Westmorland Union Elementary School District

Educational Technology Plan 2006-2009

Westmorland Union Elementary School District

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Executive Summary of Technology Plan

Westmorland Union Elementary School District's mission is to ensure that all students become successful, life-long learners. We believe that it is difficult to imagine this goal's attainment without preparing our students for the information age of the 21st century. Instructional practice, supporting curricular and management systems must all take advantage of current and emerging technologies. The district already has in place some outstanding uses of technology to support student learning. Our goal for the next three years is to ensure that every student and every teacher has the access and skills to use available technology at its most optimal level.

Computer technology makes possible immediate feedback for students and teachers in the assessment and diagnosis of reading comprehension, math concept and skill development and writing editing practice. Westmorland Elementary School has adopted several standards-based programs that incorporate feedback, diagnosis and focused instruction for these purposes. As technology and Internet connectivity become faster and more reliable, the school and staff look for additional opportunities to improve on the ability teachers to focus appropriate instruction for each student. These computer software programs support the academic core standards and provide increased acquisition of grade level skills for students. Teachers are able to report to parents more accurately how their student is progressing in meeting standards.

As a result of improved and increased use of technology, teachers will focus instructional time on activities that support increased acquisition of academic skills for each student. Instruction will be enhanced through collaboration between Westmorland staff and teachers across the country. Instructional resources correlated to core standards will be readily available for all staff through Internet resources. In addition to focused instruction, students will use technology resources for research and presentation of their work. In three years, the district expects to have both students and teachers working on a daily basis with web-based instructional units, virtual field trips and distance learning opportunities.

In the spring of 1996 the technology committee was formed for the purpose of assessing the current state of our technology and its application in meeting the needs of our students and staff. The end result of this process is our Educational Technology Plan (ETP). The technology committee wrote a Educational Technology Plan (ETP), which will reflect what we believe our school needs and could accomplish. It is a process that shows where we were, where we are and the direction we are moving. Teachers, staff, and administration will each year revise and review to update the plan and vision as our students, staff, needs, and desires change. Teachers and staff are given technology surveys in order to access current district needs. These surveys are reviewed annually by the technology committee. Reports are then provided to the Superintendent/Principal and governing board members.

The Westmorland Union Elementary School District's Educational Technology Plan addresses the five essential components needed to integrate technology in the school curriculum:

1. Curriculum
2. Professional Development
3. Infrastructure, Hardware, Technical Support, and Software
4. Funding and Budget
5. Monitoring and Evaluation

The purpose of this document is to assist in fulfilling the goals and objectives of the Westmorland School Plan. The following is a summary of the goals of the Educational Technology Plan (ETP):

- Staff will be encouraged and supported in upgrading their knowledge of technology and its application. This is accomplished by training a cadre of staff, which in turn trains the rest of the staff.
- Additional financial support will be sought from a variety of funding sources such as, government funding, grants, and higher education partnerships.
- Install a school wide Local Area Network (LAN) providing efficient and effective communication allowing staff and students to share resources, equipment, and information.
- Through a re-modernization grant, all classrooms, library, and administration offices were wired to allow a maximum effect of technological capabilities (Internet, voice mail for more effective communication with parents, local area networking LAN and wide area networking WAN). Students and teachers use the Internet for information gathering, publishing, and communicating and assisting in multimedia presentation. Technology is effectively utilized to implement the curriculum with emphasis on English language development.

DISTRICT OVERVIEW

Schools in Imperial County face unusual challenges. The Imperial County has the State's highest percentage (49%) of adults over age twenty-five who have not completed high school; 62% of these are Latinos. Imperial County has the highest concentration of Latino students in the state: eighty-one percent (81%). According to the 1990 census report Imperial County found that almost twenty-four percent (24%) of all county residents were below poverty level, compared to only thirteen percent (13%) for California as a whole. For most of the year, Imperial County has the highest unemployment rate for any region in the United States. In July of 1999, unemployment was thirty-three percent (33%).

Westmorland Union Elementary School District is located in the Imperial County 35 miles north of the Mexican border at Mexicali. We presently serve a student population of 420 in our Kindergarten through eighth grade classes with over 75% qualifying as English language learners. The student composition is eighty-five percent (85%) Latino, twelve percent (12%) Anglo, and three percent (3%) all others. .. Over 85% of our students qualify for free or reduced lunch program.

Westmorland Union Elementary School District is a small, direct service, single-school district. The site has 20 classrooms, 22 teachers, 1 administrator and 1 counselor. The District also provides academic support to Title I students, Special Education students, Migrant, and English Language Learners with part-time certificated staff. The Imperial County Office of Education (ICOE) receives funding from the State to provide psychological, speech and language services to all schools with ADA enrollment below 1500. These statistics are contributing factors to Imperial County being identified nationally as an Enterprise Community.

TECHNOLOGY PLANNING TEAM

As a small, single school-school district, Westmorland Elementary School District works closely with all members of the instructional and support staff to provide technology resources that will promote an effective and efficient school system.. ICOE provides many professional development opportunities for teachers and staff and provides information to the district to help make connections to further the use and availability of funding for technology development. As part of our technology plan, the site administrator and technology supervisor also serve as voting representatives to the Imperial Valley Telecommunication Network, a county agency working to provide and maintain a high-speed telecommunication network for schools and government departments. The technology planning team includes members of the staff and community. Outside technology providers were also consulted for internal networking needs.

School Administrator
- Linda D. Morse/Superintendent/Principal

Instructional Staff
- Callie Robles – 1st grade teacher
- Patty Cannon – 2nd grade teacher and Accelerated Reader Coordinator
- Sandra Espinoza – Acceleration Resource Teacher
- Ruben Castro – Curriculum Coach

Community Members
- Evie Ford – Westmorland County Librarian
- Al Kalin – Westmorland Elem. Board President
- Mike Castillo – CTAP/Imperial County Office of Education

Site Council
- Theresa Francos – Vice Chair for School Site Council
- Rosemary Martinez – Chairperson for School Site Council

Management Team
- Bernardo Burgueno – Technology Supervisor
- Mona Smith – Business Manager

Governing Board Members

Elizabeth Moreno, President

Al Kalin

Jackie Loper

Ronald Davis

Bill Burns

CURRICULUM COMPONENT

Because the other four components of the Technology Plan arise from and support the Curriculum component, the Guide suggests that you develop this component first and obtain stakeholder agreement on it prior to proceeding with the rest of the Technology Plan. The current district goals are to integrate technology with all subject areas to support and focus instruction and assessment, so that all students will be able to attain a high level of academic success. Creating an atmosphere of collaboration within the small school setting is essential for providing program wide use of current technology.

Needs & Resource Assessment

Use of Technology

Currently, a variety of technology opportunities are available to students and teachers at the school. Time and training are major factors in the amount and quality of use of this technology in the classroom by both students and teachers. Students in all classes use technology on a daily basis. Teachers use a variety of technologies for daily instruction, based on training and accessibility. Students in grades 2-8 visit the computer lab on weekly basis for 50 minute class periods. Current use of technology includes:

1. Internet
    a. Research and information gathering by students and staff
    b. Use of teacher support information found on Internet education sites
    c. Web-based assessment for students
    d. Web page communications with parents and community
    e. Email communications between teachers, parents, administrators, and school board
2. Networked and local software for instruction and assessment within the classroom
    a. Interactive instruction and assessment for reading, math, writing and grammar skills and early literacy skills. These assessments are standards based and grade level aligned
    b. Computer-assisted learning in reading, math and other subject areas to reinforce and provide practice
    c. Daily use of computers by all students provides increasing computer literacy and technology skills as students progress through the grade levels.
    d. Familiarity with programs and applications allows opportunities for peer and cross-age instruction. Students are able to take simple programs and use them for presentations.
3. Video resources to support teacher instruction
    a. Taped educational programs available in all subjects and grade levels.
    b. Video and CD library, include history, social science, and science topics
4. Other Technology
    a. Video recorders and TV monitors are permanently located in each classroom
    b. Two LCD projectors are available for instructional use
    c. Every teacher has access to a laptop computer

Technology Access and Availability

A school network provides Internet connections for all classes from kindergarten to eighth grade. The computer configuration is a classroom model with 4-5 computers available for student use in each classroom for a student: computer ratio of 4:1. All computers are CD Rom, sound and network capable. The computer lab is equipped with 30 computers. The school is constantly looking for new technology, either hardware or software which will enhance student access and use of technology for an improved learning experience and academic achievement. Students have access to technology in Title I Academic Academies offered to students who are at risk and during Focus on Excellence activities which is an after school 21st Century Program offered to all students in the district. Teachers have laptops computers that are assigned to them at the beginning of each school year. Technology hardware and software, other than basic computer systems, available for use in classroom settings include:

1. Digital camera
2. scanners
3. satellite educational programs
4. VCR & TV monitors
5. LCD projectors
6. basic overhead projectors are available to all teachers for instruction
7. A multitude of computer software are available on classroom computers and lab computers

Teaching and Learning

Students currently acquire technology and information literacy skills through daily use of technology throughout the school day and throughout the grade levels. Daily student use of computers increases confidence and ability to maximize the potential of available technology. While providing initial direct instruction and introduction of new technology, classroom teachers often "step aside" and encourage inquiry, exploration and collaboration time within the classroom setting. Students reinforce their own technology skills as they provide support to other students through peer or cross-age instruction Students and teachers use technology in a variety of ways throughout the school day including:

- Individual practice at computer stations and rotating learning centers
- Working on pathways in computer lab through Compass Learning
- For visual stimulations – used to explain concepts in science and other subject area
- Writers workshop uses word processing for writing, revising, editing and publishing written work
- Supplemental curriculum for mathematics in grades 4-8 uses the Accelerated Math program to assess and provide work on an individual basis for specified math objectives aligned with state standards.
- Students use multimedia programs to demonstrate completion of projects
- Diagnosis of student reading and math skills and progress, including teacher and parent reports
- Students in grades 1-8 use Accelerated Reader program to test and provide feedback on reading level, comprehension, quantity and quality of independent reading.
- K-6 teachers use OARS to diagnose students' reading and to focus their instruction.

Access and Special Needs

Students needing modifications to regular grade level programs are supported through the use of math, reading and language instructional and assessment programs in use in the classrooms. Students are placed in collaborative groups, at appropriate instructional levels, within the regular classroom setting. Students work with their regular homeroom teachers and Resource Specialist Teacher to set individual goals for progress and are assessed based on that progress, as well as their grade level expected outcomes. Opportunity for practice at instructional levels and teacher reports for needed intervention has significantly affected increased levels of achievement for all students.

A Computer At Home program provides extended day technology and content access for students. The programs goals are to decrease the "technology gap" between students with access to computers and those without. School provided writing software allows students to "bridge" the work between school and home without interruption.

Technology for administration

The district currently uses the SIS system through the San Diego County Office of Education to provide record keeping and attendance for the school. The system also provides all information for state testing,CAT6. Most teachers use computers for keeping lesson plans and preparing a weekly newsletter for parents.

The school has adopted several instructional and assessment programs through Advantage Learning Co. These programs include instruction for math (Accelerated Math) in grades 4-8. These programs keep individual student records and provide progress reports to teachers as students work on focused lessons. Accelerated Reading is used in grades 1-8 to assess reading comprehension as students read independently. In addition, diagnostic reports provide teachers information regarding reading level, amount of reading accomplished in both quality and quantity. Teachers are able to focus on diagnosis and instructional needs of the student, rather than record keeping. Assessment programs are used for early literacy assessment, reading and math assessment. These assessments record progress over time and allow teacher intervention on both a group and individual basis. Computer assessment allows for increased instructional assessment with lowered teacher time, especially in the K-2 classes. In the Spring of 2003, the District purchased Compass Learning Computer Software which provides a standards-based program in reading, language arts, and mathematics. Students visiting the computer lab area assigned pathways from this program based on individual needs.

