WILLOWS UNIFIED SCHOOL DISTRICT

EDUCATION TECHNOLOGY PLAN

JULY 1, 2005 – JUNE 30, 2010

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Table of Contents

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Government Agencies

CTAP Region 2, Director – Paul Haas:
CTAP Region 2, Ed. Tech Coordinator – Nancy Silva

Education Technology Plan Benchmark Review

For the grant period ending June 30, 2010

IDENTIFYING INFORMATION:
CDS # 1162661
Applicant Name: Willows Unified School District
The *No Child Left Behind Act* requires each Enhancing Education Through Technology (EETT) grant recipient to measure the performance of their educational technology implementation plan. To adhere to these requirements, describe the progress towards the goals and benchmarks in your education technology plan as specified below. The information provided will enable the technology plan reviewer better to evaluate the revised technology plan and will serve as a basis should the district be selected for a random EETT review. Include this signed document with your revised education technology plan submitted to your regional California Technology Assistance Project (CTAP) office.
1. Describe your district's progress in meeting the goals and specific implementation plan for using technology to improve teaching and learning as described in Section 3.d., Curriculum Component Criteria, of the EETT technology plan criteria described in Appendix C. (1-3 paragraphs)
Willows Unified School District has made progress toward meeting the curriculum goals of our 2002-05 technology plan. 120 classroom Computers were purchased at our middle and elementary schools resulting in a student to four years or newer computer ratio of 8 :1. Subsequently, student access to technology has increased allowing K-8th grade students more time to acquire technology and information literacy skills. Grades 1- 4 regularly use Accelerated Reader to improve student reading comprehension. Our district web master updates the district web site each Week and ongoing throughout the year as new/revised items are submitted to be posted.
2. Describe your district's progress in meeting the goals and specific implementation plan for providing professional development opportunities based on the needs assessment and the Curriculum Component goals, benchmarks and timeline as described in Section 4.b., Professional Development Component Criteria, of the EETT technology plan criteria described in Appendix C. (1-3 paragraphs)
We continue to work on the professional development goals of our 2002-05 technology plan. Microsoft Office and beginning and intermediate computer skills training are offered on a regular basis through WUSD Staff and through CTAP Online on an ongoing basis throughout the year. Our district web master provides links to learning resources on the district home page.

The applicant certifies that the information described above is accurate as of the date of this document. Should the applicant be selected for a random EETT review, the information stated above will be supported by adequate supporting documentation.

As the duly authorized representative of the applicant, I hereby certify that the applicant will comply with the above certifications.

For CDE Use Only

Date Added: _____

Selected For Random Review: _____

Comments:

Sean D. Munns
PRINTED NAME OF AUTHORIZED REPRESENTATIVE

Technology Coordinator
TITLE OF AUTHORIZED REPRESENTATIVE

_____
SIGNATURE DATE

DISTRICT PROFILE

Willows is located in Glenn County and is the county seat. It is a diverse, evolving rural area of Northern California, distinctively different from large urban areas. The city is bordered by the mountainous forests of the Mendocino National Forest on the West and the Sacramento River on the East. The city extends across the west-central portion of the Sacramento Valley and is 90 miles north of Sacramento. Willows has a population of approximately 6,200. The district has one elementary school, one middle school, one high school, one community high school, and three community day schools. The following data offers a snapshot of our district during the 2003-04 school year from the Ed Data (http://www.ed-data.k12.ca.us/welcome.asp) and Dataquest (http://data1.cde.ca.gov/dataquest/) web sites.

Willows Unified School District, 2003-04				
	Number of Schools	Enrollment	Full-Time Equivalent Teachers[1]	Pupil-Teacher Ratio[2]
Elementary	1	703	38.5	18.3
Middle	1	544	23.0	23.7
High School	1	540	20.9	25.8
Continuation	1	44	1.8	24.4
Community Day	3	15	3.0	5.0
Total	**7**	**1,846**	**87.2**	**21.2**

Students by Ethnicity Willows Unified School District, 2003-04			
	District		County
	Enrollment	Percent of Total	Percent of Total
American Indian	54	2.9%	2.3%
Asian	152	8.2%	3.5%
Pacific Islander	4	0.2%	0.2%
Filipino	5	0.3%	0.2%
Hispanic	616	33.4%	42.8%
African American	25	1.4%	1.3%
White	989	53.6%	49.1%
Multiple/No Response	1	0.1%	0.7%
Total	**1,846**	**100%**	**100%**

Willows Unified School District, Student & Teacher Data 2003-04	
English Learners	300
Fluent-English-Proficient Students	397
Students Redesignated FEP	86
Graduates (prior year)	128
UC/CSU Elig Grads (prior year)	39
Dropouts (prior year, grade 9-12)	10
% Fully Credentialed Teachers	99%
Avg. Class Size	24.6
Free or Reduced Price Meals	985
CalWORKs (formerly AFDC)	384

EDUCATION TECHNOLOGY PLAN OVERVIEW

Willows Unified School District has adopted goals and expectations for staff and students that are directly related to curriculum and have incorporated the use of technology to complete the task. The following are the related goals:

- Create a K-12 curriculum aligned with the State Standards and develop prescriptive assessments for all grade levels.
- Maintain high standards of accountability with all students and employees.
- Provide adequate facilities to house all students and support all program needs.
- Identify at-risk students early in the school year and provide standard-based intervention to enhance their learning and increase their potential for achievement.

Therefore, the direct relationship from district goals to expected outcomes through technology are as follows:

Expected student outcomes in 3-5 years as a result of technology use:

- Increased student access to technology learning resources will improve their mastery of California Content Standards as measured by STAR and local assessments
- Students will be proficient in essential computer skills and applications
- Students will increase their use of the Internet for research purposes
- Resources to assist in assembling a Professional Portfolio to be used as a graduation requirement.
- Selected students will provide basic computer trouble-shooting and tech support

Expected staff outcomes in 3-5 years as a result of technology use:

- Teachers will increase their use of technological learning resources to organize, teach and assess student learning in California Content Standards
- School staff will electronically track each child's school-based data and his/her progress in mastery of California Content Standards

- All teachers will meet Technology Proficiency Standards set by the California Commission on Teacher Credentialing

- Teachers will increase their proficiency in classroom attendance and grade reporting

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

- The Technology Coordinator and site principals will maintain existing hardware, software and infrastructure.
- A technology inventory will be updated at least twice a year and organized by each site designee and technology coordinator.
- A plan for reviewing and upgrading existing technology will be in place.
- All software purchases will be standards based.

Expected funding/budget outcomes in 3-5 years:

- Technology curriculum, professional development, software, books and Internet access are supported by the District's General Fund, SIP and Title I, Title II, Title V, and ERATE funds.

- General district revenue and categorical funds will support computer purchases, Internet connectivity and ongoing connection to our wide-area network and Internet service provider.

Expected monitoring and assessment outcomes in 3-5 years:

- Annual increases in teachers' technology proficiencies per the CTAP^2 Assessment.

- Annual increases in teachers' use of technology to enhance curriculum.

- Students' progress in mastering the California Content Standards in the core curriculum.

- Students' progress in acquiring information literacy skills.

- Annual maintenance and infrastructure upgrade activities are reviewed and adjustments made as indicated.

Vision

District Vision for Technology Use

This district technology plan is necessary to guide the school/district for the next five years; therefore, we envision that by March of 2010:

- Every student will have access to a computer with online connectivity in and beyond school;

- Students will have the technology tools to master California Content Standards in the core curriculum;

- Students and staff will have school-based computers, software and connectivity that function 100% of the time;

- Students and staff will have the technical ability to use research effectively for any project.

Mission Statement
Willows Unified School District will strive to provide a safe, enriched, student-centered learning environment where each student can:

- Realize his/her full academic potential
- Develop respect and tolerance for self and others
- Become an involved, responsible citizen.

We are dedicated to maximizing the expertise and human potential of every teacher because we recognize that an exemplary staff, working as partners with parents, is the key to student development.

Equity
Learning through technology shall be made available to all students in all schools throughout the district as determined by the instructor. Willows Unified School District is a school based school-wide, district-wide program that allows restricted and unrestricted monies designated for technology to be available to all students regardless of their gender, age, grade, ability or socioeconomic level, language difference, or handicap condition.

Education Technology Mission Statement
Willows Unified School District is dedicated to ultimately produce technology literate students and staff by providing a technology plan that will increase student academic performance, provide technology curriculum for every grade level, update hardware and software, provide staff training, and support.

Partnership Involvement
The Willows Unified School District will continue to solicit and expand partnerships with business, industry, and institutions of higher learning (primarily California State University, Chico and Butte Community College) to enhance the infusion of educational technology into the curriculum. This district recognizes that schools alone do not have the resources or expertise to keep pace with rapidly changing technology. We believe that these partnerships will serve the growing needs of an increasingly technical society.

Revision
The revision of this plan is the result of many hours of discussion, learning, and collaboration among a diverse representation of administrators, teachers, parents, and business partners. The original District Technology Stakeholder Committee was formed in the fall of 2000.The committee developed a comprehensive, research-based Education Technology Plan for the 2002-2005 school years that was reviewed, revised, and adopted by the district school board and subsequently approved by the California Department of Education in 2002. We have made great strides in the accomplishment of the goals set forth in our original tech plan and are optimistically moving forward with this updated tech plan.

