

Educational Technology
Information Literacy

ET- IL Plan

2009 – 2011 PLANNING CYCLE

Hayden School District



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INTRODUCTION

This revised Colorado Education Technology Information Literacy (ET-IL) Plan builds on the strengths and successes of the previous plan submitted in June 2006. Hayden School District has been planning, incorporating and evaluating technology and information literacy programs since that time. This revised ET-IL plan remains true to the basic premises of the previous plan: student achievement, collaboration, and the importance of education technology and information literacy. It also addresses federal program compliance requirements. Finally, the plan affords the opportunity of aligning ET-IL within the larger context of 21st Century Skills. It is an extension and alignment of the 2006 plan.

COMPLIANCE

District Accreditation by CDE (Indicators A, H, and J)

E-Rate telecommunications discounts

Title II-D of NCLB formula (Consolidated Applications) and competitive funding.

A three-year Education Technology and Information Literacy (ET-IL) plan is required for any district that wishes to be eligible for federal E-Rate telecommunications discounts, and No Child Left Behind Title II Part D (Enhancing Education Through Technology) funding. At the state level, district ET-IL plans are required as part of Indicator J in Accreditation.

21ST CENTURY SKILLS

While districts are required to have plans for E-Rate, Title II-D, and other funding program eligibility, ET-IL Plans must not stop there. According to the Partnership for 21st Century Skills, students must learn both core and 21st century content within a 21st Century Skills context. The literacy needed for this challenge combines 21st century learning skills and tools.

The 21st Century Learning Skills:

- Critical Thinking
- Problem Solving
- Communication
- Collaboration
- Creativity
- Self-Directed Learning
- Information & Media Literacy
- Accountability & Adaptability
- Social Responsibility

One goal of the HSD ET-IL Plan is to assist today's students in using 21st century tools in acquiring and utilizing 21st century skills, leading to the ultimate goal of increased student achievement. The CDE sees this latest ET-IL planning process as an opportunity to extend the original scope of ET-IL plans to embrace the larger picture of 21st Century Learning.

A. Needs Assessment

1. What progress has been made towards meeting needs identified in the previous ET-IL plan?

The 2006 ETIL plan identified needs in the areas of telecommunications, hardware, software, and training. Progress made is outlined below:

Need Identified in 2006 ET-IL Plan

Progress

Telecommunications

1. Our phone system is nearing the end of its serviceable life and needs to be replaced. The manufacturer as of July 2007 will no longer provide support.

New Cisco VOIP system installed - 12/2006

Hardware

1. Two of our three servers (PDC and Application) are old, fail on a regular basis, and need to be replaced. Servers need to be installed in a rack with proper air circulation. Also, the room where the servers are deployed doesn't have air conditioning.

APC Netshelter rack installed - 8/2006

2. Not enough computers. Many of the existing computers, Mac's in particular are outdated and failing. Classrooms do not have computers for students to do research or special projects. Teachers all need new computers. Librarian needs new computers. Most staff members need new computers.

2 new Intel based servers installed - 10/2006

3. Clocks all need to be replaced. None are synchronized, most don't work, and in some locations they are non-existent.

Air conditioning installed - 8/2007

4. Paging system is old and defunct.

171 student PC's and 48 staff PC's added - 6/2006 thru 9/2008

5. Data storage architecture and backup needs to be re-designed in a manner consistent with industry standards.

Primex wireless clocks and servers added district wide - 8/2006

PA systems installed – 7/2006

New data storage server with RAID array and tape backup installed - 8/2008

Software

1. Mac School needs to be replaced. Application was never set up in a consistent manner – proper training was never provided. Additionally, Mac's are being phased out.

PowerSchool and server purchased and installed - 9/2006

2. Licensing for MS Office 2003 needs to be obtained.

Licensing for MS Office 2007 obtained - 7/2007

3. Need to update Accelerated Reader to run on a Windows platform.

Upgraded to ver. 6.36b - 10/2006

4. Need to purchase and deploy application software for: Animation and 3D, Business, CAD and Design, Design and Graphics, Digital Video, Early Learning, Language Arts, Math and Science, Multimedia and Web Development, Music and Sound, Social Studies, Teaching Tools.

Application software acquired (in limited quantities):
Adobe CS2, LightWave 3D, Quark Express, Painter X, Expressions Web, AutoCad.
Still ongoing process.

5. When Internet content filtering subscription expires in October 2006, a more cost effective and flexible solution needs to be implemented.

Purchased and deployed
Networks & More, Inc. CIPA
Compliant Internet filtering device -
7/2008

Training

1. Teachers and staff need training on basic PC skills.

Ongoing

2. All staff will require training on new Student Information System

Ongoing

3. Director of Technology will require training on replacement phone system.

Accomplished -
1/2007

2. Describe the needs assessment you conducted to develop this ET-IL plan.

End of year teacher survey forms are distributed, collected, and analyzed. Administration and department heads are consulted. Input sought from students. Technology Committee discussion and research conducted. Student skill sets were identified by the Technology Committee, and an acquisition plan developed to support the skill sets.

