

CLARK COUNTY SCHOOL DISTRICT



O. K. Adcock Elementary School
SW REGION
6350 Hyde Avenue
Las Vegas, Nevada 89107

Site Technology Plan
For the 2007-2008 Academic Year



TECHNOLOGY PLANNING TEAM MEMBERS

Members of the Technology Planning Team and Title:

NAME	TITLE
Helen Carlson	Principal
Alveria Lock	Assistant Principal
Heidi Tertipes	Educational Computing Strategist
Pearl Mitchell	Kindergarten Teacher
Carolyn Sachkowsky	1 st Grade Teacher
Laura West	1 st Grade Teacher
Lynn Gibson	2 nd Grade Teacher
Melissa Brock	3 rd Grade Teacher
Tammy DeMarco	3 rd Grade Teacher
Julie White	4 th Grade Teacher
Brenda Culbertson	5 th Grade Teacher
Susan Irani-Rigdon	Humanities
Rose Carson	E.L.L. Specialist
Elizabeth Chandler	Literacy Specialist

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SECTION I: INTRODUCTION

O.K. Adcock Elementary is located in the southwest region of the Clark County School District on 6350 Hyde Avenue in Las Vegas, Nevada. O.K. Adcock Elementary is a K-5 elementary school serving approximately 600 students.

Enrollment	#	%
Total # of Students Enrolled	600	
Number and Percent Female	303	50.5%
Number and Percent Male	297	49.5%
Subpopulations	#	%
English Language Learners (ELL)	234	39%
Students with Individual Education Plans (IEP)	52	8.7%
Demographics	#	%
African-American	57	9.5%
Asian/Pacific Islander	38	6.3%
Hispanic	310	51.7%
Native American/Alaskan Native	2	.3%
White	193	32.2%

O.K. Adcock Elementary hosts full-day kindergarten classes, a primary and intermediate educational program for Mentally Challenged Severe – Developmentally Delayed students, and an Early Childhood for Autistic students. The school runs an after school computer intervention program to support students who are struggling academically.

The focus for O.K. Adcock's Technology Plan is to support the goals of the Student Improvement Plan by increasing student achievement on the CRT test in Math, English Languages Arts, and Writing. The goals of the Student Improvement Plan were based on areas of concerns, which came directly from test results:

- ◆ *The Hispanic student proficiency status in ELA was 35%; LEP student proficiency status was 27%; IEP student proficiency status was 22%.*
- ◆ *The Hispanic student proficiency status in mathematics was 41%; LEP student proficiency status was 35%; IEP student proficiency status was 32%.*
- ◆ *The Hispanic student proficiency status in the 5th grade writing proficiency was 27%; LEP student proficiency was 4.4%; IEP student proficiency status was 8.4%.*

SECTION II: VISION AND/OR MISSION STATEMENTS**District Technology Vision Statement**

It is the vision of the Clark County School District that information and communication technologies are essential for improving student achievement.

Region Vision and/or Mission Statement

The mission of the Southwest Region is to develop socially responsible students who will graduate with the skills and attitudes necessary in order to succeed in post-secondary education as well as in the work force.

School Vision and/or Mission Statement

All students attending O. K. Adcock Elementary School are entitled to a positive, safe, and productive educational environment. We will provide an environment rich in learning opportunities and free of any disruptive behavior, which interferes with the teaching and learning process.

Striving to Succeed. Soaring to Success.

School Technology Vision and/or Mission Statement

The vision of O.K. Adcock Elementary is to utilize computers efficiently and effectively to promote necessary skills for the future.

SECTION III: 2006-2007 TECHNOLOGY PLAN EVALUATION

A. Curriculum Integration Goals

Goal: Students in grades 3 and 5 at Adcock will show increased achievement in math on the 2006-2007 CRT in the subgroups of Hispanics, Black, LEP, and IEP specifically in the ability level of problem solving.

Goal met? Yes x No _____

Rationale/discussion:

- Teachers continued to use IDMS to identify students who are non-proficient in mathematics.
- Trainings on Table Top Jr., Table Top Sr., Hot Dog Stand, Ice Cream Truck, and Visual Math Dictionary were not provided due to the lack of time to train the staff.

Goal: Students in grades 3 and 5 at Adcock will show increased improvement in reading on the 2006-2007 CRT in the subgroups of the Hispanic, Black, IEP, LEP, FRL, specifically in the strands of comprehension, interpret and evaluate literature and demonstrating a critical stance.

