

Technology Plan



Bellevue Union Elementary

July 1, 2010 - June 30, 2015

Governing Board Approval May 18, 201

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Bellevue Union School District Mission Statement

The mission of the Bellevue Union School District is to maximize the potential of each student. We, as a community, do this through collaborative, responsive, reflective practice.

Bellevue Union School District Vision

BUSD students and staff are engaged, accountable, and supported by a collaborative community that uses evidence to plan and meet every student's needs. The school is the center of the community where members are active participants in the education of our children.

Technology Mission Statement

The mission of the Bellevue School District is to develop, evaluate, and acquire standards-based technology resources. Technology is an interactive rather than passive means of acquiring skills and knowledge. A hands-on approach to concept development increases student learning and participation. In order to create this rich environment of information, concepts and student achievement, the appropriate hardware, software and other technological equipment must be in place. Schools are wired, networked to the Sonoma County Office of Education and connected to the Internet. In order to develop and improve the quality of instruction and learning for all students, the teaching staff must be well trained in the use of technology to assist students to meet or exceed state standards. The process of aligning the present curriculum to the new state standards is on-going so that all students, including special education, English Learners, Title 1 and GATE students, will be equipped with the knowledge and ability to maintain parity with their more technologically enriched peers. Equitable access to technology will be available to all students in Kindergarten through sixth grade. Technology will be used to:

- Support the District's vision and mission.
- Support improvement plans at each school site.
- Support student learning and will be aligned to the state standards.
- Support the district curriculum.
- Assist in recording, storing and analyzing student data.
- Support adult learning and promote better communication between school and home.
- Enhance instruction by allowing teachers and students access to technology on a daily basis.
- Support Sonoma County's "Aiming High" initiative.

Demographic Overview

The Bellevue Union School District is located in southern Santa Rosa encompassing a mix of semi-rural, housing developments, and light industrial/retail neighborhoods. October 2008 CBED data shows 1,739 students were enrolled in the district. Of these, 74.8% were Hispanic, 11.4% White, and 6.0% gave Multiple or No Response. During this same year, 70.4% of the students were classified as English Learners and 94.0% qualified for the Free and Reduced Lunch Program.

1. Plan Duration

The Bellevue Union School District Technology Plan is in effect from July 1, 2010 - June 30, 2015.

2. Stakeholders

Stakeholders		
Name	Position	CDS
Heidi Kreklau	Classroom Teacher	Sonoma County, Bellevue Union Elementary, Meadow View Elementary School
Mark Mellander	Classroom Teacher	Sonoma County, Bellevue Union Elementary, Bellevue Elementary School
Tony Pennacchio	Classroom Teacher	Sonoma County, Bellevue Union Elementary, Taylor Mountain Elementary School
Kulbir Sandhu	Classroom Teacher	Sonoma County, Bellevue Union Elementary, Kawana Elementary School
David Chosa	Technology Support Staff	Sonoma County, Bellevue Union Elementary
Tony Roehrick	District Administrator	Sonoma County, Bellevue Union Elementary

The Bellevue Union School District highly values the participation of all stakeholders in developing action plans. The short timeline for revising the Technology Plan required the District to streamline the process. However, we are confident each employee and our parent community were well represented in the development of the Technology Plan.

District Technology Committee

The Technology Committee is comprised of representatives from each school site. Each school has a certificated site technology coordinator that serves on the committee. In addition, the Superintendent and District Technology Coordinator were participants. Classified site computer lab techs traditionally serve on this committee. However, due to extensive budget cuts, this position was eliminated for the 2009-10 school year. The Board and District are committed to returning this position as the number one priority as funds become available.

The timeline for developing the plan is as follows:

Date	Activity
September 18, 2009	Technology Committee attended CTAP Tech Plan Writing Workshop
September 28, 2009	Technology Committee Work Day
October 13, 2009	Technology Committee Work Day
October, 2009	Review of Plan by Site Councils

November 10, 2009	Technology Committee Work Day and Finalization of Plan
November 17, 2009	Board Review of Technology Plan
November 18, 2009	Submission of Technology Plan to CTAP

Parents and School Site Councils

The proposed District Technology Plan was shared with the parent community through each school's site council. Individual site councils provided feedback to the District Technology Committee and the feedback was incorporated into the final plan.

Certificated and Classified Staff

Input from teachers, principals, and classified support staff was brought into the Technology Plan revision process through informal processes. Staff members were able to provide input to site representatives through site based meetings. Principals met with the Superintendent to review a draft of the plan for their input.

Governing Board

The Governing Board was involved in the revision of the Technology Plan through periodic updates from the Superintendent. Once formally accepted by CTAP, the Board will formally adopt the Plan.

3. Curriculum

3a. Description of teachers' and students' current access to technology tools both during the school day and outside of school hours.

Technology is currently available to all students in the Bellevue Union School District. All student groups have equal access to technology in our labs. Students are encouraged to use technology to enhance their learning. Due to the influence that technology has on reading, writing, and math skills, our teachers are encouraged to use technology on a regular basis to reinforce and build upon these skills.

Teachers and staff can access their school email accounts via any web browser. All our school sites are networked and each classroom has ethernet internet access. Wireless networks are present throughout each site. All school offices and all administrative offices have computers and shared printers for the staff to use. The District has a Technology Coordinator.

Most upper grade teachers, and several primary teachers have benefited from a grant which provided for the school to get laptop computers, projectors, speakers, and document cameras. Each school has a media cart outfitted with the same equipment, which can be used by any teacher.

During school hours computers are used by students to support the curriculum for each grade level, especially in the areas of math and language arts. All classrooms are scheduled a time each week to use the computer labs and media centers. The computer labs offer Internet use, curriculum support, and instruction of technology skills. Students in the after school intervention programs, and in the evening ESL classes have access to our computer labs and curricular software.

Our libraries have an automated system with checkout and research stations. The Special Education programs have dedicated computers for student use. Also, Special Education teachers are assigned a notebook computer in order to develop Individualized Education Plans and to monitor the attainment of specific educational goals for each identified student. All students have access to the Renaissance Learning/Accelerated Reading program, and can take test on books they have read. We have Rosetta Stone installed for EL students. All schools have EnVision Learning in use for math.

3b. Description of the district's current use of hardware and software to support teaching and learning.

Computers are used in a variety of ways to support the learning process. Typical uses of computers include online assessments, interactive practice, keyboarding, word processing and research. Teachers have selected a variety of educational and support programs to enhance student learning and curriculum. This includes programs supporting our current adopted curriculums, EnVision Math and Renaissance Learning/Accelerated Reader. All classrooms and libraries throughout the district have computers.

The Kindergarten through third grade computers are used on a regular basis for enrichment. Grades four through six use computers for keyboarding, enrichment, and supplemental programs in math, reading, writing, and English Language Development.

3c. Summary of the district's curricular goals that are supported by this tech plan.

The Bellevue Union School District Technology Plan has been aligned with District curricular goals and Board adopted academic content standards for student achievement. The implementation of this plan will be assessed and reported to stakeholders annually. This Technology Plan helps direct technology based activities at school sites. The plan will be reviewed annually and revised as needed in order to address changing conditions within the District.

The Bellevue Union School District strives to provide all students with a rich and rigorous academic environment directly aligned to grade-level knowledge and skills established by the California Academic Content Standards. The curricular goals for the District are specific to District Academic Content Standards, which are a subset of the State standards. Student performance is measured by state mandated norm-referenced testing and district-wide curriculum assessment systems referenced in comprehensive planning documents, such as the LEA Plan.

Overarching District Goal

We will increase student achievement for all students, realizing an increase of one CST level for each student per year. We will assess students to determine where gaps exist and pinpoint the areas in need of intervention, and by implementing appropriate interventions, assist students in overcoming their learning deficits.

