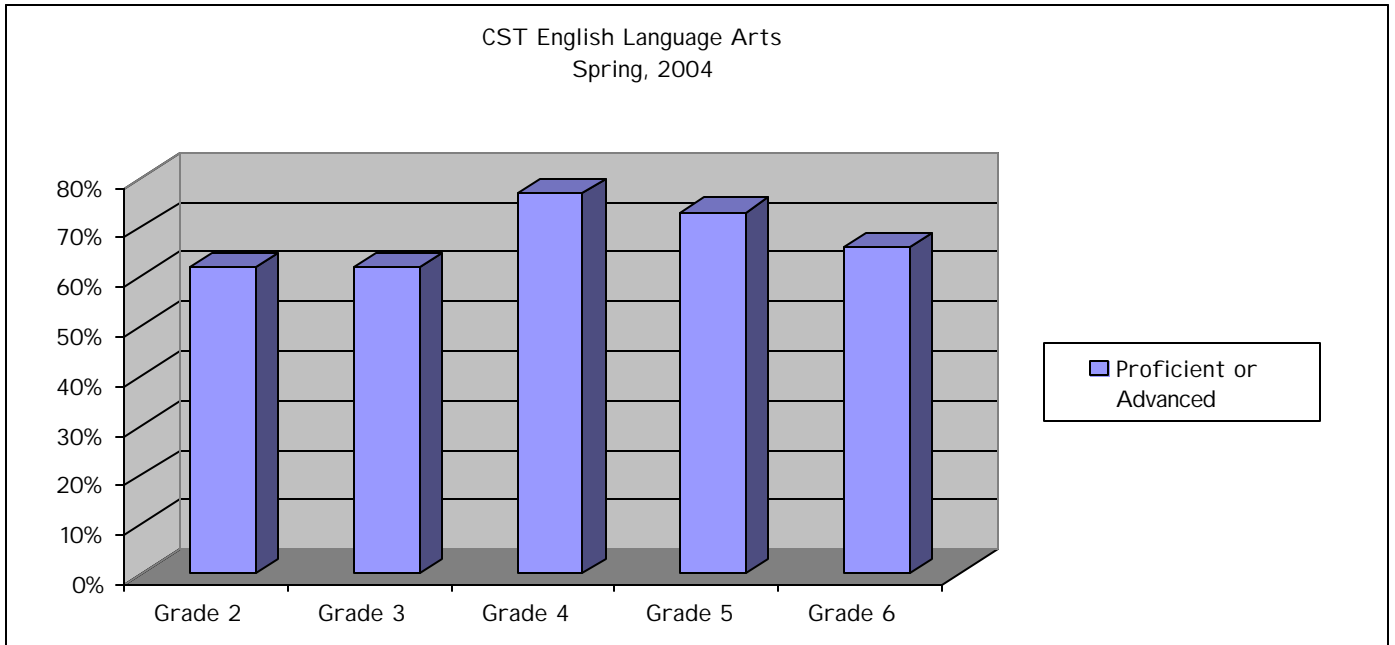
62%

62%

77%

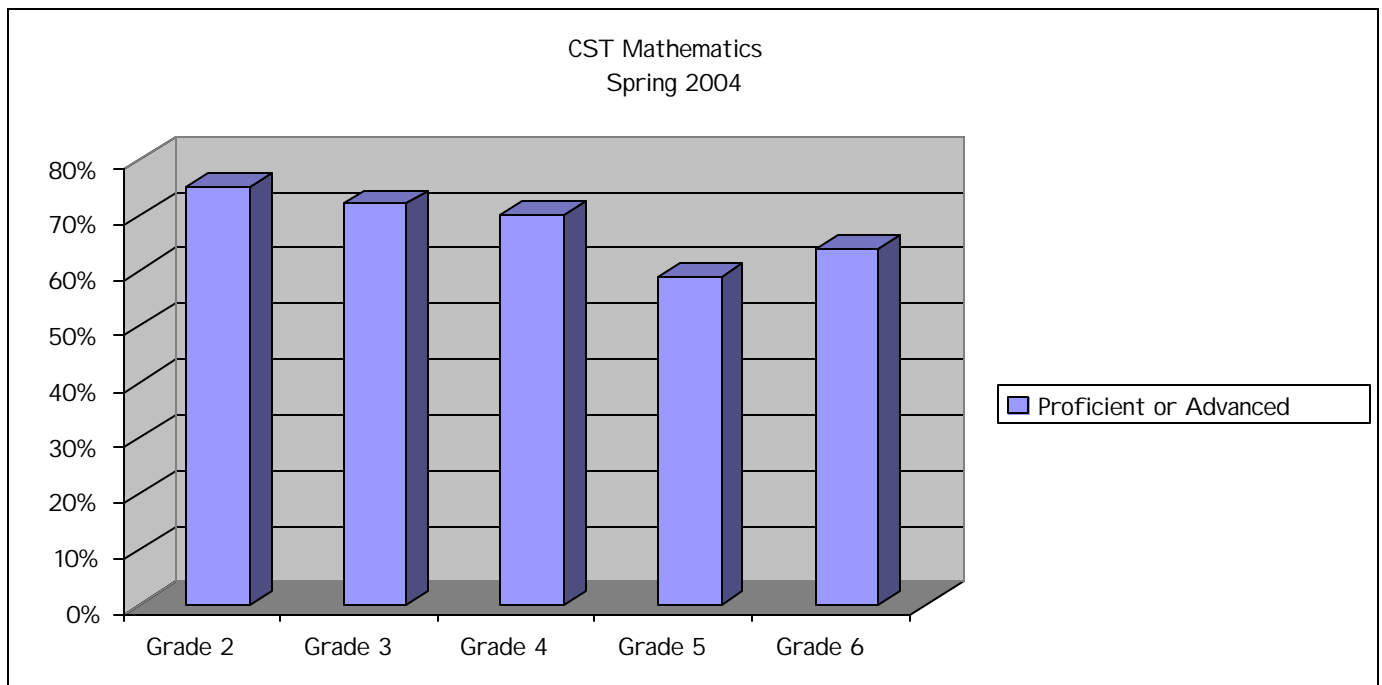
73%

66%



**CST Mathematics
Spring, 2004**

	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
Mathematics Spring, 2004					
% Advanced	38%	37%	34%	23%	29%
% Proficient	37%	35%	36%	36%	35%
% Basic	14%	19%	24%	21%	22%
% Below Basic	10%	10%	6%	16%	12%
% Far Below Basic	1%	0%	0%	4%	2%
Proficient or Advanced	75%	72%	70%	59%	64%



Analysis of this data reveals that many of our students are moving towards being proficient or better. However, there are still students who need additional help to master the standards. In a study of the effect of technology on student achievement, John Schacter found that both students who used "... computer-based instruction and those in an environment with an integrated, project-based approach had significant gains in achievement over those who did not..." (ERIC #ED430537) In order to be contributing members of society, students need to be able to communicate clearly and compute accurately. Therefore, the language arts and math goals outlined below will assist student gains in achievement.