Goal met? Yes x No _____

Rationale/discussion:

- Teachers continued to use IDMS to identify students who are non-proficient in reading.
- Teachers continued to have their students use Lexia for skill building in word analysis and comprehension.
- Teachers had their students use Earobics to provide direct instruction for students with I.E.P.s and all kindergarteners.
- The after school program utilized Compass Learning for skill building in word analysis.
- K – 5 students read Accelerated Reader leveled books both at home and at school, completed comprehension tests, and earned incentives.

Goal: Students in grade 5 at Adcock will show increased achievement on all four traits of the writing process with the emphasis black, IEP and LEP student populations.

Goal met? Yes x No _____

Rationale/discussion:

- Teachers continued to use IDMS to identify students who are non-proficient in writing.
- Training was provided on Kidspiration software and utilized in the classroom to support the writing process.

B. Professional Development Goals

Goal: Train new teachers to use Lexia.

Goal met? Yes x No _____

Rationale/discussion:

- The Lexia manuals were posted on Interact for all teachers to access.
- Training on Lexia was provided to the teachers.

Goal: Train new teachers and retrain the staff how to utilize Interact.

Goal met? Yes x No _____

Rationale/discussion:

- Two trainings showing the staff how to use Interact was provided.

Goal: Train new teachers (review for experienced teachers) how to use Easy Grade Pro.

Goal met? Yes x No _____

Rationale/discussion:

- Small group trainings were provided to demonstrate how to use Easy Grade Pro.

Goal: Train new teachers (review for experienced teachers) how to utilize Star Reading.

Goal met? Yes x No _____

Rationale/discussion:

- Step-by-step instructions were posted on Interact. Teachers who needed additional assistance received one-on-one training.

Goal: Train new teachers (and review for experienced teachers) how to utilize Accelerated Reader.

Goal met? Yes x No _____

Rationale/discussion:

- Step-by-step instructions were posted on Interact. Teachers who needed additional assistance received one-on-one training.

Goal: Train teachers how to create a basic PowerPoint presentation.

Goal met? Yes _____ No x

Rationale/discussion:

- PowerPoint training was not provided due to the lack of time to train the staff.

Goal: Review procedures of how to access IDMS data.

Goal met? Yes x No _____

Rationale/discussion:

- Step-by-step instructions were posted on Interact. Teachers who needed additional assistance received one-on-one training.

Goal: Train teachers how to use Visual Math Dictionary.

Goal met? Yes _____ No x

Rationale/discussion:

- Visual Math Dictionary training was not provided due to the lack of time to train the staff.

Goal: Train teachers how to use the new version of the Lexia Quick Reading Test.

Goal met? Yes x No _____

Rationale/discussion:

- The Quick Reading Test manual was posted on Interact for all teachers to access.
- Training on using the Quick Reading Test was provided to the teachers.

Goal: Train teachers how to analyze and apply the information provided by the Lexia Student Reports.

Goal met? Yes x No _____

Rationale/discussion:

- The Lexia manuals were posted on Interact for all teachers to access.
- Training on running Lexia reports was provided to the teachers.

Goal: Train new teachers (and review for experienced teachers) how to utilize Kidspiration/Inspiration software.

Goal met? Yes x No _____

Rationale/discussion:

- Training was provided on Kidspiration software and utilized in the classroom to support the writing process.

Goal: Train teachers how to create graphs using PowerPoint.

Goal met? Yes _____ No x

Rationale/discussion:

- Training was not provided on creating graphs in PowerPoint since training on PowerPoint was not provided to the staff and the Graph Club software was purchased.

Goal: Train teachers how to use Investigations software.

Goal met? Yes _____ No x

Rationale/discussion:

- Training was not provided on the Investigations software since lessons were not gathered from each Investigations book.

C. Infrastructure Goals

Goal: Have additional network drops added to each pod.

Goal met? Yes _____ No x

Rationale/discussion:

- A work order was called into Networking Services requesting for the school to be surveyed. The FSR received the information and recommended that the school purchase switch boxes.

Goal: Have additional power supply added to each pod.

Goal met? Yes _____ No x

Rationale/discussion:

- The FSR surveyed the school and recommended that the school purchase additional power outlets/surge protectors.

D. Upgrade and Replacement Goals

Goal: Acquire additional LCD projectors for use in each pod.

Goal met? Yes _____ No x

Rationale/discussion:

- Due to the cost, only one additional LCD projector was purchased for the school.

Goal: Acquire additional Microsoft Office licenses teachers who have requested it.