The school communicates to parents on a regular basis through classroom and school newsletters. Teachers are available to parents after school and have telephones in each classroom for conferencing as needed. The school has a homework hotline where teachers can leave recorded messages for parents explaining homework assignments for the day or week.

CURRICULAR GOALS

1. Increase access to technologies for all students and staff.
    - ❖ Provide a minimum of four high-speed computers per classroom. This would require the replacement of ten computers.
    - ❖ Upgrade WAN capabilities from100 megabit to 1 gigabit.
    - ❖ Extend the hours that the library and computer lab are available for student use.

- ❖ Expand capabilities to include assistive technology, digital video, digital videodisc (DVD, Distance Learning, and full-motion video.

2. Incorporate more the use of telecommunication and information technology into the planned learning program for all students.
   - ❖ Provide adequate staff development on the appropriate uses of technologies in the classroom.
   - ❖ Identify appropriate software and Internet resources for student and teacher use.
   - ❖ Add technology usage to our comprehensive school plans.

3. Provide a comprehensive set of technology related experiences in all curricular areas that will allow every student to develop skills, knowledge, and positive attitudes that will allow the individual student to utilize technology effectively to become lifelong learners.

4. Embed the use of technology into other district adopted curriculum such as Language Arts, Mathematics, Social Studies, and Science.

5. Use technology to obtain curricular goals written In Reading First Action Plans, Comprehensive School Reform grant, Local Educational Plan, and School Wide Plan.

Curriculum Goals

Goals for making technology available to all students (in classroom, after-school, home, and/or community settings):

Goal # 1 of 2: All students will have access to technology resources to support district curriculum.		
Objective 1 of 1: 75% of students will have access to Internet resources, CD-Rom reference materials, appropriate software, and technical assistance in the library, the computer lab and each classroom during school hours.		
End of year 1: By June 2007, 50% of students will have access to Internet resources, CD-Rom reference materials, appropriate software, and technical assistance in the library, the computer lab and each classroom during school hours.		
End of year 2: By June 2008, 75% of students will have access to Internet resources, CD-Rom reference materials, appropriate software, and technical assistance in the library, the computer lab and each classroom during school hours.		
End of year 3: By June 2009, 100% of students will have access to Internet resources, CD-Rom reference materials, appropriate software, and technical assistance in the library, the computer lab and each classroom during school hours.		
Evaluation Instrument(s): Data To Be Collected & Position(s) Responsible	Schedule for Evaluation	Program Analysis and Modification Process and Person Responsible
Technology Surveys - Teachers	Annually	Technology Committee will

Sign-In Sheets for Library and Computer Lab - Library Clerk & Acceleration Resource Teachers Student Surveys - Teachers		review surveys and sign in sheets. If benchmarks are not being met, modifications will be made immediately. With on-going evaluation the program analysis should allow for program modification as needed. The Technology Committee will report annually to the Superintendent/Principal and School Board.
Goal # 2 of 2: Technology will be available to all students in after school and community programs.		
Objective # 1 of 1: By June 2009, 100% of 21st Century participants will have access to technology during the after school program.		
End of year 1: By June 2007, 50% of 21st Century participants will have access to technology during the after school program using Writing to Read and Wiggle Works programs.		
End of year 2: By June 2008, 75% of 21st Century participants will have access to technology during the after school program using Writing to Read, Wiggle Works, and Compass Learning programs.		
End of year 3: By June 2009, 100% of 21st Century participants will have access to technology during the after school program using Writing to Read, Wiggle Works, Compass Learning, Accelerated Math, Accelerated Reader, and other computer programs.		
Evaluation Instrument(s): Data To Be Collected & Position(s) Responsible	Schedule for Evaluation	Program Analysis and Modification Process and Person Responsible
21st Century Sign-In Sheets 21st Century Annual Reports Collected by grant coordinator	At the end of every year, June of 2007, 2008, and 2009	21st Century Coordinator and site administrator will review data collected and make necessary modifications to the program to ensure that goals are met. 21st Century Coordinator will report to School Site Council on a monthly basis.

Goals for using technology to improve teaching and learning:

Goal # 1 of 2: Technology tools will be used as a diagnostic tool.
Objective 1 of 1: By June 2009, 90% of students will use technology tools, such as STAR Reading and Accelerated Reader, to assist in prioritizing curricular objectives.
End of year 1: By June 2007, 65% of students will use technology tools, such as STAR Reading and Accelerated Reader, to assist in prioritizing curricular objectives.
End of year 2: By June 2008, 80% of students will use technology tools, such as STAR Reading and Accelerated Reader, to assist in prioritizing curricular objectives.
End of year 3: By June 2009, 90% of students will use technology tools, such as STAR Reading and

Accelerated Reader, to assist in prioritizing curricular objectives.		
Evaluation Instrument(s): Data To Be Collected & Position(s) Responsible	Schedule for Evaluation	Program Analysis and Modification Process and Person Responsible
Accelerated Reader Logs Accelerated Math Logs STAR Results – portfolios AR Coordinator and 21st Century Coordinator	On an annual basis At the end of every reporting period: October January March June	AR Coordinator will meet with classroom teachers to review logs and portfolios. By evaluating programs at the end of every reporting period, ample opportunity will exist to make adjustments, modifications to the process. The AR Coordinator will report annually to the Superintendent. The Superintendent/Principal will report annually to the school board.
Goal # 2 of 2: Technology will be used as a tool for school wide improvement to increase achievement in Language Arts and Math.		
Objective 1 of 1: 100% Teachers and administrators will use technology, such as but not limited to the Student Information system (SIS), spreadsheets, databases, and word processing, to collect student data to drive school improvement.		
End of year 1: By June 2007, 75% of the teachers and administrators will use technology, such as but not limited to the Student Information system (SIS), spreadsheets, databases, and word processing, to collect student data to drive school improvement.		
End of year 2: By June 2008, 90% of the teachers and administrators will use technology, such as but not limited to the Student Information system (SIS), spreadsheets, databases, and word processing, to collect student data to drive school improvement.		
End of year 3: By June 2009, 100% of the teachers and administrators will use technology, such as but not limited to the Student Information system (SIS), spreadsheets, databases, and word processing, to collect student data to drive school improvement.		
Evaluation Instrument(s): Data To Be Collected & Position(s) Responsible	Schedule for Evaluation	Program Analysis and Modification Process and Person Responsible
Technology Surveys - Administration & Technology Supervisor SIS Uses - Business Department/Office Staff Spreadsheets used by staff - Teachers, Managers, Office Staff	June 2007 June 2008 June 2009	The program will be modified once data has been collected demonstrating areas of need. The Technology Committee will report annually to the Superintendent/Principal. The Superintendent/Principal will

STAR Results		report annually to the school board.

Goals outlining how and when students will acquire technological and information literacy skills:

Goal # 1 of 3: The National Educational Technology Standards (NETS) will be the basis of skills that students are expected to learn at each grade level.
Objective 1 of 3: By June 2009, 100% of students in grades 6-8 will have opportunities to demonstrate the following performances: apply strategies for identifying and solving routine hardware and software problems that occur during everyday use, demonstrate knowledge of current changes in information technologies and the effect those changes have on the workplace and society, exhibit legal and ethical behaviors when using information and technology, apply productivity/multimedia tools and peripherals to support personal productivity, group collaboration, and learning throughout the curriculum, design, develop, publish and present products using technology resources that demonstrate and communicate curriculum concepts to audiences inside and outside the classroom, collaborate with peers, experts, and others using telecommunications and collaborative tools to investigate curriculum related problems issues, and information and how to develop solutions or products for audiences inside and outside the classroom.
End of year 1: By June 2007, 100% of students in grade 8 will have opportunities to demonstrate the following performances: apply strategies for identifying and solving routine hardware and software problems that occur during everyday use, demonstrate knowledge of current changes in information technologies and the effect those changes have on the workplace and society, exhibit legal and ethical behaviors when using information and technology, apply productivity/multimedia tools and peripherals to support personal productivity, group collaboration, and learning throughout the curriculum, design, develop, publish and present products using technology resources that demonstrate and communicate curriculum concepts to audiences inside and outside the classroom, collaborate with peers, experts, and others using telecommunications and collaborative tools to investigate curriculum related problems issues, and information and how to develop solutions or products for audiences inside and outside the classroom.
End of year 2: By June 2008, 100% of 7th grade students will have opportunities to demonstrate the following performances: apply strategies for identifying and solving routine hardware and software problems that occur during everyday use, demonstrate knowledge of current changes in information technologies and the effect those changes have on the workplace and society, exhibit legal and ethical behaviors when using information and technology, apply productivity/multimedia tools and peripherals to support personal productivity, group collaboration, and learning throughout the curriculum, design, develop, publish and present products using technology resources that demonstrate and communicate curriculum concepts to audiences inside and outside the classroom, collaborate with peers, experts, and others using telecommunications and collaborative tools to investigate curriculum related problems issues, and information and how to develop solutions or products for audiences inside and outside the classroom
End of year 3: By June 2009, 100% of students in grade 6 will have opportunities to demonstrate the following performances: apply strategies for identifying and solving routine hardware and software problems that occur during everyday use, demonstrate knowledge of current changes in information technologies and the effect those changes have on the workplace and society, exhibit legal and ethical behaviors when using information and technology, apply productivity/multimedia tools and peripherals to support personal productivity, group collaboration, and learning throughout the curriculum, design, develop,

publish and present products using technology resources that demonstrate and communicate curriculum concepts to audiences inside and outside the classroom, collaborate with peers, experts, and others using telecommunications and collaborative tools to investigate curriculum related problems issues, and information and how to develop solutions or products for audiences inside and outside the classroom.		
Evaluation Instrument(s): Data To Be Collected & Position(s) Responsible	Schedule for Evaluation	Program Analysis and Modification Process and Person Responsible
Computer Lab Acceleration Resource Teacher will review lesson plans. Superintendent/Principal will review monthly.	On an annual basis At the end of every reporting period: October January March June	Grade Level meetings will be utilized to discuss the curriculum on a monthly basis. The Superintendent/Principal will be part of these meetings. The Superintendent/Principal will report annually to the school board.
Objective 2 of 3: By June 2009, 100% of 3-5 grade students will have opportunities to demonstrate the following performances: Use keyboards and other common input and output devices, discuss common uses of technology in daily life and the advantages and disadvantages to those uses, use general purpose productivity tools and peripherals to support personal productivity, remediate skill deficits, and facilitate learning throughout the curriculum, use technology tools for individual and collaborative writing, communicate with others in support of direct and independent learning, and pursue personal interests, use telecommunication and online resources to participate in collaborative problem-solving activities for the purpose of developing solutions or products for audiences inside and outside the classroom, use technology resources for problem solving, self-directed learning and extended learning activities, determine when technology is useful and select he appropriate tool and technology resources to address a variety of tasks and problems, evaluate the accuracy, relevance, appropriateness, comprehensiveness, and bias of electronic information sources.		
End of year 1: By June 2007, 100% of 5th graders will have opportunities to demonstrate the following performances: Use keyboards and other common input and output devices, discuss common uses of technology in daily life and the advantages and disadvantages to those uses, use general purpose productivity tools and peripherals to support personal productivity, remediate skill deficits, and facilitate learning throughout the curriculum, use technology tools for individual and collaborative writing, communicate with others in support of direct and independent learning, and pursue personal interests, use telecommunication and online resources to participate in collaborative problem-solving activities for the purpose of developing solutions or products for audiences inside and outside the classroom, use technology resources for problem solving, self-directed learning and extended learning activities, determine when technology is useful and select he appropriate tool and technology resources to address a variety of tasks and problems, evaluate the accuracy, relevance, appropriateness, comprehensiveness, and bias of electronic information sources.		
End of year 2: By June 2008, 100% of 4th graders will have opportunities to demonstrate the following performances: Use keyboards and other common input and output devices, discuss common uses of technology in daily life and the advantages and disadvantages to those uses, use general purpose productivity tools and peripherals to support personal productivity, remediate skill deficits, and facilitate learning throughout the curriculum, use technology tools for individual and collaborative writing,		

communicate with others in support of direct and independent learning, and pursue personal interests, use telecommunication and online resources to participate in collaborative problem-solving activities for the purpose of developing solutions or products for audiences inside and outside the classroom, use technology resources for problem solving, self-directed learning and extended learning activities, determine when technology is useful and select he appropriate tool and technology resources to address a variety of tasks and problems, evaluate the accuracy, relevance, appropriateness, comprehensiveness, and bias of electronic information sources.