This plan will clearly identify goals for grade levels four through six in language arts and mathematics and further outlines the benchmarks and time lines for each goal. The implementation, monitoring and evaluation duties are carefully outlined so that it is clear who is responsible for this progress. If after an evaluation the team discovers that the goals are not being met, they are to meet with the stakeholders involved to plan the interventions that will allow all identified students to meet the district goals. A report will be made to the Superintendent and the Hope School District Board of Trustees.

A District Educational Technology Committee will be established to oversee the goals of the EETT plan. Their responsibilities will be to:

- Monitor and evaluate progress of the plan
- Receive reports on each benchmark
- Take any needed action to modify the plan
- Monitor and evaluate the budget/timeline of the plan

3d. Using Technology to Improve Teaching and Learning

List of clear goals and specific implementation plan for using technology to improve teaching and learning by supporting the district curricular goals and academic content standards

Goal 3.1:

By June of 2008, at least 85% of students in grades 4-6 will score “proficient” or “advanced” in English Language Arts on the CST.

Benchmarks:

Year One: By June of 2006, at least 75% of students in grades 4-6 will score “proficient” or “advanced” in English Language Arts on the CST.

Year Two: By June of 2007, at least 80% of students in grades 2-6 will score “proficient” or “advanced” in English Language Arts on the CST.

Year Three: By June of 2008, at least 85% of students in grades 2-6 will score “proficient” or “advanced” in English Language Arts on the CST

Person Responsible: Site Administrators

Implementation, Monitoring and Evaluation: Progress will be measured annually disaggregating and analyzing scores on the CST using a variety of data sources. Site administrators will analyze the data from the CST during the fall of each year. The site administrators will meet with affected staff to review student data and develop strategies for improvement for all students. These will include a review of Language Arts standards and individual student data in order to develop a plan for improving academic performance. By December, site administrators will provide written reports of findings and a summary of their school’s strategies for the current school year to the Superintendent and the Board of Trustees in their Single School Plans. The monitored progress of this goal as well as any modifications will be reported to the superintendent and the Board of Trustees on an annual basis.

GOAL 3.2:

By June of 2008, at least 85% of students in grades 4-6 will score “proficient” or “advanced” in Math on the CST.

Benchmarks:

Year One: By June of 2006, at least 75% of students in grades 4-6 will score “proficient” or “advanced” in Math on the CST.

Year Two: By June of 2007, at least 80% of students in grades 4-6 will score “proficient” or “advanced” in Math on the CST.

Year Three: By June of 2008, at least 85% of students in grades 4-6 will score “proficient” or “advanced” in Math on the CST.

Person Responsible: Site Administrators

Implementation, Monitoring and Evaluation: Progress will be measured annually disaggregating and analyzing scores on the CST using a variety of data sources. Site administrators will analyze the data from the CST during the fall of each year. The site administrators will meet with staff to review student data and develop strategies for improvement for all students. These will include a review of standards and individual student data in order to develop a plan for improving academic performance. By December, site administrators will provide written reports of findings and a summary of their school's strategies for the current school year to the Superintendent and the Board of Trustees in their Single School Plans. The monitored progress of this goal as well as any modifications will be reported to the superintendent and the Board of Trustees on an annual basis.

The level of technology used by the teacher has been shown to significantly affect student academic achievement in mathematics in a comparison of fourth and fifth grade teachers and their students. Students whose teachers were high level users of technology in the classroom scored significantly better than did students whose teachers were low level users of technology in the classroom (Middleton & Murray, 1999). Middleton, B. M. & Murray, R. K. (1999). The impact of instructional technology on student academic achievement in reading and mathematics. *International Journal of Instructional Media*, 26(1), 109.

GOAL 3.3:

By June of 2008, the percent of GRADE 4-6 students in each of our significant subgroups scoring at or above proficient on the CST - ELA will increase to 36%

Benchmarks:

Year One: By June of 2006, the percent of students in each of our significant subgroups scoring at or above proficient for ELA in score at 25%

Year Two: By June of 2007, the percent of students in each of our significant subgroups scoring at or above proficient for ELA in score at 30%

Year Three: By June of 2008, the percent of students in each of our significant subgroups scoring at or above proficient for ELA in score at 36%

Person Responsible: Site Administrators

Implementation, Monitoring and Evaluation: Progress will be measured annually disaggregating and analyzing scores on the CST using a variety of data sources. Site administrators will analyze the data from the CST during the fall of each year. The site administrators will meet with affected staff to review student data and develop strategies for improvement for all students. These will include a review of Language Arts standards and individual student data in order to develop a plan for improving academic performance. In November, site administrators will provide written reports of findings and a summary of their school's strategies for the current school year to the Superintendent and the Board of Trustees in their Single School Plans. The monitored progress of this goal as well as any modifications will be reported to the superintendent and the Board of Trustees on an annual basis.

Goal 3.4:

By June of 2008, the percent of grade 4-6 students in each of our significant subgroups scoring at or above proficient on the CST - Mathematics will increase to 37%

Benchmarks:

- Year One: By June of 2006, the percent of students in each of our significant subgroups scoring at or above proficient for Mathematics will be 25%
- Year Two: By June of 2007, the percent of students in each of our significant subgroups scoring at or above proficient for Mathematics will be 30%
- Year Three: By June of 2008, the percent of students in each of our significant subgroups scoring at or above proficient for Mathematics will be 37%

Person Responsible: Site Administrators

Implementation, Monitoring and Evaluation: Progress will be measured annually disaggregating and analyzing scores on the CST using a variety of data sources. Site administrators will analyze the data from the CST during the fall of each year. The site administrators will meet with affected staff to review student data and develop strategies for improvement for all students. These will include a review of Language Arts standards and individual student data in order to develop a plan for improving academic performance. In November, site administrators will provide written reports of findings and a summary of their school's strategies for the current school year to the Superintendent and the Board of Trustees in their Single School Plans. The monitored progress of this goal as well as any modifications will be reported to the superintendent and the Board of Trustees on an annual basis.

The effect of technology on learning and achievement across all learning domains and ages is clear. Consistent patterns emerge from a study done by Jay Sivin-Kachala in 1998; the following is a partial summary:

“Students in technology-rich environments experienced positive effects on achievement in all major subject areas. Students’ attitudes toward learning and their own self-concept improved consistently when computers were used for instruction”

3e. Students acquisition of Technology and Informational Literacy Skills

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

Ideas and definitions of “new literacies” are still in flux in society and in education. For the purposes of this plan, the following definitions and applications are used.