3d. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan for using technology to improve teaching and learning by supporting the district curricular goals.

The Bellevue District has adopted the State standards for language arts, mathematics and English Language Learners. The following goals support these standards and focus on improving teaching and learning for all students. Technology will be integrated into the curriculum to improve student learning in the areas of reading, writing, and mathematics. This will be accomplished by implementing the technology components of the Houghton Mifflin Language Arts and EnVision Mathematics series. Currently students have access to these materials through our district LAN and computers in every classroom.

Goal 3d.1: Kindergarten and first grade students will know about letters, words, and sounds (CA Language Arts Standards 1.0).

Objective 3d.1.1: Language Arts: 90% of kindergarten and first grade students will know about letters, words, and sounds as measured by the STAR Early Literacy assessment (CA Language Arts Standards 1.0).

Benchmarks:

- Year 1: 70% of kindergarten and first grade students will know about letters, words, and sounds as measured by the STAR Early Literacy assessment.
- Year 2: 75% of kindergarten and first grade students will know about letters, words, and sounds as measured by the STAR Early Literacy assessment.
- Year 3: 80% of kindergarten and first grade students will know about letters, words, and sounds as measured by the STAR Early Literacy assessment.
- Year 4: 85% of kindergarten and first grade students will know about letters, words, and sounds as measured by the STAR Early Literacy assessment.
- Year 5: 90% of kindergarten and first grade students will know about letters, words, and sounds as measured by the STAR Early Literacy assessment.

Implementation Plan				
Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Instrument
Years 1-5: Read, Write and Type; Beginning Grade Level Reading; Word Hound; Sticky Bear; Curious George; Picture Phonics	Trimester assessments	Teachers, Principal, Title 1 Teachers, Site Lab Techs	District Grade Level Multiple Measures and analysis of assessment data to modify instruction	STAR Early Literacy

Goal 3d.2: Students in grades 2 - 6 will read and understand grade level appropriate material.

Objective 3d.2.1: 90% of students in grades 2 - 6 will read and understand grade level appropriate material as measured by the STAR Reading and Accelerated Reader assessments.

Benchmarks:

- Year 1: 70% of students in grades 2 - 6 will read and understand grade level appropriate material as measured by the STAR Reading and Accelerated Reader assessments.
- Year 2: 75% of students in grades 2 - 6 will read and understand grade level appropriate material as measured by the STAR Reading and Accelerated Reader assessments.
- Year 3: 80% of students in grades 2 - 6 will read and understand grade level appropriate material.
- Year 4: 85% of students in grades 2 - 6 will read and understand grade level appropriate material as measured by the STAR Reading and Accelerated Reader assessments.
- Year 5: 90% of students in grades 2 - 6 will read and understand grade level appropriate material as measured by the STAR Reading and Accelerated Reader assessments.

Implementation Plan				
Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Instrument
Accelerated Reader with specific correlation to HM series and STAR Reading; Microsoft Word; HM Get Ready to Read; Selected Internet Sites	Trimester assessments	Teachers, Principals, Specialists, Site Lab Techs	STAR Reading and Accelerated Reading Results; Edusoft assessments; Student produced artifacts	STAR Reading and Accelerated Reading Results

Goal 3d.3: EL students will improve their acquisition of English as measured by the CELDT and district-wide will meet Title I AMAO 1 targets as established by NCLB (California ELD standards B, EI, I, EA standards 1.10).

Objective 3d.3.1: 59% of EL students will meet Title I AMAO 1 targets as established by NCLB (California ELD standards B, EI, I, EA standards 1.10).

Benchmarks:

- Year 1: 54.6% of EL students will meet Title I AMAO 1 targets as established by NCLB.
- Year 2: 56% of EL students will meet Title I AMAO 1 targets as established by NCLB.
- Year 3: 57.5% of EL students will meet Title I AMAO 1 targets as established by NCLB.
- Year 4: 59% of EL students will meet Title I AMAO 1 targets as established by NCLB.
- Year 5 and beyond: 59% of EL students will continue to meet Title I AMAO 1 targets as established by NCLB.

Implementation Plan				
Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Instrument
EL students take annual CELDT assessment	Annually	Teachers, Principals, Specialists	Review of AMAO 1 results as posted by CDE	Title III Annual Accountability Report

Goal 3d.4: Students in grades 2 - 6 produce appropriate grade level formatted documents using a word processor (CA Language Arts Standards Writing Strategies 1.4).

Objective 3d.4.1: 90% of students in grade 2 – 6 produce appropriate grade level formatted documents using a word processor as defined in the District technology scope and sequence document and measured by the District technology assessment (CA Language Arts Standards Writing Strategies 1.4).

Benchmarks:

- Year 1: 70% of students in grades 2 - 6 produce appropriate grade level formatted documents using a word processor as defined in the District technology scope and sequence document and measured by the District technology assessment.
- Year 2: 75% of students in grades 2 - 6 produce appropriate grade level formatted documents using a word processor as defined in the District technology scope and sequence document and measured by the District technology assessment.
- Year 3: 80% of students in grades 2 - 6 produce appropriate grade level formatted documents using a word processor as defined in the District technology scope and sequence document and measured by the District technology assessment.
- Year 4: 85% of students in grades 2 - 6 produce appropriate grade level formatted documents using a word processor as defined in the District technology scope and sequence document and measured by the District technology assessment.
- Year 5: 90% of students in grades 2 - 6 produce appropriate grade level formatted documents using a word processor as defined in the District technology scope and sequence document and measured by the District technology assessment.

Implementation Plan				
Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Instrument
Train students to use Microsoft Word	Trimester assessments	Teachers, Principals, Specialists, Site Lab Techs	District Technology Assessment, samples of student work	District Technology Assessment

Goal 3d.5: Students in grades K - 6 will meet grade level standards in mathematics computation and problem solving skills (CA Language Arts Standards Number Sense 2.0 and Mathematical Reasoning 2.0).

Objective 3d.5.1: 90% of students in grades K-6 will meet grade level standards in mathematics computation and problem solving skills as measured by district-wide EnVision Math unit assessments (CA Language Arts Standards Number Sense 2.0 and Mathematical Reasoning 2.0).

Benchmarks:

- Year 1: 70% of students in grades K - 6 will meet grade level standards in mathematics computation and problem solving skills as measured by district-wide EnVision Math unit assessments.
- Year 2: 75% of students in grades K - 6 will meet grade level standards in mathematics computation and problem solving skills as measured by district-wide EnVision Math unit assessments.
- Year 3: 80% of students in grades K - 6 will meet grade level standards in mathematics computation and problem solving skills as measured by district-wide EnVision Math unit assessments.
- Year 4: 85% of students in grades K - 6 will meet grade level standards in mathematics computation and problem solving skills as measured by district-wide EnVision Math unit assessments.
- Year 5: 90% of students in grades K - 6 will meet grade level standards in mathematics computation and problem solving skills as measured by district-wide EnVision Math unit assessments.

Implementation Plan				
Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Instrument
Assess student learning	Six times per year	Teachers, Principals, Specialists	Edusoft assessments; EnVision Math assessments	EnVision Math unit assessments

3e. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan detailing how and when students will acquire the technology skills and information literacy skills needed to succeed in the classroom and the workplace.

Goal 3e.1: Technology will be integrated into the curriculum to improve student learning in the areas of reading, writing, and math.

Objective 3e.1.1: Students in primary grades will learn to use the mouse and keyboard to input information and access interactive software. They will use the RenLearn and EnVision software to allow teachers to facilitate concept development.