3. Does your needs assessment(s) include the acquisition of technology and information literacy skills?

Yes. The Technology Committee has defined grade specific "Skill Sets" in order to define exactly what needs correlate to the acquisition of specific technology, and what is needed to build information literacy among students.

4. Does your needs assessment(s) include the acquisition of other 21st century skills?

Yes. The district has a focus on preparing graduates with the skills, knowledge and expertise individuals should master to succeed in work and life in the 21st century, including: learning and innovation skills - information, media, and technology skills – life and career skills. These needs are addressed in the form of a needs assessment by the districts Technology Committee.

5. Are there specific challenges in terms of service delivery that you face because of changes in student achievement or in the demographics of your district population?

Our challenges as a rural school district are focused on providing the same opportunities offered to students in larger metropolitan districts, i.e. ensuring that all students have meaningful access to the tools and experiences that will support their full participation in 21st century learning, and ensuring that ET-IL planning supports student achievement as measured by success in CSAP scores.

6. List the key results of your needs assessment that will drive your goals, objectives and strategies.

Additional technology department support personnel. Acquisition to include but not limited to: computers, printers, academic software, smart boards, DLP projectors, digital cameras, and video cameras. More Internet bandwidth, create additional network subnet. Expand staff development.

7. Describe the current infrastructure and list any upgrades. Include the current and proposed level of service.

Current infrastructure is a star topology, with a gigabit optical fiber backbone, and two T1's connecting the elementary school to provide voice and data connectivity. Each school has 100 megabit connectivity to the desktop. Servers are Microsoft Windows based, and Active Directory is used.

Internet is provided with a single DSL at 3MB. Doubling bandwidth is planned.

Telecommunications are VOIP based using Cisco equipment. There is a phone in every classroom. A hardware device is used to inform administration in the event 911 is dialed from within the district.

Key applications in use are: PowerSchool, Spectrum, Accelerated Reader, Geometers Sketchpad, Adobe CS2, and Expressions Web, Lexia.

Staff and student email is a web based hosted service purchased from Networks & More, Inc.

The estimated cost of maintaining and expanding our technology infrastructure during the next three years is provided in Section G.

B. Goals, Objectives and Strategies for ET-IL

1. What are your district's ET-IL goals?

The role of technology is essential in providing support for all learners at Hayden School District. Students are provided opportunities to employ technology tools to collaborate, analyze, and communicate information in alignment with the National Education Technology Standards. Technology will assist students to retrieve, organize, evaluate, and present information. Students practice and apply learning technology skills as part of the classroom curriculum as it is integrated into the course of study in grades K-12. Curriculum will continue to be developed and will include the application of learning technology skills in all content areas. Teachers will, through diverse professional development activities, support the curriculum integration of instruction also in alignment with the National Education Technology Standards.

2. Succinctly list your specific goals, objectives and strategies for ET-IL based on the results of your needs assessment. They should clearly support district goals.

Goal #1 – Develop technology as an instructional tool through the integration of technology across academic disciplines, and the alignment of curricular technology goals with the Colorado Model Content Standards (CMCS).

Objectives:

1. Integrate the use of technology in teaching across all disciplines.
2. Each school within the district will integrate the relevant technologies standards specific to each grade level as identified within the districts ET-IL.
3. The district will provide instructional personnel with models of integration of relevant technologies in alignment with the CMCS.
4. Provide technology tools to enhance communications between faculty, students, and parents.

Goal #2 – Identify, procure, maintain, update, and implement technologies that facilitate learning in the classroom.

Objectives:

1. The district will provide relevant and current information as to the most current technologies and the implementation of those technologies in schools.
2. New instruction technology initiatives will be piloted for use in the classrooms setting.
3. Identify and maintain current technology inventory at each building level.
4. The district will acquire and maintain adequate technology to fully implement the goals, objectives and standards contained within this plan.
5. The district will adopt an equipment rotation that will ensure that students have access to current technology.
6. The district will ensure adequate technology and personnel to implement the goals of this plan.

Goal #3 – Create and implement professional development activities that support the overall goals for technology integration.

Objectives:

1. The District Professional Development plan/program will focus coursework on supporting the application technology in the classroom.
2. The district will provide all staff with access to technologies relevant to their coursework and the CMCS.
3. The district will pursue partnerships to support the growth of staff members in the use and instruction of technology.

4. The district will offer specific professional development opportunities for staff and administration.
5. The technology committee will recommend a technology component to be included in teacher evaluations and professional development plans.

Goal #4 – Create and implement an ongoing evaluation process for the appropriate use of instructional technology.

Objectives:

1. The Technology Committee will collaboratively develop a district-wide system of evaluation of technology integration that will be administered annually.
2. The Technology Committee will create a regular assessment cycle to evaluate the specific student skill sets identified within this document.