End of year 3: By June 2009, 100% of 3rd graders will have opportunities to demonstrate the following performances: Use keyboards and other common input and output devices, discuss common uses of technology in daily life and the advantages and disadvantages to those uses, use general purpose productivity tools and peripherals to support personal productivity, remediate skill deficits, and facilitate learning throughout the curriculum, use technology tools for individual and collaborative writing, communicate with others in support of direct and independent learning, and pursue personal interests, use telecommunication and online resources to participate in collaborative problem-solving activities for the purpose of developing solutions or products for audiences inside and outside the classroom, use technology resources for problem solving, self-directed learning and extended learning activities, determine when technology is useful and select he appropriate tool and technology resources to address a variety of tasks and problems, evaluate the accuracy, relevance, appropriateness, comprehensiveness, and bias of electronic information sources.

Evaluation Instrument(s): Data To Be Collected & Position(s) Responsible	Schedule for Evaluation	Program Analysis and Modification Process and Person Responsible
Computer Lab Acceleration Resource Teacher will review lesson plans. Superintendent/Principal will review monthly.	On an annual basis At the end of every reporting period: October January March June	Grade Level meetings will be utilized to discuss the curriculum on a monthly basis. The Superintendent/Principal will be part of these meetings. The Superintendent/Principal will report annually to the school board.

Objective 3 of 3: By June 2009, 100% of K-2 students will have opportunities to demonstrate the following performances: use input devices and output devices to successfully operate computers, VCRs, audiotapes, and other technologies, use a variety of media and technology resources for directed and independent learning activities, communicate about technology using developmentally appropriate and accurate terminology, use developmentally appropriate multimedia resources to support learning, work cooperatively and collaboratively with peers, family members, and others when using technology in the classroom, demonstrate positive social and ethical behaviors when u sing technology, create developmentally appropriate multimedia products with support from teachers, family members, or student partners, use technology resources for problem solving, communication, and illustration of thoughts, ideas, and stories, gather information and communicate with others using telecommunications, with support form teachers, family members, or student partners.

End of year 1: By June 2007, 100% of 2nd grade students will have opportunities to demonstrate the following performances: use input devices and output devices to successfully operate computers, VCRs, audiotapes, and other technologies, use a variety of media and technology resources for directed and independent learning activities, communicate about technology using developmentally appropriate and accurate terminology, use developmentally appropriate multimedia resources to support learning, work

cooperatively and collaboratively with peers, family members, and others when using technology in the classroom, demonstrate positive social and ethical behaviors when u sing technology, create developmentally appropriate multimedia products with support from teachers, family members, or student partners, use technology resources for problem solving, communication, and illustration of thoughts, ideas, and stories, gather information and communicate with others using telecommunications, with support form teachers, family members, or student partners.
End of year 2: By June 2008, 100% of 1st grade students will have opportunities to demonstrate the following performances: use input devices and output devices to successfully operate computers, VCRs, audio-tapes, and other technologies, use a variety of media and technology resources for directed and independent learning activities, communicate about technology using developmentally appropriate and accurate terminology, use developmentally appropriate multimedia resources to support learning, work cooperatively and collaboratively with peers, family members, and others when using technology in the classroom, demonstrate positive social and ethical behaviors when u sing technology, create developmentally appropriate multimedia products with support from teachers, family members, or student partners, use technology resources for problem solving, communication, and illustration of thoughts, ideas, and stories, gather information and communicate with others using telecommunications, with support form teachers, family members, or student partners..
End of year 3: By June 2009, 100% of Kindergarten students will have opportunities to demonstrate the following performances: use input devices and output devices to successfully operate computers, VCRs, audiotapes, and other technologies, use a variety of media and technology resources for directed and independent learning activities, communicate about technology using developmentally appropriate and accurate terminology, use developmentally appropriate multimedia resources to support learning, work cooperatively and collaboratively with peers, family members, and others when using technology in the classroom, demonstrate positive social and ethical behaviors when u sing technology, create developmentally appropriate multimedia products with support from teachers, family members, or student partners, use technology resources for problem solving, communication, and illustration of thoughts, ideas, and stories, gather information and communicate with others using telecommunications, with support form teachers, family members, or student partners..

Evaluation Instrument(s): Data To Be Collected & Position(s) Responsible	Schedule for Evaluation	Program Analysis and Modification Process and Person Responsible
Computer Lab Acceleration Resource Teacher will review lesson plans. Superintendent/Principal will review monthly.	On an annual basis At the end of every reporting period: October January March June	Grade Level meetings will be utilized to discuss the curriculum on a monthly basis. The Superintendent/Principal will be part of these meetings. The Superintendent/Principal will report annually to the school board.

Goal # 2 of 3: Students will appropriately use technology as a productivity tool to increase school wide improvement in language arts and math.
Objective 1 of 1: By June 2009, students will demonstrate basic computer skills and concepts. Students will demonstrate basic proficiency in use of productivity tools such as but not limited to word processing, Internet research, and spreadsheets as measured by performance indicators listed in NETS for specific grade levels.

End of year 1: By June 2007, students in 7th and 8th grade will demonstrate basic computer skills and concepts as measured by classroom activities and teacher observation.
Students in grades 7th and 8th will demonstrate basic proficiency in use of productivity tools listed in NETS for 7th/8th grade such as but not limited to word processing, Internet research, and spreadsheets as demonstrated by projects, reports, and teacher observation.

End of year 2: By June 2008, students in 4th through 8th grade will demonstrate basic computer skills and concepts listed for each grade level in NETS, as measured by classroom activities and teacher observation..

End of year 3: By June 2009, students in 2nd through 8th grade will demonstrate basic computer skills and concepts as measured by classroom activities and teacher observation.
Students in grades 4th and 8th will demonstrate basic proficiency in use of productivity tools listed for each grade level in NETS such as but not limited to word processing, Internet research, and spreadsheets as demonstrated by projects, reports, and teacher observation.

Evaluation Instrument(s): Data To Be Collected & Position(s) Responsible	Schedule for Evaluation	Program Analysis and Modification Process and Person Responsible
Lesson Plans Teacher Surveys Student Surveys Completed Projects/student work samples	January 2007 January 2008 January 2009	Once areas of need have been identified based on data collections, staff development will be provided as well as technical assistance to staff not meeting benchmarks. Technology Committee will review annually and report to Superintendent/Principal. The Superintendent/Principal will report annually to the school board regarding the impact of technology use on student achievement.

Goal 3 of 3 : Teachers will work to align technology integration practices with grade level curriculum standards for overall school improvement.

Objective 1 of 1: By June of 2009, teachers will have met and developed activities to integrate technology activities into all grade levels and for all students as measured by lesson plans and student products.

End of year 1: By June 2007, eight grade level meetings will have been held to align computer use practices with grade level curriculum standards. Each grade level will have started creating at least one activity that integrates technology into the curriculum. Teachers will be provided with at least two days for staff development.

End of year 2: By June 2008, eight grade level meetings will have been held to align computer use practices with grade level curriculum standards. Each grade level will complete and implement at least one activity with their class that integrates technology into the curriculum. Teachers will share their experiences and revise their lesson as needed. Lesson plans and student work will be reviewed. Teachers will be provided with at least two days for staff development.		
End of year 3: By June 2009, eight grade level meetings will have been held to align computer use practices with grade level curriculum standards. Each grade level will have created at least two activities that integrate technology into the curriculum. Lesson plans and student work will be reviewed. Teachers will be provided with at least two days for staff development.		
Evaluation Instrument(s): Data To Be Collected & Position(s) Responsible	Schedule for Evaluation	Program Analysis and Modification Process and Person Responsible
Lesson plans and student work will be reviewed. STAR Results	Lesson Plans are reviewed weekly by administration. Student work will be analyzed on a monthly basis. Annual analysis of STAR results.	Additional staff development and assistance will be offered to those teachers not making desired benchmarks based on the review of the lesson plans by the Superintendent/Principal.

Goals for programs and methods of utilizing technology that ensures appropriate access by all students:

Goal # 1 of 2: Students with special needs, including Special Education students will have access to assistive technology as indicated in their current IEP's.		
Objective 1 of 1: On an ongoing basis, all students (100%) with IEP's specifying the use of assistive technology for academic purposes will be provided with equipment and software as indicated. Teachers will be provided with necessary training and coaching in these supportive technologies by district staff and/or consultants on a ongoing basis as needed.		
End of year 1: By June 2007, all students (100%) with IEP's specifying the use of assistive technology for academic purposes will be provided with equipment and software as indicated		
End of year 2: By June 2008, all students (100%) with IEP's specifying the use of assistive technology for academic purposes will be provided with equipment and software as indicated		
End of year 3: By June 2009, all students (100%) with IEP's specifying the use of assistive technology for academic purposes will be provided with equipment and software as indicated		
Evaluation Instrument(s): Data To Be Collected & Position(s) Responsible	Schedule for Evaluation	Program Analysis and Modification Process
IEP in SEPS formats Lesson plans Special Ed staff	Ongoing	The review of IEPs, student work will determine the effectiveness of the tools and resources. Lesson plans, Site plans and intervention plans will be adjusted accordingly
Goal # 2 of 2: All students with special needs, including English Language Learners and Special Education students will be provided academic support using applications such as but not limited to Accelerated Reader and Accelerated Math and others as indicated in various learning plans.		
Objective 1 of 1: By June 2009, applications such as but not limited to Accelerated Reader and Accelerated Math (and others as indicated) will be used to support academic needs for all students with special needs including		

English Language Learners and Special Education students. On an ongoing basis, specific applications will be analyzed by staff for effectiveness in meeting particular student needs. This information will be disseminated across the district to be used by sites in alignment with their Single Plans and/or IEP activities.
End of year 1: By June 2007, applications such as Accelerated Reader and Accelerated Math (and others as indicated) will be used to support academic needs for 70% students with special needs including English Language Learners and Special Education students.
End of year 2: By June 2008, applications such as Accelerated Reader and Accelerated Math (and others as indicated) will be used to support academic needs for 90% students with special needs including English Language Learners and Special Education students.
End of year 3: By June 2009, applications such as Accelerated Reader and Accelerated Math (and others as indicated) will be used to support academic needs for 100% students with special needs including English Language Learners and Special Education students.

Evaluation Instrument(s): Data To Be Collected & Position(s) Responsible	Schedule for Evaluation	Program Analysis and Modification Process
Student work samples, STAR Reading and Math Individual and Class profiles using SIS; individual and class profiles create by other selected applications/programs. Counselor and Principal	Ongoing	The review of student work and performance assessments will determine the effectiveness of the tools and resources. Lesson plans, site plans and intervention plans will be adjusted accordingly.

Goals to utilize technology to make student record keeping and assessment more efficient and supportive of teachers' efforts to meet individual student academic needs.