Benchmarks:

- Year 1: Primary students will be able to use tech tools (i.e. mouse and keyboard) to practice letter identification, sounds, comprehension, vocabulary, and sight words on the computer. They will be able to take the STAR Early Literacy or the STAR Reading test, to support our Houghton-Mifflin language program. They will begin to take Accelerated Reader tests. In math they will use EnVision Math, and other math games, to practice

number sense and other early math skills, such as pattern recognition and geometry, to support our Scott Foresman math program.

- Year 2: Students will add keyboarding practice and word processing skills, to help students with writing strategies, writing applications, grammar, spelling and sentence structure. Students will use EnVision software to self assess. This will include Quiz Show as well as the progress function on their homepage.
- Year 3: Students will add Power Point Presentations for speaking presentation standards, allowing students to express ideas in a multimedia format. Students will set goals and use EnVision to track their progress.
- Year 4: Students will use search engines and other online tools to augment ideas and critical thinking skills.
- Year 5: Students will become acquainted with imaging software, such as Iphoto.

Implementation Plan				
Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Instrument
Create site inventories. Get all software up and running on all machines.	By end of year one	Site Tech Personnel	District Site personnel	Updated site inventories
Take staff assessment. Design trainings based on staff needs. Train all teachers on adopted software.	By end of year two	Site Techs and District Tech Coordinator	Survey staff.	Staff survey. Software recorded teacher use statistics.
Teachers will be able to observe peers and participate in peer training.	As needed	Teachers, Principal, Site Lab Techs	Ongoing surveys	Surveys and software records

Objective 3e.1.2: Students in upper grades will practice the use of mouse and keyboard to input information and access interactive software. They will develop their skills in the RenLearn and EnVision software to allow teachers to facilitate concept development.

Benchmarks:

- Year 1: Students will use RenLearn, EnVision, word processing, search engines and other sites and software to facilitate learning in reading, writing, and math. Students will learn to access and read the Chronicle online.
- Year 2: Students will use EnVision software and access their own home page either at home or at the public library. All students will have a log in and password, and their parents will be notified.
- Year 3: Students will learn more advanced concepts in word processing, such as headers, footers and bulleting. Students will begin to keep track of their own standards mastery. Students will be able to access information using search engines, and will begin to edit URLs to refine their access.
- Year 4: 6th grade students will be ready to learn advanced formatting and image manipulation. They will gain experience in Power Point, IPhoto and Imovie.

- Year 5: Students will learn how to create PowerPoint animations and slide transitions in order to give them an edge when presenting information on various topics.

Implementation Plan				
Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Instrument
Train teachers to implement all District software. Introduce all students to the various applications. Require teachers to use the software with their class.	Year One and Two	District Tech Staff	Data analysis of software use (record keeping function of Edusoft)	Software's internal record keeping function - as in Edusoft, or Accelerated Reader's reports Yearly EDTech CTAP survey. District Survey Instruction Tours and student samples.
Students are required to use all software. Teachers will implement current and new software packages adopted by the District.	Years 3 - 5	Teachers, Principals, Site Lab Techs	See previous activity	See previous activity

Goal 3e.2: All students, including Special Education, Title One, Gifted and Talent, and English Learners will have equal access to technology to support their progress in meeting grade level academic standards.

Objective 3e.2.1: Students will have the access to technology they need to accomplish District goals and State standards.

Benchmarks:

- Year 1: All students will be able to access District technology in their computer labs.
- Year 2: All students will have District adopted technology tools in their classrooms, either due to classroom networking or a technology cart.
- Year 3: Students will have access to District adopted technology tools at home or in the public library.
- Year 4: Students will have access to all new technology tools, adopted by the District after the acceptance of this document.
- Year 5: Parents and community members will have access to the same software as the students, with the goal of supporting our students, both during and after school hours.

Implementation Plan				
Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Instrument
English Language Learners - Rosetta Stone will be available in each computer lab. Bilingual EnVision installed on all computers in lab. Lab will be used to increase English proficiency.	By the end of Year 2	Teachers, Principals, Site Lab Techs	CELDT testing the following year	CELDT all other assessment will be affected by this access
Special Education - District Software will be installed in special education classrooms. Special Education students will have access to extra software to meet their IEP goals and unique needs. Whenever possible, special education classes will be given an additional computer lab time slot.	By end of the first year	Special Education Staff	Site administrators multiple assessments	IEPs
Title One students will have access to RenLearn software with their classroom, small group and one on one and after school intervention experiences.	By end of year one	District Tech staff, School Site Staff, Title I Teachers, and Cal Serves Staff.	Title One teachers coordinate all Title One student activities. Reading levels and assessment records, such as RenLearn software.	RenLearn and District benchmark tests
Gifted, Talented and Advanced learners will have access to presentation software and search engines, and will have access age appropriate instructional media that support the content standards.	By the end of the first year	Classroom Teachers, GATE Staff	GATE staff will develop learning plans for GATE students.	CST test scores

Goal 3e.3: Students and teachers will use technology to increase communication and accessibility among parents, schools, and the community, including opportunities for students to access school information resources electronically during non-school hours.

Objective 3e.3.1: 90% of administrators and teachers will use technology to greater facilitate communication between home and school through the use of newsletters, web sites, email, and PowerPoint Presentations.

Benchmarks:

- Year 1: Provide ongoing training and assistance to teachers in Gagle, Office, EnVision, and RenLearn. Provide training to non EETT teachers to give them the same access to technology as EETT teachers. 30% of teachers will either develop a web page on our District website, use EnVision for students at home or share an email address with parents.
- Year 2: 30% of teachers will develop a web page on our District website, and use EnVision for students at home or share an email address with parents. An additional 30% will choose to try one of these.
- Year 3: 60% will use two or more, and the rest will try one. Teachers will post notices for parents on the District Website. All teachers will use computer generated standards-based progress reports and report cards.
- Year 4: All teachers will use email to communicate with parents and District personnel. 80% of teachers will use the District website to communicate with parents about classroom procedures, homework and upcoming events.
- Year 5: All teachers will use the District website for parents and report cards. 90% will post homework and notices, updating regularly.

Implementation Plan				
Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Instrument
Teachers must have and use District email. Teachers must get training in all District adopted software. Administrators must be likewise trained and assure that all teachers have received adequate training. Tech staff must be available to conduct said trainings.	By the end of year one	All Teachers, Administrative and Technical Staff	Administration shall keep records and monitor teacher progress in the use of technology.	Software records and reports, teacher web pages

3f. List of goals and an implementation plan that describe how the district will address the appropriate and ethical use of information technology in the classroom so that students can distinguish lawful from unlawful uses of copyrighted works, including the following topics: the concept and purpose of both copyright and fair use

It is the goal of the Bellevue Union School District that all students will be aware of appropriate and ethical use of information technology so that they can distinguish lawful from unlawful uses of copyrighted works, including both copyright law and fair use of copyrighted materials, as well as distinguishing lawful from unlawful downloading and peer-to-peer file sharing, and avoiding plagiarism. The Bellevue Union School District will use CTAP 4 resources to teach about the ethical use of technology. Among the resources available include CTAP4 Cybersafety Project:

Piracy and Plagiarism (<http://www.ctap4.net/projects/cybersafety/piracy-and-plagiarism.html>), CTAP4 Cybersafety Project: Social Networks (<http://www.ctap4.net/projects/cybersafety/social-networks.html>), and CTAP4 Cybersafety Project: Inappropriate Content (<http://www.ctap4.net/projects/cybersafety/inappropriate-content.html>). These, and additional resources can be found at the CTAP4 website (www.CTAP4.net). In addition, the Utah Education Network has available resources for students (<http://www.uen.org/core/health/index.shtml>).

Goal 3f.1: Students will learn about information literacy, copyright, and the appropriate and ethical use of information technology.

