

# WHEATLAND

Union High School District

## TECHNOLOGY PLAN

2004 – 2008



Approved **February 10, 2005**  
California Department of Education's  
Education Technology Review Plan System (ETPRS)

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Wheatland Union High School District  
School Board

# Wheatland Union High School District Technology Plan

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# Wheatland Union High School District Technology Plan

July 1, 2004 – June 30, 2008

## District Overview:

Wheatland Union High School District (WUHSD) is a comprehensive high school district located in Yuba County, approximately 30 miles northeast of Sacramento in the rural community of Wheatland, California, population 2275. The primary source of employment in the area is agriculture with orchards and rice being the dominant crops. Beale Air Force Base is also served by the school and has a major impact upon the community.

Established in 1907, WUHSD now maintains two school sites – a comprehensive high school and a Continuation/Charter School – serving approximately 698 enrolled in grades 9-12. The student demographic population consists of:

## Demographic Data:

CBEDS 2003-2004

District Population:	Asian:	Black:	Filipino:	Hisp/Latino:	Am. Ind. /Alaskan:	Pacific Islander:	White:	Multi/no response:
698	35	46	20	126	35	12	417	7

Dataquest 2001-2002:	Population:
Students eligible for national school lunch program:	
English Learners:	
Fluent-English-Proficient:	
Redesignated FEP:	
Wheatland High School (grades 9-12) student population:	652
Wheatland Alternative High School (grades 9-12) student population:	19
Academy for Career Education (grades 9-12) student population:	27
Teachers:	37
Pupil/Teacher ratio:	19:1
Class size average:	22
Classified Employees:	25

Wheatland High School employs 34 certificated teachers supported by two administrators, two counselors, a library clerk, and a classified staff of 20 employees. The WUHS campus consists of 44 classrooms. The Academy for Career Education charter school employs 3 certificated teachers, a job developer, and one classified staff. The ACE campus consists of 2 classrooms within the Yuba County Office of Education's Virginia School.

A copy of the current School Accountability Report Card (SARC), course catalog, and a wealth of other information can be found on our website ([www.wheatlandhigh.org](http://www.wheatlandhigh.org)).

## **Wheatland Union High School District Technology Plan**

### **1.a. Plan Duration:**

This district plan is envisioned to guide the District and schools within the District from July 1, 2004 through June 30, 2008. As the majority of the first year was spent in the development and approval process, the benchmarks for each component reflect the work we want to accomplish at the end of the first full year of implementation, which is 2006. Activities and strategies for the '04/'05 academic year are included as appropriate.

### **2.a Technology Planning Team:**

The Technology Planning Team includes two technology teachers, one additional teacher (who is also the District's WASC Coordinator), two site administrators, one school counselor, the District Librarian, the Director of Technology, one parent, and the Superintendent. The District's Technology Team represents all aspects of the schools' stakeholders.

The District's Technology Team meets each month to review technology infrastructure and instructional issues. The entire team met on several occasions in development of this, our first EETT Plan. For each meeting, all members of the team were notified and Principals were asked to encourage members of school site councils to attend and participate in the technology planning process. At board meetings, the Superintendent reported on technology planning progress and encouraged members of the community to participate.

In planning meetings, the Technology Team reviewed the existing E Rate technology plan, District adopted instructional goals, Board adopted technology standards for grades 9-12, adoption materials for math and language arts, CTAP2 data, and the current hardware and software needs.

### **District Vision for Technology Use:**

This district plan is envisioned to guide the District and schools within the District from July 1, 2004 through June 30, 2008. As a result, we anticipate that by June of 2008:

- Students will meet the Wheatland Union High School District Technology Standards for the appropriate grade level;
- Every student will have access to a computer with online capability at school and to online resources via the school's website for access at school, home, or any place learning occurs;
- Students use technology tools to master California Content Standards in the core curriculum;
- Teachers use technology to assist students in the mastery of California Content Standards in the core curriculum;
- School-based computers, software, and networking function reliably with timely assistance from trained computer and network personnel as needed;
- Students use online resources wisely and ethically;
- Students are capable of selecting and utilizing task-appropriate software and hardware;
- Students are capable of accessing online instructional opportunities;
- The District communicates with parents and students through a district website;
- The District communicates with staff through a district intranet;
- Teachers can access selected portions of the student information system via the internet.

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### **Expected student outcomes as a result of technology use:**

- Increased student use of computers in classrooms, libraries, and computers labs will improve mastery of California Content Standards as measured by STAR, California High School Exit Exam, Advanced Placement Exams, and local assessments;
- Students will be able to complete grade appropriate technology tasks as defined by the WUHSD Technology Standards;
- Students will increase their use of the Internet for research purposes;
- Students will increase their use of multimedia hardware and software for presentation/demonstration purposes;
- Teacher supervision and training in the Big 6 ([www.big6.com](http://www.big6.com)) allows students ethical and wise use of technological learning resources;

### **Expected staff outcomes as a result of technology use:**

- Teachers will increase their use of technology resources to organize, teach, and assess student learning in the California Content Standards;
- Teachers will increase their use of the Internet to communicate with parents and students;
- The school librarian will be able to assist all teachers in the use of Accelerated Reader, STAR Reading, and Scholastic's Reading Counts;
- Teachers will electronically access each child's school-based data and his/her progress in mastery of California Content Standards as provided by the school's online student information system;
- Teachers will utilize the district intranet to access information and to communicate more effectively;
- All teachers will begin to meet Technology Proficiency Standards as set by the California Commission on Teacher Credentialing;
- All administrators will begin to meet Technology Proficiency Standards as set by the California Commission on Teacher Credentialing.

### **Expected technology outcomes; infrastructure, hardware, tech support and software:**

- The District and sites will continue to upgrade and/or replace outdated computers, display, and network devices;
- Staff will utilize an online technology assistance request form to enlist the support of the Director of Technology;
- The District will provide technical support adequate to provide reliable network connectivity and computer operation;
- The District will continue to move towards its goal of achieving/maintaining a student to computer ratio of 4:1;
- The District and sites will enhance network performance and reliability by adding additional memory and hard drive space to its servers, updating operating systems, replacing antiquated routers, hubs and/or switches, and by adding an additional T-1 data line;
- The District will continue to maintain the web, email, and calendaring servers;

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- The district/school will have developed and adopted a hardware acquisition plan that includes 1) a review of all technology purchases by district and site staff, 2) a database to track all existing equipment and maintenance procedures, and to recommend replacement according to district guidelines;
- The District will subscribe to online services (CTAP Online) to support instructional technology staff development;

### **Expected funding/budget outcomes:**

- Technology curriculum, support, professional development, software, books, and Internet access are supported by the District's General Fund, E-Rate, SIP, Title V, Title I, Prop. 20, Peer Assistance and Review, Instructional Materials Funds, Academic Performance Incentives, and competitive grants;
- The District and categorical funds support student information systems, Internet connectivity and network infrastructure;

### **Expected monitoring and assessment outcomes:**

- Annual increases in teachers' technology proficiencies per the CTAP<sup>2</sup> Assessment;
- Annual increases in teachers' use of technology to enhance curriculum and instruction;
- Students' progress in mastering the California Content Standards in the core curriculum;
- Students' progress in acquiring information literacy skills;
- Trouble reporting system and data;
- Annual maintenance and infrastructure upgrade activities are reviewed and adjustments made as indicated;

### **Expense Type/Funding Source Key**

Code	Description
G	District General Fund
L	Lottery
TI	Title I
SB	Site Based Funds
GO	Grant Opportunities
IMF	Instructional Materials Funds

# Wheatland Union High School District Technology Plan

## CURRICULUM COMPONENT

### Data from the District Technology Survey:

#### 3.a. Staff and student access to technology:

Students have access to computers throughout the day, and after-school in after school programs or as arranged with staff. The desired district-wide student-to-computer ratio in classrooms is 4:1. Each classroom has at least one teacher workstation connected to the Internet. The District's computers vary widely in age and functionality. Most are newer than 3 years old. Older ones, which did not have CD-ROMs or Internet capability, have already been replaced. Each school has at least one computer lab of 20 or more networked, multimedia computers with Internet access. Several computers at each school are dedicated for remediation of students with reading and math difficulties. The library has dedicated student workstations networked to the Internet, Accelerated Reader, and the Follett library management software. Students with special needs and English Language Learners utilize computers in the classrooms and computer labs. SDC and RSP teachers at all schools have a teacher computer and several student computers, which are networked to obtain Internet and other online resources.