Goal # 1 of 2: Teachers will utilize technology in their classrooms to reduce time spent on administrative tasks such as student grades, and lesson planning.
Objective 1 of 1: By June 2009, 85% of teachers will use technology diagnostic tools to reduce time spent on administrative tasks.
End of year 1: By June 2007, 65% of teachers will use technology diagnostic tools, such as STAR Reading and Accelerated Reader Administrative Tools, to reduce time spent on administrative tasks.
End of year 2: By June 2008, 75% of teachers will use technology diagnostic tools, such as STAR Reading and Accelerated Reader Administrative Tools, to reduce time spent on administrative tasks.
End of year 3: By June 2009, 85% of teachers will use technology diagnostic tools, such as STAR Reading and Accelerated Reader Administrative Tools, to reduce time spent on administrative tasks.

Evaluation Instrument(s): Data To Be Collected & Position(s) Responsible	Schedule for Evaluation	Program Analysis and Modification Process and Person Responsible
Staff Surveys STAR Results AR Reports AM Reports Compass Learning Reports	June 2007 June 2008 June 2009	Through staff meetings and grade level meetings, program goals will be articulated and progress monitored. The Superintendent/Principal will lead all staff and grade level meeting discussions.
Goal # 2 of 2: Technology will be used as a tool for school wide improvement and save time.		

Objective 1 of 1: Teachers and administrators will use technology, such as but not limited to the Student Information system (SIS), OARS, ICOE SAC's financial system, spreadsheets, databases, and word processing, to collect student data to drive school improvement.
End of year 1: By June 2007, 75% of the teachers and administrators will use technology, such as but not limited to the Student Information system (SIS), ICOE SAC's financial system, spreadsheets, databases, and word processing, to collect student data to drive school improvement.
End of year 2: By June 2008, 85% of the teachers and administrators will use technology, such as but not limited to the Student Information system (SIS), ICOE SAC's financial system, spreadsheets, databases, and word processing, to collect student data to drive school improvement.
End of year 3: By June 2009, 95% of the teachers and administrators will use technology, such as but not limited to the Student Information system (SIS), ICOE SAC's financial system, spreadsheets, databases, and word processing, to collect student data to drive school improvement.

Evaluation Instrument(s): Data To Be Collected & Position(s) Responsible	Schedule for Evaluation	Program Analysis and Modification Process and Person Responsible
SIS Reports Review of Business Department Reports Review of student data on OARS	June 2007 June 2008 June 2009	Monthly meetings with office/business department will keep goals articulated and leave opportunity for program modification. The Superintendent/Principal, Business Manager, Office Manager, and Administrative Assistant will meet on a monthly basis. The Superintendent/Principal will report annually to the school board.

Goals to utilize technology to improve home/school communications so that teachers and administrators are more accessible to parents:

Goal # 1 of 1: Technology will be used to strengthen the home/school communication between parents, teachers, and administration.
Objective 1 of 1: By June 2009, home/school communication will improve by 50% through the use and maintenance of a school voice mail system, e-mail communication, and school web page.
End of year 1: By June 2007, home/school communication will improve by 25% through the use and maintenance of a school web page.
End of year 2: By June 2008, home/school communication will improve by 40% through the use and maintenance of a school voice mail system, e-mail communication, and school web page.

End of year 3: By June 2009, home/school communication will improve by 50% through the use and maintenance of a school voice mail system, e-mail communication, and school web page.		
Evaluation Instrument(s): Data To Be Collected & Position(s) Responsible	Schedule for Evaluation	Program Analysis and Modification Process and Person Responsible
All District communications will be sent via email. Review of email. Review of web-page. Review of procedures for voice mail. Number of classroom disruptions made throughout the day due to phone calls, announcements, etc.	June 2007 June 2008 June 2009	Through weekly staff meetings and bi -monthly management team meetings, the program will be modified based on the needs driven by data collected. The Superintendent/Principal will lead all staff meetings. Management Team meetings will include: Business Manager, Superintendent/Principal, Technology Supervisor, Cafeteria Manager. The Superintendent/Principal will report annually to the school board.

Each goal within this component has a section identifying the instruments to be used for evaluation, the person/s responsible for collecting the data, and the process for modifying the plan. The overall process for monitoring and evaluation of all Goal, Objections, and Benchmarks will be under the direct supervision of the principal/superintendent. The District Technology Committee will meet to review all evaluations and make revisions.

PROFESSIONAL DEVELOPMENT COMPONENT

Professional Development Goals

School and district professional development goals focus on training and skills that support increased levels of student motivation and enhance instructional activities. The goal of technological professional development is to provide training for all staff on the use and application of technology for the support of overall student achievement. Over the next three years, we will continue to implement goals which will include activities that foster increased use of technology for direct instruction through the use of presentation software, interactive content units, Internet assessments and gradebooks, web page development and web-based lessons. Technology training will continue to support advanced computer skills, software reviews and use of online teacher education sites. The professional development goals for technology, which will support the overall professional goals for the district, are the following:

- Provide professional development opportunities based on staff needs assessment:
  - Technology training will be based on school staff needs (EdTechProfile).
  - A variety of training will be provided to support staff development needs. (needs based on EdTechProfile assessment)

- Provide professional development based on the curriculum component
  - Professional development will increase the use of technology for direct instruction
  - Professional development will provide opportunities to advance basic skills and review software (Based on curriculum components listed for each grade level in NETS)

- Provide professional development opportunities relating to classroom management tools
  - Professional development time will be used for staff collaboration and sharing of technology

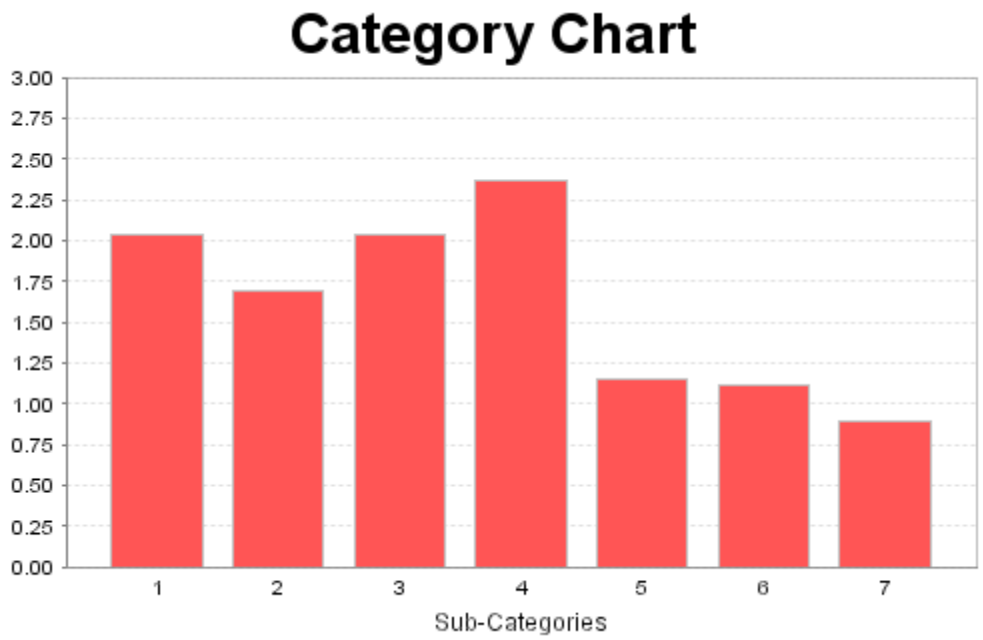
The district will maintain upgrades to current programs and review new technology for use in the classroom.

Professional Development Goals

During the 2004-05 school year, 100% of Westmorland teachers and the one Westmorland administrator updated their EdTechProfile survey. Continued assessment of teachers and administrators will be conducted as part of ongoing staff development planned on a monthly basis and in regional programs with the support of Westmorland Technology Committee members. Current results based on an April 2006 EdTechProfile report for Westmorland indicate the following:

2004-05 Technology Assessment Profile: Proficiency Analysis Report for Westmorland Union Elementary District ;
All Users.

Westmorland Union Elementary District has 23 credentialed teachers, this chart represents the assessment summary for 23 teachers or 100%. It is important to note that this includes both fully completed and partially completed assessments.



1	General computer knowledge and skills (Includes 27 in calculation)
2	Internet skills (Includes 29 in calculation)
3	Email skills (Includes 27 in calculation)
4	Word processing skills (Includes 27 in calculation)
5	Presentation software skills (Includes 27 in calculation)
6	Spreadsheet software skills (Includes 27 in calculation)
7	Database software skills (Includes 27 in calculation)

The average proficiency for most sections in the Computer Knowledge and Skills area was in the mid Intermediate range. Teachers reported higher skill levels in General Computer Knowledge and Skills, Word Processing and Email skills. Areas of professional development needed include Database, Spreadsheet, and Presentation Software.

Teachers are give opportunity to receive staff development in the area of technology during Wednesday early release days. Students have a shortened academic day on every Wednesday of the school year so that teachers can partake in professional development. The administration received additional training from AB75 training offered by Imperial County Office of Education. All K-8 teachers have attended AB466 training in Language Arts and Mathematics. Technology training is consistently offered during these trainings.

Goals for providing professional development opportunities based on staff needs assessment:

Goal # 1of 2: A technology survey will be administered to all teachers to assess their technology skills.
Objective 1 of 1: All teachers will be surveyed annually as to prioritize staff development needs. EdTechProfile (www.edtechprofile.org) will be used to survey the teachers on their technology proficiency.

End of year 1: By June 2007, 100% of teachers will complete or update their EdTechProfile technology assessment and show an increase of their skills as identified by individual goals.		
End of year 2: By June 2008, 100% of teachers will complete or update their EdTechProfile technology assessment and show significant increase of their skills as identified by individual goals.		
End of year 3: By June 2009, 100% of teachers will complete or update their EdTechProfile technology assessment and show significant increase of their skills as identified by individual goals.		
Evaluation Instrument(s): Data To Be Collected & Position(s) Responsible	Schedule for Evaluation	Program Analysis and Modification Process and Person Responsible
EdTechProfile Survey Results Technology Supervisor and Administrator	Annually	Via grade level and staff meetings held every month, program modification will be made if needed.
Goal #2 of 2 Training will be provided to staff in the areas of publishing, databases, spreadsheets, and presentation software which will support the staff technology needs expressed by EdTechProfile Assessment Survey.		
Objective 1 of 1: School staff will attend trainings to support school technology applications		
End of year 1: By October, 2007, 100% of teachers at introductory level in Publishing and Presentation Software will attend training and show improvement on next EdTechProfile Assessment results.		
End of year 2: By June 2008, 100% of teachers at introductory level in databases and spreadsheets will attend training and show improvement on next EdTechProfile Assessment results.		
End of year 3: By June 2009, 100% of teachers at the Intermediate Level in publishing, presentation software, databases, and spreadsheets will attend training and show improvement on next as EdTechProfile sessment results.		
Evaluation Instrument(s): Data To Be Collected & Position(s) Responsible	Schedule for Evaluation	Program Analysis and Modification Process and Person Responsible
WUESD Professional Development Documentation Forms Attendance Records EdTechProfile Assessment Survey Results Reviewed by Administrator and Technology Supervisor.	Evaluations forms completed at the end of trainings will be reviewed.	Modifications will be made based on comments made by teachers and based on needs. Superintendent/Principal will report annually to Technology Committee and School Board.

Goals for providing professional development opportunities based on Curriculum component:

Goal # 1of 2: Professional development will be offered to staff to support district curriculum as indicated in NETS (National Educational Technology Standards) by grade level.
Objective 1 of 1: The district will have provided professional development opportunities to all teachers to support the curriculum.