Information Literacy- Age level appropriate ability to:

- create questions and problem statements that can be used to define searches for information in print and digital references.
- to access the needed information in a higher level of reading or specialized expertise.
- to evaluate the reliability and quality for addressing the question or problem
- to selectively reduce a large volume of information and use it in specific new forms.

Media Literacy- The ability to:

- understand the different forms of media in use for learning, and used in communications. - find and evaluate the content delivered in text, graphics, photos, and video forms.
- critically assess the usefulness of different media for specific learning purposes,
- understand that commercial media presentations can contain layers of messages, and require thoughtful attention to understand their purpose and persuasive force.

Communications Literacy- The ability to:

- recognize and use the concepts of “purpose and audience” when communicating
- use the new conventions for reading and writing with e-mail
- choose between linear and hypertext writing forms
- choose between linear and hyper-media presentation forms
- create, edit, and use graphics, photographs, and video for communication
- use Media Literacy skills to find and use or respond to the information in multimedia presentations

Goal 3.5:

By June of 2007, 100% of students in grade 4-6 will incorporate the following NETS grade level appropriate technology proficiencies to complete classroom assignments in math and language arts:

1. Use content-specific tools, software, and simulations (e.g., environmental probes, graphing calculators, exploratory environments, Web tools) to support learning and research.
 2. Design, develop, publish, and present products (e.g., Web pages, videotapes) using technology resources that demonstrate and communicate curriculum concepts to audiences inside and outside the classroom.
 3. Select and use appropriate tools and technology resources to accomplish a variety of tasks and solve problems.
 4. Research and evaluate the accuracy, relevance, appropriateness, comprehensiveness, and bias of electronic information sources concerning real-world problems.
 5. Exhibit legal and ethical behaviors when using information and technology, and discuss consequences of misuse.
-

Benchmarks:

- Year One: By April, 2006, 60% of the students in grades 4-6 will incorporate the above technology proficiencies to complete classroom assignments.
- Year Two: By April, 2007, 80% of the students in grades 4-6 will incorporate the above technology proficiencies to complete classroom assignments.
- Year Three: By June, 2008, 100% of the students in grades 4-6 will incorporate the above technology proficiencies to complete classroom assignments.

Person Responsible: Site Administrators

Implementation, Monitoring, and Evaluation: The site Technology Specialists will assist teachers in delivering lessons that instruct to these standards and to technology integration, Each classroom teacher will maintain a portfolio or a set of portfolios containing student work that demonstrates students using the above NETS standards to successfully complete assignments based upon the *Integrating Technology into the Standards Based Curriculum* as noted above. The teacher will keep a copy of the integrated instructional lesson and examples of successfully completed work. At least three times a year at grade level meetings, the Technology Specialists will survey the portfolios and submit a written summary of results to the site administrator and to the District Education Technology Committee (DETC) for review. The DETC will develop a form for the site administrators to use in the reporting process. Should there be a need for further intervention to ensure progress towards meeting the goal recommendations will be made by the site administrator working with grade level staff. The recommendations will be reported to the DETC and modifications will be made as needed. Monitoring of the overall district progress toward the achievement of this goal will occur quarterly and be presented by the Director of Curriculum & Instruction to the superintendent and the DETC.

3e. Students will acquire technology and informational literacy skills.

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

Goal 3.6:

By June of 2008, 95% of students in grade K3 will incorporate the following NETS grade level appropriate technology proficiencies to successfully complete classroom assignments in language arts and math.

1. Use developmentally appropriate multimedia resources (e.g., interactive books, educational software, elementary multimedia encyclopedias) to support learning.
2. Create developmentally appropriate multimedia products with support
3. Complete grade level appropriate computer tasks such as general care, on-off, proper use of hardware, location and use of special keys, etc.
4. Use technology resources (e.g., puzzles, logical thinking programs, writing tools, digital cameras, drawing tools) for problem solving, communication, and illustration of thoughts, ideas, and stories.

Benchmarks:

Year One: By June, 2006, 85% of the students in grades K-3 will incorporate the above technology proficiencies to successfully complete classroom assignments in language arts and math.

Year Two: By June, 2007, 90% of the students in grades K-3 will incorporate the above technology proficiencies to successfully complete classroom assignments in language arts and math.

Year Three: By June, 2008, 95% of the students in grades K-3 will incorporate the above technology proficiencies to successfully complete classroom assignments in language arts and math.

Person Responsible: Site Administrators, Computer Specialists and Teachers

Implementation, Monitoring and Evaluation: Each student will create and maintain a folder on the student server containing work that demonstrates their knowledge using the above NETS standards. The teacher and site administrator will evaluate student performance by regularly reviewing the students' folder. Progress toward meeting this goal will be reported to the District Educational Technology Committee and modifications will be made as needed. Overall district progress toward the achievement of this goal will be reported annually in the Single Plan presented by the Principal to the superintendent and the Board of Trustees. In addition, the achievement of the technology goals and objectives will be reported separately in an annual report to the board.

Goal 3.7:

By June of 2008, 95% of students in grade 4-6 will incorporate the following NETS grade level appropriate technology proficiencies to successfully complete classroom assignments in language arts and math.

1. Use technology tools (e.g., multimedia authoring, presentation, Web tools, digital cameras, scanners) for individual and collaborative writing, communication, and publishing activities to create products/projects for audiences inside and outside the classroom.
2. Use telecommunications efficiently and effectively to access remote information, communicate with others in support of direct and independent learning, and pursue personal interests.
3. Use technology resources (e.g., calculators, data collection probes, videos, educational software) for problem solving, self-directed learning, and extended learning activities.
4. Determine when technology is useful and select the appropriate technology tools and resources to address a variety of tasks and problems.

Benchmarks:

Year One: By June, 2006, 85% of the students in grades 4-6 will incorporate the above technology proficiencies to successfully complete classroom assignments in language arts and math.

Year Two: By June, 2007, 90% of the students in grades 4-6 will incorporate the above technology proficiencies to successfully complete classroom assignments in language arts and math.

Year Three: By June, 2008, 95% of the students in grades 4-6 will incorporate the above technology proficiencies to successfully complete classroom assignments in language arts and math.

Person Responsible: Site Administrators, Computer Specialists and Teachers

Implementation, Monitoring and Evaluation: Each student will create and maintain a folder on the student server containing work that demonstrates their knowledge using the above NETS standards. The teacher and site administrator will evaluate student performance by regularly reviewing the students' folder. Progress toward meeting this goal will be reported to the District Educational Technology Committee and modifications will be made as needed. Overall district progress toward the achievement of this goal will be reported annually in the Single Plan presented by the Principal to the superintendent and the Board of Trustees.