3. How do the ET-IL goals directly support the district goals?

The objectives of the 4 goals are designed to support the districts technology overview through operational applications of technology that will be applied to create organizational efficiencies and to provide applications and systems focused on the support of learning.

4. How will your ET-IL strategies help meet the Colorado Academic Standards, Technology Standards for Students and Technology Standards for Teachers?

Through our ET-IL goals we have outlined a methodology to a fundamental measure of effectiveness for all district programs in relation to technology and academic standards for teachers and students.

5. Has your school adopted ET-IL standards for students at the local level? Are these locally designed standards and/or are they based on state/nationally-developed standards such as those produced by the Colorado Information Literacy Standards or the International Society for Technology in Education (ISTE)?

Yes. These standards are based on the National Education Technology Standards and the Colorado Model Content Standards that the district has used to determine “performance indicators”, with the corresponding “technology skill sets” needed.

6. What 21st century learning skills are included in your ET-IL goals?

Critical Thinking
 Problem Solving
 Communication
 Collaboration
 Creativity
 Self-Directed Learning
 Information & Media Literacy

7. Define technologically literate for your district if different than the CDE endorsed definition - Technology literacy is the ability to responsibly use appropriate technology to communicate; solve problems; and access, manage, integrate, evaluate, design, and create information to improve learning in all subject areas and to acquire lifelong knowledge and skills in the 21st century.

The district is in alignment with the above definition.

8. How will your district ensure that every student is technologically literate by the time the student finishes eighth grade?

Through a series of “performance indicator” benchmarks, by specific grade, that students must display competencies in prior to completion of a grade level.

9. Identify the assessment tool the district used to determine if students were “technologically literate”.

Literacy is determined by a test which includes questions that address technological literacy.

10. Describe how relevant research will be utilized when defining implementation strategies.

Through our Technology Committee, specific implementation strategies will be developed according to results of needs assessments.

11. Describe how the district will ensure that technology will be effectively integrated into curriculum?

The district will integrate the defined “performance indicators” with corresponding “technology skill sets” into a comprehensive faculty professional development plan.

12. Describe how your ET-IL plan (or other district plans) addresses your teachers, administrators, and other district employees using tools for data-driven decision making?

The district uses Alpine Achievement for data assessment, and has plans to incorporate an additional data assessment and reporting tool in the future.

13. How does the district use technology to communicate with or involve parents and community members?

The district provides a web portal for parents, guardians, and students to our student information system, PowerSchool. Parents and guardians may elect to receive automatically generated emails keeping them apprised of their student’s academic progress, attendance, and other relevant information. The district also hosts a web site with current information in relation to the school district and community.

14. What district strategies are in place to maintain and procure technology? What goals will be established to maintain and procure technology?

See Question 2. Goal #2 above.

15. Identify any additional strategies based on local needs that are not addressed in the questions above.

A major component of the National Educational Technology Standards and the 21st Century Learning Skills are the development of a general set of profiles describing technology-literate students at key developmental points in their pre-college education. These profiles reflect the underlying assumption that all students should have the opportunity to develop technology skills that support learning, personal productivity, decision making, and daily life. These profiles and associated standards provide a framework for preparing students to be lifelong learners who make informed decisions about the role of technology in their lives.

C. Collaboration and Integration

1. What department or organization at the school district is responsible for the following programs:

- ET-IL – Technology Committee / Technology Department
- E-Rate – CRW, Inc.
- Title II-D Consolidated Application – NW BOCES
- Accreditation – Technology Committee / Technology Department
- Curriculum and Assessment – School Board / Technology Committee
- Professional Development - Technology Committee

2. What mechanism is in place for collaboration?

A specific mechanism for collaboration has been the Technology Committee meetings that produced this plan. A general mechanism for collaboration has been the regular teacher in-service meetings of all three schools. Information, implementation plans, and expectations communicated in the Technology Committee meetings are communicated at teacher in-service meetings by members of the Technology Committee.

3. How does the ET-IL plan foster integration of all of the programs listed (in #1) above?

The ET-IL plan recognizes that the programs are mutually dependent.

4. How is the administration, district and/or school involved in ET-IL planning and implementation?

The Hayden School District school board, administration, staff, and faculty will review and suggest amendments and additions, then implement this plan in the respective schools and/or departments.

5. Describe how technology and information literacy integrated into curricula?

Goals #1 and #2 of the plan call for incorporation of tools and information skills in all district curriculum. The technology goals and objectives of the plan state that the use of these tools and skills must support both student achievement and 21st century learning. Goal #3 indicates the creation and implementation of professional development activities that support the overall goals for information literacy integration.

6. What is the district doing to foster increased student achievement through the effective use of technology?

Leveraging data assessment tools. Implementing a prescribed course of professional development as indicated by the ET-IL. Incorporating defined performance indicators and related skills sets into curriculum.