End of year 1: By June 2007, the CTAP2 technology assessment will have been completed with 100% of the staff. The data will be analyzed and priorities assigned based on specific grade level standards as listed in NETS. The district will coordinate with the Imperial County Office of Education, , EdTechProfile and CUE for professional development opportunities. Funding opportunities will be researched and applied for.		
End of year 2: By June 2008, professional development opportunities, based on EdTechProfile data and NETS will be offered to the staff on site, at the Imperial County Office of Education, and through. Funding opportunities will be researched and applied for.		
End of year 3: By June 2009, 100% of the staff will demonstrate EdTechProfile Level 1 technology proficiency as measured by teacher created documents, classroom observations, and EdTechProfile		
Evaluation Instrument(s): Data To Be Collected & Position(s) Responsible	Schedule for Evaluation	Program Analysis and Modification Process and Person Responsible
EdTechProfile Survey Results Teacher Created Documents Classroom Observation Notes Training Registration Attendance Registers.	Annually	Staff development offered will be modified based on the outcome of the surveys. Technology Committee will review on an annual basis and report to Superintendent/Principal. Superintendent/Principal will report to the school board on an annual basis.
Goal # 2 of 2: Professional development will increase the use of Internet related activities for assessment and teacher support.		
Objective 1 of 1: Teachers will use on-line education sites to access education related information for the use in the classroom.		
End of year 1: By June, 2007, 70% of teachers will use at least one online education site to access resource material for classroom use.		
End of year 2: By June 2008, 85% of teachers will use at least one online education site to access resource material for classroom use.		
End of year 3: By June 2009, 95% of teachers will use at least one online education site to access resource material for classroom use.		
Evaluation Instrument(s): Data To Be Collected & Position(s) Responsible	Schedule for Evaluation	Program Analysis and Modification Process and Person Responsible
EdTechProfile assessment Survey Observations Teacher reports to administration	Annually - end of the school year	Based on teacher technology use survey, training opportunities will be provided or mentor teacher assigned. Superintendent/Principal will analyze program effectiveness on an annual basis and report to the

		school board.

Goals for providing professional development opportunities relating to classroom management tools:

Goal # 1 of 1: Teachers will utilize technology in their classrooms to reduce time spent on administrative tasks such as student grades, and lesson planning.		
Objective 1 of 1: By June 2009, 100% of teachers will use technology diagnostic tools to reduce time spent on administrative tasks.		
End of year 1: By June 2007, 75% of teachers will use technology diagnostic tools, such as electronic grade books and lesson planning tools, to reduce time spent on administrative tasks.		
End of year 2: By June 2008, 85% of teachers will use technology diagnostic tools, such as electronic grade books and lesson planning tools, to reduce time spent on administrative tasks.		
End of year 3: By June 2009, 100% of teachers will use technology diagnostic tools, such as electronic grade books and lesson planning tools, to reduce time spent on administrative tasks.		
Evaluation Instrument(s): Data To Be Collected & Position(s) Responsible	Schedule for Evaluation	Program Analysis and Modification Process and Person Responsible
CTAP Survey Classroom Observations Conferences with teachers Lesson Plans Grade books	Monthly basis	Based on implementation and needs of staff. Technology Committee will review annually and report to Superintendent/Principal. Superintendent/Principal will report annually to the school board.

Monitoring and Evaluation

It is clear that feedback from the school staff regarding professional development opportunities is needed to assess the value of the professional development for application to classroom activities and whether similar trainings should be supported with. It is also clear that a process to monitor the application of new technology training into actual classroom instruction is needed. During the first year of the technology plan, the school principal and staff will develop a Professional Development review form to be completed by any staff member attending a professional development opportunity during the school year. During May of each year, a technology use survey will be completed by all instructional staff to determine what changes, if any, have occurred in the teacher's use of technology both for management and direct instruction. A mentor teacher, assigned to support teaching staff will provide one-on-one support to teachers needing help with incorporating technology into the classroom on a daily basis. The school will use the resources of the School Site Council to monitor progress toward each Professional Development goal during the annual evaluation in May and revision of the school plan in September/October of each year. The

superintendent/principal will report progress and revisions of both plans to the governing board during the month of December. The district will review accountability reports, parent and student technology surveys, and solicit staff input to evaluate positive impact on student learning and management of school resources.

INFRASTRUCTURE, HARDWARE, TECHNICAL SUPPORT AND SOFTWARE COMPONENT

Westmorland Union Elementary School District contracts for one day per week of technology support from ICOE. ICOE technology departments support technology needs at the school through instructional technology and business technology services. The district has a Technology Supervisor on staff who dedicates 25% of his time to technology.

The Westmorland Union Elementary School District currently provides hardware, electronic resources and network access to support the classroom instruction and student learning described in this plan. The following technologies are available for our students and staff:

- Computers in each classroom. Each classroom has a minimum of four computers and one printer. The total number of computers in classrooms is 96.

- Laptop computers. Teachers have a laptop as their designated teacher station. In addition, there are two mobile carts for two classrooms with 30 laptops In each cart for student use.

- Software. The district has purchased software and licenses for use by students and staff. Individual classroom teachers have purchased software specifically for use with their students. CLRN will be used in the future to identify supplemental electronic learning resources that both meet local instructional needs and embody the implementation of California curriculum frameworks and standards.

- Some of the software titles available for use are, Accelerated Reader, Accelerated Math, Star Reading, Star Math and Compass Learning suite

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- Internet access. All classrooms, the library, the computer lab, and offices have access to the Internet via a T-1 connection with the county office. This is through an agreement with the Imperial County Office of Education. (Appendix Ia)

- Servers. The District currently has three servers. One hosts web services, one services our e-mail and another one does applications and software.

- Technical Assistance. The district provides support for our technology equipment through contracted services from ICOE and discounted maintenance programs funded by E-Rate. Our computer lab is staffed by a part-time certificated employee. Technical support staff will be trained in order to keep up with emerging technologies every other year and is supported encouraging self-development initiatives. TechSETS is focused on providing technical professionals in California schools improved access to training, support and other resources. With the explosive growth in school technology, the need for well-trained technical support staff has been steadily on the rise.

- Presentation equipment. We have three LCD projectors that are used for visual delivery of classroom instruction and presentations.

- VCRs/TVs. Every classroom has a TV/VCR, which is connected to the classroom computer.

- Telephones. Each classroom is equipped with a telephone/intercom.

The Westmorland Union Elementary School District currently maintains a webpage. The district website can be found at www.wued.org

LOCAL AREA NETWORK

The Westmorland Union Elementary School District presently has a Local Area Connection (LAN) all which connect from the classrooms trough switches on IDF's using Category 5 cable and back to the MDF using multi-mode fiber where the equipment is centralized. We are in the process of integrating our LAN with wireless technology in order to promote mobility and ease of use site wide. With the help of other sources of funding such as the K-12 HSN, we hope to complete our last mile connectivity to our site in the near future.

- Three Servers running Windows Server 2003 as their OS. World Wide Web connection via T-1 to the Imperial County Office of Education our ISP . Servers are used in several applications ranging from web page hosting, e-mail, video and software delivery applications district wide.
- 50 P4 2.0 and above workstations running Windows XP
- 43 PI 366 Mz Pentium Classroom Workstations running Windows 98.
- 1 Printer in each classroom and district wide.

Computer Lab

- 35 PIIII 1.8 Gz Pentium Classroom Workstations running Windows XP.
- 1 Laser Printer.

Library

- 4 PIIII 1.8 Gz Pentium Classroom Workstation running Windows XP
- 1 Laser Printer.

The district currently utilizes security measures for protecting both the equipment and data.

Physical Security. Servers are currently housed in a locked room with limited access.
All equipment is inventoried with serial number noted and bar-coded identification labels.
The district utilizes an electronic alarm system in all classrooms, library, computer lab, offices and storage rooms including door and motion sensors. A router with an integrated software firewall is what is in place for security. Plans to replace the software firewall with a hardware firewall are in the process. The Imperial County Office of Education's proxy server/filter "Websense" will be utilized for all computers with access to the internet via our network. Virus identification/reporting systems will be installed in all computers. Staff members will be encouraged to back up important data. The District's Acceptable Use Policy has been

reviewed and updated reflecting emerging issues and technologies. Our AUP will continue to be reviewed and updated on an annual basis or as needed.

The district will maintain the LAN for the purpose file sharing and collaboration amongst the staff and students, video conferencing and virtual classroom access, webinars and virtual tours, staff development, access to resources and data analysis, and to enhance education through technology. Our network now is the gateway to improving student academic achievement. Without a well maintained network there is no access to any of these options.

In addition to the Imperial County Office of Education, EdTech Profile,TechSETS and CLRN will be used as a resource to support the infrastructure and curriculum integration.

We were unsuccessful in providing our high-speed wireless solution during 04 -06 because of lack of funding following budget cuts. Through inner and outer sources of funding, we plan to deploy this backbone in the next three years.

Goals for obtaining the needed infrastructure to support the other components of the district Technology Plan:

Goal 1 of 2 : Sufficient electrical connections will be in place to support the technology.		
Objective 1 of 1: Provide a high speed Internet connection for the school through Imperial Valley Communications Network and California High Speed Network.		
End of year 1: By June, 2007, the district will have completed engineering and/or feasibility for wireless connection		
End of year 2: By June 2008 wireless connection will be accessible, allowing use of online resources to supplement the existing curriculum, including video conferencing and distance learning.		
End of year 3: By end of June 2009, high speed Internet connections will be used to access online resources as an INTEGRAL part of the core instructional program.		
Evaluation Instrument(s): Data To Be Collected & Position(s) Responsible	Schedule for Evaluation	Program Analysis and Modification Process and Person Responsible
IVTA, DATE Meeting agendas/minutes Record of video conferences and distance learning activities Staff evaluations EdTechProfile summaries	Annually at the end of every school year	The site administrator will participate as agency representative to IVTA and will regularly report progress on high speed access to staff, SSC, and school board.
Goal # 2 of 2 Update District Internet Use Policies		
Objective 1 of 1:		

By June 2009, Internet Use Policies for students, teachers, and community will be updated and in full implementation.		
End of year 1: By June 2007 the school staff will work with ICOE support staff to update current Internet policies for all users of the district equipment.		
End of year 2: By September 2008, Internet Use Policies will be included in the teacher and student handbooks. Internet Use Policies will be posted in each classroom and in the computer lab.		
End of year 3: By June 2009, Internet Use policies will be updated on an annual basis and communicated to students, teachers, and community..		
Evaluation Instrument(s): Data To Be Collected & Position(s) Responsible	Schedule for Evaluation	Program Analysis and Modification Process and Person Responsible
Board Policies/Board meeting agendas and minutes Teacher Handbooks Student Handbooks Parent letters and other correspondence	Annually	Based on changes in law or needs established after usage of the policy, changes will be made to the process.

Goals for obtaining the needed hardware to support the other components of the district Technology Plan:

Goal # 1of 2: Purchase Internet ready, multimedia computers to reduce the student to computer ratio and support district curriculum.		
Objective 1 of 2: By June of 2009, the district will purchase new computers to reduce the student to computer ratio and support district curriculum. The district goal is to have one computer for every four students. Based on available funding and technology grants.		
End of year 1: By June of 2007, the district will purchase new computers to reduce the student to computer ratio and support district curriculum. The district goal is to have one computer for every four students. Based on available funding and technology grants.		
End of year 2: By June of 2008, the district will purchase new computers to reduce the student to computer ratio and support district curriculum. The district goal is to have one computer for every four students. Based on available funding and technology grants.		
End of year 3: By June of 2009, the district will purchase new computers to reduce the student to computer ratio and support district curriculum. The district goal is to have one computer for every four students. Based on available funding and technology grants.		
Evaluation Instrument(s):	Schedule for Evaluation	Program Analysis and

Data To Be Collected & Position(s) Responsible		Modification Process and Person Responsible
Invoices Inventories Budgets	Annually	Based on annual budget, modifications will be made.
Goal # 2of 2: District will develop a procedure and policy regarding obsolete hardware.		
Objective 1 of 1: By June of 2009, the district will have in place a policy and procedure for discarding obsolete computers and hardware. Older equipment will be used appropriately and used to its fullest capacity.		
End of year 1: By June 2007, the district technology committee will have researched various procedures and sources in regards to discarding computers. 75% of older equipment will be utilized to its maximum and cost effectiveness.		
End of year 2: By June of 2008, the district technology committee will have updated the district policies and procedures in regards to discarding equipment. 85% of older equipment will be utilized to its maximum and cost effectiveness.		
End of year 3: By June of 2009, the district technology committee will have updated the district policies and procedures in regards to discarding equipment. 95% of older equipment will be utilized to its maximum and cost effectiveness.		
Evaluation Instrument(s): Data To Be Collected & Position(s) Responsible	Schedule for Evaluation	Program Analysis and Modification Process and Person Responsible
Technology Committee meeting notes Obsolete Plan Board meeting agendas/minutes	Annually	Based on the lifespan and cost of ownership on the equipment a decision will be made.