3f. Access for all students

List of clear goals and implementation plan for programs and methods of utilizing technology that ensure appropriate access for all

Hope School District insures equal and appropriate access to technology for all students.

Students in language arts and math classes will have full access to all classroom technology. This includes students learning English and students identified with special needs.

Students with Disabilities:

Hope School District is able to provide assistive technology for students who may need that assistance. Students may utilize Alpha Smart and Touch Board Computers. Deaf and hearing impaired students may require amplification systems. The Santa Barbara County Office of Education provides additional special education services and related assistance to meet the needs of students as outlined in their Individual Educational Program (IEP).

Whenever possible, students with special needs are placed in regular classrooms and are provided equal access to all technologies. If a child is placed in a Special Day class, these students have equal access to technology as all classrooms are networked and equipped as if they were housing students not identified with special needs. Any staff member working with students identified as having special needs are provided access to all district technology resources on a level with other staff.

English Language Learners:

Students learning English have full access to all classroom technology. To support our English Language Learner, English Language Content Standards are being used by teachers to guide their instruction in order for these students to achieve grade level standards mastery. Teachers and administrators have been involved in training related to the English Learners. This training has included English Language Development (ELD) and Specially Designed Academic Instruction (SDAIE) strategies. Both ELD and SDAIE strategies include specific techniques that are simplified by access to technological integration. Most teachers at Hope School District have successfully completed CLAD training. Both ELD and SDAIE strategies include numerous specific techniques that are simplified by access to technology integration.

GATE Students:

Differentiated Instruction is based on the belief that students differ in their learning profiles. Curriculum should be differentiated in three areas:

- Content: Multiple options for taking in information,
- Process: Multiple options for making sense of the ideas, and
- Product: Multiple options for expressing what they know.

Differentiation for the advanced learners involves the adjustment of curriculum and instruction. Technology plays a key role in this method by providing the ability to add depth, novelty, complexity, and adjust pacing.

	K	1	2	3	4	5	6
Introduction to Computers On-Off, Proper Mouse Use, General Care, Important Keys, Arrow, Space Bar, Log On-Off Software, Pre-reading, writing, math, science A "Printing" Experience	██████████	████████████████████	████████████████████████████████████████	████████████████████████████████████████	████████████████████████████████████████	████████████████████████████████████████	████████████████████████████████████████
Continue Introduction to Computers More Important Keys: Delete, Menu/CD Rom (Teacher loads) "Print" A "CD Rom" Experience		████████████████████████████████████████	████████████████████████████████████████	████████████████████████████████████████	████████████████████████████████████████	████████████████████████████████████████	████████████████████████████████████████
Continue Introduction to Computers When to Restart, Closing Windows, Using Discs Independently, "File" Menu A "WP" Experience: easy Book, Media Weaver ... (additional experiences if computers in classrooms) An "Internet" Experience (Teacher locates site for all students) On-line Catalogs in Library			████████████████████████████████████████	████████████████████████████████████████	████████████████████████████████████████	████████████████████████████████████████	████████████████████████████████████████
Word Processing: Revision, Editing – Spell Check, Using Clip Art Research: CD Rom Encyclopedias, Internet (Teacher locates site for all students) Software Integrated with Curriculum Introduction to Spreadsheets, Graphing			████████████████████████████████████████	████████████████████████████████████████	████████████████████████████████████████	████████████████████████████████████████	████████████████████████████████████████
Word Processing Research Software Integrated with Curriculum Introduction to Databases					████████████████████████████████████████	████████████████████████████████████████	████████████████████████████████████████
LOGO Multimedia Presentation Software: Hyperstudio, Powerpoint						████████████████████████████████████████	████████████████████████████████████████

3g. Description of Keeping Student Records

List of clear goals and specific implementation plan to utilize technology to make record keeping and assessment more efficient and supportive of teachers' efforts to meet individual academic needs.

The Hope School District uses PowerSchool for attendance, demographic and other information about each student. When a student moves from one school to another, that student's records are automatically available at receiving school. A number of district personnel are trained and use PowerSchool extensively. These include site administrators, clerical staff, computer lab technicians and the district office staff. The raw data from state and federal services is used in Excel, and communicated as needed with Excel and Word for presentation.

Special Education: All of our special education staff uses *SESP IEP 5.0*. This piece of software allows for electronic filling out of and monitoring of student Individual Education Plans (IEP). Staff is able to have all assessment data, recommendations and interventions available and can make easy updates as a student's need change.

Student Assessment/Reporting Software: Site administrators will guide teachers to use Power School to inform instruction to meet student academic needs. A student's reading capability and progress improvement is maintained in the Accelerated Reader/Star Reading Database. In Accelerated Reader, student's reading comprehension is measured based on tests on books that they have read. The Star Reading Program identifies a student's reading level so that appropriate books can be selected and reading improvement can be measured. A related software program for instructing and monitoring student capabilities with basic math facts has been purchased and will be installed soon.

Goal 3.8:

By June, 2008, 100% of the site administrators will use *Power School* to disaggregate student assessment data to provide teaching staff with assessment data about each student in a class and help staff use that data to set learning goals and monitor progress in math and language arts.

Benchmarks:

Year One: By June 2006, 33% of the site administrators will use Power School to provide teaching staff with assessment data about each student in a class and help staff use that data to set learning goals in math and language arts.

Year Two: By June 2007, 66% of the site administrators will use Power School to provide teaching staff with assessment data about each student in a class and help staff use that data to set learning goals in math and language arts.

Year Three: By June 2008, 100% of the site administrators will use Power School to provide teaching staff with assessment data about each student in a class and help staff use that data to set learning goals in math and languages.

Person Responsible: Superintendent

Implementation, Monitoring and Evaluation: Site administrators shall meet with the second through sixth grade teaching staff to analyze disaggregated student assessment data and set achievement goals for students. Further interventions to ensure progress towards meeting the goal will be examined and the site administrator working with grade level staff will make recommendations. Progress toward meeting this

goal will be reported to the District Educational Technology Committee. Monitoring of the overall district progress toward the achievement of this goal will occur by the District Technology Committee and will be reported annually in the Single School Plan presented by the Principal to the superintendent and the Board of Trustees.

3h. How to utilize technology to be accessible to parents:

List of clear goals and specific implementation plan to utilize technology to make teachers and administrators more accessible to parents.

Web Services: The District and each site have a website. The computer lab technician, several teachers, and district staff update and maintain the web pages. The District ensures protection of its network by maintaining a firewall that includes Internet filtering. Appropriate student and staff use, and filtering of the Internet, is monitored via services from the ISP, Santa Barbara County Education Office.