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

All teachers have networked computers with access to the Internet and e-mail on the district's servers. They also have the entire Microsoft Office suite of products installed on their computers. Multimedia computer labs with Internet access are located at each site.

All teachers use CLASSxp for attendance and class management, InteGrade Pro for grading, software for developing standards based assessments and for monitoring student progress on these assessments, Follett for library use, and supplemental software to provide standards-based activities for students. The English, Reading, and ESL students use Accelerated Reader for reading remediation. Each school has at least one computer lab available to students for research, Office 2000 training, Internet access, and a variety of other curriculum related software programs.

The District's 9-12 curriculum is aligned to California State Standards in English/language arts, math, science and history/social science. The District has developed quarterly and semester assessments for testing student progress in meeting the standards in math and language arts. Student progress is recorded twice each quarter on the district's report cards for grades 9-12 and mailed home to parents. All teachers have access to SASIxp, a student information management program that can allow teachers to view disaggregated data to monitor class progress on the quarterly assessments. Consistent improvements on State Standards as assessed on the quarterly assessments and STAR test indicate that the variety of computer-based programs implemented in recent years is enhancing student performance. Supplemental programs for students in reading, mathematics, and science, provided by publishers, establish clear connections between standards and learning activities. They provide students with online activities based on their proficiency on state standards.

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Technology Standards for K-12 students (see appendix A) developed by the Yuba County Office of Education has been adopted with minor modifications by the WUHSD Board of Trustees. These skills are taught in the computer labs and reinforced in the classroom. The integration and development of technology skills into the curriculum is encouraged by the inclusion of a variety of online applications available in all classrooms and computer labs.

### **3.c. District's curricular goals:**

Wheatland High School District documents such as LEAP, WASC, Single Plan for Student Achievement analyze and evaluate CAHSEE, district data and STAR test results. STAR indicates that the district continues to have improvement in the ninth and tenth grade scores but negative growth in eleventh grade scores. We are still performing well compared to state averages and our identified subgroups are continuing to improve and stay well above the states benchmark.

The district's California High School Exit Exam results are much higher than the state average with a pass rate of 87% in English Language Arts and 86% in Mathematics.

Our main curricular goal is to improve the scores of students who are far below or below basic. Some improvement suggestions are:

- Enforcing prerequisites, especially for math and other sequential courses
- Requiring remediation courses, in addition to regular course enrollment to improve basic skills
- Analyzing data earlier and utilizing that data to make informed and data driven decisions
- Determining "power" standards by department that would be tested regularly for mastery.

It is recommended that we continue to refine scope and sequence and explore possibilities of electronic information resources and software to support improvement of all students in core content areas.

### **3.d. Curriculum integration to improve teaching and learning:**

Wheatland Union High School District School students have scored well on standardized achievement tests. Many online and electronic information resources are provided for students. Still, there is a need to coordinate those resources with the adoption process and to provide more staff training in the area of instructional technology.

#### **3.d. Goal statements:**

3.d.1 All students 9-12 will use technology resources to become proficient in the California Content Standards in Reading and Language Arts.

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### BENCHMARKS:

June 30, '06	With additional staff training, 75% of teachers will have integrated technology into core content areas of English, math and for 9 <sup>th</sup> through 12 <sup>th</sup> grade classrooms.
June 30, '07	Technology will be utilized appropriately in the core content areas of English for 9 <sup>th</sup> through 12 <sup>th</sup> grade classrooms with additional staff training, with an emphasis on Title 1 students.
June 30, '08	Technology will be utilized appropriately in the core content areas of English and for 9 <sup>th</sup> through 12 <sup>th</sup> grade classrooms.

3.d.2 All students 9-12 will use technology resources to become proficient in the California Content Standards in Mathematics.

### BENCHMARKS:

June '06	Content specific software in math will be integrated into 9 <sup>th</sup> grade classrooms with additional staff training.
June '07	Content specific software in math will be integrated into 10 <sup>th</sup> grade classrooms with additional staff training.
June '08	Content specific software in math will be integrated into 11 <sup>th</sup> and 12 <sup>th</sup> grade classrooms with additional staff training.

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

Goal #	Implementation Plan/Activities	Resp. Position	Timeline	Budget Source	Monitoring and Evaluation activities
3.d.1	Staff collect examples of student work & identify current use of technology in classrooms	Staff & Admin.	Fall. '05	N/A	Student technology work is reviewed and assessed by staff and admin.
3.d.1 3.d.2	Team researches technology resources in reading, language arts and mathematics	Staff & Admin.	Fall '05	SB,L	Presentation of findings to staff and recommendations for adoption to Tech. Team and Curriculum Council
3.d.1 3.d.2	Reading, language arts and math software is purchased	Admin.	Dec '05	SB,L, IMF, TI	Software installed and configured
3.d.1	Staff development is provided for teachers in use of reading/language arts and math software	Staff & Admin.	Jan-Mar. '06	L, SB, TI	Certificates of completion; lesson and unit plans developed
3.d.2	Staff development is provided for 9-12 staff in teaching reading/math and integrating technology	Staff & Admin.	Nov.- Dec. '06	L, SB, TI	Certificates of completion; lesson and unit plans developed

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3.d.1 3.d.2	Samples of student work in Reading and Math are collected at appropriate grade levels & evaluated	Staff & Admin.	June '06	N/A	Evaluation results are shared with the entire staff for input on improvement
3.d.1 3.d.2	Student STAR test scores evaluated; strategies developed to improve results	Staff & Admin.	Aug '06	N/A	Results presented to staff, community, school board
*Cycle is repeated for years 2006-08 assuring completion of benchmarks or changes resulting from evaluation results.					

### 3.e. Student acquisition of technological and information literacy skills:

The District has established Technology Standards for Students. These standards provide a clear scope and sequence of student skills required by our curriculum and instructional program. They provide guidance to all program planners in the district in the area of curriculum development, technology development, and staff development. As part of our assessment plan, student progress toward meeting District Standards is assessed. Student progress toward meeting technology use standards will be assessed as part of this plan.

As a result of the Digital High School grant process, the majority of students in grades 9-12 meet the proficiency standards as outlined in the Wheatland Union High School District 9-12 Technology Standards (see Appendix A). However, additional emphasis needs to be placed on developing information literacy skills in grades 9-12. Staff has used 2004-2005 to develop their own skills with the Big 6 ([www.big6.com](http://www.big6.com)) process.

### 3.e. Goal statement:

**3.e.1** Wheatland Union High School District students will understand and apply information literacy skills to increase their use of Internet resources for research in the core content areas.

#### BENCHMARKS:

June '06	Students will demonstrate Big 6 information literacy skills by completing a research project in at least two of the core content areas in grades 11 through 12.
June '07	Students will demonstrate Big 6 information literacy skills by completing a research project in at least one of the core content areas in grade 10.
June '08	Students will demonstrate Big 6 information literacy skills by completing a project in one of the core content areas in grade 9.

**3.e.2.** Wheatland Union High School District will continue to implement and will revise the continuum of Technology Content Standards and technology proficiency skills, which will allow students safe and relevant use of technological learning resources.

#### BENCHMARKS:

Aug. '06	Wheatland Union High School District will adopt a revised version of its existing continuum of technology proficiency skills.
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Aug. '07	At least three components of the standards will be implemented/emphasized in grades 9-12.
Aug. '08	At least three additional components of the standards will be implemented/emphasized in grades 9-12.

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

Note: some of these benchmarks occur prior to the beginning of the planning year.