Goals for obtaining the needed technical support to support the other components of the district Technology Plan:

Goal # 1of 2: Provide technical support personnel to maintain and upgrade computers and technology to meet the administrative needs of the district, classroom instruction and student learning.
Objective 1 of 1: By June of 2009, the district will fund one full time technician to support technology. District will continue to seek funding opportunities for technical support.
End of year 1: District will continue to contract technical support services with the Imperial County Office of Education. District will seek funding to directly hire technical support for the district. District and technical support staff will access TechSETS as a resource for support.
End of year 2: District will continue to contract technical support services with the Imperial County Office of Education. District will seek funding to directly hire technical support for the district. District and technical support staff will access TechSETS as a resource for support.
End of year 3: Pending funding, the district will hire one full time technician to support the technology. District will seek funding to directly hire technical support for the district. District and technical support staff

will access TechSETS as a resource for support.		
Evaluation Instrument(s): Data To Be Collected & Position(s) Responsible	Schedule for Evaluation	Program Analysis and Modification Process and Person Responsible
District NOE's Budget Board agendas/minutes	Annually	Based on status of district budget and established district needs.
Goal # 2 of 2: Provide classroom technology for instruction		
Objective 1 of 1: By June 2009, 95% of teachers will investigate and use technology to enhance instruction in the classroom.		
End of year 1: By June 2007, 80% of teachers on school staff will review available technology hardware for instructional value. By June 2007, hardware purchases will be made based on staff's review.		
End of year 2: By June 2008, 90% of teachers on school staff will continue to review available technology hardware for instructional value. Hardware upgrades will be incorporated into the annual school plan..		
End of year 3: By June 2009, 95% of teachers on school staff will continue to review available technology hardware for instructional value. Hardware upgrades will be incorporated into the annual school plan..		
Evaluation Instrument(s): Data To Be Collected & Position(s) Responsible	Schedule for Evaluation	Program Analysis and Modification Process and Person Responsible
Equipment purchases School Plan SSC Minutes Staff Meeting Notes	Yearly basis	Based on needs once annual reviews have been completed.

Goals for obtaining the needed software to support the other components of the district Technology Plan:

Goal # 1 of 1: Electronic resources will be purchased to support the Westmorland Educational Technology Plan and district curriculum.
Objective 1 of 2: By June 2009, all electronic resources purchased by the district will meet local instructional needs and embody the implementation of California curriculum frameworks and standards. The CLRN project will be used to identify appropriate software for purchase.
End of year 1: By June 2007, an inventory of all electronic resources will be generated. The CLRN project will be used to identify appropriate software for purchase.
End of year 2: By June 2008, all electronic resources purchased by the district will meet local instructional needs and embody the implementation of California curriculum frameworks and standards. The CLRN project will be used to identify appropriate software for purchase.

End of year 3: By June 2009, all electronic resources purchased by the district will meet local instructional needs and embody the implementation of California curriculum frameworks and standards. The CLRN project will be used to identify appropriate software for purchase.		
Evaluation Instrument(s): Data To Be Collected & Position(s) Responsible	Schedule for Evaluation	Program Analysis and Modification Process and Person Responsible
CLRN Software Purchases Frameworks Teacher Surveys	Annual Basis via staff meetings, grade level meetings and Board meetings.	Based on district and instructional needs.
Goal # 2 of 2 : The Technology Acceptable Use Policy will be updated each year.		
Objective 1 of 1: By June 2009, the district Technology Acceptable Use Policy will have been updated each year.		
End of year 1: By June 2007, the district Technology Acceptable Use Policy will have been updated.		
End of year 2: By June 2008, the district Technology Acceptable Use Policy will have been updated.		
End of year 3: By June 2009, the district Technology Acceptable Use Policy will have been updated.		
Evaluation Instrument(s): Data To Be Collected & Position(s) Responsible	Schedule for Evaluation	Program Analysis and Modification Process and Person Responsible
Technology Acceptable Use Policy Board Meeting Minutes	Annual Evaluation	Based on district needs.

Each goal within this component has a section identifying the instruments to be used for evaluation, the person/s responsible for collecting the data, and the process for modifying the plan. The overall process for monitoring and evaluation of all Goal, Objections, and Benchmarks will be under the direct supervision of the principal/superintendent. The District Technology Committee will meet to review all evaluations and make revisions.

FUNDING AND BUDGET COMPONENT

Needs & Resource Assessment

The administration and school board of the Westmorland Elementary School District along with the community recognize the need to financially support the existing and future technology needs for students, teachers, administrators, and the community. Various sources and funding opportunities will be used and researched to support the Westmorland Educational Technology Plan. Funding sources for the district technology include, but are not limited to:

- Title I
- School Improvement Plan
- Economic Impact Aid
- Emergency Immigrant Education Program
- Community Based English Tutoring Program
- General Fund
- E-Rate
- 21st Century Program
- Enhancing Education Through Technology Formula

The district receives computers donated from a variety of sources, including district staff, and other business and individuals. The district then identifies how the computer will best serve the students of the school. Alternative purchasing programs and the use of leasing computers have been reviewed. The district depends largely on one time funding sources for the purchase of new equipment or upgrades to old equipment. Leasing is not a viable option for the use of this type of funding.

Addition future funding sources will include grant opportunities, both state and federal.
Key district individuals have and will continue to participate in county technology and funding workshops (i.e.K12 Voucher Program, EETT workshops). Funding will be used to purchase and upgrade the technology resources and provide the necessary professional development to support student learning and school wide improvement.

The Westmorland Elementary School District will work closely with the Imperial County Office of Education and to participate in group purchases, technology consortiums with the goal of providing needed resources and professional development at reduced costs. Teachers will be encouraged to participate in county and regional training programs. Through their participation in these programs, it will be anticipated that these teachers will become site technology mentors and provide site training and curriculum support in educational technology.

Funding and Budget Goals

- ❖ Funding and budget goals for WUESD have been reviewed in light of both on-going and maintenance costs and costs for acquisition of new technology. The district has and will continue to provide for most on-going costs of technology through its general fund and categorical sources. The costs of new technology for a district of Westmorland's size are extremely high. For this reason, many of the

advancements in technology will depend on the district's ability to secure or allocate one time funding sources for these needs. The current focus of professional development for the district is the integration of standards-based curriculum with technology, English language learner needs, and student intervention needs. Because so many of the core curriculum programs are delivered to the students through computer or Internet-based technology, content and technology is a natural focus for conferences and other professional development opportunities. Imperial County Office of Education, Instructional Technology Department, provides the district with many opportunities for application training and instructional technology training. This staff development is provided at low or no-cost to the district through consortium projects and grants.

Westmorland Union Elementary School District is committed to have technology services remain a top priority; this means having dollars committed to this priority. New grant and funding sources that align with Westmorland's instructional and technology priorities and commitments will be sought. Funding will continue to be supplied by current programs (Title I, EIA-LEP, ETT, Title IV) Multiple use configurations for technology will continue to be developed to maximize funding impact. Migrant, Cal Works, VEA, Ag Incentive Grant, and English Language Acquisition Incentives will continue to be looked at as possible funding sources.

	2006-07	2007-2008	2008-2009
Profissional Development			
Salaries, Stipends, Substitute Costs	$5500	$4000	$3000
Benefits	$770	$560	$420
Other Training	$1500	$1000	$500
Consultants	$500	$500	$500
Subtotal	$8270	$6060	$4420
Curriculum Integration			
Supplies	$8000	$5000	$5000
Software	$2500	$1500	$1500
Data System	$500	$500	$500
SIS	$800	$800	$800
Subtotal	$11,800	$7800	$7800
Tech Support	$7000	$8000	$9000
Salaries	$23452	$24156	$24880
Benefits	$7036	$7247	$7464
Supplies	$17200	$9200	$21200
Telecommunications	$10500	$12500	$14500
Subtotal	$65188	$61003	$77044
IVTA	$4000	$4000	$4000
Hardware/Software/Maintenance & Infrastructure	$5000	$5000	$5000
Subtotal	$9000	$9000	$9000
Sources of Funding			
Unrestricted Funding	$46258	$26863	$38264
E-Rate	$28000	$32000	$35000

Private Grants	$5000	$5000	$5000
Federal Programs	$10000	$15000	$15000
State Programs	$5000	$5000	$5000
Total	$94258	$83863	$98264

Goals relating to funding priorities for each component of the plan:

Goal #1 of 2: There will be sufficient funding resources for ongoing technology needs, including technical support.		
Objective 1 of 1: By June 2009, appropriate funding sources will be identified and allocated for all costs associated with implementing all technology plan components.		
End of year 1: By June 2007, the district administrator will identify all costs associated with technology during the 2006-07 school year.		
End of year 2: By June 2008, funds for technology needs will be identified and budgeted for optimal use of school dollars.		
End of year 3: By June 2009, costs associated with implementing the technology plan components will have been funded and identified in the budget process.		
Evaluation Instrument(s): Data To Be Collected & Position(s) Responsible	Schedule for Evaluation	Program Analysis and Modification Process and Person Responsible
District Budget SSC Budget Consolidated Application	Yearly review during budget process	Based on recommendations from Governing Board, school staff, and ICOE.
Goal # 2 of 2: Grant Sources will be used for enhancing and upgrading technology.		
Objective 1 of 1: The district will seek one-time grant funding for enhancing technology use.		
End of year 1: By June 2007, the district will apply for grant funding or other one time funds that will provide staff training, high speed Internet access, ERATE discounts, and technology to enhance instruction.		
End of year 2: By June 2008, the district will apply for grant funding that will provide school resources to enhance instruction. A staff member will be the designated as the official grant seeker and will facilitate the grant writing.		
End of year 3: By June 2009, the district will have secured funding to upgrade all classroom computers, provide high speed Internet access and train staff in effective use of technology.		
Evaluation Instrument(s): Data To Be Collected & Position(s) Responsible	Schedule for Evaluation	Program Analysis and Modification Process and Person Responsible
	Annually, end of the school	Review of funded and un-funded

Lists of grant sources. Applications Evaluations of applications	year	applications by Superintendent/Principal.