Each teacher and administrator is given a district email address and uses it for intra-district communication and for communicating with parents. At the beginning of each school year, each school asks parents for their email addresses and compiles a student directory for use by the school and parents at the school. Each teacher provides their district email address to insure communication with parents. Parents receive email updates about class and student activities, homework assignments and concerns. For parents who chose not to receive email, or who not have access to email, the same information is communicated either by phone or written documents. All communication from school to home must adhere to district policy about confidentiality of student information.

Most of Hope School District families have a computer at home with Internet access. However, for those families who do not, the District plans to participate in the Industry and Education Council's (IEC) Computers for Students program. Under this program, principals nominate a student who does not have a computer. The IEC randomly selects four students twice a year from all area districts to receive a brand new donated computer system.

Web Sites:

Hope School District - www.sbceo.org/~hopesd/
Hope School - www.sbceo.org/~hope/
Monte Vista School - www.sbceo.org/~mv1hsd
Vieja Valley School - www.viejavalley.org

The district envisions expanding its web sites to enhance communication between parents and school administrators and teachers and to ease some of the strain on office staff and resources. For instance, by 2006 parents will be able to access a variety of on-line registration and enrollment forms so that paper work for incoming students can be prepared in advance of their first visit to the district and school offices.

Goal 3.9:

By June 2008, there will be a district Computers for Family program in place designed to allow qualified families to receive computers.

Benchmarks:

By October, 2005, the District Educational Technology Committee will review the existing Computers for Families Program through Santa Barbara County Office of Education.

By January, 2006, the District Technology Committee will develop and present to the school Board a proposal for participating in the county Computers for Families plan.

By April, 2006, the plan will be communicated to all site administrators and a request for a list of qualifying families be made

By June, 2006, the Computers for Families program will begin providing identified families with a computer based upon the plan guidelines.

Person Responsible: Computer Lab Specialist and Site Administrators

Implementation, Monitoring, and Evaluation: A report will be made on the establishment of a formalized process for identifying and qualifying families for computers. Once the program is in place, a report will be provided to the Educational Technology Committee and the Board on the number of computers available and provided to eligible families each year.

3i. Benchmarks and Time Lines:

A description of the processes and accountability models used as benchmarks and timelines to monitor the effectiveness of integrating technology into our curricula and instruction are embedded throughout all of the goals within this plan.

3j. Description of the monitoring process:

The monitoring processes used throughout this plan are designed to provide sufficient detail by outlining who the responsible parties are for addressing what is expected. These are embedded into all of the goals throughout this plan.

4a. Teachers and administrators current technology skills

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

The technology skills of the staff and administration are in an emerging state. Many of the teacher technology skills are specific to programs used within the classroom or used in the computer lab. The new superintendent has a vision for the district to incorporate technology as a life-long skill. One of the goals of this plan is to provide a blueprint for sustained professional development for teachers, principals and support staff that results in the positive use of technology as a learning and support tool within our classes.

Currently the district does not have a comprehensive technology staff development program. One of the goals of this plan will be to create a professional development program that provides all staff with the skills necessary to bring technology into the classrooms to support student learning. Spending large sums of money on equipment but small sums on professional development is not cost effective. The District believes it is important for credentialed staff to possess technology skills so they are able to be observed and act as coaches to assist peers as well as creating a school community that is technology based as well as student centered. All newly hired staff will demonstrate at least a level I CTAP proficiency of technical competence or do so within the first two years of their employment.

Though there has been no formal technology training program for teachers in Hope School District, one notable exception presently exists at Vieja Valley School where 13 half-days have been scheduled with the Vieja Valley Technology mentor. During these sessions, 3 teachers move their machines to a common location to work with the mentor on issues of importance to them. Topics have been the OS X operating system, webpage creation/maintenance, and network techniques for saving and retrieving work from the server. These half-days have been a unique, beneficial training experience.

In the past, some in-service days/hours have been scheduled to address various technology issues, new software, or online capabilities. These have resulted in various degrees of success, due to the varied levels of user experience and the topics covered. Other training is the result of self-directed study, which may include CTAP Technology Workshops, or Adult Ed Classes. Research reveals a continuing need for site mentors or coordinators. "The support provided by an effective coordinator serves to 'tip the scales' for teachers weighing the costs and benefits of technology use" (Strudler, 1994) Hope School District is dedicated to providing an integrated academic/technology program for improved student learning. Research shows that coaching and mentoring programs aid in teacher expertise and retention. Periodic assessment of instructional activities, as related to student achievement has been shown to be an effective tool in improving the way instruction is delivered to meet the individual student needs. (Cradler, 2002).

The District is a member of the California Technology Assistance Project - Region Eight, which has developed three levels of technology certification. Few teachers have been interested in pursuing this voluntary certification, although numerous teachers have participated in voluntary trainings and workshops sponsored by the district and county. The District Technology Committee will investigate the possibility of providing an incentive program to encourage teachers to achieve improved levels of technological skill.

All three site administrators (as well as the superintendent) completed AB75 administrator training by June 2004. A large portion of this training involved using technology in helping with Data Driven Decision Making. Currently the district is researching other data systems (from Power School) to determine if student academic

needs can be met more efficiently. Training on the system in use for administrators will begin in the first year of the implementation of this grant. Financial constraints will determine if a change can be made in data systems. (See Appendix A: CTAP Proficiency Analysis Report)

The Hope School District will expand the technology training opportunities for staff. Teachers will receive technology training from the County of Santa Barbara, local computer lab technicians or other sources on a regularly scheduled basis to:

- improve their ability to utilize websites for student internet learning
- improve their ability to use e-mail for communication with staff and community
- increase the use of digital projectors and cameras with display monitors for student learning

The District's professional development plan will include a variety of options for teachers to maximize utilization of available technology. CTAP online and the district's personnel who have been certified proficient will aid in the training of those who have not yet been certified. Teachers will be evaluated on their use of technology by site principals in their regularly scheduled evaluations. Teachers will have a technology objective in their Yearly Improvement Plan. Funding for the development of staff competencies in technology will come from a variety of sources which may include: the Hope School District Education Foundation, School Improvement Funds, PTA, lottery, and other sources through grant writing.

4b. Summary of staff skills and needs for professional development

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 timelines.