7. How does the district utilize and promote research-based strategies?

Research-based strategies for instruction and professional development are implicit in the HSD ET-IL plan, and are being made explicit through the PLC workgroups that are devising strategies, curricula, and instructional strategies for implementing the ET-IL. In addition, the plan's goals related to professional development are research-based strategies.

8. What is the district doing to coordinate ET-IL efforts with other program efforts such as Title I (Improving the Academic Achievement of the Disadvantaged), II-A (Preparing, Training and Recruiting High Quality Teachers and Principals) and V (Innovative Programs)?

Members of the Technology Committee represent this work on cross-functional committees within the organization.

D. Professional Development

1. Describe how the district's professional development plan provides ongoing sustained professional development for teachers, principals, administrators, and school library media personnel serving the district.

The Technology Committee is crafting strategies for staff development, with anticipated completion of a staff development plan by September 2009. The committee's discussions have emphasized continual, collaborative professional learning built around the design and implementation of curricula that utilizes technology skills and 21st Century learning strategies.

2. Describe how the district will begin to determine the technological proficiency of teachers.

The Technology Committee will collaboratively develop a district-wide system of evaluation of the technological proficiency of teachers that may be administered annually.

3. Describe the district's plan to provide staff development that supports the integration of technology/21st Century tools into their daily educational practice.

The district's professional development plan will focus on coursework supporting the application of technology in the classroom, and provide staff with access to tools relevant to the development of 21st Century skills.

E. Technology Infrastructure and Support

1. Describe your basic technology infrastructure. Include telecommunications.

The school district consists of four buildings - an elementary school, a middle school, a high school, and a vocational education center/ transportation/ maintenance facility. The administration facilities are part of the middle school building. There is a server room in the middle school that connects to switch closets in the middle school, high school, and the vo-tech center via gigabit optical fiber. The elementary building is connected to the network via two T1 circuits.

Telecommunications are based on a Cisco IP Telephony schema, consisting of two Cisco servers running Call Manager (one a primary, the other a failsafe rollover), and one server running Unity (voice mail). There are a total of 12 analog phone lines connected via Cisco router to the phone system in the middle school server room, and 4 analog phone lines connected via Cisco router in the elementary school. There are an additional 4 analog lines connected to fax machines, 3 analog lines connected to fire alarm control systems, 1 analog line dedicated to the transportation department voice messaging system, and 1 analog line used to provide Internet connectivity in the form of a DSL connection. There are a total of 83 Cisco IP telephones located throughout the district.

2. Identify what you will need to do to provide adequate telecommunications capacity to meet ET-IL and district program needs.

The present capacity of the Cisco IP Telephony schema far exceeds any potential growth within the school district over the expected additional 8 years of service life of the telecommunications equipment.

3. Describe your basic telecommunications services.

The districts phone system is based on Cisco MCS 7800 Servers running Cisco Call Manager VOIP Telephony software. Analog phone lines are interfaced with this system using a Cisco 2811 router (HHS/HMS facility), and a Cisco 1700 router (HVE facility).

The analog phone lines are provided by Qwest, with support provided through their business partner, OBJ Group, Inc. of Grand Junction, Colorado. Long distance service and support is provided by PAETEC/McLeod USA.

The district uses Qwest DSL provided by Resort Broadband, Llc of Steamboat Springs, Colorado, for Internet service.

4. Identify what you will need to do to provide adequate telecommunications, internet, and network services to meet ET-IL and district program needs.

Although adequate telecommunications needs for the district have been addressed, Internet bandwidth capacity, and network services within the district need to be expanded.

Internet: An additional analog phone line needs to be installed to carry a second DSL connection. A router capable of multiplexing the new and existing DSL connection needs to be purchased and installed.

Network: A new subnet with associated Vlan needs to be created on the LAN to provide for additional workstation and printer capacity.

5. What infrastructure/services are needed to assure district curriculum support?

We will have to purchase additional bandwidth to keep up with demand created by curricular needs, and users.

6. What infrastructure/services are needed to assure assistive technologies are identified, provided and supported?

The district will research technologies that provide a way for students with disabilities to better access classroom instructional materials provided as part of the general curriculum. The district will procure devices that adapt the tools or activities used by general education students. These devices will be used to compensate for limitations experienced by students with sensory, cognitive and/or physical disabilities.

7. What infrastructure/services are needed to support staff use of assessment and data tools?

The districts Technology Committee is developing a comprehensive district assessment plan to be used in monitoring student progress. The services required to support this plan include PowerSchool - the district's student information system, Alpine Achievement – a CSAP reporting and assessment tool, and the potential acquisition of an additional data analysis tool.

8. What infrastructure/services are needed to support delivery of library information services?

A web-based centralized library system was evaluated, however, due to budgeting priorities a decision was made to continue using the current platform, Spectrum, through the 2010-11 school year. Although Spectrum currently fulfills our needs a web-based solution will be re-evaluated in 2 years.