Goal met? Yes x No _____

Rationale/discussion:

- A survey was submitted to the staff and Microsoft Office licenses were purchased for those teachers who requested it.

Goal: Purchase new math software.

Goal met? Yes x No _____

Rationale/discussion:

- Math software was researched. The Graph Club software was purchased.
- Fastt Math and Go Solve Word Problems were written into the state grant; however, the school did not receive the funding.

SECTION IV: COMPREHENSIVE NEEDS ASSESSMENT

Curriculum Needs

- There is no available software at the school to assess students' math or writing abilities.
- It is difficult to incorporate technology into all areas of the curriculum because the school lacks software for instruction and practice in writing and mathematics.
- The school does not have a current store of lesson plans that integrate technology in order to help students and teachers use it more successfully and more often.

Professional Development Needs

- Teachers need training or retraining on the intervention programs owned by the school.
- Since the District does not provide substitutes for teacher trainings during the regular work day, it is a challenge to provide training that requires over 30 minutes.
- Since the ECS's time is shared with another elementary school, there is insufficient time during a work week to meet the training needs for two schools.
- New staff members are arriving each year making the user level extremely diverse.

Infrastructure Needs

- Due to the decreased size of our school's classrooms, most rooms do not have space to house more than two classroom computers.
- There are not enough network drops for the number of computers in each pod. Without network drops, mini switches need to be used in each pod.

Upgrade and Replacement Needs

- The lack of LCD projectors at the school makes it difficult for teachers to show their students how to use software programs and teach lessons using technology.
- There are not enough Microsoft Office licenses for the computers at the school. Teachers are unable to open attachments sent to them via Interact.
- The school lacks mathematics instructional software.

SECTION V: GOALS, ACTION STEPS AND MONITORING PLAN**SECTION V-A: Curriculum Goals, Action Steps and Monitoring Plan**

GOALS (V-A: Curriculum)	ACTION STEPS	TIMELINE	RESOURCES	ENTITY RESPONSIBLE
Students in grades 3, 4, and 5 will show increased achievement in language arts as measured by the 2008 Nevada CRT in the subgroups of Hispanic, IEP, and LEP.	Continue to use IDMS to identify students who are non-proficient in reading and/or writing.	After each trimester from September 2007-August 2008	<ul style="list-style-type: none"> • IDMS website • Interim Tests 	Administration ECS Literacy Specialist ELL Specialist Teachers
	K-5 students will continue to read Accelerated Reader leveled books both at home and at school, complete comprehension tests, and earn incentives.	Start October 2007 and continue throughout the remainder of the school year	<ul style="list-style-type: none"> • Accelerated Reader Software • Books 	Administration ECS Literacy Specialist Teachers
	Utilize Lexia in the pods to provide direct instruction for students.	Start September 2007 and continue throughout the remainder of the school year	Lexia Learning Software	Administration Literacy Specialist ELL Specialist Teachers
	Utilize Kidspiration software to support the writing process.	Start September 2007 and continue throughout the remainder of the school year	Kidspiration Software	Administration Teachers

GOALS (V-A: Curriculum)	ACTION STEPS	TIMELINE	RESOURCES	ENTITY RESPONSIBLE
Students in grades 3, 4, and 5 will show increased achievement in mathematics as measured by the 2008 Nevada CRT in the subgroups of Hispanic, IEP, and LEP.	Continue to use IDMS to identify students who are non-proficient in mathematics.	After each trimester from September 2007- August 2008	<ul style="list-style-type: none"> • IDMS website • Interim Tests 	Administration Curriculum Specialists Teachers
	Utilize the Visual Math Dictionary to enhance students' understanding of math vocabulary.	Start September 2007 and continue throughout the remainder of the school year	Visual Math Dictionary Software	Administration ECS Math Specialist Teachers

SECTION V-B: Professional Development Goals, Action Steps and Monitoring Plan

GOALS (V-B: Prof. Devel.)	ACTION STEPS	TIMELINE	RESOURCES	ENTITY RESPONSIBLE
Train teachers how use Easy Grade Pro.	Conduct several small group trainings to demonstrate how to use Easy Grade Pro.	September 2007	<ul style="list-style-type: none"> •Easy Grade Pro software •Handouts 	Administration ECS
Train new teachers (and review for experienced teachers) how to utilize Star Reading.	Provided step-by-step instructions and post on Interact. Meet with teachers 1-1 as needed.	September 2007	Star Reading Software	Administration Librarian