Goal	Implementation Activities	Resp. Position	Timeline	Budget	Evidence of Activities
3.e.1 3.e.2	Technology Team revises the existing technology content standards	Staff	Mar. '05	L, TI	Existing technology content standards
3.e.1 3.e.2	Technology Team presents standards to full faculty	Staff	May. '05	NA	Faculty meeting agenda discussion
3.e.1 3.e.2	Superintendent takes the faculty-adopted standards to the Board for adoption	Admin.	Aug. '05	NA	Board agendas
3.e.1 3.e.2	Professional development focuses on integrating information literacy and computer proficiency curriculum model into core curriculum and assess student proficiencies	Admin. Staff	Aug. '05	G, L, TI, SB	Professional development agenda and attendance sheet
3.e.1	Students will demonstrate "Big 6" information literacy skills by completing a research project in at least two of the core content areas	Staff	June '06	G, L, IMF, TI, SB	Lesson Plans and other curriculum documents; student work
3.e.2	All teachers emphasize at least three components/standards of the computer proficiency curriculum integrated into their core instruction and assessment practices	Staff	Oct. '05- May '06	G, L, IMF, TI, SB	Lesson Plans and other curriculum documents; student work
3.e.1 3.e.2	Results of the integration of computer & information literacy proficiency skills is discussed at faculty meetings	Admin. Staff	June '06 Sep. '06 Oct. '06	NA	Faculty meeting agendas
3.e.2	Teachers evaluate the appropriateness of standards, modifying them for implementation next year to the '04 performance benchmarks	Admin. Staff	Jan. '07	SB, G	Survey regarding the effectiveness of the model piloted – presentation of findings to faculty – modifications as indicated by data

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3.e.1	Teachers evaluate the quality and effectiveness of information literacy; modifying it for implementation of '04 benchmarks	Admin. Staff	Jan. '07	SB, G	As above
3.e.1 3.e.2	Teachers support each other in full implementation of technology proficiency and information literacy curriculum	Staff	Feb. '07- June '07 and thereafter	F	Use of district online discussion board to share ideas/practices
Cycle is repeated for years 2007-2008 assuring completion of benchmarks or modifications from evaluation results.					

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

All Wheatland Union High School District students, including ELL and Special Education students, have access to computers throughout the school day in classrooms, libraries, and labs. Libraries and labs are routinely opened and staffed before school, lunch, and after school.

Student needs regarding adaptive technology are assessed at time of enrollment and the District works with the local SELPA or other appropriate agencies to provide appropriate access to technology.

### 3.f. Goal statement:

3.f.1 As an identified statistically significant subgroup in site APIs, Title I students will use content specific software and/or online services to assist with remediation and enrichment of their reading and language arts skills and math proficiencies.

### BENCHMARKS:

Aug. '05	Appropriate Title I software or online services will be identified for student use.
Jan. '06	Appropriate Title I software or online services will be purchased and staff trained in its use.
June '06	Appropriate Title I software or online services will be integrated into the curriculum.
June '07	Appropriate Title I software or online services will be evaluated with regard to integration into the curriculum.

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

**Note: some of these activities occur prior to the beginning of the planning year.**

<b>Goal #</b>	<b>Implementation Plan/Activities</b>	<b>Resp. Position</b>	<b>Time line</b>	<b>Budget Source*</b>	<b>Monitoring and Evaluation activities</b>
3.f.1	A team of two teachers research and identify Title I software or online services	Staff	April '05	SB, TI	Model programs presented
3.f.1	Teacher team recommends Title I model to full faculty	Staff	May '05	SB, TI	Faculty meeting agenda discussion
3.f.1	Superintendent takes the faculty-adopted model to the Board of Education for adoption	Admin.	Aug. '05	SB, TI	Board agendas
3.f.1	Professional development focuses on how to integrate technology into the Title I program and assess student proficiencies.	Admin. Staff	Aug. '05	SB, TI	Professional development agenda and attendance sheet; Certificates of completion
3.f.1	Instructional technology programs are implemented within Title I	Staff & Admin.	Sep. '05	SB, TI	Lesson and unit plans developed
3.f.1	Samples of student work and Title I progress are collected & evaluated	Staff & Admin.	Jan. '06 – June 06	SB, TI	Evaluation results are shared with the entire staff for input on improvement
3.f.1	Student test scores evaluated; strategies developed to improve results	Staff & Admin.	Aug. '06	SB, TI	Results presented to staff, community, school board
Cycle is repeated for years 2006-07 and 2007-08 assuring completion of benchmarks or changes resulting from evaluation results.					

**3.g. Utilize technology to make student record keeping and assessment more efficient and supportive of teachers' efforts to meet individual student academic needs:**

The SASIxp student information system has been deployed district-wide. Teachers throughout the District use SASIxp to take student attendance and to track student data. STAR data has recently been attached to site data and SASIxp reporting features are used to better assess student performance on standardized assessments. SASIxp allows teachers to view and track student data via the Intranet. Additional training is necessary at both sites within the District. Administrators are currently trained in SASIxp and are capable of providing leading additional training for teachers.

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### 3.g. Goal statement:

By June 2008, 100% all teachers will be provided with and trained to use SASIxp. They will also receive additional training in the use of InteGrade Pro to track students' progress through mastery of California Content Standards.

#### BENCHMARKS:

June '06	30% of teachers will use SASIxp and InteGrade Pro to track students' progress through mastery of California Content Standards.
June '07	60% of teachers will use SASIxp and InteGrade Pro to track students' progress through mastery of California Content Standards.
June '08	100% of teachers will use SASIxp and InteGrade Pro to track students' progress through mastery of California Content Standards.

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

Goal #	Implementation Plan/Activities	Resp. Position	Time line	Budget Source*	Monitoring and Evaluation activities
3.g.1	SASIxp and InteGrade Pro are installed and configured at both sites.	Director of Technology	July. '05	G, SB, L	Installation log
3.g.1	Professional development focuses on how to use student data software.	Admin Staff	Aug. '05	G, SB, L	Professional development agenda and attendance sheet; Certificates of completion
3.g.1	33% of teachers use SASIxp and InteGrade Pro to track students' progress toward mastery of California Content Standards throughout the school year.	Staff & Admin.	Sep. '05	G, SB, L	Staff survey Teacher record books
3.g.1	Progress is evaluated through staff survey, discussion of issues and accomplishments	Staff & Admin.	Jan. '06 – June 06	G, SB, L	Evaluation results are shared with the entire staff for input on improvement
Cycle is repeated for years 2006-07 and 2007-2008 assuring completion of benchmarks or changes resulting from evaluation results.					

### 3.h. Utilize technology to make teachers and administrators more accessible to parents:

Wheatland Union High School District provides a district website and school websites. A standardized email protocol of first initial with last name is used and advertised to parents and the community. Given this, parents and the community can easily communicate with teachers and administrators.

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Both sites currently utilize InteGrade Pro and have available a web-publishing feature to post daily progress reports to a secure web server.

The District plans to implement ParentConnect district-wide. ParentConnect will allow parents to view student information via the Internet, including test scores, grades, attendance, etc.

### 3.h. Goal Statement:

3.h.1. By September 2005, Wheatland Union High School District will deploy ParentConnect and make it available to parents.

#### BENCHMARKS:

Aug. '05	All teachers will have been trained in the use of ParentConnect.
Sep. '05	ParentConnect will be available to all parents.
Dec. '05	Technology Team will have data on the extent to which ParentConnect is effective for communicating with parents.

#### i. List of benchmarks and a timeline for implementing planned strategies and activities:

Goal #	Implementation Plan/Activities	Resp. Position	Time Line	Budget Source*	Monitoring and Evaluation activities
3.h.1.	ParentConnect is installed	Tech. & Admin	July '05	G, L	Installation logs
3.h.1.	Staff is trained in the use of ParentConnect	Staff	Aug. '05	G, L, PAR	Reports at Technology Team meetings
3.h.1.	Notify parents of the opportunity to communicate with the sites via ParentConnect	Admin.	Aug. '05	G, L, SB	Newsletters, press release
3.h.1.	Additional staff training is provided	Admin. Staff	Sep. '05	G, L, SB	Agendas and reports at Technology Team meetings
3.h.1.	Survey staff and parents regarding effectiveness	Tech Staff	Nov. '05	G, L, SB	Survey data
Cycle is repeated for years 2006-07 and 2007-2008 assuring completion of benchmarks or changes resulting from evaluation results.					