What infrastructure/services are needed to support network and data security?

The district uses a Cisco Pix 515e firewall, Sophos Security Suite, and a Networks & More, Inc. Internet proxy hardware device. This combination of hardware and software systems successfully monitors and protects our network. Additionally, wireless access points within the district use MAC address filtering to prevent unauthorized network access.

9. What level of technology staff support is needed to assure the infrastructure/services identified above?

The Technology Department has created an additional position, Systems Specialist, to assist in keeping up with the demands placed upon the department due to the continued acquisition of new hardware and technologies. The position is projected to be filled in the summer of 2009.

10. How does your infrastructure support communication and involvement of parents and community?

A combination of the PowerSchool web portal and the districts web site are being used to communicate with parents, students, and members of the community.

F. Policies and Procedures

1. Describe the policies/procedures in place for the areas required/recommended. What are some of their key components?

The district uses PowerSchool a student information system that provides parents with web access to student attendance, grades and other related academic information. The student information provided to the parents is protected by password access.

All of our student and teacher data is password protected on our data server.

All users have an Internet proxy filter account which tracks all use by individual user and by each computer they access.

The district does not have a policy on personal technologies, such as iPods, and their use in schools. However, some site-based policies currently exist; I.E. for security reasons, the district does ask that teachers and students do not bring their personal computers in to school and attach them to the network.

In compliance with Open Public Records Act (OPRA) all staff and student email is archived on a hardware device, therefore, web based email other than that provided by the district is prohibited.

All staff and students are required to sign and adhere to an acceptable use policy.

2. Describe the district's filtering and security measures.

- Cisco Pix 515e firewall deployed at LAN front end.
- Sophos Enterprise Security & Control used for anti-virus/anti malware.
- Networks and More, Inc. CIPA compliant Internet filtering device deployed.
- K12USA hosted email service with CIPA compliant filter in use.
- User authentication through Active Directory before access to LAN granted.

3. Describe the district's procedure for renewal of acceptable use policies.

The district requires all new and returning students to agree to, and sign an acceptable use policy at the beginning of the school year.

4. How are school staff, parents and students kept updated on these policies?

Policy information is distributed to the home via newsletters and student handouts, distributed to parents at parent teacher conferences, and posted on the schools web site.

5. Have you conducted a security audit of your network? What type of security is used to secure your network and safeguard the privacy of data?

Yes. Nsauditor is used to scan and detect potential vulnerabilities in the district's LAN. The district uses a Cisco Pix 515e hardware device to secure the network and safeguard the privacy of staff and student data. Additionally, an Active Directory permissions hierarchy is deployed to safeguard data within the LAN.

6. Describe your district's compliance with the Safe Schools Act and how it includes technology related infractions.

Provisions have been included in the Acceptable Use Policy that reflect compliance with Safe Schools Act section titled: Internet Safety Plan. All district users are required to sign the acceptable use policy before being allowed access to the district network. Non compliance may result in:

- In-school suspension;
- Out-of-school suspension;
- Classroom removal in accordance with board policy;
- Expulsion;
- Referral to a law enforcement agency; or
- Any other form of discipline, which shall be officially identified as part of a board policy

7. Explain the district's policy on ensuring equitable access to all students and teachers.

The Hayden School District views computers and computing resources as a tool to facilitate education. This statement outlines the Hayden School District's policies on the use of computing resources and clarifies some standards of behavior that are expected of computer users within the school.

The Hayden School District views the use of computer facilities as a privilege, not a right, and seeks to protect legitimate computer users by imposing sanctions on the few individuals who abuse the privilege.

All users will be issued a personal computer user-ID and are fully responsible for all activity to which this account is used (whether by the account holder or any other person). All users accounts are password protected and it is up to the user to secure their password from other users. All users have the responsibility to use these resources in an effective, efficient, ethical, and legal manner.

Use of the Internet is a great educational resource, however, use it responsibly. The Internet is still an uncensored media and there is material available on the Internet which is inappropriate for students. .

All users must sign the enclosed form. In order for a student to gain independent access to the network a student must also have a parent/guardian sign the enclosed permission slip.

As members of the Hayden School District networking community, all users of facilities are expected to read and abide by the Computer Lab and Internet Policies. Violation of policy may result in suspension of computer privileges, disciplinary review, or suspension from the school. Users are expected to report to the Schools Administration any information they may have concerning instances in which this policy has been or is being violated. Computer users, when requested, are expected to cooperate with system administrators in any investigations of system abuse.

The technology staff designated by the District will respect the privacy of users, but have the right to enter a user's home directory for either educational purposes or to insure compliance with these policies.

G. Budget

1. Provide a budget narrative. Explain where E-rate eligible purchases are located.

The yearly technology budget as indicated below is approved on a yearly basis by the Hayden School District Board of Education. The budget has historically remained stable and consistent, and is projected to remain so for the three year period this ET-IL plan is valid.