Goals relating to cost-reduction options:

Goal # 1 of 2: The district will participate in county technology consortiums as a partner to reduce costs.		
Objective 1 of 1: By June 2009, the district will have participated in county and regional technology consortiums such as but not limited to the Imperial Valley Telecommunications Authority, CTAP, the Imperial County Office of Education, to lower the costs of technology hardware and services.		
End of year 1: By June 2007, the district will have participated in county and regional technology consortiums such as but not limited to the Imperial Valley Telecommunications Authority, CTAP, the Imperial County Office of Education, to lower the costs of technology hardware and services.		
End of year 2: By June 2008, the district will have participated in county and regional technology consortiums such as but not limited to the Imperial Valley Telecommunications Authority, CTAP, the Imperial County Office of Education, to lower the costs of technology hardware and services.		
End of year 3: By June 2009, the district will have participated in county and regional technology consortiums such as but not limited to the Imperial Valley Telecommunications Authority, CTAP, the Imperial County Office of Education, to lower the costs of technology hardware and services.		
Evaluation Instrument(s): Data To Be Collected & Position(s) Responsible	Schedule for Evaluation	Program Analysis and Modification Process and Person Responsible
IVTA Minutes CTAP Consortium Documentation	Annually	Based on district needs. Review possible purchases with ICOE technology personnel prior to expenditures. This will be done by Business Manager and Superintendent/Principal
Goal # 2 of 2: Use local and state agreements to purchase equipment and software at group discounts.		
Objective 1 of 1: By June of 2009, district will identify and use local and state agreements to purchase equipment at a discounted price.		
End of year 1: By June 2007, district personnel will review discounts on equipment and software available through local and state agreements.		
End of year 2: By June of 2008, district personnel will have used available discounts for group purchases, as appropriate.		
End of year 3: By June of 2009, the district will use local and state discounts for the purchase of equipment and software at discounted prices, as appropriate.		
Evaluation Instrument(s):	Schedule for Evaluation	Program Analysis and

Data To Be Collected & Position(s) Responsible		Modification Process and Person Responsible
Price Comparisons of equipment purchases and software purchases Staff development attendance Attendance at IVTA	Annually - as part of the purchasing process	Review of cost analysis and savings to the district based on purchases made. This will be done by Business Manager and Superintendent/Principal.

Goals relating to the funding of ongoing technical support:

Goal # 1of 1: In addition, to funding technical support through the general fund, the district will identify and apply for additional funding from various sources.
Objective 1 of 2: By June 2009, the district will identify and apply for funds for technical assistance and network support through private, state, federal, and local grant programs.
End of year 1: By June of 2007, district will identify and apply for funding through private, state, federal and local grant programs including the e-rate funding.
End of year 2: By June of 2008, district will identify and apply for funding through private, state, federal and local grant programs including the e-rate funding.
End of year 3: By June of 2009, district will identify and apply for funding through private, state, federal and local grant programs including the e-rate funding.

Evaluation Instrument(s): Data To Be Collected & Position(s) Responsible	Schedule for Evaluation	Program Analysis and Modification Process and Person Responsible
ERATE Applications Other grant applications Private donations	Annually	Based on amount of funding received by the district. Reviewed by Business Manger, Technology Supervisor, and Superintendent/Principal.

Replacement Policy for Obsolete Equipment

The current policy of WUESD calls for the replacement of 20% of its computer stock in a given year contingent upon available resources. This approach will be continuous and thus replace computers on a five-year cycle. This cycle supports the goals and objectives of the Curriculum and Professional Development Component of this technology plan.

Goals relating to policies for equipment obsolescence:

Goal # 1 of 2: The district will offer obsolete equipment, as described in the district replacement policy, to other schools and preschools that can use the equipment.
Objective 1 of 2: By June 2009, a plan for distribution of obsolete equipment will be in place.
End of year 1: By June of 2007, a plan will be developed to distribute obsolete equipment to other schools

and preschools that can use the working equipment. 100% of obsolete equipment will be distributed.		
End of year 2: By June of 2008, hardware recycling programs will be identified to distribute obsolete equipment. Distribution of equipment will also be offered to other schools and preschools that can use the working equipment. 100% of obsolete equipment will be distributed.		
End of year 3: By June of 2009, 100% of obsolete equipment will be distributed or recycled.		
Evaluation Instrument(s): Data To Be Collected & Position(s) Responsible	Schedule for Evaluation	Program Analysis and Modification Process and Person Responsible
Board minutes Equipment guidelines	Annually, each September	Review guidelines with ICOE technician and district technology support personnel and modify as needed. Superintendent/Principal and Business Manager will meet with Technology Committee on an annual basis to review. Report will be given to School Board by Superintendent/Principal.
Goal # 2 of 2: Obsolete equipment, as described in the district replacement policy, will be provided to students for use at home.		
Objective 1 of 2: The district will use a "Computer At Home" program to provide technology access to at risk students.		
End of year 1: By June 2007, the school will provide available computers and software to students in grades 4-8 through the Computer At Home program.		
End of year 2: By June 2008, the school will provide available computers and software to students in grades 2-8 through the Computer At Home Program.		
End of year 3: By June 2009, the school will provide a technology training to all students who have received a computer through the Computer At Home program.		
Evaluation Instrument(s): Data To Be Collected & Position(s) Responsible	Schedule for Evaluation	Program Analysis and Modification Process and Person Responsible
Computer Check Out Log Computer Class Roster Computer At Home Policies	By October of each year, a list of computers for home use will be available and students will be selected for participation in the program.	Computers will be replaced or repaired by the school's Computer At Home Coordinator. The CAH Coordinator will report monthly to the Superintendent. The Superintendent will report annually to the school board.

Goals relating to consistent funding sources:

Goal #1 of 1: Sufficient and consistent funding will support technology needs.		
Objective 1 of 2: By June 2009, The district will provide support for maintenance of technology.		
End of year 1: By June 2007, the district administrator will provide a breakdown of ongoing vs. one-time costs for the previous school year for all technology expenditures for budget planning purposes.		
End of year 2: By June 2008, a comparison of previous year's ongoing vs. one-time expenditures will be used to determine budget allocations for the following year.		
End of year 3: By June 2009, the district will use a comparison of ongoing Vs. one-time costs to provide information for yearly technology budget planning.		
Evaluation Instrument(s): Data To Be Collected & Position(s) Responsible	Schedule for Evaluation	Program Analysis and Modification Process and Person Responsible
Cost Breakdown and funding sources	Annually, during budget planning	Funding sources will determine expenditures for new technology. The Superintendent/Principal will work closely with the Business Manager during budget planning. The Superintendent/Principal will report to the school board on an annual basis.

Monitoring and Evaluation:

Feedback Loop Used to Monitoring Process and Update Funding and Budget Decisions

The Westmorland Superintendent/Principal, Business Manager, and Technology Supervisor will be instrumental in monitoring this portion of the plan. The Superintendent/Principal in collaboration with Business Manager and Technology Supervisor will work together on coordinating the budget and funds for technology each year. They will ensure that there are always potential funding sources and will provide annual support and identify future funding sources. In addition, the support staff for financial operations for the San Diego County Office of Education will be directed by the Westmorland School Board and administration to make certain that the annual budgets include all technology purchases, professional development, and technical support. The annual budges will reflect how additional technology purchases will also require additional costs to help support the expenditure. Modifications in the budget plans will be recommended by the Superintendent/Principal and finally approved by the Westmorland Board of Trustees.

Funding for technology implementation and improvement has been integrated into the district general budget consistently over the past five years. The district will continue to support ongoing costs and improvements through both general and categorical funding sources as appropriate to the district's income. The district will continue to apply for E-rate discounts on telecommunications and internal connections. The superintendent/ principal is responsible for overseeing the budgeting process and reports regularly to the

governing board. Prior to June budget adoption, the school staff will prioritize technology needs and make recommendations for budgeting to achieve these needs. Budget changes are recommended to the governing board at adoption and interim reporting periods. Yearly program evaluations and recommendations, including technology, will be done by school staff during the last months of the school year.

Monitoring and evaluation of grant fund expenditures will be done in compliance with grant application deadlines and requirements. The superintendent/principal is responsible for all grant applications, implementations and evaluations.

Monitoring and Evaluation of the Effect of Plan Implementation

Overall plan implementation will be evaluated on a yearly basis, in conjunction with staff and parent evaluation of the school program and improvement plan. This regular evaluation process will be used to recommend plan revisions, if needed. Each goal within this plan has a section identifying the instruments to be used for evaluation, the person/s responsible for collecting the data, and the process for modifying the plan. Regular reports to the School Site Council will be made and discussions opened for parent/staff input. Evaluation results will be reported as part of the end of year school program to both the School Site Council and the Governing Board.

The superintendent/principal regularly participates in monthly meetings with other county superintendents and with county district project directors and ICOE Educational Support coordinators. Positive impacts of district activities or projects on teaching and learning are a regular part of these meetings. Information regarding school programs is reported to the community in cooperation with the local newspaper. The district will continue to seek opportunities to share successful program activities with the other districts and schools in our county and/or state.

The following components of the plan will be updated or evaluated on a yearly basis:

1. Inventories and budget forms
2. Teacher, parent and student surveys
3. Professional development comment forms

The following components of the plan will be collected as appropriate for the plan activity:

1. Professional development comment forms
2. Student technology use surveys
3. Meeting/training agendas and attendance sheets
4. Student Work portfolios

Additional evaluation components collected on an annual basis:

- Additional evaluation of the overall technology plan at WUESD takes place on an annual basis during the month of June. The Superintendent/Principal, Technology Supervisor, Technology Support Technician, and the Technology Committee are responsible for evaluation. Regular meetings allow for communication and evaluation on a campus wide basis. To monitor the school/district's progress in utilizing technology tolls for teaching and learning, data will be collected in the following areas:
- Annual increases in teachers' proficiencies from ED-Tech Assessment
- Annual increases in teachers' use of technology for teaching and learning
- Student progress in mastering the California Content Standards
- Students progress in acquiring technology proficiency skills
- Annual maintenance and infrastructure/hardware/software upgrade activities
- Staff use of tools (Edusoft, ED-Tech Online)

Effective Collaboration with Adult Literacy Services to Maximize the Use of Technology

The district incorporates technology into its CBET Adult Tutoring Program for English Second Language community members. This group meets weekly and as part of the literacy work, also utilizes classroom computers to access the Internet for study and informational resources. As part of the technology plan for the next three years, the school will provide Parent Technology workshops on a quarterly basis to provide understanding of technology used in the school and provide training on use of the Internet and computers. Parents will also have the opportunity to use the Accelerated Reader program to test their own reading comprehension, as they develop literacy skills. This will be done through the parent education component of our 21st Century Program. As part of the "Computer At Home" program, in which students are provided computers and software for study at home, parents are also encouraged to use these computers to learn keyboarding, language and writing skills.

The Westmorland Elementary School District developed its technology plan in collaboration with providers of adult literacy and adult technology services. Imperial County Office of Education (ICOE), Instructional Technology Department has adult education technology classes available throughout the year on a low-cost basis to all community members. In addition, Brawley Elementary, a neighboring district, makes its educational community center computer available to the community, which includes our district's parents. This center provides many adult literacy activities, including English Language literacy. Westmorland Union Elementary School District has always worked collaboratively with the Westmorland County Library, Brawley Library, School Readiness Programs, and the Imperial Valley Literacy Volunteers to provide information and support to parents wanting to access available community literacy programs.

Review of Research Leading to Improvements in Academic Achievement

The WUESD recognizes that technology is an integral part of student learning and classroom instruction. Multiple research documentation reports that learning and teaching can be improved with technology. Technology is changing the way teachers teach and students learn. West Ed, an educational research group, report in a variety of publications on learning in the classroom, that technology can produce positive results in the arts of teaching, student learning, classroom and administrative management and learning environments.

The current district goals are to acquire technology and integrate this with all subject areas to support and focus instruction and assessment, so that all students will be able to attain a high level of academic success. The school has used and will continue to use research-based programs, such as Accelerated Reading, Accelerated Math and Compass Learning, to provide independent and core instruction in reading, math and language. These programs have shown tremendous success in increasing student achievement as measured by SAT9, district assessment, and student grades at Westmorland School. All of these programs provide immediate feedback of performance for the student, which increases motivation and decreases repeated incorrect learning. Our experience is consistent with other research studies. In a large Texas study, (*Impact of Accelerated Reader on Overall Academic Achievement and School Attendance, L0301, 1996)* AR schools performed better in all subject areas: reading, math, science, social studies, and writing in comparison to matched non-AR control school. In addition, AR schools had higher attendance rates than control schools. Furthermore, gains in academic performance increased with the length of time schools used AR. This and other research can be reviewed in Research Summary, Renaissance Learning, 2000. Lockwood (1991) states that, "Teachers value increased student achievement as an outcome of professional development more than any other variable and judge the value of professional development activities by how much they see a leap in student learning." The district makes sure that all teachers have adequate training on these programs that use technology as a basis for core instruction and assessment.