The Hope School District endeavors to support its teachers and administrators to develop personal and professional proficiency using a wide variety of technical tools. Teachers will be able to integrate technology in a manner that supports classroom instruction and student learning. The administrators will be able to support the staff efforts to integrate technology into their instructional program

Santa Barbara County Technology Assistance Project (SBCTAP) has worked with the statewide CTAP regions to ensure that training in Instructional Technology is consistent with, and leads to attainment of the California Commission on Teacher Credentialing (CTC) requirements for use of educational technology. CTAP Region VIII (Santa Barbara, Ventura, Kern and San Luis Obispo Counties) have collaborated to agree upon common artifacts that will demonstrate mastery of the elements found in the CTC Technology Standards for Administrators. By maintaining a portfolio of these artifacts, staff is able to demonstrate attainment of each level of Instructional Technology.

The District, will implement a District Technology Self Assessment survey for certificated and classified staff at the beginning of the 2005-06 school year. The surveys will look at the following areas:

- ? Integrating technology through the curriculum to meet content standards
- ? Use Internet to locate materials for my classroom
- ? Use email regularly

- ? Send and receive attachments
- ? Use a word processor
- ? Create a multi-column newsletter
- ? Use presentation software
- ? Maintain a class web page
- ? Understand copyright laws
- ? Troubleshoot basic computer problems
- ? Use a digital camera in the curriculum

Since we are a K-6 district, our teachers have experience with collaboration in grade level and curriculum groups, and we feel that experience will further speed the dissemination of innovative practices throughout our teaching staff. Our administration is committed to providing effective teacher professional development by providing release time, substitutes, CTAP certification activities. The district is actively seeking to develop and support the creation of peer coaches at the school site. These “coaches” would serve as primary resources for fellow teachers in the effective integration of technology in teaching and learning, and as data coaches to promote the effective use of student assessments to inform instruction and intervention strategies, especially for under-performing students, special groups, such as English Language Learners, GATE students, and students with diagnosed learning deficiencies.

Presently a team of teachers is working on a staff development plan to provide time to train teachers (in grades 4 – 6) in developing personal and professional educational technology proficiencies. This team will also begin the process of integrating the NETS with the California Content Standards. This effort will be aligned with the Hope School District Educational Technology Plan. This committee is aware that many units and lessons are available on the Internet. What experienced teachers need are links to a variety of integrated content standard technology lessons, kid friendly research links that currently work and continue to inspire teachers to use technology. An ultimate goal would be to link this information to district, school and teacher web pages.

Research suggests that the most successful implementation of innovations with technology requires that teachers thoroughly understand how to use the technology application; have access to any additional resources required; have access to timely technical guidance; use technology applications that are consistent with their own teaching practice and pedagogy, the school culture, and the curricular goals of the school district; and have colleagues who will support and mentor them through the implementation of their innovative efforts. (Zhao et al., 2001)

The district's finances greatly impact financing for teacher training. Our training program will revolve around training to help our teachers become CTAP certified. Teachers may choose CTAP on-line courses, ongoing regularly scheduled summer and school year CTAP workshops. CTAP mentors will be asked to schedule classes within the district to enhance teacher technology proficiencies. With very limited funds and a small staff, the District will take advantage of classes offered by CTAP and SBCEO. The use of software programs will be incorporated with the proficiency classes.

(See Appendix A: CTAP Proficiency Analysis Report)

To support this professional technology growth plan for staff the administration will provide release time quarterly to attend training provided by county resources.

This will be done by working with CTAP and our county office. It has been demonstrated that the peer coaching model in conjunction with focused and ongoing professional development is an effective method of professional development. Therefore, we have set an ambitious, but realistic, goal of having at least 50% of our teachers achieve CTAP Level II certification proficiencies—integrating technology into their standard based lessons—by the end of the third year.

Goal 4.1

By June, 2008, 50% of all grades 4 -6 certificated staff will be able to demonstrate Level II proficiency as measured by CTAP.

Benchmark:

Year One: By June, 2006, 50% of grades 4 -6 certificated staff will have completed the necessary portfolio tasks to qualify for Level I CTAP certification.

Year Two: By June, 2007, 75% of grades 4 -6 certificated staff will have completed the necessary portfolio requisite tasks to qualify for Level I CTAP certification.

By June, 2007 40% of grades 4 -6 certificated staff will have completed the necessary portfolio requisite tasks to qualify for Level II CTAP certification.

Year Three: By June, 2008, 95% of grades 4 -6 certificated staff will have completed the necessary portfolio of tasks to qualify for Level I CTAP certification.

By June, 2008 50% of grades 4 -6 certificated staff will have completed the necessary portfolio requisite tasks to qualify for Level II CTAP certification.

Person Responsible: Principal

Implementation, Monitoring, Timelines and Evaluation Method: Throughout each school year certificated staff will present their technology portfolios to the principal and Technology Coordinator for review prior to making their applications for CTAP Level advancement. Advancement certificates will then be distributed. Upon receipt of CTAP level certificates, quarterly reports will be made to the Superintendent and the Board with a cumulative report in May of each year to the Board on the progress of each school toward reaching the goal and benchmark.

Goal 4.2

By June, 2008, 100% of all grades 4-6 certificated staff will be able to demonstrate the integration of technology and curriculum for a minimum of three lessons each in language arts and math.

Benchmarks:

Year One: By June, 2006, 50% of grades 4-6 certificated staff will have developed one standards based lesson for math and one for language arts or one in his/her specialized curricular area that is supported by the use of technology.

Year Two: By June, 2007, 75% of grades 4-6 certificated staff will have developed one standards based lesson for math and one for language arts or one in his/her specialized curricular area that is supported by the use of technology.

Year Three: By June, 2008, 100% of grades 4-6 certificated staff will have developed one standards based lesson for math and one for language arts or one in his/her specialized curricular area that is supported by the use of technology.

Person Responsible: **Principal**

Implementation, Monitoring and Evaluation Method: Certificated staff will present to the principal and Technology Coordinator the sample technology and standards based lesson plan. The implementation of the lesson plan will be observed formally and informally by the site administrator for feedback. Any suggestions regarding the lesson will be conveyed to the teacher either through informal feedback or through the observation process and appropriate support will be provided to make the necessary adjustments in the lesson plans. The principals will present reports to the superintendent on teacher progress quarterly, the superintendent will report to the governing Board in June of each year.

5a: Description of Existing Infrastructure, Hardware, and Software

Describe the technology hardware, electronic learning resources, networking and telecommunication infrastructure, physical plant modifications, and technical support needed by the district's teachers, students and administration to support the activities in the Curriculum and Professional Components of the plan.