Our Education Technology Plan is intended to serve as both a guide for technology related decision making and an instrument to monitor and evaluate progress toward identified goals and objectives. An updated assessment of district technology status, needs, and resources has been completed for each section of our revised tech plan and has guided the development of our new technology goals, objectives and implementation activities. Our goals and objectives were established to meet the identified needs of integrating technology to improve student learning, providing equitable technology access and support, providing secure, timely information flow between home, school, and community, and providing coordinated, ongoing high quality educational technology professional development.

1. Plan Duration

The plan should guide the district's use of education technology for the next 3-5 years.

The Willows Unified School District (WUSD) educational technology plan covers five years, from July 1, 2005 through June 30, 2010 and will serve as the primary tool to guide the district's acquisition, sustainability, and integration of technology. This plan will be reviewed annually by our Technology Committee to monitor all components and objectives. Any modifications required through such review will be communicated to both the District Superintendent and School Board. The District Technology Coordinator will then work with the Superintendent to implement any required revisions directly with District Site-Based Administrators.

The schedule for all activities and program components identified in this plan are outlined in detail in the goals and objectives sections of criteria 3, 4, 5 as is all subsequent monitoring processes and responsibilities throughout our plan duration.

2. Stakeholders

Description of how a variety of stakeholders from within the school district and the community-at-large participated in the planning process.

Our District's original Educational Technology Planning Team has become our implementation oversight team. The group is comprised of district and site representatives who are responsible for implementing the plan, including district curriculum, data, and information technology staff; site administrators, teachers, students, and parents as well as partners in higher education, community non-profit groups, and local businesses.

The team originally convened in the 2000-01 school year to serve as a strategic planning committee for technology in the development of our original technology plan. Since then, the team has met annually with the core technology advisory team and sub groups meeting more frequently as needed. A district Ed. Tech. list-serv provides stakeholders with a mechanism for ongoing input and updates regarding the objectives, funding, budgets, and curricular guidelines contained within our technology plan. In addition, progress is reviewed at monthly district education support meetings with site administration to:

- Evaluate the status of the current technology plan and make adjustments if needed.
- Monitor progress on current technology projects.
- Gather and evaluate district technology data with regard to hardware, wiring, resources, professional development and projects.
- Collect and analyze survey and technology data.
- Identify and update common technology needs and issues.

This plan builds upon and incorporates the work of previous planning committees and district plans.

As stakeholders review technology plan outcome and process data, the following key questions are addressed:

- Are the district and schools' visions for student success aligned to today's knowledge-based, Digital Age? Are administrators committed to the vision?
- Is student academic achievement improving where technology is being used effectively?
- Are students demonstrating proficiency in technological literacy?
- Are educators proficient in implementing, assessing and supporting a variety of effective practices for teaching and learning?
- Do students and school staff have robust access to technology - anytime, anywhere - to support effective designs for teaching and learning?
- Is the digital divide being addressed through resources and strategies that ensure that all students are engaging in an educational program aligned to the district's vision of technology integration?

Stakeholder Groups

District Curriculum Personnel – The Superintendent and Director of Categoricals and Testing/Data.
Design & Implementation Roles: Representatives on our tech Plan team promote, direct, and facilitate the technology team's development of broad and inclusive goals and objectives for curriculum, resources, and operations that integrate 21st century skills into the overall vision for student achievement and into every aspect of learning, teaching, and administrating. Curriculum personnel define and unpack clear and specific standards-aligned academic objectives by grade and subject; support research-based best practices and instructional programs; develop student assessment and data monitoring systems and monitor school performance and make adjustments based on school performance.

District Technology Personnel –the Director of Technology and the Technology Assistant.
Design & Implementation Roles: Representatives on our Tech Plan team provide overall coordination of the technology implementation and oversight team, funding resources, and the implementation of the goals and objectives set forth in this updated technology plan.

District Financial Personnel – the Business Manager and staff
Design & Implementation Roles: Representatives on our Tech Plan team provide coordination of technology funds and budget issues.

Site Administration – Site Principals and Assistant Principals
Design & Implementation Roles: Representatives on our Tech Plan team provide site-based updates on tech plan implementation and needs; monitor teacher performance and student learning; make adjustments based on teacher and student performance; ensure the use of adopted materials, research-based best practices and instructional programs; provide input on how technology can better support the teaching of standards-aligned academic objectives.

Site Teachers –Teachers representation from our Elementary, Middle, High School, and Alternative Schools.

Design & Implementation Roles: Representatives on our Tech Plan team provide input on efforts and outcomes using research-based technology programs and practices to support the district curricular goals and academic content standards and improve teaching and learning.

Parents / Students –Parents (School Site Council Representatives) of children enrolled in our Elementary, Middle, High School, and Alternative Schools and students (high schools)
Design & Implementation Roles: Representatives on our Tech Plan team provide input on the district and schools' efforts to integrate technology in the standards-aligned curriculum. Parents and students advocate for equity in access to technology and the opportunity to master core subjects.

Government Agencies –California Technology Assistance Project (CTAP) Region 2.
Design & Implementation Roles: Representatives on our Tech Plan team offered technical assistance in the data analyses and revision of our goals and objectives, professional development planning and implementation, EETT Formula Funding, E-rate, compliance issues, hardware, software, and infrastructure.

The Willows Unified School District continues to solicit and expand our partnerships with stakeholders to enhance the infusion of educational technology into the curriculum. Our district recognizes that schools alone do not have the resources or expertise to keep pace with rapidly changing technology. We believe that these partnerships will help us serve the growing needs of an increasingly technical and global education system and society.

CURRICULUM DRIVEN TECHNOLOGY GOALS

Overview

This section is the heart of our district technology plan, which addresses each of our six strategic curriculum driven technology goals and the development of each of our remaining technology plan components. State, district and site research-based curriculum planning documents and survey data, state and local student achievement results, and $CTAP^2$ I-assessment survey data have served to guide our technology team in determining which research-based best practices to include in our updated curriculum driven technology goals.

Willows Unified School District "Equitable Access" Policy regarding technology
Willows Unified School District is committed to equitable access to all technology for all students. The actions that underpin this commitment is defined in such legislation as The Individuals with Disabilities Education Act. As such, The Individuals with Disabilities Education Act, a federal law passed in 1975 and re-authorized in 1990, mandates that all children receive a free, appropriate public education regardless of the level or severity of their disability. It provides funds to assist states in the education of students with disabilities and requires that states make sure that these students receive an individualized education program based on their unique needs in the least restrictive environment possible. P.L. 94-142 also provides guidelines for determining what related services are necessary and outlines a "due process" procedure to make sure these needs are adequately met. In order to address the needs of these identified students, SELPA will evaluate and suggest software and hardware to help meet each child's unique needs. Willows Unified School District holds itself accountable to all statutes set forth in this legislation and has taken every step necessary to develop the goals, objectives, and benchmarks found within this technology plan in a manner congruent with the mandates set for in this legislation.

Willows Unified School District Acceptable Use Policy/Internet Safety Policy

The following items are included in Appendix E:

- WUSD Internet Acceptable Use Policy Statement
- Community/Employee/Student – Use of Technology
- District Acceptable Use Procedure
- Compliance with CIPA (Children's Internet Protection Act)

The processes and mandates itemized in the above district documents were integral to the formation of all goals, objectives, and benchmarks found within this district's educational technology plan.

The following goals will strategically meet our students' need to acquire and refine their technology and information literacy skills in order to improve the effectiveness, efficiency, and ideally the enjoyment of their learning experiences as they master the core content standards.

- **Goal 1:** District K-12 schools will use technology to support the district curricular goal of ALL students attaining proficiency or better with ELA content standards by the 2013-14 school year.
- **Goal 2:** District K-12 schools will use technology to support the district curricular goal of ALL students attaining proficiency or better with Math content standards by the 2013-14 school year.
- **Goal 3**: All students will acquire the National Education Technology grade level profile standards for students (NETS) to support achievement of the academic standards in the classroom, district curricular goals, and ultimately for lifelong learning and success in our digital society.
- **Goal 4**: All students will have equal access to technology to support achievement of the academic standards in the classroom, district curricular goals, and ultimately for lifelong learning and success in our digital society.
- **Goal 5**: The district will support district and site use of technology to improve student achievement data collection, analysis, reporting, and decision making.
- **Goal 6**: The district and schools will use technology to improve two-way communication between home and school.

3a. Current Technology Access

The following describes the technology access available in classrooms, library/media centers, or labs for all students, including special education, GATE, English Language Learners, both during and after school hours. Access to appropriate site-based technology resources has been evaluated through district inventory records, annual California School Survey responses, and CBED data. The 2003-04 data has been summarized below.

Technology by School Type - Willows Unified School District, 2003-04		
	District	**County**
	Students per Computer	**Students per Computer**
Elementary	6.3	6.5
Middle	6.7	7.6
High	3.1	3.2
Continuation	0.9	1.2
Community Day	0.8	1.