Each year, review and evaluation of school scores and comparisons with previous scores are used to assess the success of the instructional programs upon student academic achievement. Teachers attend staff development to maintain strong programs and discuss changes for improvement during yearly evaluations. The district uses review support from the county, state and national centers for technology use and instruction to provide information into new purchases. Creating an atmosphere of collaboration within the small school setting is essential for providing program wide use of current technology.

Westmorland's Technology Plan outlines the strategies to support professional development based on proven models and data. The professional development is tied to the districts' curriculum and goals through ongoing technology, software and management training. Research indicates that lack of professional development for technology use is the most serious obstacle to fully integrating technology into the curriculum (Fatemi, 1999, Office of Technology Assessment, 1995; Panel on Educational Technology, 1997). The California Department of Education encourages schools to complete CTAP2, an online assessment tool, which is used by the district to focus teacher training on staff needs and levels of technology knowledge. The National Staff Development Council encourages schools to provide teachers with abundant opportunities to become fluent in using technology to improve instruction and help students develop higher-order thinking and problem solving skills. In successful projects, teachers are provided with ongoing, professional development on practical applications of technology (Sulla, 1999).

Innovative Strategies for Using Technology to Deliver Rigorous Academic Courses

Westmorland Union Elementary School District will continue to strive on its vision for improved and increased use of technology in ways that effectively support academic achievement for each student and professional effectiveness for each teacher. A fully implemented technology plan will position the district to go beyond what we currently offer to deliver specialized and/or rigorous academic course and curricula.

Training and support in the instructional use of desktop IP videoconferencing is currently being provided for high school by the Imperial County Office of Education (ICOE). As the county office expands these programs to include grades K-8, Westmorland staff will be trained to incorporate this technology to enhance classroom learning activities. As outlined in Westmorland's Technology Plan, these activities will include: interactive classroom projects, virtual field trips, collaborative projects with distant schools, and real-time interviews and conferences with experts and other professionals.

In addition, IP videoconferencing will be used to expand professional development opportunities for staff, by allowing them to communicate and participate in workshops, professional meetings and distance learning without the need to travel long distances.

Westmorland Union Elementary School District is looking to its high-speed Internet access to eventually provide individual and focused computer instructional programs for all its students. Web-based instruction will soon take the place of networked or individually loaded software programs. The use of this technology will enable students to continue to progress at their own pace, regardless of their location or classroom assignment. Teachers and parents will be able to monitor that progress Students can access their work from home or any school classroom. Teachers can follow the student's progress and provide appropriate intervention and support through the continuous assessment that is provided through web-based projects.

Westmorland Union Elementary School District will continue to implement these goals together with other innovative strategies that produce results. Some of these technologies are Wireless technology site wide to provide an anytime anywhere cable-free access to the network and the World Wide Web. We will add ceiling mount projectors and Bluetooth™ capable hardware to deliver instructional material to the classroom real time and on-demand. One to one communications between student and teacher would solve many issues we have today and this could be achieved by implementing a PDA solution to submit, review and correct student work delivered via infra-red technology as well as Power over Ethernet capable switches to extend or unify all our business applications with our curriculum applications into our Voice-over-IP phones to reduce time spent on administrative tasks. We look forward to the future in search of what will help up us get a little closer to enhance education through technology.

Appendix C**:**

Enhancing Education Through Technology Formula Grant Program
Criteria for EETT-Funded Education Technology Plans

In order to be approved, an EETT-funded plan needs to have "Adequately Addressed" each of the following.
For corresponding EETT Requirements, see Appendix F

1. PLAN DURATION		**Adequately Addressed**	**Not Adequately Addressed**
a. The plan should guide the district's use of education technology for the next 3-5 years.	1	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.

2. STAKEHOLDERS Corresponding EETT Requirement(s): 7, 11,	**Page in District Plan**	**Adequately Addressed**	**Not Adequately Addressed**
a. Description of how a variety of stakeholders from within the school district and the community-at-large participated in the planning process.	4-5	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.

Enhancing Education Through Technology Formula Grant Program

Criteria for EETT Funded Education Technology Plans

3. CURRICULUM COMPONENT Corresponding EETT Requirement(s): 1, 2, 3, 8, 10, & 12.	**Page in District Plan**	**Adequately Addressed**	**Not Adequately Addressed**
a. Description of teachers' and students' current access to technology tools both during the school day and outside of school hours.	**6-8**	The plan describes the technology access available in the classrooms, library/media centers, or labs for all students, including special education, GATE, 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. Description of the district's current use of hardware and software to support teaching and learning.	**6-8**	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.
c. Summary of the district's curricular goals and academic content standards in various district and site comprehensive planning documents.	**8-13**	The plan references other district documents that guide the curriculum and/or establish goals and standards.	The plan does not reference district curriculum goals.
d. List of clear goals and a specific implementation plan for using technology to improve teaching and learning by supporting the district curricular goals and academic content standards.	**9-10**	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 implementation plan clearly supports accomplishing the goals.	The plan suggests how technology will be used, but is not specific enough to know what action needs to be taken to accomplish the goals.
e. List of clear goals and a specific implementation plan as to how and when students will acquire technology and information literacy skills needed to succeed in the	**11-16**	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.

classroom and the workplace.			

Enhancing Education Through Technology Formula Grant Program
Criteria for EETT District Education Technology Plans

3. CURRICULUM COMPONENT, Continued	Page in District Plan	Adequately Addressed	Not Adequately Addressed
f. List of clear goals and a specific implementation plan for programs and methods of utilizing technology that ensure appropriate access to all students.	**9-10**	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, GATE, 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.
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.	**10-**	The plan delineates clear, specific and realistic goals for using technology to support the district's student record-keeping and assessment efforts. The implementation plan clearly supports accomplishing the goals.	The plan suggests how technology will be used, but is not specific enough to know what action needs to be taken to accomplish the goals.
h. List of clear goals and a specific implementation plan to utilize technology to make teachers and administrators more accessible to parents.	**18**	The plan delineates clear, specific and realistic goals for using technology to facilitate improved two-way communication between home and school. The implementation plan clearly supports accomplishing the goals.	The plan suggests how technology will be used, but is not specific enough to know what action needs to be taken to accomplish the goals.
i. List of benchmarks and a timeline for implementing planned strategies and activities.	**8-18**	The benchmarks and timeline are specific and realistic. Teachers, administrators and students implementing the plan can easily discern what steps will be taken, by whom, and when.	The benchmarks and timeline are either absent or so vague that it would be difficult to determine what should occur at any particular time.
j. Description of the process that will be used to monitor whether the strategies and methodologies	**8-18**	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.

utilizing technology are being implemented according to the benchmarks and timeline.			

Enhancing Education Through Technology Formula Grant Program

Criteria for EETT Funded Education Technology Plans

4. PROFESSIONAL DEVELOPMENT COMPONENT Corresponding EETT Requirement(s): 5 & 12.	**Page in District Plan**	**Adequately Addressed**	**Not Adequately Addressed**
a. Summary of the teachers' and administrators' current technology skills and needs for professional development.	20-21	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. 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.	20-24	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.
c. List of benchmarks and a timeline for implementing planned strategies and activities.	20-24	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.
d. Description of the process that will be used to monitor whether the professional development goals are being met and whether the planned professional development activities are being implemented in accordance with the benchmarks and timeline.	20-24	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.

Enhancing Education Through Technology Formula Grant Program

Criteria for EETT Funded Education Technology Plans

5. INFRASTRUCTURE, HARDWARE, TECHNICAL SUPPORT, AND SOFTWARE COMPONENT Corresponding EETT Requirement(s): 6, & 12.	**Page in District Plan**	**Adequately Addressed**	**Not Adequately Addressed**
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.	18-20	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. 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.	25-27	The plan clearly summarizes the existing technology hardware, electronic learning resources, networking and telecommunication infrastructure, and technical support to support the implementation of the Curriculum and Professional Development Components. The current level of technical support is clearly explained.	The inventory of equipment is 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 summary of current technical support is missing or lacks sufficient detail.
c. List of clear benchmarks and a timeline for obtaining the hardware, infrastructure, learning resources and technical support required to support the other plan components.	27-31	The benchmarks and timeline are specific and realistic. Teachers and administrators implementing the plan can easily discern what needs to be acquired or repurposed, by whom, and when.	The benchmarks and timeline are either absent or so vague that it would be difficult to determine what needs to be acquired or repurposed, by whom, and when.
d. Description of the process that will be used to monitor whether the goals and benchmarks are being reached within the specified time frame.	27-31	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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6. FUNDING AND BUDGET COMPONENT Corresponding EETT Requirement(s): 7, & 13.	**Page in District Plan**	**Adequately Addressed**	**Not Adequately Addressed**
a. List of established and potential funding sources and cost savings, present and future.	32-33	The plan clearly describes resources* that are available or could be obtained to implement the plan. The process for identifying future funding sources is described.	Resources to implement the plan are not identified or are so general as to be useless.
b. Estimate implementation costs for the term of the plan (3-5 years).	35-36	Cost estimates are reasonable and address the total cost of ownership.	Cost estimates are unrealistic, lacking, or are not sufficiently detailed to determine if the total cost of ownership is addressed.
c. Description of the level of ongoing technical support the district will provide.	35-36	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.
d. Description of the district's replacement policy for obsolete equipment.	36	Plan recognizes that equipment will need to be replaced and outlines a realistic replacement plan that will support the Curriculum and Professional Development Components	Replacement policy is either missing or vague. It is not clear that the replacement policy could be implemented.
e. Description of the feedback loop used to monitor progress and update funding and budget decisions.	38	The monitoring process is described in sufficient detail so that who is responsible, and what is expected is clear.	The monitoring process is either absent, or lacks detail regarding who is responsible and what is expected.

* In this document, the term "resources" means funding, in-kind services, donations, or other items of value.

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7. MONITORING AND EVALUATION COMPONENT Corresponding EETT Requirement(s): 11	**Page in District Plan**	**Adequately Addressed**	**Not Adequately Addressed**
a. Description of how technology's impact on student learning and attainment of the district's curricular goals, as well as classroom and school management, will be evaluated.	38	The plan describes the process for evaluation utilizing the goals and benchmarks of each component as the indicators of success.	No provision for an evaluation is included in the plan. How success is determined is not defined. The evaluation is defined, but the process to conduct the evaluation is missing.
b. Schedule for evaluating the effect of plan implementation.	38-40	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.
c. Description of how the information obtained through the monitoring and evaluation will be used.	38-40	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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7. EFFECTIVE COLLABORATIVE STRATEGIES WITH ADULT LITERACY PROVIDERS TO MAXIMIZE THE USE OF TECHNOLOGY Corresponding EETT Requirement(s): 11	**Page in District Plan**	**Adequately Addressed**	**Not Adequately Addressed**
a. If the district has identified adult literacy providers, there is a description of how the program will be developed in collaboration with those providers.	40	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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8. EFFECTIVE, RESEARCHED-BASED METHODS AND STRATEGIES: Corresponding EETT Requirement(s): 4 & 9	**Page in District Plan**	**Adequately Addressed**	**Not Adequately Addressed**
a. Description of how education technology strategies and proven methods for student learning, teaching, and technology management are based on relevant research and effective practices.	34	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. Description of thorough and thoughtful examination of externally or locally developed education technology models and strategies.	34	The plan describes references to research literature that supports why or how the model improves student achievement.	No research is cited.
c. Description of development and utilization of innovative strategies for using technology to deliver rigorous academic courses and curricula, including distance learning technologies (particularly in areas that would not otherwise have access to such courses or curricula due to geographical distances or insufficient resources).	35	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