Computers/Printers

	Age (Years)				
	0-1	1-2	2-3	3-4	4+
Instructional Machines					
Hope	34	5	46	5	20
Monte Vista	31	5	37	24	22
Vieja Valley	44	6	2	23	39
District Office	0	0	0	0	0
Administrative Machines					
Hope	2	1	1	1	
Monte Vista	5	2			
Vieja Valley	5	1	3	2	5
District Office	3	3	0	0	1
Total Machines					
Hope (114)	36	6	47	5	20
Monte Vista (126)	36	7	37	24	22
Vieja Valley (130)	49	7	5	25	44
District Office (5)	3	0	0	0	2
Network Printers					
Hope			4		
Monte Vista					
Vieja Valley	1		2	5	
District Office		1			3

Peripherals:

Each site maintains a variety of peripherals which may include personal printers, personal scanners, digital cameras, camcorders, VCRs, DVD players, CD-DVD burners, PDAs, zip drives, and video broadcast equipment. The financial constraints of the district have limited purchases of hardware in the past. Recently, however, Mac machines were purchased on a lease agreement. The district is in the third year of this agreement. We have used the E-rate discount funding for assistance with the purchase of phone line service, email accounts, Verizon long distance fees, AT&T line fees. There is an agreement with Cox Cable for the delivery of internet services for all sites.

5b: Description of Infrastructure, Hardware, Technical Support, and Software Needed to Meet Goals

Describe the existing hardware, Internet access, electronic learning resources, networking and telecommunication infrastructure, physical plant modifications, and technical support already in the district that could be used to implement the Curriculum and Professional Components of the plan.

An inventory for CBEDS report indicates that our fourth through sixth grade classrooms are in need of updated teacher computers as well as increase the numbers of computers for student access within classrooms. The District Educational Technology Committee will investigate the options for these classrooms including wireless technology and laptops as well as the more traditional desktop hardware.

Goal 5.1:

By June 2007, adequate hardware, software and support will be purchased, installed and/or identified to complete our schools' transition to an OS X environment. Additionally, all software will support academic standards and be CLRN reviewed.

Person Responsible: Site administrators and Computer Specialists

Implementation, Monitoring and Evaluation: Progress toward meeting this goal will be reported to the Hope School District Educational Technology Committee and modifications will be made as needed. Monitoring of the overall district progress toward the achievement of this goal will occur by the Educational Technology Committee and will be reported annually in the Single Plan presented by the Principal to the superintendent and the Board of Trustees.

Goal 5.2:

By June 2008, any hardware or software impediments to the rigorous integration of technology into the classroom curriculum will be identified and removed.

Person Responsible: Site and District Educational Technology Committees

Implementation, Monitoring and Evaluation: Progress toward meeting this goal will be reported to the District Educational Technology Committee and modifications will be made as needed. Monitoring of the overall district progress toward the achievement of this goal will occur by the District Educational Technology Committee and will be reported annually in the Single Plan presented by the Principal to the superintendent and the Board of Trustees.

In May of 2005, Hope School District entered the third year of a four-year lease/purchase with Apple Computer. The agreement brought 30 eMacs to each school computer lab. At the end of the lease, the schools have the option of purchasing the leased computers for \$1. At this time, the district envisions purchasing the 90 eMacs and distributing them to the schools' classrooms, while negotiating a new lease with Apple to resupply the computer labs with new computers.

Because of the quick pace of technological advances, the district projects the need to refresh at least one third of each school's computers, printers and other user interactive hardware every four to five years. The

district envisions a rotating system of hardware replacement in which 30 to 40 new computers are introduced to each school computer lab and office every four to five years; 30 to 40 of the labs' and offices' older computers are dispersed to school classrooms; and 30 to 40 computers (now eight to 10 years old) are sold, given to charitable organizations or simply recycled. A process for this type of replacement plan will be determined and financial constraints will dictate the level of replacement.

5c: Description of the infrastructure, hardware, technical support and software

List of benchmarks and timelines for the implementation of planned strategies and activities.

Hope School District is fortunate to have an infrastructure that is capable of supporting the goals of this plan. The District is committed to allocating funds to maintain this infrastructure through purchase of necessary equipment, assistance from the PTA, Education Foundation, Lottery, grants and endowments. As more demands are put on the network, some upgrades may become necessary. The district education technology committee will ensure that the district technology infrastructure is adequate to meet the demands placed on it. Funds for maintenance and upgrades are included in the budget sections of this plan. Benchmarks and timelines are included within each goal.

5d: Description of the monitoring process

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

Each of the goals has a series of monitoring strategies articulated with it.

6a: List of Established and Potential Funding Sources

During the summer of 2005 the District intends to write an Enhancing Education Through Technology Plan (EETT) and submit that plan for State approval. The funds provided by the EETT will be used to assist the District in meeting its educational and training goals. It will also outline a plan for procurement of hardware, software and technical support. The District will continue to aggressively seek funding through grants to support the goals of these plans.

The Hope School District utilizes several resources to fund the costs of technology. It is anticipated that these resources will continue to be made available to the District to support the future budgets. Grants for maintaining school based hardware and software and school-based technical support are received annually from school PTA organization as well as a District Foundation whose sole-purpose is to identify District needs and raise funds to achieve these needs. In 2004-2005 these funding sources raised in excess of \$410,000 to support multiple school projects including technology. The school principals also develop partnerships with local businesses to raise funds for technology. These local fundraising resources account for 64% of the District's technology costs.

District-wide security, technical support, some school and all district software, all internet access and phone utilities, and classroom-based hardware are funded primarily from District unrestricted resources and are part of the District's annual budget and future projections. These unrestricted state resources account for 36% of the District's technology costs.

The Hope School District anticipates through E-RATE Year 8 pre-discounted telecommunication and internet access costs totaling \$42,524. Of these costs it is anticipated that the District will receive discounts totaling \$17,009. These discounts are used 100% to support phone services and internet connectivity.

Technology Revenue Sources:

Unrestricted Funding – District	\$ 79,465
Title V Innovative Strategies -	2,818
PTA Support -	72,448
Hope School District Foundation	70,000
Private Donations/Local Fundraising	<u>5,000</u>

Total Current Year Sources: \$229,731

6b: Estimated Implementation Costs

The District maintains local area networks at one campus and the District office. It is anticipated that two additional campuses will become part of the LAN structure with the purchase of new file servers in the coming year. Access to computing resources is achieved through T-1 lines installed by COX Communications in 2000.

The District maintains emails accounts for all management, technical and certificated staff through service provided by the Santa Barbara County Education Office. Email service is provided by COX communications and the District has internet filtering content with its Filtercube hardware and software. District personnel access 3rd party applications via internet access or through 3rd party applications related to integrated learning systems installed on local computers or networks. The District attendance and testing database is maintained in Powerschool, an Apple software and application service provider. All classrooms access this security controlled database. The District also maintains Microsoft Office applications on most District Macs and PCs as well as other integrated learning software File sharing is currently achieved at one school and at the District office but the installation of a ICSA certified firewall by Sonicwall in 2005 has given the District the ability to broaden certain file sharing capabilities with the purchase of the additional file servers.