\*See page 3; Funding Source Key

## **Wheatland Union High School District Technology Plan**

### **Resources and budget required to implement Curriculum Component:**

Resources required include:

- Additional software and/or online applications that support student learning in California Content Standards;
- Professional development for teachers who will need to:
  1. keep up with existing and emerging applications relevant to California Content Standards,
  2. increase their proficiency with new operating systems and multi-media and presentation applications,
  3. develop an information literacy curriculum integrated with the core curriculum,
  4. develop standards-based report cards to be used with SASIxp,
  5. generate and interpret results of standardized student assessment data,
  6. use technology to differentiate instruction based on standardized student assessment data;
- Replace older computers with faster, fully-functioning computers to enable students to meet our benchmarks;
- Staff trained in operating system basics, network resources, routine workstation maintenance, software applications, and online resources to increase technology literacy.

### **Benefits from curriculum integration:**

- Increased ability of teachers to individualize curriculum to meet the needs of students;
- Increased capacity to assess student progress in mastery of California Content Standards;
- Increased capacity of students to utilize higher order thinking skills as they develop information literacy skills;
- Increased proficiency of students in managing multi-media and presentation applications to demonstrate their knowledge and skills;
- Increase competency of students in computer skills resulting from instruction according to the district's Technology Content Standards;

## Wheatland Union High School District Technology Plan

### PROFESSIONAL DEVELOPMENT COMPONENT

#### 4.a. Data from the District Technology Survey:

Wheatland Union High School District teachers and administrators took the CTAP2 survey in August 2003 to determine their technology needs. As a result, the Director of Technology has been able to focus training opportunities in areas of greatest need. Training has been offered in both one-on-one and group assistance opportunities. The mandate is to focus on fostering instructional technology skills. The district will annually supports 20 “seats” in CTAP Online.

#### **Teacher and administrator’s current technology skills and needs for professional development:**

The CTAP2 results of certificated staff and administration indicates that most are proficient in word processing. All have some general computer knowledge. Teachers are least proficient at database, spreadsheet, presentation, instructional technology applications.

Some teachers are aware of regional California Technology Assistance Project (CTAP) offerings. Many take advantage of CTAP Online courses or the Educational Technology Academy. As part of the district-wide strategy to advance the technology proficiencies, teachers are provided continuing education and salary credit for CTAP courses.

Higher priority is placed on curriculum alignment with California Content Standards, and instructional strategies that do not necessarily depend on technology; however, technology is being emphasized as a means of differentiating instruction. The Director of Technology works with staff on instructional technology strategies.

Wheatland Union High School District recognizes that site and district administrators must be credible instructional leaders. As instructional technology training is provided, administrators are committed to providing and participating in the training.

District informal survey indicates that most would like to use more technology resources in teaching, but they felt limited by a several factors:

- Fear of “breaking something” or “erasing everything”;
- Insufficient on-site training time to acquire needed knowledge and skills, and to do the planning required to integrate technology into current curriculum;
- Insufficient funds to effectively plan for required hardware and software updates needed to access increasingly sophisticated resources;
- Perception that instructional technology is “one more thing” required of staff with inadequate resources to truly achieve student and teacher proficiency.

## Wheatland Union High School District Technology Plan

### 4.b and c. Goals and benchmarks for professional development:

4.b.1 By June 2008, all teachers and administrators will be at “intermediate” or “proficient” in all seven CTAP<sup>2</sup> skill areas.

**BENCHMARKS:**

June '08	60% of teachers and administrators will be at “intermediate” or “proficient” in all seven CTAP <sup>2</sup> skill areas.
June '07	80% of teachers and administrators will be at “intermediate” or “proficient” in all seven CTAP <sup>2</sup> skill areas.
June '08	100% of teachers and administrators will be at “intermediate” or “proficient” in all seven CTAP <sup>2</sup> skill areas.

4.b.2 By June 2008, staff will demonstrate increased use of technological learning resources to organize, teach and assess student learning in California Content Standards.

**BENCHMARKS:**

June '06	60% of teachers integrate at least two lessons incorporating technology learning resources in teaching reading, language arts and mathematics.
June '07	80% of teachers integrate at least four lessons incorporating technology learning resources in teaching reading, language arts and mathematics.
June '08	100% of teachers integrate at least five lessons incorporating technology learning resources in teaching reading, language arts, mathematics and science; adding at least one technological learning resource to their teaching repertoire annually thereafter.

### c. and d. Timeline for implementing and evaluating planned strategies and activities:

Goal #	Implementation Plan/Activities	Responsible Position	Timeline	Budget Source*	Monitoring and Evaluation activities
4.b.1	Staff and administrators takes CTAP2 assessment	Principals & Director of Technology	By July 1 '05	N/A	Director of Technology & Superintendent review data.
4.b.1 4.b.2	As part of the normative evaluation process, staff and administrators will write goals in instructional technology.	Principals & Staff	Sep. '05 – June '06	G	Evaluation documents.
4.b.1 4.b.2	A menu of opportunities for staff development based on the CTAP <sup>2</sup> survey are researched and presented to staff. On site workshops will be featured	Principals & Technology Team	May/June '05 – and annually thereafter	N/A	Handouts, lists, notes from staff meetings

## Wheatland Union High School District Technology Plan

4.b.1 4.b.2	Faculty and administrators will take advantage of online technology inservice, such as CTAP Online, trainings based on individual professional development plans derived from CTAP <sup>2</sup> and other resources.	Director of Technology	Oct. '05 and annually thereafter	G, L, SB	Teacher's individual professional development plans; certificates of completion
4.b.1 4.b.2	Teachers who wish will be allowed to visit schools identified by CTAP that demonstrate exemplary use of technology to support the academic core curriculum 9-12. Each teacher will report to a faculty meeting on the program visited and how it might be utilized at their sites	Superintendent Principals	Nov. '05 – June '06	G, L, SB	Travel documents and faculty meeting notes
	Staff & stakeholder meet to review effectiveness of Staff Development plan and make recommendations for new additions, strategies, and/or formats	Principals & Director of Technology	May '06	G, L, SB	Notes from staff meeting; recommendations; review of results from CTAP2 survey
Cycle is repeated for years 2006-07 and 2007-08 assuring completion of benchmarks or changes resulting from evaluation results.					

\* Funding Source Key - See page 3.

4.b.3 By June 2008, 100% of teachers will be trained in the use of the existing student management system, SASIxp, and will be capable of retrieving student assessment data from InteGrade Pro.

### BENCHMARKS:

Aug. '05	The district will provide staff development for new users of SASIxp and InteGrade Pro.
June '06	70% of staff will use SASIxp and InteGrade Pro.
June '07	100% of Staff will use SASIxp and InteGrade Pro.

## Wheatland Union High School District Technology Plan

### c. and d. Timeline for implementing and evaluating planned strategies and activities:

Goal	Implementation Activities	Responsible Position	Timeline	Budget Source*	Monitoring Plan
4.b.3	District will install ParentConnect	Director of Technology	July '05; ongoing	G	Installation logs
4.b.3	Staff will be trained in the use and maintenance of ParentConnect and InteGrade Pro	Director of Technology	Aug. '05; ongoing	G, SB, L	Training agenda
4.b.3	100% of Staff will use InteGrade Pro to review student progress and strategize how to improve student mastery of specific standards	Director of Technology	June '06; ongoing	G, SB, L	Instructional team meeting notes

### Resources and budget required to implement these goals:

- Stipends for a mentor teacher at each site to support faculty growth in use of technological learning resources;
- Subscription to CTAP services for information on good learning software and for needed teacher inservice. Professional development activities will include CTAP Online, the Educational Technology Academy, and other capacity building professional development opportunities provided by CTAP3;
- Funding for teachers to visit other school sites identified by CTAP as demonstrating exemplary use of technology to support the academic core curriculum K-12;
- Funding for more reliable computers and network devices;
- Funding for additional computer technician support.