Implementation Plan				
Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Instrument
Best Practice procedures for the ethical use of technology will be developed	Mid-year of Year 1	District Technology Coordinator	Performance review by Superintendent	Evaluation document
Train teachers, principals and classified staff on the ethical use of technology, legalities, and best practices.	End of Year 1	District Technology Coordinator	Performance review by Superintendent	Evaluation document
Train students on the ethical use of technology.	End of Year 2	Teachers, Principals, Site Lab Techs	Performance review by Principals	Instructional tours and evaluation document

3g. List of goals and an implementation plan that describe how the district will address Internet safety, including how to protect online privacy and avoid online predators. (AB 307)

The Bellevue Union School District will continue to partner with the Sonoma County Office of Education to ensure student have access to the internet with every reasonable safety measure in place. The District will continue to provide an internet filter system that meets federal and state law as well as CIPA requirements. In addition, the District will monitor and track internet usage and bandwidth consumption. Training of administrators, teachers, and classified staff regarding internet safety will continue, as will the requirement for staff and students to sign an annual Acceptable Use Agreement. The District will use the resources available through CTAP4 to teach about online safety and privacy. In addition, the District will utilize additional professional development resources provided by the Sonoma County Office of Education that focus on cyberbullying and cybersafety.

Implementation Plan				
Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Instrument

The District will provide information and training to teachers and classified staff using CTAP 4 resources. This will include providing group and individual training on the ethical use of technology, legalities and best practices.	District pre-service activities in August 2010	Principals, District Tech Coordinator, Superintendent	Performance reviews by Superintendent	Evaluation document
Teachers and Site Lab Techs will address Internet safety throughout the year during computer lab classes and in regular classroom use.	Through-out the year (embedded in instruction)	Teachers, Principals, Site Lab Techs	Teachers and site lab techs will regularly evaluate student work and online activity, looking for evidence of student progress and the need for additional resources allocated to technology. The technology coordinators will collect data, analyze the results, and make recommendations for program modification.	District Technology Benchmarks Assessment
Students and staff will annually sign the acceptable use policy on a yearly basis.	Within six weeks of the start of the school year	Principals, Site Lab Techs	Performance reviews by Principals	Evaluation Document

3h. Description of the district policy or practices that ensure equitable technology access for all students.

Technology is currently available to all students in the Bellevue Union School District . All student groups have equal access to technology and the students are encouraged to use technology to enhance their learning. Due to the influence that technology has on reading, writing and math skills, teachers are encouraged to use technology on a regular basis to reinforce and build upon these skills.

The Bellevue Union School District makes every effort to provide equitable scheduling. Schedules are generated through site based process in order to ensure equitable access. All classes are provided a weekly time in the computers labs and instruction is lead by a computer lab technician.

Our district is committed to our students having access to appropriate learning resources. Having antiquated computers, inappropriate learning software, or no software does not create an environment where students can achieve at their highest level. As funding becomes available for the District or through grant funding, appropriate up-to-date technology will be purchased and utilized. The District will continue to use web based programs to supplement learning and instruction.

Goal 3h.1: All students, including special populations, will have ready access to high quality, age appropriate instructional media that support the content standards.

Objective 3h.1.1: All students will regularly use the Renaissance Learning language arts software on an established timeline and all teachers and principals will use the student results to plan appropriate instruction for students.

Benchmarks:

- Year 1: Every classroom and support teacher will have access to a suite of Renaissance Learning programs including Accelerated Readers, STAR Early Literacy, and STAR Reading.
- Year 2: All teachers and principals will be fully trained and proficient using the Renaissance Learning language arts programs.
- Year 3: All students will regularly use the Renaissance Learning language arts software on an established timeline and all teachers and principals will use the student results to plan appropriate instruction for students.
- Years 4 – 5: Students will use district software in classrooms and teachers will track the progress of students who are using the programs. The District Technology Committee will evaluate the use of district software and make suggestions for future purchases.

Implementation Plan				
Activity	Timeline	Evaluation Instrument(s) & Data to be Collected	Frequency of Collection	Program Modification Process and Responsible Person(s)
Assess staff knowledge of skills and strategies for using technology to allow greater community/home access to teachers and administrators	May 2011	Staff survey EDTECHPROFILE Teacher Proficiency and Use Surveys	Quarterly	Review EDTECHPROFILE data Program District Admin & Principals
Provide training to staff on ways to use email and website to increase communication with parents and community	Sept 2010 - June 2013	Training records Staff survey	Semi-annually	Review records and surveys Principals & District Administration
Evaluate potential phone systems for automated voice mail/telephone directory system	May - June 2011	Review of products	Annually	Review products District Administration

Select, upgrade and implement new or additional system components as appropriate/needed	June 2011 - June 2013	Purchase records Training	Semi-annually	Review products District Administration
Except where noted as "one time," all activities, specific dates, evaluation instruments, data to be collected, frequency of collection and the process for modifying the program will be repeated in the 2010-11, and 2013-14 school years, with modifications made to the process as needs indicate.				

3i. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan to use technology to make student record keeping and assessment more efficient and supportive of teachers' efforts to meet individual student academic needs.

All students currently have a unique student identification number, as required by the California Department of Education. Analysis of CSIS Best Practices is ongoing and implemented on a quarterly basis. The District is compliant with all current and upcoming state requirements for the electronic submission of student and staff data. Teachers use Renaissance Learning (Accelerated Reader, STAR Early Literacy, and STAR Reading), Edusoft, Houghton Mifflin Reading, and EnVision Math software to as instructional tools, as well as to monitor student progress. The District has upgrades its Student Information System to Aeries. All site and district office personnel, as well as principals are trained in its use. The District has not implemented teacher use of the daily attendance record keeping modules within Aeries.

Goal 3i.1: Student record keeping will be enhanced through electronic data tools. Teachers will generate student report cards electronically and learn to access historical data electronically to make instructional decisions.

Objective 3i.1.1: All teachers will use adopted data tools, Edusoft, Renaissance Learning, and Aeries software to improve record keeping and assessment and meet individual student academic needs.

Objective 3i.1.2: All classroom teachers will use Aeries Attendance Software Program.

Benchmarks:

- Year 1: 70% of teachers will use adopted data tools, Edusoft, Renaissance Learning, and Aeries software to improve record keeping and assessment and meet individual student academic needs.
- Year 2: 80% of teachers will use adopted data tools, Edusoft, Renaissance Learning, and Aeries software to improve record keeping and assessment and meet individual student academic needs. District will ensure classroom technology is in place for teachers to utilize Aeries for attendance record keeping.
- Year 3: 90% of teachers will use adopted data tools, Edusoft, Renaissance Learning, and Aeries software to improve record keeping and assessment and meet individual student academic needs. 100% of classroom teachers will use Aeries Attendance Software Program.

- Years 4 – 5: 100% of teachers will use adopted data tools, Edusoft, Renaissance Learning, and Aeries software to improve record keeping and assessment and meet individual student academic needs.

Implementation Plan				
Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Instrument
Continue training of teachers to improve their use of Edusoft, Renaissance Learning, and other curriculum based software	By May 2010	Principals, District Technology Coordinator, District Professional Development Committee	Performance reviews by Superintendent	Evaluation document
Assess readiness of in classroom technology to support use of Aeries by teachers to keep attendance records	By May 2011	Principals, District Technology Coordinator	Performance reviews by Superintendent	Evaluation document
Train teachers to use Aeries to keep daily attendance	By May 2011	Principals, District Technology Coordinator	Performance reviews by Superintendent	Evaluation document
Implement teacher use of daily attendance record keeping using Aeries program	By August 2011	Principals, District Technology Coordinator	Performance reviews by Superintendent	Evaluation document

3j. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan to use technology to improve two-way communication between home and school.