All teachers at all 7 WUSD K-12 schools in our district have access to a minimum of one multi-media computer with internet access in their classrooms as well as in their Library/Media Centers, and/ or Computer Labs, before, during, and after school hours. All teachers will schedule before and/ or after school access to computer programs and the Internet as needed for students to complete classroom activities. In addition, all high school students have computer/internet access for approximately 30 minutes before school and 4 hours after school.

School Site: **Murdock Elementary**

Students Access to Technology in:	**General Population Students**	**Special Education Students**	**GATE Students**	**English Language Learners**
Classrooms	All classrooms have at least 2 computers for student use.	All Special Ed. Classrooms have 3-6 computers for student use.	All classrooms have at least 2 computers for student use.	All classrooms have at least 2 computers for student use.
Library/Media Centers	All students can use the Library. Teachers sign up for reservations.	All students can use the Library. Teachers sign up for reservations.	All students can use the Library. Teachers sign up for reservations.	All students can use the Library. Teachers sign up for reservations.
Computer Labs	All 1^{st} – 4^{th} grade students have access to 28 computers 40 min./week.	All students can use the Tech Lab and Library. Teachers sign up for reservations.	All 1^{st} – 4^{th} grade students have access to 28 computers 40 min./week.	All 1^{st} – 4^{th} grade students have access to 28 computers 40 min./week.
After School Hours	All after school intervention classes have access to computer lab and classroom computers when designed around learning needs.	All after school intervention classes have access to computer lab and classroom computers when designed around learning needs.	All after school intervention classes have access to computer lab and classroom computers when designed around learning needs.	All after school intervention classes have access to computer lab and classroom computers when designed around learning needs.
Faculty Access to	**Full-Time**	**Part-Time**	**Administrative**	**Instructional**

Technology in:	Teaching Staff	Teaching Staff	Staff	Aides
Classrooms	All teachers have at least one iMac and one internet access computer in their classroom.	All teachers have at least one iMac and one internet access computer in their classroom.	All administrators have computer workstations and are assigned e-mail addresses.	All aides have access to at least one iMac and one internet access computer in their classroom.
Library/Media Centers	Library Lab is available for all teachers to reserve for instructional purposes.	Library Lab is available for all teachers to reserve for instructional purposes.	All administrators have computer workstations.	Library Lab is available for all teachers to reserve for instructional purposes.
Computer Labs	Computer Lab is available for all teachers to reserve for instructional purposes.	Computer Lab is available for all teachers to reserve for instructional purposes.	All administrators have computer workstations.	Computer Lab is available for all teachers to reserve for instructional purposes.
After School Hours	All after school intervention classes have access to computer lab and classroom computers when designed around learning needs	All after school intervention classes have access to computer lab and classroom computers when designed around learning needs	All administrators have computer workstations.	All after school intervention classes have access to computer lab and classroom computers when designed around learning needs

School Site: **Willows Intermediate School**

Students Access to Technology in:	General Population Students	Special Education Students	GATE Students	English Language Learners
Classrooms	All classrooms have at least 1 computer for student use.	All Special Ed. Classrooms have 3-6 computers for student use.	All classrooms have at least 2 computers for student use.	All classrooms have at least 1 computer for student use.
Library/Media Centers	All students can use the Library. Teachers sign up for reservations.	All students can use the Library. Teachers sign up for reservations.	All students can use the Library. Teachers sign up for reservations.	All students can use the Library. Teachers sign up for reservations.
Computer Labs	All 5^{th} – 8^{th} grade students have access to 33 computers.	All students can use the Tech Lab and Library. Teachers sign up for reservations.	All 5^{th} – 8^{th} grade students have access to 33 computers.	All 5^{th} – 8^{th} grade students have access to 33 computers.
After School Hours	All after school intervention classes have access to computer lab and classroom computers when designed around learning needs.	All after school intervention classes have access to computer lab and classroom computers when designed around learning needs.	All after school intervention classes have access to computer lab and classroom computers when designed around learning needs.	All after school intervention classes have access to computer lab and classroom computers when designed around learning needs.

School Site: **Willows Intermediate School**

Faculty Access to Technology in:	**Full-Time Teaching Staff**	**Part-Time Teaching Staff**	**Administrative Staff**	**Instructional Aides**
Classrooms	All teachers have at least workstation with internet access in their classroom.	All teachers have at least workstation with internet access in their classroom	All administrators have computer workstations and are assigned e-mail addresses.	All have at least workstation with internet access in their classroom
Library/Media Centers	Library Lab is available for all teachers to reserve for instructional purposes.	Library Lab is available for all teachers to reserve for instructional purposes.	All administrators have computer workstations.	Library Lab is available for all teachers to reserve for instructional purposes.
Computer Labs	Computer Lab is available for all teachers to reserve for instructional purposes.	Computer Lab is available for all teachers to reserve for instructional purposes.	All administrators have computer workstations.	Computer Lab is available for all teachers to reserve for instructional purposes.
After School Hours	All after school intervention classes have access to computer lab and classroom computers when designed around learning needs	All after school intervention classes have access to computer lab and classroom computers when designed around learning needs	All administrators have computer workstations.	All after school intervention classes have access to computer lab and classroom computers when designed around learning needs

School Site: **Willows High School**

Students Access to Technology in:	**General Population Students**	**Special Education Students**	**GATE Students**	**English Language Learners**
Classrooms	All classrooms have at least 1 computer for student use.	All Special Ed. Classrooms have 3-6 computers for student use.	All classrooms have at least 1 computer for student use.	All classrooms have at least 1 computer for student use.
Library/Media Centers	All students can use the Library. Teachers sign up for reservations.	All students can use the Library. Teachers sign up for reservations.	All students can use the Library. Teachers sign up for reservations.	All students can use the Library. Teachers sign up for reservations.
Computer Labs	All 9^{th} – 12^{th} grade students have access to all computer labs on campus.	All students can use the Tech Lab and Library. Teachers sign up for reservations.	All 9^{th} – 12^{th} grade students have access to all computer labs on campus.	All 9^{th} - 12^{th} grade students have access to all computer labs on campus.
After School Hours	All students attending after school intervention classes or extended library hours have access to the computer lab and classroom computers when designed around learning needs.	All students attending after school intervention classes or extended library hours have access to the computer lab and classroom computers when designed around learning needs.	All students attending after school intervention classes or extended library hours have access to the computer lab and classroom computers when designed around learning needs.	All students attending after school intervention classes or extended library hours have access to the computer lab and classroom computers when designed around learning needs.

School Site: **Willows High School**

Faculty Access to Technology in:	**Full-Time Teaching Staff**	**Part-Time Teaching Staff**	**Administrative Staff**	**Instructional Aides**
Classrooms	All teachers have at least one internet access computer in their classroom.	All teachers have at least one internet access computer in their classroom.	All administrators have computer workstations and are assigned e-mail addresses.	All aides have access to at least one internet access computer in their classroom.
Library/Media Centers	Library Lab is available for all teachers to reserve for instructional purposes.	Library Lab is available for all teachers to reserve for instructional purposes.	All administrators have computer workstations.	Library Lab is available for all teachers to reserve for instructional purposes.
Computer Labs	Computer Lab is available for all teachers to reserve for instructional purposes.	Computer Lab is available for all teachers to reserve for instructional purposes.	All administrators have computer workstations.	Computer Lab is available for all teachers to reserve for instructional purposes.
After School Hours	All teachers have access to the computer lab and classroom computers when designed around learning needs.	All teachers have access to the computer lab and classroom computers when designed around learning needs.	All teachers have access to the computer lab and classroom computers when designed around learning needs.	All teachers have access to the computer lab and classroom computers when designed around learning needs.

School Site: **Willows Community High School**

Students Access to Technology in:	**General Population Students**	**Special Education Students**	**GATE Students**	**English Language Learners**
Classrooms	All classrooms have at least 2 computers for student use.	All Special Ed. Classrooms have 3-6 computers for student use.	All classrooms have at least 2 computers for student use.	All classrooms have at least 2 computers for student use.
Library/Media Centers	--	--	--	--
Computer Labs	All students have access to the computer lab and classroom computers on campus when designed around learning needs.	All students have access to the computer lab and classroom computers on campus when designed around learning needs.	All students have access to the computer lab and classroom computers on campus when designed around learning needs.	All students have access to the computer lab and classroom computers on campus when designed around learning needs.
After School Hours	All students have access to computers for extended learning.	All students have access to computers for extended learning.	All students have access to computers for extended learning.	All students have access to computers for extended learning.

School Site: **Willows Community High School**

Faculty Access to Technology in:	**Full-Time Teaching Staff**	**Part-Time Teaching Staff**	**Administrative Staff**	**Instructional Aides**
Classrooms	All teachers have at least one internet access computer in their classroom.	All teachers have at least one internet access computer in their classroom.	All administrators have computer workstations and are assigned e-mail addresses.	All aides have access to at least one internet access computer in their classroom.
Library/Media Centers	--	--	--	--
Computer Labs	Computer Lab is available for all teachers to reserve for instructional purposes.	Computer Lab is available for all teachers to reserve for instructional purposes.	All administrators have computer workstations.	Computer Lab is available for all teachers to reserve for instructional purposes.
After School Hours	All teachers have access to the computer lab and classroom computers when designed around learning needs.	All teachers have access to the computer lab and classroom computers when designed around learning needs.	All teachers have access to the computer lab and classroom computers when designed around learning needs.	All teachers have access to the computer lab and classroom computers when designed around learning needs.