GOALS (V-B: Prof. Devel.)	ACTION STEPS	TIMELINE	RESOURCES	ENTITY RESPONSIBLE
Train new teachers (and review for experienced teachers) how to utilize Accelerated Reader.	Provided step-by-step instructions and post on Interact. Meet with teachers 1-1 as needed.	September 2007	Accelerated Reader Software	Administration Librarian
Train teachers how to manage students in the Lexia Learning program.	Provide training for the teachers before school.	September 2007	Lexia Handouts	Administration ECS ELL Specialist
Train teachers how to use the Earobics software.	Provide training for the teachers on their preps.	October 2007	Earobics website and passwords	Administration ELL Specialist
Train teachers how to submit their lesson plans electronically.	Provide training for the teachers before school.	November 2007	First Class Software	Administration ECS
Train the staff to use the Fisher Price Digital Cameras for kids.	Provide training for the teachers before school.	December 2007	Fisher Price Digital Cameras	Administration ECS
Train the staff to create a simple video presentation using Photo Story 3.	Provide training for the staff during Staff Development Day.	January 2008	<ul style="list-style-type: none"> •Photo Story 3 Software •Digital Pictures 	Administration ECS

GOALS (V-B: Prof. Devel.)	ACTION STEPS	TIMELINE	RESOURCES	ENTITY RESPONSIBLE
Train teachers how to use the Visual Math Dictionary software.	Provide training for the teachers before school or on their preps.	January 2008	Visual Math Dictionary Software	Administration ECS
Train new teachers how to use the Graph Club software.	Provide training for the new teachers before school.	February 2008	Graph Club Software	Administration ECS
Train teachers to use the new Premier software that includes the talking word processor.	Provide training for the teachers before school.	February 2008	Premier Software	Administration ECS ELL Facilitator
Train teachers how to import the IDMS data into their grade book.	Provide training for the teachers before school.	March 2008	<ul style="list-style-type: none"> •Easy Grade Pro software •Handouts 	Administration ECS
Train teachers how to use the Investigations software.	Provide training by grade levels for the teachers before school.	Start March 2008 and continue throughout the remainder of the school year	<ul style="list-style-type: none"> •Investigations Software •Investigations Curriculum Books 	Administration ECS

SECTION V-C: Infrastructure Goals, Action S**Steps and Monitoring Plan**

GOALS (V-C: Infrastructure)	ACTION STEPS	TIMELINE	RESOURCES	ENTITY RESPONSIBLE
Have additional network drops added to each pod.	Determine the number of network drops that need to be added to each pod.	August 2007 – June 2008		Administration ECS

SECTION V-D: Upgrade and Replacement Goals, Action Steps and Monitoring Plan

GOALS (V-D: Upgde. & Rep.)	ACTION STEPS	TIMELINE	RESOURCES	ENTITY RESPONSIBLE
Purchase Ident-A-Kid software for the Office Check-In system.	Determine if money exists. If money exists, purchase Ident-A-Kid.	November 2007	School Budget	Administration ECS
Purchase Fisher Price Digital Cameras for kids.	Determine if money exists. If money exists, purchase 20 Fisher Price Digital Cameras for kids.	November 2007	School Budget	Administration ECS
Purchase computer tables for the pods.	Determine if money exists. If money exists, purchase 16 computer tables	December 2007	School Budget	Administration ECS

GOALS (V-D: Upgde. & Rep.)	ACTION STEPS	TIMELINE	RESOURCES	ENTITY RESPONSIBLE
Purchase a set of external speakers for each teacher.	Determine if money exists. If money exists, purchase the external speakers for each classroom.	January 2008	School Budget	Administration ECS
Purchase computer to T.V. Video Streaming converters for every classroom.	Determine if money exists. If money exists, purchase computer to T.V. Video Streaming converters for every classroom.	January 2008	School Budget	Administration ECS
Purchase LCD Projectors for each pod.	Determine if money exists. If money exists, purchase an LCD projector for each pod.	January 2008	School Budget	Administration ECS
Purchase Smartboards for each pod.	Determine if money exists. If money exists, purchase two Smartboards.	January 2008	School Budget	Administration ECS
Purchase software – Fastt Math, Go Solve Word Problems, and Type to Learn.	Determine if money exists. If money exists, purchase the software.	January 2008	School Budget	Administration ECS
Purchase headphones for the computers in the pods.	Determine if money exists. If money exists, purchase the headphones.	January 2008	School Budget	Administration ECS