Teachers have some opportunities to use technology to communicate between the school and home. Two schools have telephones in all classrooms. All teachers have access to an e-mail account and the district has set up and maintained a web page. Each school also has a dedicated web page. Most communications between the home and school are in the form of written communication on paper.

Goal 3j.1: Students and teachers will use technology to increase communication and accessibility between parents, school, and the community, including opportunities for students to access school information resources electronically during non-school hours.

Objective 3j1.1: School-based web sites will be enhanced and updated in order to provide current information to parents, students, and the general school community.

Objective 3j1.2: Common forms and resources will be made available to parents, students, and the general school community on district and school-based websites.

Benchmarks:

- Year 1: Train a minimum of three employees at each site in how to update and maintain the site web site.
- Year 2: School based web sites will be updated monthly 80% of the time. Common forms and resources will be placed on the district and school based websites.
- Year 3: School based web sites will be updated monthly 90% of the time.
- Years 4 – 5: School based web sites will be updated monthly 100% of the time. Annual updates of common forms and resources will occur.

Implementation Plan				
Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Instrument
Assign and train a cadre of employees at each site to update the school-based web sites.	May 2010	District Technology Coordinator	Performance Review by Superintendent	Evaluation document
Maintain and update district and school based websites on an at least monthly basis.	August 2011	Principals, District Technology Coordinator	Performance Review by Superintendent	Evaluation documents

3k. Describe the process that will be used to monitor the Curricular Component (Section 3d-3j) goals, objectives, benchmarks and planned implementation activities including roles and responsibilities.

The Bellevue Union District Technology Committee will review the technology plan and determine if the goals listed are being met and if strategies are being implemented. The evaluation process will begin each year of the plan and be concluded by the end of May. The process will be as follows:

- The committee will complete a self evaluation based on goals and timelines outlined in the technology plan .This committee will be given a copy of the plan and the grade level technology standards and they will evaluate the progression of the standards and each of the implementation plans.
- The committee will take the results and other information from hardware and software inventories and anecdotal observations of the classroom environments and submit a summary evaluation to the Superintendent. In reviewing and evaluating the effectiveness of the plan, the reviewers will take into consideration the current status of technology in the District, as well as the transition of various components of the plan to the instructional program.
- The summary evaluation will list successes in implementing the plan and make recommendations for changes needed and will be presented to the superintendent for possible submission to the board.

Indicators of Success Used to Evaluate Positive Impact on Student Achievement
Goal 3k.1: Implementation of the components of Section 3 of the Technology Plan will have a positive impact on student achievement.

Objective 3k.1.1: 80% of students will meet District benchmark grade proficiency assessments in Reading Language Arts and Mathematics.

Objective 3k.1.2: Data from student assessment, instructional tours, and surveys are analyzed and used annually to inform instructional practice.

Benchmarks:

- Year 1: Instructional tours develop a focus on the instructional use of technology in classrooms. Teachers begin to be surveyed annually on their use of technology to support student learning.
- Year 2: The District Technology Committee analyzes the results of student achievement data, instructional tours, and surveys to make recommendations for action.
- Year 3 – 5: The practice defined above continues and is refined annually.

Implementation Plan				
Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Instrument
Instructional tours of classroom, libraries, and computer labs will provide evidence that technology is highly integrated into daily instruction.	Each Trimester, beginning August 2010	Director of Curriculum and Superintendent	Performance Review by Superintendent	Evaluation document
Provide EdTechProfile assessment	Annually each spring beginning May 2011	Director of Curriculum and Superintendent	Performance Review by Superintendent	Evaluation document
Analyze results for Instructional tours, student achievement data, and EdTechProfile and make recommendations	Annually each fall beginning September 2011	District Technology Committee, Director of Curriculum, Superintendent	Performance Review by Superintendent	Evaluation document

4. Professional Development

4a. Summary of teachers' and administrators' current technology skills and needs for professional development.

We believe that professional development is essential to the effective use of technology. It is essential for teachers, librarians, administrators, and support staff to receive training in order to use technology to promote student achievement.

Currently, the technology skills of teachers in the district vary greatly from teachers who are extremely proficient to those at the introductory level. To determine the technology skills and needs for professional development, the Bellevue District Staff will use the CTAP EdTechProfile technology assessment surveys. EdTechProfile is an on-line, self-assessment tool that allows educators to determine their level of technology proficiency. In addition to using the data obtained from the EdTechProfile survey to guide professional development, district personnel have indicated through discussions that:

- Technology training should be integrated into all curricular areas.
- Professional development should focus on the identified needs of the staff.
- On-site training should be available to staff when needed.
- Training should be available after the purchase of each new piece of equipment.
- Training opportunities must be flexible and meet the varying schedules of staff members.
- Training must meet the needs of individual teachers according to their skill levels and expertise.

In addition to curriculum-specific technology training, professional development opportunities will address the seven EdTechProfile skill areas:

- General Computer Knowledge
- Internet
- Email
- Word Processing
- Presentation Software
- Spreadsheet Software
- Database Software

Training will also take into consideration “Program Standard 9: Using Technology in the Classroom” as outlined in the *Standards of Quality and Effectiveness for Professional Teacher Preparation Programs* (California Commission on Teacher Credentialing) which outlines minimum standards for teacher use of computer-based technology in the classroom.

- 4b. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan for providing professional development opportunities based on your district needs assessment data (4a) and the Curriculum Component objectives (sections 3d through 3j) of the plan.

The District’s five-year goals for professional development are outlined below. These goals have been designed to support development of the staff’s personal technology skills as determined by informal interviews and the EdTechProfile assessment. The goals also address curriculum integration objectives described in section 3 of this plan. Teachers’ technology skills will be addressed so that they feel comfortable using technology in different classroom situations including whole class, small group and individual learning that support State content standards and adopted language arts and mathematics curricula. Web 2.0 skill enhancement is also an important area to address for teachers and principals. The California School Library Association provides Web 2.0 resources to increase teacher skills in this area (<http://schoolibrarylearning2.csla.net/>).

Goal 4b.1: Teachers and administrators will become proficient users of technology and will develop competency in all seven skill areas identified within the EdTechProfile survey. In addition, teachers and administrators will increase their level of competency utilizing Web 2.0 tools and resources.

Objective 4b.1.1: By June 2015, all teachers and administrators will be at the Intermediate or Proficient level in all seven EdTechProfile skill areas.

Benchmarks:

- Year 1: By June 2011, all teachers and administrators will have completed their initial assessment using EdTechProfile.
- Year 2: By June 2012, 40% of teachers and administrators will be at the Intermediate or Proficient level in all seven EdTechProfile skill areas.
- Year 3: By June 2013, 60% of teachers and administrators will be at the Intermediate or Proficient level in all seven EdTechProfile skill areas.
- Year 4: By June 2014, 80% of teachers and administrators will be at the Intermediate or Proficient level in all seven EdTechProfile skill areas.
- Year 5: By June 2015, 100% of teachers and administrators will be at the Intermediate or Proficient level in all seven EdTechProfile skill areas.

Implementation Plan				
Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Instrument
In August 2010, all teachers and administrators take the EdTechProfile assessment.	August, 2010	Professional Development Committee, Technology Committee, Principals, Superintendent	Incorporate the taking of the initial EdTechProfile survey as part of a pre-service day.	EdTechProfile, Committee meeting notes

Each August, teachers and administrators take the EdTechProfile assessment.	Annually	Professional Development Committee, Technology Committee, Principals, Superintendent	Incorporate taking an annual EdTechProfile survey as part of a pre-service day.	EdTechProfile aggregate data analysis, Committee meeting notes
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Objective 4b.1.2: By June 2015, all teachers and administrators will increase their level of competency utilizing Web 2.0 tools and resources.