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

The following charts describe the typical frequency and type of use (technology skills/information literacy/integrated into the curriculum) generally by type of school and/or academic subject.

District's Hardware Use

District's current hardware use by site:	Hardware (site-based servers, individual workstations, peripherals)	
	Type of Use	Frequency of Use
Site: Murdock Elementary (K-4)	Technology Skills: Students receive instruction on the use of computer-based technology as an integrated component of their classroom/computer lab instruction beginning in grade 1. Teachers/Computer Aide work to incorporate skills such as: keyboarding, mouse, CD-ROM drives, and printer applications at each grade level in a way that leads students towards proficiency of the district technology benchmarks.	**Scheduled Daily Instructional Component:** Individually, students rotate using computers in the classroom on a daily basis. **Scheduled Weekly Instructional Component:** As a class, students use the school lab with at least 2:1 ratio for forty minutes on a weekly basis.

	Information Literacy: In grades 3 and 4 students receive direct instruction on researching, analyzing, and documenting traditional and digital resources from the site Computer Lab Aide to support the development of a research report that uses traditional and digital resources, including the Internet.	**Scheduled Annual Instructional Component:** 3rd and 4th graders participate in developing literacy strategies and processes utilizing lab facilities with at least 2:1 ratio for research. **Non-scheduled Project Related Component:** 4th grade students identify the process used to validate all digital resources included in formal research projects and presentations.
	Curricular Integration: All teachers provide students access to classroom/computer lab workstations and the 4th grade begin using the Internet to research current event topics for reports. 1st and 2nd grades are using the Accelerated Reading Program. 3rd and 4th grades are currently using the Accelerated Math and Reading Programs.	**Scheduled Weekly Instructional Component:** Students access information and present to class to be used as discussion starters, writing prompts, and extended problem solving opportunities.
Site: Willows Intermediate School (5-8)	Technology Skills: All students use computer lab/classroom workstations to complete Technology Skill components of the benchmarks	**Scheduled Daily Instructional Component:** Scheduled daily or weekly instructional component utilizing a tech. class with a 1:1 computer ratio.
	Information Literacy: All grade 7 & 8 grade students have an opportunity to participate in and pass a semester-long beginning computer course that covers grade appropriate technology and information literacy skills. In addition, all grade 5-8 students use computer lab/classroom workstations to produce at least one Internet research project per semester using proper citation and information evaluation to support their conclusions.	**Scheduled Daily Instructional Component:** Students engage in and learn basic computer skills during the semester-long course utilizing a tech. class with a 1:1 ratio.
	Curricular Integration: All students use classroom/computer lab workstations for Internet/software use to access current events for Language Arts exercises and to increase knowledge of content standards. All grade 7 and 8 teachers require students to call upon and use grade appropriate technology skills as identified by district technology benchmarks within the regular context of researching, creating, and presenting their learning.	**Non-scheduled Project Related Component:** 7th – 8th grades, students integrate technology as a regular tool in which to research, create, and present their learning in the core areas.

Site: Willows Unified High Schools (9-12)	Technology Skills: Using classroom, lab or library media center workstations, all students in order to graduate, are required to pass technology competencies in the area of: ➢ Keyboarding ➢ Word processing ➢ Information retrieval ➢ Understand and navigate world wide web ➢ Use internet as a research tool ➢ Multimedia Presentation In addition, they may choose to take the following advanced computer classes: ➢ Computer Repair ➢ Desktop Publishing ➢ Virtual Enterprises ➢ Web Page Design ➢ Computer Aided Accounting Students are provided instruction through selected computer courses, workshops, and within the context of their regular curricular offerings. Selected departments regularly provide instruction on specific competencies such as: the English Department provides instruction on word processing competency; Social Science Department provides instruction on advanced information retrieval. Teachers regularly require students to call upon and use appropriate technology skills as identified by district technology standards within the regular context of researching, creating, and presenting their learning.	**Scheduled Weekly Instructional Component:** as identified by course or content utilizing classroom, lab or library media center workstations.
	Information Literacy: Using classroom, lab or library media center workstations, all students receive instruction or demonstrate competency in basic and advanced information literacy skills.	**Scheduled Annual Instructional Component:** regarding information literacy skills.
	Curricular Integration: Selected departments provide instruction on specific competencies such as: English Department provides instruction on word processing competency; ROP Welding Department provides instruction on computer-aided Plasma cutter. Teachers require students to call upon and use appropriate technology skills as identified by district technology standards within the regular context of researching, creating, and presenting their learning.	**Scheduled Weekly Instructional Component:** as guided by assignment and teacher.

District's Software Use

District's current software use by site:	Software (site-based instructional and/or student-management systems)	
	Type of Use	Frequency of Use
Site: Murdock Elementary (K-4)	Technology Skills: Students are provided access to all basic desktop software applications including but not limited to word processors, spreadsheets, multimedia presentations, web browsers, and image editing/publishing programs. These software applications are integrated into various classrooms based on assignments and projects as deemed appropriate and instructionally valid by the teacher.	**Scheduled Weekly Instructional Component:** All 1st - 4th grade students are engaged in the use of one or more basic desktop software applications either in the context of their class work or during structured computer lab activities.
	Information Literacy: All students and teachers use the internet and other electronic media resources to access information for research purposes.	**Scheduled Annual Instructional Component:** All 1st – 4th graders participate in information literacy strategies and processes utilizing lab facilities with at least 2:1 ratio.
	Curricular Integration: All teachers in grades 1 - 4 use the Accelerated Reader software program and, in addition, grades 3 and 4 use the Accelerated Math as an ongoing assessment of standards-based reading & math skills in order to guide their students' skill development and independent reading and math choices. Teachers at all grade levels use the Houghton-Mifflin Language Arts Program to guide students through standards-based learning.	**Scheduled Bi-Weekly Instructional Component:** Students are generally assessed on a daily to weekly basis.
	Student Management: SASI XP is used as our student management system.	**Scheduled Daily Student Management Component:** Student attendance information is submitted daily and cross-referenced with student performance data quarterly.
Site: Willows Intermediate School (5-8)	Technology Skills: In grades 5 and 6, students use software in classroom/computer lab to facilitate skill level in word processing, spreadsheet, internet research, presentation skills and web tools within Netscape and Internet Explorer. Students in grades 7 and 8 have an opportunity to participate in and pass a semester-long beginning computer course that covers grade appropriate technology and information literacy skills.	**Scheduled Weekly Instructional Component:** All 5th – 8th grade students are engaged in the use of one or more basic desktop software applications either in the context of their class work or during structured computer lab activities.
	Information Literacy: In grades 5 – 8, students use software applications to access, research, evaluate and use information to produce projects in core curricular areas that incorporate word processing, spreadsheet, internet research, presentation skills and web tools within Netscape and Internet Explorer.	**Scheduled Annual Instructional Component:** All 5th – 8th grade students participate in information literacy strategies and processes utilizing computer lab/classroom facilities with a 1:1 ratio.
	Curricular Integration: Students use software applications to support some of the requirements of the core subject area or elective assignments such as: word processing for language arts, databases and spreadsheets to create mathematics or science projects, and information sharing using web tools within Netscape composer.	**Scheduled Bi-Weekly Instructional Component:** Students are generally assessed on a daily to weekly basis.

	Student Management: SASI XP is used as our student management system.	**Scheduled Daily Student Management Component:** Student attendance information is submitted daily and cross-referenced with student performance data quarterly.
Site: Willows High Schools (9-12)	Technology Skills: Students utilize the software programs necessary to satisfy the competency of the above (see Hardware-Technology Skills) areas.	**Scheduled Weekly Instructional Component**: as identified by course or content utilizing classroom, lab or library media center workstations.
	Information Literacy: Students utilize various software programs such as: encyclopedia programs, guided Internet Research, Microsoft Office, Accelerated Reader and Math.	**Scheduled Annual Instructional Component:** regarding information literacy skills.
	Curricular Integration: Microsoft Office is standardized as the district applications software package available in classrooms and library/computer labs. Explorer and Netscape are updated frequently as the predominant browsing software. All students are provided access to Eureka online software based career exploratory program resource.	**Scheduled Weekly Instructional Component:** as guided by assignment and teacher.
	Student Management: SASI XP is used as our student management system with access provided to the classroom level for grading, attendance and parent contact.	**Scheduled Daily Student Management Component:** Student attendance information is submitted daily and cross-referenced with student performance data quarterly.

3c. Summary of the district's curricular goals and academic content standards

The Willows Unified School District provides all students with a rich and rigorous academic environment aligned to both the content and cognition level identified in the California Adopted Academic Content Standards. As such, Willows Unified School District has established clear goals tied to the Academic Content Standards measured by various district-wide and site-based assessment systems and referenced in comprehensive planning documents and efforts.