GOALS (V-D: Upgde. & Rep.)	ACTION STEPS	TIMELINE	RESOURCES	ENTITY RESPONSIBLE
Purchase Microsoft Office for those teachers who do not have the software.	Determine if money exists. If money exists, purchase the additional licenses.	January 2008	School Budget	Administration ECS
Obtain more computers that meet the minimum requirements found in Section V of this plan and redistribute existing machines	Refreshment process.	February – April 2008	School Technology Deployment Services	Administration ECS

SECTION VI: SCHOOL DATA SUMMARY

Report all values as of September 21, 2007

Computer Information													
	Windows-Based Computers						Macintosh Computers						Totals
	W/ Internet Access			W/O Internet Access			W/ Internet Access			W/O Internet Access			
	I	II	III	I	II	III	I	II	III	I	II	III	
Level of Support													
Classroom Computers	66	29	0	0	0	0	0	0	0	0	0	0	95
Lab Computers	102	17	1	0	0	0	0	0	0	0	0	0	119
Library Computers	7	0	0	0	0	0	0	0	0	0	0	0	7
Other Instruct.	0	0	0	0	0	0	0	0	0	0	0	0	0
Office Computers	22	0	0	0	0	0	0	0	0	0	0	0	22
Totals	197	46	1	0	0	0	0	0	0	0	0	0	244

Building Information					
	W/ Internet Access		W/O Internet Access		Totals
Number of Classrooms	39		0		39
Number of Computer Labs	4		0		4
Number of Libraries	1		0		1
Totals	44		0		44

	Number of:
	Teachers 41
	Administrators 2
	Off/Supp Staff
	Students 599

Instructional Computers	221
Ratio of Students to Level I/II Instructional Computers	2.71 : 1

	Level I: Comprehensive Support	Level II: Intermediate Support	Level III: Not Supported
Desktop Equipment	Apple: G5, eMac or iMac 1.2 GHz and above Dell: GX260, GX270, GX280, GX620, GX745 Intel based 1.8 GHz and above	Dell GX240 1.5GHz - 1.8 GHz Apple G4, eMac or iMac 800MHz - 1.2 GHz Donated equipment meeting Level II Specifications	Any Microcomputer equipment not covered in Level I, II; Windows 98-based computers
Laptops	Dell or HP: above 1.7 GHz Apple: above 1.5 GHz	Dell or HP: 1.3 GHz – 1.7 GHz Apple: 1.0 GHz - 1.5 GHz	Any laptop not covered in Level I or II; Win 98

Support guidelines published at <http://uss.ccsd.net/tsguidelines.html>

SECTION VII: COMMUNITY INVOLVEMENT

Parents and the community can find information about O.K. Adcock Elementary on the school's website. The school website contains the school's Accountability Report, Technology Plan, programs the school utilizes, the school mission statement, school hours, and phone numbers.

The school hosts an AWS WeatherBug weather station. The members of the community can view the neighborhood information via Internet or by accessing the WeatherBug client.

SECTION VIII: IMPLEMENTATION OF STATE GUIDELINES**SECTION VIII-A: Level I (Low Tech)**

<u>State Guidelines</u>	(A = Achieved Goal P = In-progress to meet standards N = Site-based Need)	<u>Status</u>
Students & Teachers	Students have at least one hour of direct use of technology per week.	A
	Teachers have access to a computer, printer, video display device and VCR in their classroom.	A
	Teachers receive intermittent training in the use of technology.	A
	Teachers use technology to manage instruction and communicate with parents on an inconsistent basis.	A
	Students and teachers inconsistently use technology for presentations, projects and desktop/online publishing.	A
	Technology is inconsistently integrated into the curriculum.	A
	School does not have access to multiple interactive learning technologies that integrate voice, video and data which can be incorporated into distance learning.	A
Networking/Infrastructure	Web/Internet access is available in each classroom.	A
	Equivalent of video and television technology available in each classroom.	A
	80% of the technical problems are solved within a week.	P
	All district buildings are connected through a district WAN.	A
Hardware	At least one network computer capable of Web/Internet access in each classroom.	A
	At least one network computer has sufficient memory to run the latest multimedia learning software in each classroom.	A
	Some computers in each school will have sufficient storage to archive multimedia, web and internet resources.	A
Software	At least one classroom computer has up-to-date networking and operating system software.	A
	A classroom computer has up-to-date productivity software.	A
	Web browser software available in all classrooms.	A
	Curriculum-related instructional software is available.	A
	Teachers have access to e-mail in the classroom.	A
Evaluation	Completion of installation of a networked computer and other video support technologies in each classroom.	A
	Students and teachers successfully complete a baseline test on technology concepts, applications and skills.	A