The District uses three on-site computer technicians to maintain the school computer laboratories, classroom and office computers and printers and instruct students in technology standards. The District contracts with one of these technicians to support the Powerschool product and also contracts with a network and PC specialist to maintain the Filtercube, the District PCs, and the Sonicwall firewall. The Business Manager serves as the District technical support officer and oversees the coordination with the Districts technology plan, the preparation of annual budgets and purchases as well as the maintenance or installation of major business and attendance computers systems.

The cost of maintaining and improving technology in the Hope School District is substantial. Appropriate current year budgets as well as projected technology budgets are developed and updated annually based on prior year costs, and anticipated new costs for infrastructure, hardware, software, professional development, and maintenance and through the coordination with the Technology benchmarks and plan. The District currently has sufficient new computers in its' three computer laboratories to allow any

classroom student access to a machine during scheduled lab visits. Computers are also maintained in classroom. The computer labs were overhauled in June 2004 with all new Macs running OS X and it is anticipated that in mid-2007 that it will start to replace these machines, moving the older models into the classrooms and maintaining newer technology in the labs.

The District's current costs include annual maintenance fees for Attendance accounting, annual lease costs for three school-based computer labs, upgrades to District office and classroom hardware, District-wide security hardware and software, regular machine maintenance, educational software upgrades and installations, and internet connectivity and telephone services.

Anticipated costs for budgets years 2005-06, 2006-07 and 2008-09 are detailed in the following table.

	CURRENT FUNDING	YEAR ONE ESTIMATED COST	YEAR TWO ESTIMATED COST	YEAR THREE ESTIMATED COST
1000 CERTIFICATED SALARIES	\$ 2,500	\$ 2,500	\$ 2,500	\$ 2,500
2000 CLASSIFIED SALARIES	\$ 90,521	\$ 88,779	\$ 88,779	\$ 88,779
3000 BENEFITS	\$ 7,945	\$ 6,791	\$ 6,791	\$ 6,791
4000 SUPPLIES, NON-CAPITALIZED EQUIPMENT	\$ 32,421	\$ 17,500	\$ 21,000	\$ 19,800
5000 OTHER (CONFERENCES, REPAIRS, PHONE)	\$ 96,335	\$ 95,691	\$ 64,913	\$ 64,913
TOTALS	\$229,722	\$211,261	\$183,983	\$182,783

The Hope School District utilizes several resources to fund the costs of technology. It is anticipated that these resources will continue to be made available to the District to support the future budgets. Grants for maintaining school based hardware and software and school-based technical support are received annually from school PTA organization as well as a District Foundation whose sole-purpose is to identify District needs and raise funds to achieve these needs. In 2004-2005 these funding sources raised in excess of \$410,000 to support multiple school projects including technology. The school principals also develop partnerships with local businesses to raise funds for technology. These local fundraising resources account for 64% of the Districts technology costs.

District-wide security, technical support, some school and all district software, all internet access and phone utilities, and classroom-based hardware are funded primarily from District unrestricted resources and

are part of the District's annual budget and future projections. These unrestricted state resources account for 36% of the District's technology costs.

The Hope School District will expand the technology training opportunities for staff. Teachers will receive technology training from the County of Santa Barbara, local computer lab technicians or other sources on a regularly scheduled basis to:

- improve their ability to utilize websites for student internet learning
- improve their ability to use e-mail for communication with staff and community
- increase the use of digital projectors and cameras with display monitors for student learning

Teachers will be evaluated on their use of technology by site principals in their regularly scheduled evaluations. Teachers will have a technology objective in their Yearly Improvement Plan.

Funding for the development of staff competencies in technology will come from the Hope School District Education Foundation, School Improvement Funds, PTA and other sources to be tapped through grant writing.

6c: Ongoing Technical Support

Technical support from the Hope School District is available at anytime during the school day. At the present time, each school site employs a Computer Specialist who is the first to troubleshoot a problem. If the Computer Specialist is unable to solve the problem (i.e. when a school server has problems or when servers need to be replaced or upgraded), he may contact our on-call District Computer Consultant who then is scheduled to the school.

Goal 6.1:

By June 2008, a tech support model to insure that hardware/software issues are addressed in a timely manner will be developed and implemented.

Benchmarks:

Year One: By January, 2006, the District Educational Technology Committee will investigate the delivery of tech support within the district and will develop a plan to provide effective tech support for each school. By June 2006, the District Educational Technology Committee will implement an effective tech support model.

Person Responsible: Site and District Technology Committees

Implementation, Monitoring and Evaluation: Progress toward meeting this goal will be reported to the District Educational Technology Committee and modifications will be made as needed. The Tech support for each school will be evaluated semi-annually and a report made by the Educational Technology Committee to the Superintendent.

6d: District's Replacement Policy

Description of the district's policy for the replacement of obsolete equipment

When machines are not capable of supporting student learning in the classroom because of outdated components or dysfunction, they are removed from the network. Computer components that are still internet-capable are made available to families who do not have computers in their home. They will be referred to the County Education Office to receive low-cost internet hook-up so they may have access.

Hope School District understands and supports the necessity of having a policy or program in place to insure that equipment is replaced on a scheduled that fits within the District's budget and planning process. Hope School District does not have a replacement policy but through the implementation of this plan one will be created that will increase the numbers of computers in the classrooms and replace outdated equipment.

6e: Monitoring and Evaluation of the Plan

The District Educational Technology Committee will oversee Enhancing Education Through Technology Plan. Their responsibilities will be to:

1. monitor and evaluate progress of the components of the plan
2. receive reports on each phase or benchmark
3. receive and take action on recommendations for modifications to plan strategies
4. monitor and evaluate the budget and timeline established by the plan
5. provide the vision and leadership for future decision making regarding our technology program.

7a: Monitoring and evaluation:

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

An explanation of how each goal will be monitored and evaluated is embedded throughout the plan as part of the goals. Persons responsible for monitoring benchmarks and timelines, and how modifications will be handled are all included as part of each goal statement.

7b: Schedule for evaluating the effect of the plan:

Evaluation schedules will occur semi-annually or yearly depending upon the wording in the goal. An evaluation report shall be presented to the Board in early fall as a way of informing all members of the community of the progress the staff are making on the EETT plan.

7c: How information will be used:

Informal observation and evaluation will be ongoing throughout the school year. The persons responsible for the benchmarks and goals will collect data and review the progress toward each goal twice a year and report the findings in the Single School Plan. At the time of the presentations of the Single School Plans, the public will have an opportunity to provide input or ask questions about the plan. At the beginning of each school year, the comments from this presentation will be considered for inclusion into the plan.