### Benefits from professional development based on staff needs assessment:

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

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

## Wheatland Union High School District Technology Plan

### INFRASTRUCTURE, HARDWARE, TECHNICAL SUPPORT, AND SOFTWARE COMPONENT

#### 5.a.b. Current & Needed Infrastructure and Hardware:

##### District Office:

WUHSD provides point-to-point T-1 WAN access to both sites within the district. The high school is connected via a point-to-point T-1 to the Yuba County Office of Education (the local DCP node). The district provides email and web hosting services to both sites within the district via a Windows-based server. This server needs to be upgraded to meet the District's needs for the next three years. The district supports a Windows-based LAN and has access to Yuba County Office of Education AS-400. Wireless connectivity is provided via D-Link wireless router/hubs in the high school's library and in the Cisco computer lab. Additional wireless connectivity is needed in the District office and at ACE.

##### Sites:

The high school site has two servers: one academic for student use and one administrative for staff and teacher use. ACE has one server for both student and staff use. SASIxp student information system is installed at both sites and is currently deployed in classrooms via CLASSxp. Operating systems at sites range from Windows98 to XP. Macintosh computers are utilized on a limited basis at the high school. All schools have T-1 Internet access with at least one drop per classroom. Currently, only the Special Education classrooms have achieved the district's goal of 3 computers per classroom. Most classrooms have mini switches or hubs to accommodate a teacher workstation and at least two student workstations. All existing hubs, and switches less than 100MB, should be replaced with 100MB switches throughout the District.

Each site has computer labs for student research and instructional purposes. The high school maintains three computer labs and several smaller concentrations of computers. Labs can be accessed before school, during lunch, after school and by teacher appointment. Presentation devices are available through the district.

At both sites there is a need to upgrade/replace aging computers and to upgrade existing operating systems and client software.

**Our goal** is to maintain a student to computer ratio of at least 4:1 throughout the district and to provide adequate hardware and software support.

Date	Item	Location	Cost	Source	Notes
12/04	Purchase replacement Internet server	DO	\$3,500	G, SB, L, GO	
7/05	Purchase Cisco 2600 series router to replace 2500 series at continuation/charter school	GT, NS, DO, IS,	\$6,800	G, SB, L, GO	E
7/05	Replace 10MB hubs with 10/100 switches where needed	DO	\$2000	G, SB, L, GO	E
7/05	Purchase additional T1 and necessary equipment	GS/County	\$3,500	G, SB, L, GO y	

## Wheatland Union High School District Technology Plan

7/05	Replace district application server	DO	\$3,500	G, SB, L, GO	
7/05	Purchase additional wireless access points for District Office and ACE	DO	\$250	G, SB, L, GO	
2006-08	Revise objectives and timeline to reflect need	DO			

### Site Hardware, Software and Infrastructure Timeline:

Date	Item	Location	Cost	Source	Notes
07/05	Purchase Computers to move toward 3 computers per classroom. See Purchasing Guidelines.	All	\$800 Each	G, SB, L, GO	Part of plan for 3 computers per class
07/05	Purchase Video Projectors	All	\$1,800 Each	G, SB, L, GO	
07/05	Replace/Upgrade File Servers as Needed	All	\$3,500 Each	G, SB, L, GO	
07/05	Implement ParentConnect	All	\$17,000	G, SB, L, GO	Involve volunteer staff to start.
2006-08	Revise objectives and timeline to reflect need	All			

### Technical support:

The Director of Technology provides support for existing computers and Internet connectivity. The Yuba County Office of Education provides additional support. The high school ROP Cisco Academy class will be utilized for future support needs.

### Software and online services available:

Students at the high school are able to take Advanced Placement courses online through UCCP. SASIxp, a student information system for classroom teachers is available to teachers via CLASSxp and will soon be available to parents via ParentConnect. All PC computers offer Office 2000 to staff and students. Each computer lab maintains a collection of software to support the curriculum. This software has not been reviewed for its correlation to State standards. Future purchases will reference CLRN (California Learning Resources Network), which lists software that aligns with California content standards.

The district employs an intranet to facilitate communication and the spread of information within the district.

### 5.c. Goals and benchmarks for infrastructure, hardware, technical support and software:

5.c.1 All classrooms will have a minimum of 3 networked computers and a printer, plus one LCD projector for every 4 classrooms.

5.c.2 Aged (3+ years) computers will be replaced/upgraded based on standardized criteria.

## Wheatland Union High School District Technology Plan

### BENCHMARKS

June '06	Develop and adopt a process for purchasing hardware as funds become available.
Mar. '07 And Mar 08	Identify sufficient funding to support computer replacement and needed upgrades of infrastructure, hardware and needed applications.

5.c.3 Put into effect a process and criteria for the selection, purchase, maintenance and upgrading of software for instruction, matching software with State standards.

### BENCHMARKS

June '06	Develop and adopt a process for selecting, maintaining and upgrading software.
June '06	Purchase software to support Reading/LA and Math.

5.c.4 Teachers will develop skills to handle basic workstation and application problems.

### BENCHMARK

Aug. '05 And ongoing	Support continues to focus on issues relating to desktop machines.
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### c. and d. Timeline for implementing and evaluating planned strategies and activities:

Goal #	Implementation Activities	Responsible Position	Timeline	Budget Source*	Monitoring Plan
5.c.1	Provide each classroom with at least 3 computers, a printer, and an LCD projector for every four classrooms	Director of Technology	July '06	L, SB, GO, TSST	Budget item
5.c.2	Replace outdated computers with new ones.	Director of Technology	July '06	L, SB, GO, TSST	Budget item
5.c.3	Develop process for selecting, purchasing, and upgrading software.	Director of Technology	Dec. '06	NA	Existence of plan
5.c.4	Train staff in basic computer troubleshooting.	Director of Technology	Feb. 07	G, L, SB	Training log
Cycle is repeated for years 2006-07 and 2007-08 assuring completion of benchmarks or changes resulting from evaluation results.					

### Benefits from infrastructure:

Wheatland Union High School District is committed to using technology to enhance student learning. Without appropriate equipment, infrastructure and maintenance it cannot attain the following benefits:

- Fast, reliable connectivity;
- Fast, reliable workstations for the instructional benefit of students;
- Multi-media instructional presentations to enhance student instruction;
- Ability to more effectively differentiate instruction for all students;

## **Wheatland Union High School District Technology Plan**

### **Personnel, resources and budget required to implement this goal:**

The district and sites will need to seek additional funding opportunities to fully implement this goal.

## Wheatland Union High School District Technology Plan

### FUNDING/BUDGET COMPONENT

#### 6.a.1 Resources (annual)

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

Code	Description
G	District General Fund
L	Lottery
TI	Title I
SB	Site Based Funds
GO	Grant Opportunities
IMF	Instructional Materials Funds

#### 6.a.2 Process for identifying funding sources:

Principals at each site stay current with categorical programs and special grants. The Director of Technology researches and applies for technology grants. The Superintendent attends workshops to stay current on categorical programs and is responsible for budget development and allocation of funds to implement the goals set by the Board. California TeleConnect Fund supports the district's T-1 line costs. The district will look to CTAP to provide cost effective staff development, advice on hardware and software purchases and to help train our computer tech aides. CSMART will be used to help find funding sources.

#### 6.b. \*Estimate implementation costs for the term of the plan (2005-2008):

Item	Cost	One Time	On Going
Purchase new Internet server	\$3,500	X	
Purchase Cisco 2600 series routers to replace 2500 series	\$6,800	X	
Replace 10BT hub with 10/100 switch	\$2000	X	
Purchase additional T1 and all necessary equipment	\$3,500	X	X
Purchase additional wireless access points for District Office and ACE	\$250	X	
Replace district application server	\$3,500	X	

#### Site Hardware, Software and Infrastructure Timeline:

Item	Cost	One Time	On Going
Purchase Computers to move toward 3 computers per classroom. See Purchasing Guidelines.	\$800 Each	X	
Purchase Video Projectors	\$1,800 Each	X	
Replace/Upgrade File Servers as Needed	\$3,500 Each	X	X
Implement ParentConnect	\$17,000	X	X

\* Cost does not include ongoing costs. These costs are included/estimated in table 6.c.