Technology Budget Line Items:

- Tech Property - \$2000.00
- General Supplies - \$1400.00
- Electronic Media Materials - \$2700.00
- Travel - \$400.00
- Purchased Services - \$14000.00
- Technology Salary - \$49600.00
- Technology Employee Benefits - \$14600.00

Other funding:

- HSD Capital Reserve Technology appropriation - \$10000.00
- Steamboat Springs Educational Fund Board - \$74030.00

E-rate eligible purchases:

- PAETEC/McLeod USA – Long distance service
- Qwest – Analog telephone line service & T1 circuits
- Union Telephone – Cell phone service
- Resort Broadband, Llc – Internet service

2. Please show clear evidence of the district's ability to maintain the infrastructure.

In addition to the line items shown above, the district has staff who manage, monitor, and maintain the core infrastructure as well as technology staff who provide on-site support. The district also maintains a cyclical replacement process, which is funded through the funding items listed below, for replacement of end-of-life enterprise equipment.

3. How will you coordinate ET-IL fund expenditures with funds available from other Federal, State, and local sources?

All funding sources work congruently in support of achieving the district's technology goals.

4. What are your funding sources for budget items?

1. General Fund
2. Capital Reserve
3. Federal E-Rate Funding
4. Steamboat Springs Educational Fund Board

5. Are there any particular funding challenges you may face over the next three years that impact your organization's ability to implement the ET-IL plan? If so, what are they?

The stability of the E-Rate Program, declining student enrollment, declining State funding, potential funding cut (or the complete elimination) of Title IID funding, continued financial support from the Steamboat Springs Educational Fund Board. Uncertainty of mineral rights allocation.

6. Show clear evidence of the district's ability to fund the non-discounted portion of E-rate eligible items.

Hayden School District budgets for and pays in-full for 100% of the annual telecommunications services and Internet access services. At the end of the annual E-Rate contract year HSD submits for reimbursement of the funding approval percentage from the SLD (approximately 58%). This process ensures that the district maintains services in the event that E-Rate funding is not approved, or if the USAC Program becomes jeopardized. This is budgeted out of HSD's General Fund, and the balance is rolled over from each previous fiscal year.

H. Action Plan

1. Provide a basic implementation plan for the strategies outlined in the ET-IL plan for your district.

The Technology Committee has developed an Implementation Plan Timeline as follows:

Year 1 – 2009-2010:

Goal #1 - Objectives 1, 2

Goal #2 - Objectives 1, 2, 3, 4,

Goal #3 - Objectives 1, 2, 3

Goal #4 - Objectives 1, 2

Year 2 – 2010-2011:

Goal #1 - Objectives 3, 4

Goal #2 - Objectives 5, 6

Goal #3 - Objectives 4, 5

Year 3 – 2011-2012:

Measurement and adjustment

2. Provide a timeline for assuring 8th grade literacy and full integration of technology in the curriculum. Are there benchmarks for these activities?

Grades Pre K – 2

All students should have opportunities to demonstrate the following performances. Prior to completion of Grade 2 students will:

1. Use input devices (e.g., mouse, keyboard, remote control) and output devices (e.g., monitor, printer) to successfully operate computers, VCRs, audiotapes, and other technologies.
2. Use a variety of media and technology resources for directed and independent learning activities.
3. Communicate about technology using developmentally appropriate and accurate terminology.
4. Use developmentally appropriate multimedia resources (e.g., interactive books, educational software, elementary multimedia encyclopedias) to support learning.
5. Work cooperatively and collaboratively with peers, teachers, family members, and others when using technology in the classroom and the home.
6. Demonstrate positive social and ethical behaviors when using technology.
7. Practice responsible use of technology systems and software.
8. Create developmentally appropriate multimedia products with support from teachers, family members, or student partners.
9. Use technology resources (e.g., puzzles, logical thinking programs, writing tools, digital cameras, drawing tools) for problem solving, communication, and illustration of thoughts, ideas, and stories.
10. Gather information and communicate with others using telecommunications, with support from teachers, family members, or student partners.

Grades 3 – 5

All students should have opportunities to demonstrate the following performances. Prior to completion of Grade 5 students will:

1. Apply strategies for identifying and solving routine hardware and software problems that occur during everyday use.
2. Demonstrate knowledge of current changes in information technologies and the effect those changes have on the workplace and society.
3. Exhibit legal, ethical and safe behaviors when using information technology, and discuss consequences of misuse.
4. Use content-specific tools, software, and simulations (e.g., environmental probes, graphing calculators, exploratory environments, Web tools) to support learning and research.
5. Apply productivity/multimedia tools and peripherals to support personal productivity, group collaboration, and learning throughout the curriculum.
6. Design, develop, publish, and present products (e.g., Web pages, videotapes) using technology resources that demonstrate and communicate curriculum concepts to audiences inside and outside the classroom.
7. Collaborate with peers, experts, and others using telecommunications and collaborative tools to investigate curriculum-related problems, issues, and information, and develop solutions or products for audiences inside and outside the classroom.
8. Select and use appropriate tools and technology resources to accomplish a variety of tasks and solve problems.
9. Demonstrate an understanding of concepts underlying hardware, software, and connectivity, and of practical applications to learning and problem solving.
10. Research and evaluate the accuracy, relevance, appropriateness, comprehensiveness, and bias of electronic information sources concerning real-world problems.