Curricular Goals (reading/language arts, math, science, social science)	**Student Population Focus**	**District and/or Site-Based Assessment(s) Measuring Goal**	**Comprehensive Planning Document(s) Identifying Goal**
Increase Students' Reading/Language Arts Scores	All Students	Calif. Standards Test Language Arts Student Profile Sheets CAHSEE	School Site Plan at each K-12 site WASC Accreditation Plan at each 9-12 site District Expected School-Wide Learning Results
Increase Students' Writing Proficiency	All Students	District Standards-Based Writing Proficiency Exam	District Adopted Promotion/Retention Guidelines District Graduation Requirements District Expected School-Wide Learning Results

Curricular Goals (reading/language arts, math, science, social science)	**Student Population Focus**	**District and/or Site-Based Assessment(s) Measuring Goal**	**Comprehensive Planning Document(s) Identifying Goal**
Increase Math Proficiency	Special Education Students	Calif. Standards Test CAHSEE	Glenn County Office of Education - Special Education Policies and Procedures Plan (SEP3)
Increase Students' Reading Proficiency	ELL Students	District Reading Profiles Diagnostic Exam	District Curriculum Guidelines

Our 2003-04 student achievement data indicates that our rigorous academic goals and objectives, aligned to both the content and cognition levels identified in the California Adopted Academic Content Standards and Frameworks, are having a positive impact at our schools. (See Student Achievement data below)

2004 Adequate Yearly Progress (AYP)

LEA Met All 2004 Adequate Yearly Progress (AYP) Criteria? Yes
LEA Met 22 of its 22 AYP Criteria

2004 AYP Criteria Summary AYP components	Met 2004 AYP criteria
Participation rate	Yes
Percent proficient (AMOs)	Yes
API as additional indicator	Yes
Graduation rate	Yes

Methodology Used	Methodology
Percent proficient (AMOs)	Standard
API as additional indicator	Standard
Graduation rate	Standard

API for numerically significant socioecomically disadvantaged subgroup	**655**

GROUPS	English-Language Arts Met English-Language Arts participation criteria? **Yes** Met 2004 AYP Criteria	Mathematics Met Mathematics participation criteria? **Yes** Met 2004 AYP Criteria
LEA-wide	**Yes**	**Yes**
African American or Black (not of Hispanic origin)	N/A	N/A
American Indian or Alaska Native	N/A	N/A
Asian	N/A	N/A
Filipino	N/A	N/A
Hispanic or Latino	Yes	Yes
Pacific Islander	N/A	N/A
White (not of Hispanic origin)	Yes	Yes
Socioeconomically Disadvantaged	Yes	Yes
English Learners	Yes	Yes
Students with Disabilities	N/A	N/A

PERCENT PROFICIENT-Annual Measurable Objectives (AMOs)

GROUPS	English-Language Arts Met English-Language Arts percent proficient criteria? **Yes** Valid Scores	Number At or Above Proficient	Percent At or Above Proficient	Met 2004 AYP Criteria	Mathematics Met Mathematics percent proficient criteria? **Yes** Valid Scores	Number At or Above Proficient	Percent At or Above Proficient	Met 2004 AYP Criteria
LEA-wide	1,038	392	37.7	Yes	1,040	380	36.5	Yes
African American or Black (not of Hispanic origin)	13	6	46.1	N/A	13	4	30.7	N/A
American Indian or Alaska Native	17	5	29.4	N/A	17	6	35.2	N/A
Asian	94	21	22.3	N/A	94	28	29.7	N/A
Filipino	2	N/A	N/A	N/A	2	N/A	N/A	N/A
Hispanic or Latino	350	82	23.4	Yes	350	86	24.5	Yes
Pacific Islander	7	N/A	N/A	N/A	7	N/A	N/A	N/A
White (not of Hispanic origin)	537	264	49.1	Yes	538	247	45.9	Yes
Socioeconomically Disadvantaged	609	139	22.8	Yes	610	161	26.3	Yes
English Learners	345	63	18.2	Yes	345	71	20.5	Yes
Students with Disabilities	51	3	5.8	N/A	50	1	2.0	N/A

Academic Performance Index

Met API criteria? (Yes)

2004 API Growth	2003 API Base	2003-04 Growth	Met 2004 AYP Criteria
712	715	-3	Yes

Graduation Rate

Met graduation rate criteria? (Yes)

Rate for 2004, Class of 2002-03	Rate for 2003, Class of 2001-02	Change	Average 2-Year Change	Met 2004 AYP Criteria
93.5	95.5	-2.0	5.9	Yes

Our school board adopts key goals annually, which are tied to and support the adopted, state approved, content standards in all academic areas. These key goals support the LEA plan on the district level. Each of our schools ties its site-based curricular goals directly to the district's LEA Plan and school board's key goals in site-based comprehensive school plans and School Accountability Report Cards (SARC).

Based on our student data, federal and state mandates, and research-based best practices, our district's current key curricular goals are:

1. All schools in the district will meet or exceed the NCLB Annual Measurable Objectives (AMO's) for student proficiency, including all ethnic/racial, socio-economically disadvantaged and students with disabilities subgroups with the state content standards in English / Language Arts and Math. By 2013-2014, all students in the district will be proficient or better with English/Language Arts and Math grade level content standards.
2. All schools in the district will meet or exceed the state's Annual Performance Index (API) growth target as well as the API growth targets for each numerically significant ethnic/racial, socio-economically disadvantaged and students with disabilities subgroups at the school.
3. By 2005-06, all students will be taught by highly qualified teachers.
4. The district will work with site administration to collect and analyze school and student data and develop continuous cycles and plans for school improvement including: improving curriculum, improving instruction, improving student support & intervention, improving the monitoring of student achievement, and improving home/ school/ and community partnerships.
5. All students will be educated in learning environments that are safe, drug-free, conducive to learning and conducive to building student's internal and external resources.

These district goals and corresponding specific measurable objectives that support them can be found in the following district and site comprehensive planning documents:

- The district adopted State Content Standards and Frameworks for K-12.
- The district LEA plan.
- No Child Left Behind compliance / implementation documentation.
- CDE and Federal districtwide school achievement data from annual AYP, API, and STAR results.

- The CDE's Academic Performance Survey (APS) and District Assessment Survey (DAS)
- The District's Master Plan for English Language Learners (ELL) describes the policies for identifying, assessing, and reporting students who have a primary language other than English. This ELL Master Plan provides details on the reclassification procedure and the English Language Development and instructional programs to be provided for ELL students to assist them in meeting and/or exceeding district content standards and graduation requirements.
- The District's Gifted and Talented (GATE) Plan provides challenging curriculum and instruction to gifted and talented students capable of achieving significantly beyond the level of their peers. The GATE plan supports the provision of services that are integrated into the regular school day as differentiated learning experiences that are based on the core curriculum.
- The Policy and Procedures handbook which details the District's philosophy and goals, and policy and procedures regarding students, instruction, promotion and retention, equity, administration, personnel, community relations, business, and much more.
- Site–based SARC, WASC and CCR self study reviews and actions plans. School Improvement Program (SIP), categorical programs, Intermediate Intervention/Underperforming Schools Program (II/UPS), and other program goals, which vary from site to site.
- Our district Educational Technology Plan.

3d- 3h. Curricular Driven Technology Goals and Implementation Plans
3i -3j. Benchmarks, Timelines, Monitoring, and Evaluation

All of the Curriculum Component Criteria 3d-3j elements are included in the curricular driven action plan charts in the Component 3 pages that follow. Our curricular driven technology plans include clear, specific, realistic goals and measurable objectives that will support our district's curriculum goals and student achievement of the state approved content standards.

Here is a summary of our goals. The details can be found in the charts that follow.

3d. To Improve Teaching and Learning

Goal 1: Our K-12 schools will use technology to support the district curricular goal of ALL students attaining proficiency or better with ELA content standards by the 2013-14 school year.

Goal 2: Our K-12 schools will use technology to support the district curricular goal of ALL students attaining proficiency or better with Math content standards by the 2013-14 school year.

3e. For Student Acquisition of Technology and Information Literacy Skills.

Goal 3: All district students will acquire the National Education Technology grade level standards for students (NETS) to support achievement of the academic standards in the classroom, district curricular goals, and ultimately for lifelong learning and success in our digital society.

3f. For Appropriate Access to Technology for All Students

Goal 4: All district students will have equal access to technology to support achievement of the academic standards in the classroom, district curricular goals, and ultimately for lifelong learning and success in our digital society.

3g. To Make Student Record Keeping & Assessment More Efficient and Useful

Goal 5: Our district will support district and site use of technology to improve student achievement data collection, analysis, reporting, and research/ data driven decision-making.

3h. To Make Teachers and Administrators More Accessible to Parents.

Goal 6: Our district and schools will use technology to improve two-way communication between home and school.

District Technology Action Plan July 1, 2005 – June 30, 2010 (sections 3d, 3i-j)

Goal 1 - District Curriculum Goal Supported by Technology - E/LA & Technology

Goal 1: Our k-12 schools will use technology to support the district curricular goal of ALL students attaining proficiency or better with ELA content standards by the 2013-14 school year.

Target Group: All students including special education, English Learner, and GATE students.

Specific Measurable Objective by June 30, 2010

Objective: 1a: By the 2009-10 school year, A minimum of **60 %** of all students (grades k-12) will score proficient or above on the English-Language Arts portions of the STAR: CST test by 2009-2010 school year supported by state and district approved instructional resources, technology-based supplemental resources, professional development, student achievement data analysis, and collaboration time.