Benchmarks:

- Year 1: By June 2011, 40% of teachers and administrators will participate in professional development that increases their level of competency utilizing Web 2.0 tools and resources.
- Year 2: By June 2011, 60% of teachers and administrators will participate in professional development that increases their level of competency utilizing Web 2.0 tools and resources.
- Year 3: By June 2011, 80% of teachers and administrators will participate in professional development that increases their level of competency utilizing Web 2.0 tools and resources.
- Year 4: By June 2011, 90% of teachers and administrators will participate in professional development that increases their level of competency utilizing Web 2.0 tools and resources.
- Year 5: By June 2011, 100% of teachers and administrators will participate in professional development that increases their level of competency utilizing Web 2.0 tools and resources.

Implementation Plan				
Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Instrument
Research and select an appropriate web-based professional development program designed to introduce and increase skills utilizing Web 2.0 tools and resources	Annually	Professional Development Committee, Technology Committee, Principals, Superintendent	Meeting notes of Professional Development Committee and performance evaluation of District Technology Coordinator by Superintendent	Review of planned professional development documents, Evaluation instrument

Goal 4b.2: Teachers will consistently differentiate instruction in Reading Language Arts and Mathematics through the use of technological learning resources.

Objective 4b.2.1: By June 2015, all teachers will demonstrate use of technological learning resources to differentiate instruction in Reading Language Arts and Mathematics.

Benchmarks:

- Year 1: By June 2011, 30% of teachers will demonstrate use of technological learning resources to differentiate instruction in Reading Language Arts and Mathematics.

- Year 2: By June 2011, 45% of teachers will demonstrate use of technological learning resources to differentiate instruction in Reading Language Arts and Mathematics.
- Year 3: By June 2011, 60% of teachers will demonstrate use of technological learning resources to differentiate instruction in Reading Language Arts and Mathematics.
- Year 4: By June 2011, 85% of teachers will demonstrate use of technological learning resources to differentiate instruction in Reading Language Arts and Mathematics.
- Year 5: By June 2011, 100% of teachers will demonstrate use of technological learning resources to differentiate instruction in Reading Language Arts and Mathematics.

Implementation Plan				
Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Instrument
Analyze feedback from staff assessments and design trainings based on staff needs and technology plan objectives.	Annually by November 1	District Technology Coordinator, Professional Development Committee, Superintendent	Meeting notes and performance evaluation of District Technology Coordinator by Superintendent	Review of planned professional development documents, Evaluation instrument
Faculty participates in training activities and peer observation/coaching	Annually	District Technology Coordinator, Professional Development Committee, Principals, Superintendent	Committee meeting notes, Instructional tours data analysis	Instructional tours data, Mentor coaching observation and feedback

4c. Describe the process that will be used to monitor the Professional Development (Section 4b) goals, objectives, benchmarks, and planned activities including roles and responsibilities.

We have a Professional Development Committee whose duties include setting goals and objectives for professional development within the District. They work with curriculum committees to determine benchmarks and benchmark assessments. The planned activities are developed by the committee in conjunction with the administration team and county support personnel.

Monitoring takes the form of Instructional Tours, benchmark assessments, surveys, and coaching. Our Instructional Tours allow us to see how strategies learned during professional development are being used in the classrooms. They are conducted by the administration team, county support staff, and teachers.

Benchmarks and benchmark assessments inform instruction and interventions. They also form an internal monitoring system to assess whether new techniques learned through professional development opportunities are reaching children as evidenced by test scores.

Our survey committee conducts surveys of teachers and other staff members to gather information about how well the new techniques and methods of delivery are working in the classrooms and for teachers, in their own estimation.

We have a coaching staff to determine needs for additional training and support, and deliver same.

5. Infrastructure, Hardware, Technical Support, and Software

5a. Describe the existing hardware, Internet access, electronic learning resources, and technical support already in the district that will be used to support the Curriculum and Professional Development Components of the plan.

Existing Hardware: A mix of PC and Macintosh OS computers are present in classrooms, libraries, and computer labs. A minimum of one computer is present in each classroom, with many having up to three computers. Libraries have three to six computers for student use. Labs have a minimum of twenty computers. Each school has a cart with ten+ Macintosh notebooks. The cart contains a wireless router that can plugged into any classroom wired access point. Most intermediate classrooms have document cameras, Macintosh notebooks, and LCD projectors. Each school has a cart with a notebook computer, a document camera, and a LCD projector that teachers can check-out. Schools also have digital cameras.

Existing Internet Access: The District partners with the Sonoma County Office of Education to bring internet access to each site. Every classroom, library, and resource room has at least one wired access point. Wireless access is available in many locations.

Existing Electronic Learning Resources: Rosetta Stone, Read, Write, and Type, Word Hound, Beginning Grade Level Reading, Sticky Bear, Curious George, Picture Phonics, HM Get Ready to Read, Accelerated Reader, STAR Early Literacy, STAR Reading, EnVision Math, Math Steps, Microsoft Word, Microsoft PowerPoint, Open Office.

Existing Technical Support: There is a district wide technology coordinator. Each school has a teacher who serves as the site technology support person. The District also receives support concerning connectivity through the Sonoma County Office of Education.

5b. Describe the technology hardware, electronic learning resources, networking and telecommunications infrastructure, physical plant modifications, and technical support needed by the district's teachers, students, and administrators to support the activities in the Curriculum and Professional Development Components of the plan.

Hardware Needed: An individual notebook computer, document camera, sound projection system, and LCD projector set-up for every classroom. This set of hardware will be referred to as "Classroom Hardware Set-up" through-out the plan. Upgraded or new computers for

classrooms are also required. A digital camera with video capability per grade at each school is also needed.

Electronic Learning Resources Needed: The District would benefit from an extensive review of educational related software in order to ensure students are accessing the best tools available.

Networking and Telecommunications Infrastructure Needed: Not all classrooms or parts of schools have wireless access. Current T1 fiber optic lines are inadequate to handle current and projected internet traffic.

Physical Plant Modifications Needed: The sites are physically equipped to handle infrastructure upgrades that are needed.

Technical Support Needed: The District needs a fulltime person dedicated to supporting teachers integrate technology into the classroom. The District would also benefit from a full time person dedicated to ensuring networks, hardware, and software work as designed.

5c. List of clear annual benchmarks and a timeline for obtaining the hardware, infrastructure, learning resources and technical support required to support the other plan components as identified in Section 5b.

The District has negotiated through E-Rate a series of projects to upgrade cabling to level T-6 through all schools, classrooms, labs, libraries, offices, and conference rooms. In addition, the District has negotiated through E-Rate a series of projects to bring wireless internet access across each campus.

The District is anticipating new Microsoft voucher funds. These funds will be used to purchase classroom technology set-ups for teachers who currently do not have these tools in their classrooms.

A plan needs to be developed to replace or upgrade classroom computers so every classroom has at least one computer that can easily operate all of the district selected programs that are central to our instructional program.

Due to recent budget reductions, the District has eliminated the position of District Technology Coordinator, as well as our site-based Computer Lab Technicians. These positions are vital to support teachers and students fully implement the instructional goals outlined in this plan.