Grades 6 – 8

All students should have opportunities to demonstrate the following performances. Prior to completion of Grade 8 students will:

1. Apply basic checks for problems with computer related issues and trouble shooting during operation.
2. Practice legal, ethical and safe behavior when using information technology, and discuss consequences of misuse.
3. Use content-specific tools and introduce curriculum-based software to support learning and research.
4. Apply productivity/multimedia tools and peripherals to support personal productivity, group collaboration, and learning throughout the curriculum.
5. Design, develop, publish, and present products (e.g., Web pages, digital, and audio) using technology resources that demonstrate and communicate curriculum concepts to audience inside and outside the classroom.

6. Select and use appropriate tools and technology resources to accomplish a variety of tasks and solve problems.
7. Research and evaluate the accuracy, relevance, appropriateness, comprehensiveness, and bias of electronic information sources concerning real-world problems.

Benchmarks:

Kindergarten

1. Students will be introduced to the computer as a tool for helping them accomplish tasks.
2. Students will be introduced to the individual parts of the computer: monitor, drives, keyboard, and mouse.
3. Students will use the computer as an aid in learning (e.g. Lexia, Accelerated Reader).

First Grade

1. Students will be able to identify and use specific keys for basic use.
2. Students will begin to learn basic keyboarding skills. Students will be able to locate the letters of the alphabet and be able to locate numbers on the keyboard.
3. Students will learn the correct procedure for using equipment.
4. Students will use the computer as an aid in learning (e.g. Lexia, Accelerated Reader, Simon Spells, Math Blaster).
5. Students will be introduced to simple word processing tasks.

Second Grade

1. Students will continue to learn basic keyboarding skills. Students will be able to locate the letters of the alphabet and be able to locate numbers on the keyboard.
2. Students will be able use the computer as an aid in learning (e.g. Lexia, Accelerated Reader).
3. Students will use a word processing program to create a finished product.

Third Grade

1. Students will begin to work with graphics and images in basic paint and drawing programs.
2. Students will become familiar with word processing. They should be able to independently create and save a new document. Students will learn to manipulate fonts, margins, tabs, and styles.

3. Students will be able to cut, copy, and paste and use spellchecker in a word processor.
4. Students will be able to demonstrate proper keyboarding skills..
5. Students will be introduced to use of the Internet as a resource for learning and information.
6. Students will be introduced to basic spreadsheet functions and be able to use the spreadsheet perform simple functions.
7. Students will use the computer as an aid in learning (e.g. Lexia, Accelerated Reader, Simon Spells, Math Blaster).
8. Students will be introduced to electronic presentation software.

Fourth Grade

1. Students will be able to use the word processor to independently create a document.
2. Students will expand their word processing skills.
3. Students will continue to use the Internet as a resource for learning and researching information.
4. Students will continue to develop keyboarding skills to improve speed and accuracy.
5. Students will use the computer as a tool for learning (e.g. Lexia, Accelerated Reader).
6. Students will continue to use basic spreadsheet functions and be able to use the spreadsheet perform functions.
7. Students will use electronic presentation software for a presentation.
8. Students will be introduced to the proper use of removable media (e.g. flashdrives, CD's).
9. Students will be introduced to the use of help files.
10. Students will practice legal, ethical, and safe behavior when using information technology, discuss consequences of misuse.

Fifth Grade

1. Students will be able to manipulate text and images to produce a document such as a newsletter using appropriate software.
2. Students will independently use electronic presentation software to create a presentation that will be shared with classmates or families.
3. Students will independently use the Internet for basic research.
4. Students will be able to input graphics, sounds, and video into the computer.

5. Students will be able to use the computer as a tool for learning.
6. Students will continue to develop keyboarding skills to improve speed and accuracy.
7. Students will expand the use of basic spreadsheet functions including graphing.
8. Students will use electronic presentation software for a presentation.
9. Students will continue to expand their knowledge of removable media devices.
10. Students will be able to independently use help files
11. Students will practice legal, ethical and safe behaviors when using information technology.

Sixth Grade

1. Student will be able to independently use spreadsheet, presentation and word processing software (currently Microsoft Office).
2. Students will be able to log onto the LAN and save documents in their personal folder on the network server.
3. Students will be able to search and query sources of information for desired material using several search engines on the Internet.
4. Students will improve speed and accuracy skills in keyboarding.
5. Students will understand and practice legal, ethical, and safe behaviors with information technology.
6. Students will learn how to access and use their student email account.
7. Students will be introduced to static web page design.
8. Students will be introduced to how to determine validity and bias of electronic information sources.