## Wheatland Union High School District Technology Plan

### 6.c. Estimated implementation costs (annually by category):

Categories	2005-06	2006-2007	2007-2008	TOTAL
2000 salaries	56,000	56,000	56,000	168,000
3000 employee benefits	5,000	5,000	5,000	15,000
4200 books	200	200	200	600
4300 materials, supplies	10,000	10,000	10,000	30,000
4400 equipment under \$5,000	42,000	42,000	42,000	126,000
5200 travel& conferences	2,000	2,000	2,000	6,000
5600 rentals & leases	2,000	2,000	2,000	6,000
5800 other services	25,000	25,000	25,000	75,000
5900 communications	7,500	7,500	7,500	22,500
6400 equipment over \$ 5,000	20,000	20,000	20,000	60,000
6500 equipment replacement	25,000	25,000	25,000	75,000
<b>TOTAL:</b>	<b>174,700</b>	<b>192,700</b>	<b>192,700</b>	<b>584,100</b>

### 6.c. Ongoing District Tech Support:

District Tech Support is provided by the Director of Technology. This person provides advanced network, workstation, and application support at the district office and at all school sites. The Superintendent is responsible for planning and budgeting for annual technology related expenditures. The county office is often relied upon for additional support and information.

### 6.d Replacement policy for obsolete equipment:

There is no Replacement Policy currently in effect. Development and implementation of such a plan is one of the goals of this Technology Plan, as described on page 24.

6.d.1 The District has in place a realistic replacement plan that will support Curriculum and Professional Development.

#### BENCHMARK

Sept. 05	Director of Technology proposes appropriate replacement policy to the Superintendent
Dec 05	Superintendent presents policy language to the Board
Feb 06	The District Board adopts a Replacement Policy for obsolete equipment

### c. and d. Timeline for implementing and evaluating planned strategies and activities:

Goal #	Implementation Activities	Responsible Position	Timeline	Budget Source*	Monitoring Plan
6.d.1	Director of Technology consults with other districts and CTAP, researching policy language and reports to the Superintendent	Director of Technology	Sep. 05		Report to Superintendent
6.d.1	Proposed Policy goes to the	Superintendent	Dec. 05	L, SB,	Agenda item

## Wheatland Union High School District Technology Plan

	Board				
6.d.1	Board approves policy.	Superintendent	Feb 06		Policy language

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

The Superintendent will develop an annual tech budget as part of the annual budget cycle. The business manager will cite various sources of funding. The district budget is developed in May/June. The Superintendent will prepare a mid year report in January of each year to update the Technology Team and the Board.

The Superintendent is responsible for monitoring all aspects of the budget. He oversees the day-to-day budget and plans for the expenditure of the various funds and programs. The Superintendent with the business manager prepares the monthly budget reports as well as the state-required, semi-annual Interim Reports for the Board, develops the budget annually, and in the process advises the Board about state and grant funds available.

#### BENCHMARKS

April annually	The Superintendent develops the Technology budget.
June annually	Superintendent presents the Technology budget to the Board for approval.
January annually	Superintendent reports to Board and Technology Task Force on progress of funding and status of budget

Goal #	Implementation Plan/Activities	Responsible Position	Timeline	Budget Source	Monitoring and Evaluation Activities
6.e.1	Prepare annual Tech budget to implement the Tech Plan goals and activities	Superintendent	April/May annually	No additional cost	Budget document
6.e.2	Present Budget to the Board	Superintendent	June annually	No additional cost	Minutes of meetings
6.e.3	Report/update progress of the annual Tech budget	Superintendent	January annually	No additional cost	Minutes of meetings
6.e.3	Update tech funding as new dollars are available	Superintendent	Ongoing	No additional cost	Budget documents

## Wheatland Union High School District Technology Plan

### MONITORING AND EVALUATION COMPONENT

The district first developed a 5-year technology plan in 1999, which focused on the acquisition of equipment and connectivity, and on the use of technology for teaching and learning. This plan is reviewed with the Technology Team each year to determine progress and needs. The current EETT technology planning process addresses increased use of existing and future technology tools in curriculum, instruction and assessment.

**7.a.b. The process and schedule for evaluating technology’s impact on student learning and attainment of the plan’s goals:**

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

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

<b>Timeline</b>	<b>Data collected</b>	<b>Analysis</b>	<b>Person responsible</b>
Annually in the Fall	CTAP2 iAssessment results	Increase in staff technology proficiencies	Special Projects Coordinator Director of Technology
Annually in the Spring	Staff survey	Increases in teachers’ use of technology to enhance curriculum	Special Projects Coordinator Director of Technology
Annually in the Spring	STAR results	Students’ progress in mastering the CCS in Math and Reading/LA	Special Projects Coordinator Director of Technology
Annually in June	Student grades in specific classes	Students’ progress in acquiring technology proficiency skills	Special Projects Coordinator Director of Technology
Annually in June	Maintenance and infrastructure up grade data	Status of equipment and infrastructure	Special Projects Coordinator Director of Technology
Annually in Spring	Staff survey	Adequacy of Tech Support training	Special Projects Coordinator Director of Technology
Annually in June	Repair/replacement data	Computer life expectancy	Special Projects Coordinator Director of Technology
<b>Annually in July</b>	<b>Data Collected above</b>	<b>Progress toward meeting goals of the EETT plan</b>	<b>Technology Team and Superintendent</b>

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

The Superintendent will prepare annual reports of the progress toward meeting stated goals and benchmarks. This report will be in conjunction with the budget report in January and July.

## Wheatland Union High School District Technology Plan

Reports will be presented to the Board and the School Site Councils at regularly scheduled meetings.

July annually	The Superintendent presents data and summary of progress toward meeting goals at Tech Task Force and Board meetings.
January annually	The Superintendent gathers data and present a status report to the Technology Team and Board. Principals pass the information to their staffs and School Site Council.
Ongoing	Modifications of the plan and activities are made based on the data gathered, funding available and changing priorities.

## Wheatland Union High School District Technology Plan

### 8. EFFECTIVE COLLABORATIVE STRATEGIES WITH ADULT LITERACY PROVIDERS COMPONENT

#### Adult Literacy:

**Needs:** According to Spring 2004 STAR data, 52% of the parents of students served by Wheatland Union High School District have no more than a high school education, 26% have some post-secondary education, and 2% have not completed high school.

Wheatland Union High School District provides adult education by providing a high school diploma program through the WUHSD Adult Education program. Tri-County ROP offers classes throughout Yuba and neighboring counties in a variety of job skills, such as basic and advanced computing, construction, automotive mechanics, and fire science.

A Wheatland Union High School District categorically funded Reading Specialist is available to parents in reading instruction as needed.

Yuba County Library provides additional adult literacy services including basic reading instruction and GED preparation.

There are a multitude of community colleges in the region that provide programs for adult literacy.

Annually in the spring, Wheatland Union High School District will consult with Yuba County and school adult literacy programs and offer to work with them. Such collaboration could include outreach, facilities for classes, and use of equipment.

## Wheatland Union High School District Technology Plan

### 9. EFFECTIVE RESEARCH BASED METHODS AND STRATEGIES COMPONENT

#### 9.a. Describe how the plan has utilized reliable research behind the model design:

Schools within the Wheatland Union High School District each have made reading and language arts a curricular focus in their Single Plans for Student Achievement. In order to assist sites in their goals for student achievement, Accelerated Reader was purchased and has been implemented at sites throughout the district.

Curricular Area	Research Consulted	Annotation
Reading	<p>Howard, C., <i>An evaluation of the Accelerated Reader Program in Grades 3-5 on Reading Vocabulary, Comprehension, and Attitude in an Urban Southeastern School District in Virginia</i>. Ph.D dissertation. Norfolk, VA: Old Dominion University.</p> <p>Wyman, Tom. <i>Washington Students Show Accelerated Reading Gains</i>. Renaissance Independent Research Reports, number 32. Madison, Wisconsin, Renaissance Learning, 2001.</p>	<p>A review of Wheatland Union High School District STAR results indicates that district combined scores for proficient and advanced in grades 9-11 for language arts exceeded each of the state combined percentages, in some cases in excess of 15%. As compared to the state, districts scores are exceptional. As compared to county scores, only the xth grade exceeded county combined scores.</p> <p>A survey of English teachers and the librarian indicates that Accelerated Reader has substantially increased the number of books being read. Additionally, the librarian reports that circulation rates have increased by 60%.</p>

Wheatland Union High School District students will need to develop critical thinking skills to meet the demands for an information and technologically literate workforce. As the students use technology to assist in their mastery of California Content Standards in the core curriculum, it is vital that information and technology literacy skills be embedded within the curriculum. Professional development will need to focus on ways for educators to receive the training, resources and support necessary to appropriately and effectively integrate technology into their curriculum.