Year 1 Benchmark: Upgrade District-wide cabling to T-6 and establish a wireless network through every campus.		
Recommended Actions/Activities	Timeline	Person(s) Responsible
Complete projects as negotiated and approved through E-Rate.	October 2010	Superintendent

Year 2 Benchmark: Using Microsoft voucher resources, purchase classroom technology set-ups for all teachers without these tools. Rehire Site Computer Lab Technicians.		
Recommended Actions/Activities	Timeline	Person(s) Responsible
Purchase the identified technology tools.	September 2011	Superintendent
Re-establish the position of Site Computer Lab technician and rehire employees.	August 2011	Superintendent

Year 3 Benchmark: Every classroom has at least one computer that will run Edusoft, Renaissance Learning, and all other curriculum and assessment programs identifies by the District as core to the instructional program. Rehire District Technology Coordinator.		
Recommended Actions/Activities	Timeline	Person(s) Responsible
Assess the capability of every classroom computer and develop a plan to meet the benchmark.	September 2012	Superintendent
Re-establish the position of District Technology Coordinator and hire to fill the position.	August 2012	Superintendent

Year 4 Benchmark: Begin to purchase and/or upgrade classroom computers.		
Recommended Actions/Activities	Timeline	Person(s) Responsible
Implement plan to purchase and/or upgrade classroom computers.	January 2013	Superintendent

Year 5 Benchmark: Continue program to purchase and/or upgrade classroom computers.		
Recommended Actions/Activities	Timeline	Person(s) Responsible
Continue plan to purchase and/or upgrade classroom computers.	January 2014 through 2015	Superintendent

5d. Describe the process that will be used to monitor Section 5b and the annual benchmarks and timeline of activities including roles and responsibilities.

The District Technology Coordinator and Site Computer Lab Technicians will be hired as soon as funds are available. An initial survey of needs and requirements will be conducted which will be followed by a step-by-step implementation of the plan as outlined in Section 5b.

Hardware will be purchased and installed in classrooms and staff will be adequately trained in its use during workshops. Ongoing support will be provided as needed by district administration. Classrooms will have wireless internet access and the Technology Coordinator and classroom teachers will ensure that students have the necessary information and can log on at home to make full use of online resources purchased by the district such as EnVision Math and Accelerated Reader.

Students will be guided in the use of the digital cameras to enhance class projects and classroom teachers will model and guide in such use.

District administration will keep itself apprised of the use of available technology within the classroom.

All efforts will be made to assist staff and students in the acquisition of technological skills and efficient implementation of the same.

6. Funding and Budget

6a. List of established and potential funding sources.

Established Funding Sources:

District Level	Site Level
<ul style="list-style-type: none"> • General Fund • Facilities Budget • E-Rate discounts and rebates • K12 Ed Tech Voucher • Title I • Title IIA • Title IID • Title III (ELA) • Title V (Innovative Programs) • GATE • Professional Development Block Grant • EETT Grant • ELAP (English Language Acquisition Program) • Economic Impact Aid • School and Library Improvement Grant • CSIS 	<ul style="list-style-type: none"> • Site budgets (School-Based/EIA/Title I) • IMFRP (Instructional Materials Fund Realignment Program) • Instructional Materials/Library

Potential Funding Sources

District Level	Site Level
<ul style="list-style-type: none"> • General Fund (additional allocations) • Grants • E-Rate discounts and rebates (additional opportunities) • Donations 	<ul style="list-style-type: none"> • Local fund-raising efforts • Donations • Grants

6b. Estimate annual implementation costs for the term of the plan.

Item Description	Year 1	Year 2	Year 3	Year 4	Year 5	Funding Source Including E-Rate
1000-1999 Certificated Salaries						
Site Technology Teachers	\$2,000	\$2,000	\$2,000	\$2,000	\$2,000	General Fund
District Technology Coordinator	\$0	\$0	\$50,000	\$55,000	\$60,000	General Fund
2000-2999 Classified Salaries						
Site Computer Lab Technicians	\$0	\$75,000	\$75,000	\$90,000	\$90,000	General Fund
3000-3999 Employee Benefits						
Certificated and Classified Benefits	\$0	\$26,250	\$37,500	\$43,500	\$45,000	General Fund
4000-4999 Materials and Supplies						
Support Materials	\$2,000	\$2,000	\$2,000	\$2,000	\$2,000	General Fund
5000-5999 Other Services and Operating Expenses						
Network Maintenance	\$43,680	\$43,680	\$43,680	\$43,680	\$43,680	E-Rate
6000-6999 Equipment						
Cabling and Wireless Systems	\$367,510	\$0	\$0	\$0	\$0	E-Rate

Purchase Classroom Technology Set-ups (laptop/document camera, etc)	\$0	\$100,000	\$0	\$0	\$0	MicroSoft Voucher Funds
Purchase New or Upgrade Existing Classroom Computers	\$0	\$0	\$50,000	\$50,000	\$50,000	General Fund
Totals:	\$415,190	\$248,930	\$260,180	\$286,180	\$292,680	

6c. Describe the district's replacement policy for obsolete equipment.

The District recommends adoption of the following model for hardware acquisition and replacement of existing hardware at the district and site level.

The District will look at site needs in order to designate a number of new computers to be purchased each year. Site needs and programs will be evaluated to determine the need for new computers and related hardware and software.

The District will develop guidelines for determining specifications for new equipment as well as for determining which machines are in need of retirement or upgrade.

The District will develop a plan for recycling computers that have become obsolete. It must also be noted that any plan for resource acquisition is dependent upon necessary funding. All technology purchase requests will be reviewed and approved by the district.

6d. Describe the process that will be used to monitor Ed Tech funding, implementation costs and new funding opportunities and to adjust budgets as necessary.

Overview of Budget Development Process

Each year, during the budget development process for the upcoming fiscal year, the directors of curriculum and fiscal services shall identify categorical funding sources that could be used to support the implementation of the Technology Plan. The Director of Fiscal Services reviews other potential funding sources and develops a set of recommendations to the Superintendent as to resources that should be used to annually support implementation of the Technology Plan. The Superintendent takes the recommendations to the District Budget Committee for their review and input. Revisions to the overall budget are made, including to those resources allocated to the implementation of the Technology Plan. The Superintendent, in June of each year, presents the budget to the Governing Board for their approval.

Responsibilities:

District Technology Committee: Each February reviews the success of implementing current and next year Plan goals. Develops concrete plans for implementing the next year's goals that define required steps and needed resources.

Director of Curriculum: Each March reviews Technology Committee report and identifies potential categorical funding sources to support implementation of the Plan. The Director of Curriculum meets with Director of Fiscal Services to discuss these sources.

Director of Fiscal Services: Each March develops recommendations to the Superintendent as to allocating specific funding to support implementation of the Plan. The Director of Fiscal Services works with the Superintendent and the District Budget Committee to develop proposed budget. Finalizes budget by June 1 for Board approval.

District Budget Committee: Each April reviews preliminary budget, including those resources allocated to support implementation of the Plan, and provides recommendations to the Superintendent.

Superintendent: Each March – June works with the Director of Fiscal Services and the District Budget Committee to develop an annual budget, including those resources allocated to support implementation of the Plan, and presents to the Governing Board for their approval.

Governing Board: Each June, reviews and approves the annual budget.

7. Monitoring and Evaluation

7a. Describe the process for evaluating the plan's overall progress and impact on teaching and learning.

Monitoring and Evaluation Goals

GOAL 1: Monitoring, evaluation and assessment information will be on-going and feedback will be given to staff and all stakeholders on a yearly basis.

GOAL 2: Data from the monitoring, evaluation and assessment process will be used to modify, change and update programs and the technology plan to ensure that the goals and activities of each section of the plan are consistent and current.

Each trimester, teachers, specialists, and the principal will collect and review student produced documents. The principal, curriculum director and leadership team at each site will also review student assessment data and make recommendations for student interventions and program modifications. District assessments will include the following:

- Grade level benchmarks and assessments
- Student work samples
- Student produced artifacts
- Teacher Observation
- CAT6 and CST results
- CELDT results

This information will be used to monitor and evaluate the Bellevue School District’s Curricular and Technology goals. A summary of this evaluation will be provided to the Bellevue District Board of Trustees annually beginning in May of 2010.