Seventh Grade

1. Students will be able to manipulate electronic software including: basic spreadsheet functions, word processing, graphing, and presentations.
2. Students will use a variety of tools across the curriculum (e.g. Lexia, Geometer's Sketch Pad, and graphing calculators).
3. Students will continue to improve speed and accuracy skills in keyboarding.

4. Students will understand and practice legal, ethical, and safe behaviors with information technology.
5. Students will expand the use of their student email accounts (e.g. attachments, contacts).
6. Students will continue learning concepts in static web design.
7. Students will continue the evaluation of the validity and bias of electronic information sources.

Eighth Grade

1. Students will use databases, spreadsheets, presentation, and communication programs as an integral part of their curriculum.
2. Students will demonstrate efficiency in identifying appropriate and reputable information sources.
3. Students will be capable of using technology to expand learning beyond textbooks.
4. Students will continue to develop keyboarding skills to improve speed and accuracy.
5. Students will understand and practice legal, ethical, and safe behaviors with information technology.
6. Students will expand their knowledge of static web design.
7. Students will continue the evaluation of the validity and bias of electronic information sources.

3. Provide a projected timeline for determining personnel proficiency.

All personnel should be able demonstrate the following performances prior to completion of the 2011-2012 school year:

1. Identify capabilities and limitations of contemporary and emerging technology resources and assess the potential of these systems and services to address personal, lifelong learning, and workplace needs. Make informed choices among technology systems, resources, and services.
2. Analyze advantages and disadvantages of widespread use and reliance on technology in the workplace and in society as a whole.
3. Demonstrate and advocate for legal, ethical and safe behaviors among peers, family, and community regarding the use of information technology.
4. Use technology tools and resources for managing and communicating personal/professional information (e.g., finances, schedules, addresses, purchases, correspondence).

5. Evaluate and apply technology-based options, including distance and distributed education, for lifelong learning.
6. Routinely and efficiently use online information resources to meet needs for collaboration, research, publication, communication, and productivity.
7. Select and apply technology tools for research, information analysis, problem solving, and decision making in content learning.
8. Investigate and apply expert systems and simulations in real-world situations.
9. Collaborate with peers, experts, and others to contribute to a content-related knowledge base by using technology to compile, synthesize, produce, and disseminate information, models, and other creative works.

I. Evaluation Plan

1. What performance measures have you incorporated into your plan to determine whether your ET-IL implementation and investments have been effective in achieving your district's objectives?

The Technology Committee, through a monthly review process, will collect potential sources of evidence in order to measure performance of the objectives outlined in the goals as presented in the needs assessment. Additionally, the evaluation process described below provides a foundation for measurement of the objectives.

2. How often will you evaluate progress on your district's plan?

The district will conduct and disseminate an annual evaluation, with interim monthly evaluations for use by the Technology Committee and relevant district departments.

3. Who will be responsible for completing/overseeing the evaluation process?

The Technology Committee will lead the evaluation under the direction of the Director of Technology.

4. Show evidence that you have evaluated your district's previous plan and include the key points or findings of this evaluation in your new plan.

A review of the previous plan as indicted in section "A." demonstrates every goal was addressed and progress made. Key points are as follows:

- Servers and enclosure issue rectified
- Over 200 new computer workstations procured, bringing student/computer ratio up to 2.6/1
- Over 100 wireless clocks, and 2 synchronous time servers installed
- Public address systems installed in the elementary and middle schools
- A new data storage solution was implemented
- A new student information system and server were deployed
- Additional software packages, including Microsoft Office 2007, were procured
- Staff training opportunities and materials were offered

5. Does your plan include evaluation of student assessment data?

Evaluation of student assessment data is a key component of student achievement, and the district's work in this area has been incorporated into the ET-IL plan.

6. How will you evaluate the technology infrastructure and telecommunication services in your district?

The district will conduct a technology/telecommunications audit. Surveys of principals, teachers, students, and other stakeholders will be conducted within each school, and the Director of Technology will conduct site visits and classroom observations to observe how technology is used in the classroom and how information skills are employed in classroom situations. These surveys and observations will be triangulated and assessed against multiple measures of ILT standards, including Colorado Standards for Information Literacy, 21st Century Skills, and National Educational Technology Standards. The audit will include an assessment of how the district is

performing with respect to the various components, as well as recommendations for accelerating progress in areas needing attention.

The district conducts ongoing evaluation of the network infrastructure by monitoring a variety of performance metrics (e.g., bandwidth utilization, problem reports, and system downtime). These metrics enable the district to make continual adjustments in hardware, software, and tech support that improve system performance. The district also monitors the quantity and quality of staff training in order to verify that all tech support staff have current knowledge regarding network, hardware, and software installation and maintenance.