Instructional Area	Research Consulted	Annotation
Information/ Technology Literacy	<ul style="list-style-type: none"> <li>• Thornburg, David. <i>The New Basics: Education and the Future of Work in the Telematic Age</i>. Alexandria, Virginia: ASCD,2002.</li> </ul>	<p>Students need to know how to use technology effectively to create documents, locate information, collaborate with remote groups, perform calculations, and make dynamic presentations.</p>

## Wheatland Union High School District Technology Plan

	<ul style="list-style-type: none"> <li>• November, Alan. <i>Empowering Students With Technology</i>. Arlington Heights, Illinois: Skylight Professional Development, 2001.</li>   <li>• National Educational Technology Standards for Teachers and Students, <a href="http://www.iste.org">www.iste.org</a>.</li>   <li>• Simkins, Michael, et al. <i>Increasing Student Learning Through Multimedia Projects</i>. Alexandria, Virginia: ASCD, 2002.</li> </ul>	<p>It is essential that students learn information literacy: how to access and validate information and understand the organization of information. Communications literacy will also become a basic skill, if students do not understand the basic grammar of the Internet they will be manipulated by people who do.</p> <p>Schools and classrooms, both real and virtual, must have teachers who are equipped with technology resources and skills and who can effectively teach the necessary subject matter content while incorporating technology concepts and skills.</p> <p>Project-based multimedia learning has seven key dimensions: core curriculum, real-world connection, extended time frame, student decision making, collaboration, assessment and multimedia. It's possible to have one of these dimensions present without the rest; however a strong unit includes them all.</p>
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### **9.b. Explain how the plan included thoughtful examination of education technology models and strategies:**

A review of the STAR testing data, as well as a review of our previous Technology Plan, was conducted in preparation for writing Wheatland Union High School District's EETT Plan. The results of those reviews led to the goals, benchmarks and timelines of the plan. Implementation of the Tech Plan will rely heavily on California Technology Assistance Project. Its research, models and strategies are the most accessible and reliable research-based and proven information for hardware specifications, standards aligned software, implementation models and instructional strategies. Examples of the type of research CTAP accesses follow:

## Wheatland Union High School District Technology Plan

Component Reinforcement	Page In Plan	Research Source	Research Summary
Curriculum, Reading and Writing Technology skills,	6, 7, 8, 9, 18	Sandholtz, Ringstaff and Dwyer, in <i>Teaching with technology; Creating student-centered classrooms</i> , 1997	“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.” instruction and time allocations accordingly.
Information Literacy Skills History/Social Studies	6, 7, 8, 9	<i>Critical Issue: Using technology to improve students achievement</i> , 1999 NCREL web site	Using technology within the curricular framework can enhance important skills that will be valued in the workplace, such as locating and accessing information, organizing and displaying data, and creating persuasive arguments.
Core content, including Math and Science	8, 9, 18	Sivin-Kachala and Bialo, <i>2000 research report on the effectiveness of technology in schools</i> , 2000	Computer-assisted instruction and drill-and-practice software can significantly improve students’ scores on standardized achievement tests in all major subject areas.
Integration Strategies to Improve Teaching and Learning	11, 12, 13	Dwyer, <i>ACOT: History, findings, impact</i> . 1992	Technologies provided. . . a conceptual environment where children could collect information in multiple formats and then organize, play, visualize, link and eventually construct new ideas about relationships among facts and events. The same technology could then be used . . . by students to communicate their ideas to other students.
Staff Development: Adult Learning Models	17	Schacter, <i>The impact of education technology on student achievement: What the most current research has to say</i> . Milken Family Foundation web site, 1999	The most important staff-development features include opportunities to explore, reflect, collaborate with peers, work on authentic learning tasks, and engage in hands-on active learning.

**9.c. Provide a description of how innovative strategies for the delivery of specialized or rigorous academic courses through the use of technology, including distance learning technologies, will be developed and utilized:**

CTAP has been and will continue to be Wheatland Union High School District’s most important source of information about quantity and quality of instructional technology. When appropriate, software used will be CLRN and/or state approved as meeting California content standards and/or aligned to the standards. The Director of Technology will coordinate the purchase of software and will ensure articulation between grade levels and sites to maintain district cohesiveness.

**Goal:** Increase ability to offer specialized or rigorous academic courses through the use of technology, including distance learning, with an emphasis on 9-12.

## Wheatland Union High School District Technology Plan

**Objective:** By June 2007, students in grades 9 through 12 will be engaged in a variety of projects and course work through the Internet and other distance learning technologies.

**Benchmarks:**

June '06	Students in grades 11 through 12 complete multi-media projects and/or simulations in core academic areas.
June '07	Students in grades 9 through 10 complete multi-media projects and/or simulations in core academic areas and participate in classroom web based and/or distance learning courses

<b>Implementation Plan/Activities</b>	<b>Responsible Position</b>	<b>Timeline</b>	<b>Budget Source*</b>	<b>Monitoring And Evaluation Activities</b>
Staff development in multi-media technology	Director of Technology	Sep. 2005 – Jan. 2006	SB, L, G	CTAP2 records, attendance records of on site training
Staff research Internet resources	Staff, Director of Technology and Superintendent	Sep. 2005 – Jan. 2006	SB, L, G	Lesson plans
Students in grades 11-12 complete multi-media projects and/or simulations	Teachers	January – June 2006	SB, L, G	Completed assignments
Staff development in multi-media technology	Director of Technology	Sep. 2006 – Jan. 2007	SB, L, G	CTAP2 records, attendance records of on site training
Staff research Internet resources	Staff, Director of Technology and Superintendent	Sep. 2006 – Jan. 2007	SB, L, G	Lesson plans
Students in grades 9-10 complete multi-media projects and/or simulations	Teachers	January – June 2007	SB, L, G	Completed assignments
Distance learning (art,	Principals, Staff, and Director of Technology	2006-2007	To be identified	Lesson plans,

## Wheatland Union High School District Technology Plan

music, languages, etc)			completed courses
<b>Research Support</b>	<b>Citation</b>		<b>Annotation</b>
Students who use computer-based instruction, learn in a tech rich environment, use simulation and other high order thinking technologies learn faster, and achieve higher test scores than those who do not	<i>Milken Exchange on Education Technology</i> , 1999 <a href="http://www.milkenexchange.org">www.milkenexchange.org</a>		An analysis of the five largest scale studies of education technology to date.
Educational technology has been found to have positive effects on student attitudes toward learning.	<i>2000 Research Report on the Effectiveness of Technology in Schools.</i> <a href="http://www.nitc.state.ne.us/news/0009EC_2000%Research_Reop">www.nitc.state.ne.us/news/0009EC_2000%Research_Reop</a>		Evidence is the strongest in Language arts, math and science and for telecommunication and video technologies.

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### Appendix A

### Technology Skills Matrix

<b>REQUIRED SKILLS</b>	<b>ACTIVITES</b>	<b>POTENTIAL TECHNOLOGY COMPONENTS</b>
Find the data	Search the Internet and all other appropriate sources.	Big6 Skills, Internet search strategies, e-mail and telephone etiquette, electronic resources
Evaluate the data	Determine veracity, relevance, and appropriateness.	Big6 Skills, identify (DNS Central.com), corroborate (cross reference indices), spell check
Organize the data	Order data to illuminate and explain concepts in a coherent manner.	Big6 Skills, proper citation of sources (Citation Maker website), word processing, spreadsheets, databases, upload/download, FTP, local/network navigation
Present the data	Communicate the data in written, oral, and/or multimedia format.	Presentation software and hardware, diagrams, charts, photography, web authoring, audio, video

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<b>1. PLAN DURATION</b>	<b>Page in District Plan</b>	<b>Adequately Addressed</b>	<b>Not Adequately Addressed</b>
<b>a. The plan should guide the district’s use of education technology for the next 3-5 years.</b>	<b><u>1-5</u></b>	The benchmarks and timelines in the plan outline activities and strategies for the next 3-5 years.	The benchmarks are not associated with any particular timeline or the timeline is less than 3 years or more than 5 years in length.