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

Schedule for Evaluating the Implementation of the Technology Plan

At the end of each school year, beginning in May, 2010, the technology committee will complete a technology evaluation checklist developed from information on the benchmarks and timeline grid. This process will be used to monitor the timely implementation of the outlined goals and benchmarks. In addition, all teachers will complete the online EdTechProfile survey. This data will be reported to site and district administrators, the governing board and the community. A progress report will be given to the district superintendent annually.

7c. Describe the process and frequency of communicating evaluation results to tech plan stakeholders.

The focus of the review and evaluation meeting that will take place in the fall of each school year will be to review the collected information garnered from the various measurement instruments and data resources from the previous year, and make adjustments as needed. Input will be sought from parents, staff and school board using the district website. The review and evaluation would track progress made during the school year and make sure that the plan is on course to meet its objectives.

Annual reports reviewing the technology committee’s evaluation of the Technology Use Plan will be made to the School Board, District Leadership Team (District Office Staff and School Principals), and Site councils.

Communication Activity	Frequency
<ul style="list-style-type: none"> • District Governance Board meeting presentations on technology status of district • Email list of stakeholders • website 	<ul style="list-style-type: none"> • Once/year • Once/year • Updated continuously with news and information

8. Collaborative Strategies with Adult Literacy Providers

We work with the Santa Rosa Junior College to provide adult English literacy and parenting classes. We open our computer labs and media centers to them during their evening class time. We will offer Rosetta Stone and EnVision Mathematics to these parents, for their own education and to help their children with academic material.

9. Effective, Researched-Based Methods and Strategies

9a. Summarize the relevant research and describe how it supports the plan's curricular and professional development goals.

The Bellevue District is currently involved in a project that started during the 2000 - 2001 school year and is continuing as an important piece of our staff development plan. Teachers are using the “Lesson Study” model. In lesson research or lesson study, teachers collaboratively plan, observe, and discuss actual classroom lessons. The centerpiece of lesson study is the “research lesson”- an actual classroom lesson that is collaboratively planned, observed and studied by a group of teachers. During this process, teachers carefully consider the goals of a particular subject area, unit and lesson, plan actual lessons that bring to life these long-term and short-term curricular goals, and carefully study how students respond to these lessons, including their learning, engagement, and treatment of each other. Our area of focus has been on mathematics lesson study. During our study and implementation of the lesson study process, our teachers have been able to plan together, present a lesson, video tape the lesson and then discuss the impact of the lesson. After this process is completed, teachers refine the lesson, another teacher presents it, the lesson is again video-taped and debriefed once again. We believe that this process is of very high quality, is sustained over time and is intensive. The developed lessons are classroom focused and have a positive impact on instruction and student learning. The process allows for teachers to work together, to talk and discuss a particular lesson, to focus on what to teach, as well as how to teach. It helps develop teacher content knowledge, and fosters teacher learning through observing and being observed. The Lesson Study model has been a coherent part of teacher learning and supports other district/site activities including the implementation of state standards and the selection of instructional materials. This powerful model allows teachers to develop their own skills while, at the same time, enhances the instructional program for students. The use of technology is vital to the process and enables teachers to reexamine the lesson, discuss the impact of the lesson on students and to observe the student work during the lesson.

The use of technology should be integrated into the curriculum at all levels in order to improve student achievement. Technology should not be a separate content taught for its own sake. Technology improves student performances when applications directly support curriculum objectives being assessed. Alignment of content with state content standards is an important first step to infusing technology into the curricula. A survey of 465 teachers in California resulted in 92% affirming that the starting point for infusing technology into the curriculum is having information about the specific content of a program or use of an application that aligns with

state-adopted curriculum standards. A number of respondents indicated that an online resource that profiles electronic learning resources with the specific skills and knowledge in areas that align with the content standards would facilitate the selection of programs enabling the integration of technology with the curriculum (Cradler & Beuthel, 2001).

In a study completed by Apple Classrooms of Tomorrow (ACOT), student engagement remained highest when technology use was integrated into the larger curricular framework rather than being an “add-on” to an already full curriculum (Sandholz et al, 1997). Research suggests that when technology is integrated into the larger instructional framework, students will gain both technical expertise and content knowledge (Silverstain et al, 2000). Moreover, using technology within the curricular framework can enhance important skills valued in the workplace, such as locating and accessing information, organizing and displaying data, and creating persuasive arguments (Sandholtz et al, 1997; “Critical Issue,” 1999).

9b. Describe the district's plans to use technology to extend or supplement the district's curriculum with rigorous academic courses and curricula, including distance-learning technologies.

We are already using three powerful programs, as well as our District website, to extend and supplement our academic program.

The website has teacher pages, and each teacher has the capability to post messages to parents, homework, and a newsletter. The website also enables teachers and coaches to post model lessons, lesson plans, shared assessments, and support materials for each other. The programs include Renaissance Learning and EnVision for our Prentice-Hall math series. Renaissance Learning supports our reading program with comprehension/vocabulary assessments and the Accelerated Reading quizzes for comprehension of whole books and our reading program components.

EnVision supports Prentice-Hall, allowing for interactive lessons in the classroom using the internet, parents to help their children at home, children to explore and learn mathematical ideas independently, and an assessment/intervention system that is guided by both program and teacher.

We also use Rosetta Stone as a support to our ELD program.

Appendix C.

Section	Status
Appendix J. Contact Information	Finished
1. Plan Duration	Finished
2. Stakeholders	Draft
3. Curriculum	
3a. Current access by teachers and students	Draft
3b. Current use of technology to support teaching and learning	Draft
3c. District curricular goals to support plan	Draft
3d. Teaching and learning goals (Measurable Objectives, Benchmarks)	Draft
3e. Acquiring technology skills AND information literacy skills (Measurable Objectives, Benchmarks)	Draft
3f. Ethical use	Draft
3g. Internet safety	Draft
3h. Description for access for all students	Draft
3i. Student record keeping	Draft
3j. Two way home-school communication	Draft
3k. Curriculum Monitoring Process	Draft
4. Professional Development	
4a. Summary of Teacher	Draft
4b. Providing PD Opportunities (Measurable Objectives, Benchmarks)	Draft
4c. Professional Development Monitoring	Draft
5. Infrastructure, Hardware, Technical Support, and Software	
5a. Existing Resources	Draft
5b. Needed Resources	Draft
5c. Annual Benchmarks and Timeline for obtaining resources	Draft

5d. Resource in 5b Monitoring Process	Draft
6. Funding and Budget	
6a. Established and Potential List	Draft
6b. Annual implementation costs	Draft
6c. District replacement policy	Draft
6d. Budget monitoring	Draft
7. Monitoring and Evaluation	
7a. Overall progress and impact evaluation	Draft
7b. Evaluation schedule	Draft
7c. Communicating evaluation results	Draft
8. Collaborative Strategies with Adult Literacy Providers	Draft
9. Effective, Researched-Based Methods and Strategies	
9a. Research Summary, District Application	Draft
9b. Technology to Deliver Rigorous Curriculum	Draft

**Appendix J - Technology Plan Contact Information
(Required)**

Education Technology Plan Review System (ETPRS)
Contact Information

County & District Code: 49 - 70615

School Code (Direct-funded charters only): _____

LEA Name: Bellevue Union Elementary

*Salutation: Dr.

*First Name: Tony

*Last Name: Roehrick

*Job Title: Superintendent

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Please provide backup contact information.

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2nd Backup Name: Dave Chosa

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* Required information in the ETPRS