Annual Benchmarks -

Year 1: minimum of ___25_% in the 2005-06 school year **Year 3: minimum of __35__% in the 2007-08 school year**

Year 2: minimum of __30__% in the 2006-07 school year **Year 4: minimum of __45__%** in the 2008-09school year

Year 5: minimum of 60% in the 2009-10 school year.

Evaluation Instrument(s) & Data

Instruments: Trimester grade level assessments for grades k-4; Quarterly Grade level assessments grades 5-12; Annual STAR/CST test results in English/Language Arts; CAHSEE
Data: Percentage scoring proficient or above

Instrument: Grade/subject level district professional development and collaboration meeting times / agendas / participation records and outcomes.
Data: % of teachers participating: Calibrated and articulated standards-aligned Grade/subject level objectives and assessments across the district and standardized list of District supported research based programs and practices.

Instrument: Ongoing Classroom Observations by site admin./ principal aligned to teachers' evaluation schedule
Data: Teachers' use of standards-aligned learning objectives, instructional and intervention time, research based programs, practices and arrangements.

Instrument: Annual CTAP-squared I-assessment:
Data: teacher's self assessed technology and integration skills

Data reviewers
District curriculum, data, and technology administrators and school admins. will analyze annually in late August / September after state releases data.

(Objective 1a - Continued on next page)

Goal 1: Objective: 1a - E/LA & Technology Implementation Action Steps	Use of Technology
1. Annually, purchase and ensure state adopted instructional materials (k-8), standards-aligned textbooks (9-12) and supplemental curriculum-based technology resources (adopted and/ or CLRN approved) are being used in the classroom.	Adopted Text Supplemental Tech resources including publisher software and websites. CLRN and district approved curriculum software such as Renaissance Learning, Accelerated Reader, Macromedia, FrontPage, Dreamweaver, web publishing software, Integrade Pro for grading, Web-based student assessment platform such as Edusoft. Microsoft Office and other productivity software. Internet Resources Peripherals such as LCD projectors, digital cameras, video cameras, and printers. CTAP Online Professional Development.
2. Annually, provide professional development on adopted curriculum and technology resources (such as AB 466 E/LA for teachers, AB 75 training for site admins.)	
3. Beginning in fall 2005 and every year thereafter, provide systematic professional development and collaboration time for site administration and teachers to align standards-based instruction and quarterly assessments horizontally and vertically through grade levels in the district, review data, learn and share best practices including the use of technology.	
4. By fall 2005, design and distribute an annual site academic software usage survey.	
5. By fall 2005, create and distribute a matrix of CLRN approved E/LA curriculum and intervention software that is supported by the district.	
6. Beginning in the fall 2005 and annually thereafter, provide professional development on district/ CLRN approved curriculum software and online resources as needed. Track usage with annual software survey.	
7. Collection and evaluation on a semester basis of accelerated reader reports	
8. Continue to provide CTAP Online Technology productivity and integration training as needed.	
9. Continue to monitor instructional time for adopted program (k-8) and standards-aligned text (9-12).	
10. Continue to monitor targeted intervention time aligned with adopted program (k-8) and standards-aligned text (9-12). Targeting the lowest performing students.	
11. By June 2006, fully credentialed *Highly Qualified Teachers* in all classrooms.	
12. Ongoing district support and professional development opportunities on the integration of E/LA skills and standards across the curriculum including in career tech courses.	

Monitoring

District curriculum, data, and technology administrators and school site administrators track the development and implementation of all activities and accomplishments monthly and report progress at our monthly district/ site admin meetings. Modifications to our district activities will be made as needed in order to insure that we meet or exceed this measurable objective.

Timeline: Most of the aforementioned actions are already underway annually in the district at all grade levels and will continue to be planned for and implemented after annual data driven needs assessments and data analyses take place for each school, annually no later than October 1.

Person(s) responsible: District admins. and school site admins, the District Technology Director, and teachers are responsible for the planning, development, implementation, and evaluation of all the aforementioned activities. Teachers are responsible for completing all necessary professional development and ensuring their instruction is based on standards-aligned objectives and research based programs, practices and arrangements.

District Technology Action Plan July 1, 2005 – June 30, 2010 (sections 3d, 3i-j)

Goal 2- District Curriculum Goal Supported by Technology – Math & Technology

Goal 2: Our k-12 schools will use technology to support the district curricular goal of ALL students attaining proficiency or better with Math content standards by the 2013-14 school year.

Target Group: All students including special education, English Learner, and GATE students.

Specific Measurable Objective by June 30, 2010

Objective: 2a: By the 2009-10 school year, a minimum of __50_% of all WUSD students (grades 2-11) will score proficient or above on the Math portions of the STAR: CST test by 2009-2010 school year supported by state and district approved instructional resources, technology-based supplemental resources, professional development, student achievement data analysis, and collaboration time.

Annual Benchmarks -

Year 1: minimum of _25__% in the 2005-06 school year

Year 2: minimum of __30_% in the 2006-07 school year

Year 3: minimum of _35__% in the 2007-08 school year

Year4: minimum of _40__% in the 2008-09school year

Year 5: minimum of _50__% in the 2009-10 school year.

Evaluation Instrument(s) & Data

Instruments: Trimester grade level assessments for grades 2-4; Quarterly Grade level assessments grades 5-11; Annual STAR/CST test results in Math; CAHSEE
Data: Percentage scoring proficient or above with the content standards.

Instrument: Ongoing Classroom Observations by site admin./ principal aligned to teachers' evaluation schedule
Data: Teachers' use of standards-aligned learning objectives, instructional and intervention time, research based programs, practices and arrangements.

Instrument: Annual Site Academic Software Survey:
Data: Curriculum-based state and district approved software and productivity software being used.

Instrument: Annual CTAP-squared I-assessment:
Data: teachers' self assessed technology and integration skills

Data reviewers
District curriculum, data, and technology administrators and school admins. will analyze annually in late August / September after state releases data.

(Objective 2a- Continued on next page)

Goal 2: Objective: 2a - Math & Technology Implementation Action Steps	Use of Technology
1. Annually, purchase and ensure state adopted instructional materials (k-8), standards-aligned *textbooks (9-12)* and supplemental curriculum-based technology resources (adopted and/ or CLRN approved) are being used in the classroom.	Adopted Text Supplemental Tech resources including publisher software and websites. CLRN and district approved curriculum software such as Renaissance Learning, Accelerated Reader, Macromedia, FrontPage, Dreamweaver, web publishing software, Integrade Pro for grading, Web-based student assessment platform such as Edusoft. Microsoft Office and other productivity software. Internet Resources Peripherals such as LCD projectors, digital cameras, video cameras, and printers. CTAP Online Professional Development.
2. Annually, provide professional development on adopted curriculum and technology resources *(such as AB 466 Math for teachers, AB 75 training for site admins.)*	
3. Annually, provide systematic professional development and collaboration time for site administration and teachers to align standards-based instruction and quarterly assessments horizontally and vertically through grade levels in the district, review data, learn and share best practices including the use of technology.	
4. By fall 2005, design and distribute an annual site academic software usage survey.	
5. By fall 2005, create and distribute a matrix of CLRN approved Math curriculum and intervention software and online resources that is supported by the district. Track usage with annual survey.	
6. Annually provide professional development on district/ CLRN approved curriculum software and online resources as needed.	
7. Collection and Evaluation on a semester basis of teacher lesson plans that demonstrate the use of technology.	
8. Continue to provide CTAP Online Technology productivity and integration training as needed.	
9. Continue to monitor instructional time for adopted program (k-8) and standards-aligned text (9-12).	
10. Continue to monitor targeted intervention time aligned with adopted program (k-8) and standards-aligned text (9-12), targeting the lowest performing students.	
11. By June 2006, fully credentialed *Highly Qualified Teachers* in all classrooms.	

Monitoring
District curriculum, data, and technology administrators and school site administrators track the development and implementation of all activities and accomplishments monthly and report progress at our monthly district/ site admin meetings. Modifications to our district activities will be made as needed in order to insure that we meet or exceed this measurable objective.
Timeline: The aforementioned actions are already underway annually in the district and will continue to be planned for and implemented after annual data driven needs assessments take place for each school annually no later than October 1.
Person(s) responsible: District and site admins, the District Technology Director, and teachers are responsible for the planning, development, implementation, and evaluation of all the aforementioned activities. Teachers are responsible for completing all necessary professional development and ensuring their instruction is based on standards-aligned objectives and research based programs, practices and arrangements.

District Technology Action Plan July 1, 2005 – June 30, 2010 (sections 3e, 3i-j)

Goal 3 - District Technology Skills and Information Literacy Goal

Goal 3: All students in our district will acquire the National Education Technology grade level student profile standards (NETS) to support achievement of the academic standards in the classroom, district curricular goals, and ultimately for lifelong learning and success in our digital society.

Target Group: All students including special education, English Learner, and GATE students.

Specific Measurable Objective by June 30, 2010

Objective: 3a - By 2009-2010 school year, **90%** of all students (K-12) will acquire the district's grade level technology standards based on the National Educational Technology Standards (NETS). Teachers will learn to integrate the student technology standards in their academic curriculum assignments. Students will learn the technology standards (including technology productivity tools and information literacy) as appropriate, during their curricular assignments.