<b>2. STAKEHOLDERS</b> Corresponding EETT Requirement(s): 7, 11,	<b>Page in District Plan</b>	<b>Adequately Addressed</b>	<b>Not Adequately Addressed</b>
<b>a. Description of how a variety of stakeholders from within the school district and the community-at-large participated in the planning process.</b>	<b>2</b>	The planning team consisted of representatives who will implement the plan, including district curriculum and information technology staff, site administrators, teachers, students, parents, community non-profits and businesses. 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.

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<b>3. CURRICULUM COMPONENT</b> Corresponding EETT Requirement(s): 1, 2, 3, 8, 10, & 12.	<b>Page in District Plan</b>	<b>Adequately Addressed</b>	<b>Not Adequately Addressed</b>
<b>a. Description of teachers' and students' current access to technology tools both during the school day and outside of school hours.</b>	<u>5-6</u>	The plan describes the technology access available in the classrooms, library/media centers, or labs for all students, including special education, English Language Learners, etc., both during and after school hours.	The plan explains technology access in terms of a student-to-computer ratio, but does not explain if computers are in the classrooms, library/media centers, or labs, who has access, and when various students and teachers can use the technology.
<b>b. Description of the district's current use of hardware and software to support teaching and learning.</b>	<u>5-6</u>	The plan describes the typical frequency and type of use (technology skills/information literacy/integrated into the curriculum) generally by type of school and/or academic subject.	The plan recites district policy regarding use of technology, but provides no information about its actual use.
<b>c. Summary of the district's curricular goals and academic content standards in various district and site comprehensive planning documents.</b>	<u>2-5</u>	The plan references other district documents that guide the curriculum and/or establish goals and standards.	The plan does not reference district curriculum goals.
<b>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.</b>	2-5	The plan clearly identifies grade levels, subjects, or student populations that will be the focus for the term of the plan. The plan delineates clear, specific and realistic goals for using technology to support the district's curriculum goals and academic content standards to improve learning. The	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.

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		implementation plan clearly supports accomplishing the goals.	
<b>e. List of clear goals and a specific implementation plan as to how and when students will acquire technology and information literacy skills needed to succeed in the classroom and the workplace.</b>	<b>2-5</b>	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.

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<b>3. CURRICULUM COMPONENT, Continued</b>	<b>Page in District Plan</b>	<b>Adequately Addressed</b>	<b>Not Adequately Addressed</b>
<b>f. List of clear goals and a specific implementation plan for programs and methods of utilizing technology that ensure appropriate access to all students.</b>	<b><u>6</u></b>	For the focus areas, the plan delineates clear, specific and realistic goals for using technology to support the progress of all students, including special education, English Language Learners, etc. 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.
<b>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.</b>	<b><u>6-14</u></b>	The plan delineates clear, specific and realistic goals for using technology to support the district's student management 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.
<b>h. List of clear goals and a specific implementation plan to utilize technology to make teachers and administrators more accessible to parents.</b>	<b><u>6-14</u></b>	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.
<b>i. List of benchmarks and a timeline for implementing planned strategies and activities.</b>	<b><u>6-14</u></b>	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.
<b>j. Description of the process that will be used to monitor whether the strategies and</b>	<b><u>6-14</u></b>	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

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<b>methodologies utilizing technology are being implemented according to the benchmarks and timeline.</b>			who is responsible and what is expected.
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4. PROFESSIONAL DEVELOPMENT COMPONENT Corresponding EETT Requirement(s): 5 & 12.	Page in District Plan	Adequately Addressed	Not Adequately Addressed
<b>a. Summary of the teachers' and administrators' current technology skills and needs for professional development.</b>	<b><u>15</u></b>	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 in order 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 4-8 are the focus grade levels.
<b>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.</b>	<b><u>16-18</u></b>	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 will clearly supports accomplishing the goals.	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.
<b>c. List of benchmarks and a timeline for implementing planned strategies and activities.</b>	<b><u>16-18</u></b>	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.	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.
<b>d. Description of the process that will be used to monitor whether the</b>	<b><u>16-18</u></b>	The monitoring process is described in sufficient detail so that who is	The monitoring process is either absent, or lacks detail regarding

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<b>professional development goals are being met and whether the planned professional development activities are being implemented in accordance with the benchmarks and timeline.</b>		responsible and what is expected is clear.	who is responsible and what is expected.
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<b>5. INFRASTRUCTURE, HARDWARE, TECHNICAL SUPPORT, AND SOFTWARE COMPONENT</b> Corresponding EETT Requirement(s): 6, & 12.	<b>Page in District Plan</b>	<b>Adequately Addressed</b>	<b>Not Adequately Addressed</b>
<b>a. 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 administrators to support the activities in the Curriculum and Professional Development Components of the plan.</b>	<u><b>19</b></u>	The plan clearly summarizes the technology hardware, electronic learning resources, networking and telecommunication 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>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.</b>	<u><b>19-21</b></u>	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	The inventory of equipment is not by site or is so general that it is difficult to determine what must be acquired to implement the Curriculum and Professional Development Components. The

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		Professional Development Components. The current level of technical support is clearly explained.	summary of current technical support is missing or lacks sufficient detail.
<b>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.</b>	<b><u>19-21</u></b>	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.
<b>d. Description of the process that will be used to monitor whether the goals and benchmarks are being reached within the specified time frame.</b>	<b><u>19-21</u></b>	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.

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<b>6. FUNDING AND BUDGET COMPONENT</b> Corresponding EETT Requirement(s): 7, & 13.	<b>Page in District Plan</b>	<b>Adequately Addressed</b>	<b>Not Adequately Addressed</b>
<b>a. List of established and potential funding sources and cost savings, present and future.</b>	<u>22</u>	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>b. Estimate implementation costs for the term of the plan (3-5 years).</b>	<u>22-24</u>	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.
<b>c. Description of the level of ongoing technical support the district will provide.</b>	<u>22-24</u>	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, such as number of computers.	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.
<b>d. Description of the district's replacement policy for obsolete equipment.</b>	<u>22-24</u>	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.
<b>e. Description of the feedback loop used to monitor progress and update funding and budget decisions.</b>	<u>22-24</u>	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.

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<b>7. MONITORING AND EVALUATION COMPONENT</b> Corresponding EETT Requirement(s): 11	<b>Page in District Plan</b>	<b>Adequately Addressed</b>	<b>Not Adequately Addressed</b>
<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>	<u>25</u>	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>b. Schedule for evaluating the effect of plan implementation.</b>	<u>25</u>	Evaluation timeline is realistic.	The evaluation timeline is not included or indicates an expectation of unrealistic results that does not support the continued implementation of the plan.
<b>c. Description of how the information obtained through the monitoring and evaluation will be used.</b>	<u>25</u>	The plan describes a process to report the monitoring and evaluation results to persons responsible for implementing and modifying the plan, as well as 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.

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<b>8. EFFECTIVE COLLABORATIVE STRATEGIES WITH ADULT LITERACY PROVIDERS TO MAXIMIZE THE USE OF TECHNOLOGY</b> Corresponding EETT Requirement(s):	<b>Page in District Plan</b>	<b>Adequately Addressed</b>	<b>Not Adequately Addressed</b>
<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>	<u><b>26</b></u>	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.	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.

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<b>9. EFFECTIVE, RESEARCHED-BASED METHODS AND STRATEGIES:</b> Corresponding EETT Requirement(s): 4 & 9	<b>Page in District Plan</b>	<b>Adequately Addressed</b>	<b>Not Adequately Addressed</b>
<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>	<u><b>27-31</b></u>	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, unreliable, or missing.
<b>b. Description of thorough and thoughtful examination of externally or locally developed education technology models and strategies.</b>	<u><b>27-31</b></u>	The plan describes references to research literature that supports why or how the model improves student achievement.	No research is cited.
<b>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).</b>	<u><b>27-31</b></u>	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