SECTION VIII-B: Level II (Mid Tech)

<u>State Guidelines</u>	(A = Achieved Goal P = In-progress to meet standards N = Site-based Need)	<u>Status</u>
Students & Teachers	Students have at least two hours of direct use of technology in the classroom per week.	A
	Teachers receive consistent training in the use of technology.	A
	Teachers have access to a computer, printer and video display device in their classroom.	A
	Students and teachers use technology for some presentations, projects and desktop/online publishing.	A
	Technology is consistently integrated into the curriculum, as appropriate.	A
	Teachers use technology to manage instruction and communicate with parents on a consistent basis.	P
	Schools have access to at least one multiple interactive learning technology that integrate voice, video and data which can be incorporated into distance learning.	A
Networking/Infrastructure	Web/Internet access is available on more than one computer in each classroom.	A
	Video and television technology available in each classroom.	A
	80% of the technical problems are solved within 3 working days.	P
	All district buildings are connected through a district WAN. With at least ISDN speeds or better.	A
Hardware	There is at least a ratio of five students to each computer in each classroom.	P
	All classroom computers have sufficient memory to run the latest multimedia learning software applications.	P
	At least one computer will have sufficient storage to archive multimedia, web and internet resources in each classroom.	A
Software	Some classroom computers have up-to-date networking and operating system software.	A
	Some classroom computers have up-to-date productivity software.	A
	Students and teachers have access to e-mail in the classroom.	P
	Curriculum-related instructional software is available in the classroom.	A
	Web browser software available on all computers in all classrooms, some capable of running streaming video.	A
Evaluation	Students and teachers demonstrate minimum computer literacy.	A
	The following areas are expected to show improvement: Student attendance, Truancy statistics, Discipline referrals, Classroom participation, Student performance, School performance, Curriculum improvement.	P
	District and school accountability information published on the district Web site.	A

SECTION VIII-C: Level III (High Tech)

<u>State Guidelines</u>	(A = Achieved Goal P = In-progress to meet standards N = Site-based Need)	<u>Status</u>
Teachers and Students	Students will have direct use of technology on a daily basis.	A
	Teachers have a dedicated computer, printer and video display device in their classroom	A
	Teachers model the use of technology	P
	Teachers, students, administrators and parents communicate via technology.	P
	Teachers and students can select appropriate technology tools and resources when they've determine technology is useful.	P
	Teachers model the use of technology to manage instruction and communicate instruction.	P
	Students and teachers model use of technology in presentations, projects and desktop/online publishing.	P
	Technology integration into the curriculum is modeled appropriately.	P
	Schools have access to multiple interactive learning technologies that integrate voice, video and data which can be incorporated into distance learning.	P
Networking/Infrastructure	High speed web/Internet access is available on more than one computer in each classroom.	A
	All buildings and classrooms are connected to the district WAN with fiber optic cable.	A
	80% of hardware, networking and software repairs are solved within the same day.	P
	Video and television technology, such as video-conferencing, video on demand, and distance learning, is utilized in every classroom.	N
Hardware	There is at least a ratio of three students to each computer in each classroom.	P
	All computers have sufficient memory and processor speed to run the latest multimedia applications.	P
	All computers will have sufficient storage to archive multimedia, web and internet resources in each classroom.	A
Software	All classroom computers have up-to-date networking and operating system software.	A
	Students and teachers have access to up-to-date multimedia software.	A
	Students and teacher have access to Internet/Web browser and video production software needed to access multimedia resources.	A
	Students and teachers have access to e-mail, and district Intranet learning resources in the classroom.	P
	All classroom computers have up-to-date productivity software including multimedia word processing, spreadsheet, database, presentation, and desktop publication software.	P
	Students and teachers have access to up-to-date instructional software.	A
	Students and teachers have access to interactive simulation software.	P
	Web browser software available on all computers in all classrooms, capable of running streaming video.	A
	Curriculum-related instructional software is available in all classrooms.	A
Evaluation	The following areas are expected to show improvement: Student attendance, Truancy statistics, Discipline referrals, Classroom participation, Student performance, School performance, Curriculum improvement, Ability to use multiple technology tools.	P
	Students can create a curriculum-related publication.	P
	Students can make a presentation using multimedia tools.	P
	Students can complete a curriculum-related project using multimedia tools.	P
	District and school accountability information is published on the district web site.	A