The Six NETS Strands each have scaffolded grade level (Pre-K – 2, 3 – 5, 6 – 8, 9-12) specific standards and performance indicators.

1. Basic operations and concepts
2. Social, ethical, and human issues
3. Technology productivity tools
4. Technology communications tools
5. Technology research tools (Information Literacy)
6. Technology problem-solving and decision-making tools

The district has developed a grade level (K-8) technology standards checklist based on the NETS

Annual Benchmarks -

Year 1: minimum of 30% in the 2005-06 school year **Year 3: minimum of 70%** in the 2007-08 school year

Year 2: minimum of 50% in the 2006-07 school year **Year 4: minimum of 80%** in the 2008-09school year

Year 5: 90% in the 2009-10 school year.

Evaluation Instrument(s) & Data

Instrument Annual Standardized District NETS based Grade level Exit assessment/ survey based on student profile NETS standards which include technology skills and information literacy.; Annual High school graduation computer competency assessment:
Data: Percentage passing assessment

Instrument: Annual CTAP-squared I-assessment
Data: teachers' self assessed technology and integration skills

Data reviewers
District Technology Director, school site admins., and school site tech coordinators will analyze end of school year results annually in June.

(Objective 3a- Continued on next page)

Goal 3: Objective: 3a - Technology Skills & Information Literacy Implementation Action Steps	Use of Technology
1. By fall 2005, adopt grade level NETS based standards for k-12 student technology skills and information literacy.	Adopted Text Supplemental Tech resources including publisher software and websites. CLRN and district approved curriculum software such as Renaissance Learning, Accelerated Reader, Macromedia, FrontPage, Dreamweaver, web publishing software, Integrade Pro for grading, Web-based student assessment platform such as Edusoft. Microsoft Office and other productivity software. Internet Resources Peripherals such as LCD projectors, digital cameras, video cameras, and printers. CTAP Online Professional Development.
2. Beginning in the fall 2005 and annually thereafter, provide Professional Development opportunities (from the District, CTAP Online, and CTAP Region 2) to K-12 teachers on integrating the student NETS grade level skills and standards in their curriculum. Provide incentives for PD completion.	
3. By fall 2006, Students will begin systematically learning the NETS skills including technology productivity tools and information literacy, as appropriate, during curricular assignments.	
4. By spring 2007, design and begin administering annually the standards-aligned grade span NETS based exit assessments / portfolios for grades 2, 5, and 8.	
5. By spring 2007, align and revise High School Computer Competency exit exam with NETS based standards for grades 9-12 and begin administering annually.	

Monitoring
The District Technology Director, school site administrators and site technology coordinators will track the development and implementation of all NETS activities and accomplishments monthly and report progress at our monthly district/ site admin meetings. Modifications to our district activities will be made as needed in order to insure that we meet or exceed this measurable objective.
Timeline: The timeline for the aforementioned actions are included in the Action Steps listed above.
Person(s) responsible: District and site admins, the District Technology Director, and teachers are responsible for the planning, development, implementation, and evaluation of all the aforementioned activities. Teachers are responsible for completing the training, integrating the NETs skills, and assessing the students.

District Technology Action Plan July 1, 2005 – June 30, 2010 (sections 3f, 3i-j)

Goal 4 - District Goal for Appropriate Access to Technology

Goal 4: All students in our district will have equal access to technology to support achievement of the academic standards in the classroom, district curricular goals, and ultimately for lifelong learning and success in our digital society.

Target Group: All students including special education, English Learner, and GATE students.

Specific Measurable Objective by June 30, 2010

Objective: 4a – By June 30, 2010 our district average student to computer ratio will be 4 to 1 or better. (CDE defined up to date multimedia computer four years old or newer as per annual California School Technology data and district records).

Annual Benchmarks -

Year 1: _8_ students to 1 computer by June 2006. **Year 3:** _6_ students to 1 computer by June 2008.

Year 2: _7_students to 1 computer by June 2007 **Year 4:** _5_students to 1 computer by June 2009

Year 5: Maintain or improve _4_students to 1 computer by June 2010

All students will have access to technology to support achievement of the academic standards in the classroom, district curricular goals, and ultimately for success in the workplace including special education, English Learner, and GATE students. The technology goals and objectives for these student sub groups are the same as for all other students (see Goal 3) although the programs and methods for achieving the objective may be adapted to best meet their needs. Students with an active Individualized Education Program will have appropriate access to technology hardware, peripherals, and software including assistive technology as deemed appropriate and defined by the IEP site team and the students' IEP goals. English Learners will have appropriate access to technology hardware, peripherals, and software needed to support their English language acquisition as well as their achievement of the academic standards. Students identified as Gifted and Talented (GATE) will have appropriate access to technology hardware, peripherals, and software needed to support their advanced curriculum.

Evaluation Instrument(s) & Data

Instrument: Annual CBEDS:
Data: average student to computer ratio by school and district wide

Instrument: Annual California Online Tech Survey:
Data: average student to computer ratio by school.

Data reviewers
District Technology Director, school site admins., and school site tech coordinators will analyze end of school year results annually in June.

(Objective 4a- Continued on next page)

Goal 4: Objective: 4a - Appropriate Access to Technology Implementation Action Steps	Use of Technology
1. Annually leverage technology funding and grants to provide new computers and Computers for Classrooms to provide like new refurbished computers to schools and teachers participating in district Ed Tech professional development and to district schools with the highest student to computer ratio (as space permits).	Adopted Text Supplemental Tech resources including publisher software and websites for IEP, EL, and GATE students. CLRN and district approved curriculum software for IEP, EL, and GATE students. Microsoft Office Internet Resources Peripherals such as LCD projectors, digital cameras, video cameras, and printers.
2. Annually in the spring, systematic supplemental survey and review of school technology hardware and software accessibility and inventories including adaptive equipment, EL support software, and GATE technology resources from evaluation surveys. Data is used to develop a matrix of site technology obsolescence, purchase, installation priorities and schedules.	
3. Annually install new computers and remove outdated computers at sites on a rotating schedule during designated breaks in the school year.	
4. Beginning in the 2005-06 school year, conduct ongoing research on creative space saving solutions for desktop computers, thin clients, and wireless laptop carts. Report all findings to site administration at monthly meetings.	
5. Beginning in the 2005-06 school year, cultivate ongoing two-way communication between district Special Education program directors and educators, site administrators, and the district Tech Director (via e-mail/phone) and meet annually to determine appropriate technology access and assistive technology needs of IEP students.	
6. Beginning in the 2005-06 school year, cultivate ongoing two-way communication between district English Learner program directors and educators, site administrators, and the district Tech Director (via e-mail/phone)and meet annually to determine appropriate access to technology hardware and software needed to support EL students' English language acquisition as well as their achievement of the academic standards.	
7. Beginning in the 2005-06 school year, cultivate ongoing two-way communication between district Gifted and Talented (GATE) program directors and educators, site administrators, and the district Tech Director (via e-mail/phone)and meet annually to determine appropriate access to technology hardware, peripherals, and software needed to support GATE students' advanced curriculum.	
8. By fall 2006, all students enrolled in district after school programs will have access to internet connected computers and curricular technology integration / homework support.	

Monitoring
The District Technology Director, school site administrators, site technology coordinators will track the development and implementation of all appropriate access activities, inventories and accomplishments monthly and report progress at our monthly district/ site admin meetings. Modifications to our district activities will be made as needed in order to insure that we meet or exceed this measurable objective.
Timeline: The timeline for the aforementioned actions begins during the first year of our five year tech plan July 2005 –June 2006 and will continue annually.
Person(s) responsible: District and site admins, the District Technology Director, district Special Ed, EL, and Gifted and Talented (GATE) program directors are responsible for the planning, development, implementation, and evaluation of all the aforementioned Teachers are responsible for attending professional development.

District Technology Action Plan July 1, 2005 – June 30, 2010 (sections 3g, 3i-j)

Goal 5 - District Goal for Using Technology for Student Data Collection, Analysis, Reporting, and Decision Making

Goal 5: The District will support district and site use of technology to improve student achievement data collection, analysis, reporting, and decision making.

Target Group: All district k-12 schools.

Specific Measurable Objectives by June 30, 2010

Objective 5a: By June 2010, 100% of teachers will use technology to analyze assessment data make data-driven decisions to meet individual student academic needs and target student intervention needs.

Annual Benchmarks

Year 1: _25_% of the k-12 schools / teachers in the district by June 2006. **Year 3:** _75_% of the k-12 schools / teachers in the district by June 2008.

Year 2: _50_% of the k-12 schools / teachers in the district by June 2007. **Year 4:** _85_% of the k-12 schools / teachers in the district by June 2009.

Year 5: _100_% of the k-12 schools / teachers in the district by June 2010.

Objective: 5b: By June 2010, __100__% of the k-12 schools in the district will have access to the complete *SASI* student information suite and necessary training to use*: SASIxp, ClassroomXP*, *InteGrade Pro Electronic Gradebook*, and *Parent Connect*.

Annual Benchmarks

Year 1: _75_% of the k-12 schools in the district by June 2006. **Year 3:** _85_% of the k-12 schools in the district by June 2008.

Year 2: _80_% of the k-12 schools in the district by June 2007. **Year 4:** _90_% of the k-12 schools in the district by June 2009

Year 5: _100_% of the k-12 schools in the district by June 2010.

Evaluation Instrument(s) & Data

Instrument: Electronic usage tracking reports
Data: % of district schools using standards-based computerized student progress reports and report cards.

Instruments: District SASI suite training participation records and SASI / Parent Connect usage records
Data: % of teachers completing *SASIxp, ClassroomXP* and *InteGrade Pro Electronic Gradebook training; % of teachers using SASIxp,, ClassroomXP* and *InteGrade Pro Electronic Gradebook.*

Instrument: District integrated student assessment and data management system training participation records and usage records
Data: % of school sites and teachers using integrated student assessment and data management system to inform instruction.

Data reviewers
District Technology Director, school site admins., and school site tech coordinators will analyze end of school year results annually in June.

(Objective 5a,b,c- Continued on next page)

Goal 5: Objective: 5a,b Student Data Collection, Analysis, Reporting, and Decision Making Implementation Action Steps	Use of Technology
1. During the 2005-06 school year and every year thereafter until we meet our 2009-10 school year objective, the district will continue its rollout of an integrated student assessment platform at selected school sites. Participating teachers will get necessary training. Or training in other productivity software to collect and analyze data such as speadsheets.	SASI xp, ClassroomXP, InteGrade Pro Electronic Gradebook, and Parent Connect.
2. Annually, provide systematic professional development and collaboration time for site administration and teachers to improve student achievement assessment, data collection, analysis, reporting, and data driven decision making. align standards-based instruction, learn and share best practices in instruction and intervention, including the use of technology and develop quarterly assessments horizontally and vertically through grade levels in the district.	
3. SASIxp student suite integration is underway. All schools currently are using the student information system to report attendance. The other two components *InteGrade Pro Electronic Gradebook* and *Parent Connect* will continue to be rolled out at district sites, with priority given to schools with the hardware, infrastructure, and site administration support necessary to fully implement.	

Monitoring
The District Technology Director, school site administrators and site technology coordinators will track the development and implementation of all activities and accomplishments monthly and report progress at monthly district/ site admin meetings. Modifications to our district activities will be made as needed in order to insure that we meet or exceed this measurable objective.
Timeline: The timeline for the aforementioned actions are included in the Action Steps listed above.
Person(s) responsible: District and site admins, and the District Technology Director are responsible for the planning, development, implementation, and evaluation of all the aforementioned activities. Teachers are responsible for attending professional development and inputting student data.

Goal 6 - District Goal for Improving Parent Access to Teachers and Administrators

Goal 6: The district office and schools will use technology to improve two-way communication between home and school.

Target Group: Parents of all students including special education, English Learner, and GATE students.

Specific Measurable Objective by June 30, 2010

Objective: 6a By June 2010, all schools will offer parents password protected, online access to their student's attendance, assignments and grades through a web-based system such as SASIxp's *Parent Connect*.

Annual Benchmarks -

Year 1: _25_% of schools by June 2006. **Year 3:** _75_% of schools by June 2008.
Year 2: _50_% of schools by June 2007. **Year 4:** _100_% of schools by June 2009.
Year 5: _100_% of WUSD schools by June 2010

Objective: 6b By June 2010, all district site administrators and teachers will have access to a classroom phone, voice-mail, and a district e-mail account and will provide this information to all parents at back to school night and via the school website.

Annual Benchmarks

Annual Benchmarks -

Year 1: _75_% by June 2006. **Year 3:** _75_% by June 2008.
Year 2: _75_% by June 2007. **Year 4:** _100_% by June 2009.
Year 5: _100_% of WUSD schools by June 2010

Evaluation Instrument(s) & Data

Instruments: Ongoing District SASI / *Parent Connect* "how to access' communications and/ or trainings, parent password requests, and usage records.
Data: % of parents trained; % of parents requesting passwords; % of parents using Parent Connect.

Instrument: District and site based equipment and e-mail account records
Data: % of teachers with access

Instrument: School website and communication artifacts.
Data: evidence of efforts to improve two-way communication
Data reviewers
District Technology Director, school site admins., and school site tech coordinators will analyze end of school year results annually in June.

(Objectives 6a,b - Continued on next page)

Goal 6: Objectives: 6a,b - Improving Parent Access to Teachers and Administrators Implementation Action Steps	Use of Technology
1. By fall 2005, develop an installation / replacement schedule for teachers and admins. without phone, voice-mail, and/ or e-mail. Provide training as needed.	SASI xp, ClassroomXP, InteGrade Pro Electronic Gradebook, and Parent Connect. Word, desktop publishing, and Outlook e-mail. District IT work order management system and equipment inventory database.
2. By fall 2005, develop Outlook Exchange district wide rollout plan	
3. By spring 2006 begin transition from pop3 based e-mail to Outlook Exchange and provide training as needed.	
4. By June 2007, design and distribute a standardized district *Student at Risk* notification template letter to schools.	
5. By June 2009, ensure all district schools have the hardware, infrastructure, and training needed to implement the Parent Connect component of SASIxp.	
6. By June 2010, all district schools will be providing access to Parent Connect and all district parents will have received information and/ or training about how to access Parent Connect student data.	
7. Continue to fund and maintain, all professionally designed and locally updated websites where district and school news, announcement, staff contact information, teacher class information, events, etc. are communicated with students and parents.	
8. Annually, provide web publishing software training opportunities for teachers to learn to publish / communicate on their school web site.	
9. Annually provide Word and Desktop publishing training to teachers and classified staff to learn to publish paper documents that get attention.	

Monitoring
The District Technology Director, school site administrators and site technology coordinators will track the development and implementation of all activities and accomplishments monthly and report progress at our monthly district/ site admin meetings. Modifications to our district activities will be made as needed in order to insure that we meet or exceed this measurable objective.
Timeline: The timeline for the aforementioned actions are included in the Action Steps listed above.
Person(s) responsible: District and site admins, and the District Technology Director are responsible for the planning, development, implementation, and evaluation of all the aforementioned activities. Teachers are responsible for attending professional development and inputting student data

PROFESSIONAL DEVELOPMENT

4a. Summary of District Teachers' & Administrators' Technology Skills

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

Our Education Technology Plan provides a summary of our district teachers' and administrators' current technology skills from the CTAP^2 I-assessment survey. Our survey findings are summarized by discrete skills in order to better facilitate professional development planning that meets our identified needs and technology plan goals. Additional district technology integration data can be found in Component 3b of our Technology Plan.

Our district reviews CTAP^2 I-assessment survey data and teacher input annually in the spring to plan for district sponsored professional development activities for the next school year. Schools use their site's CTAP^2 I-assessment survey data and teacher input annually to plan for site-based professional development needs.

Site Administrators' Survey Data

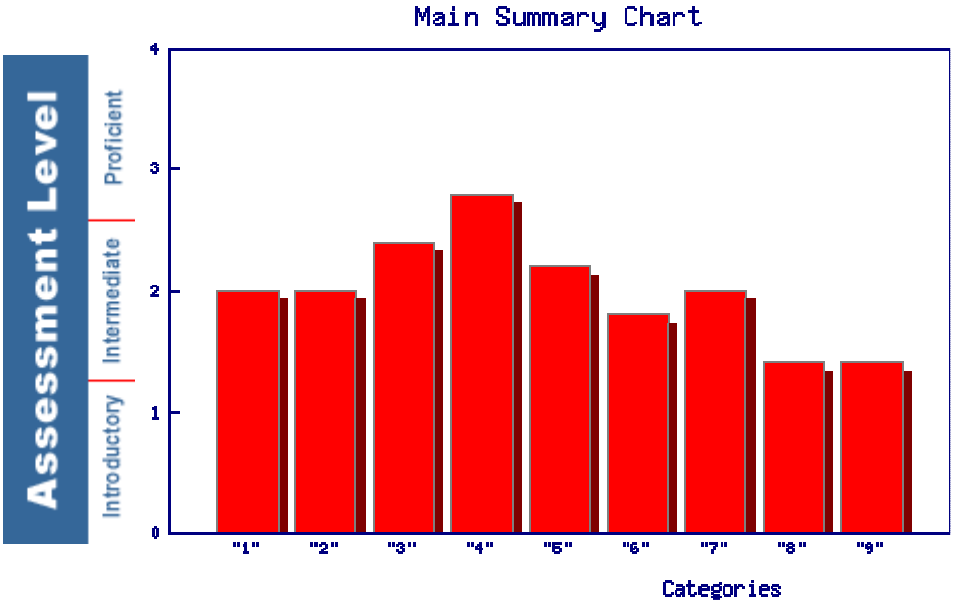
4a. Site Administrators' & Teachers' Technology Skills & Needs

Professional development needs of staff are met both in terms of enhancing technology skills, integration of technology into the curriculum, and information and learning resources. Designated staff development days are scheduled into the district calendar. Inservice technology training opportunities are available to both site administrators and certificated staff members.

The district reviews CTAP^2 i-assessment survey data and teacher input annually each spring to plan for district sponsored professional development activities for the next school year. Schools use their site CTAP^2 i-assessment data and teacher input annually to plan for site-based professional development needs.

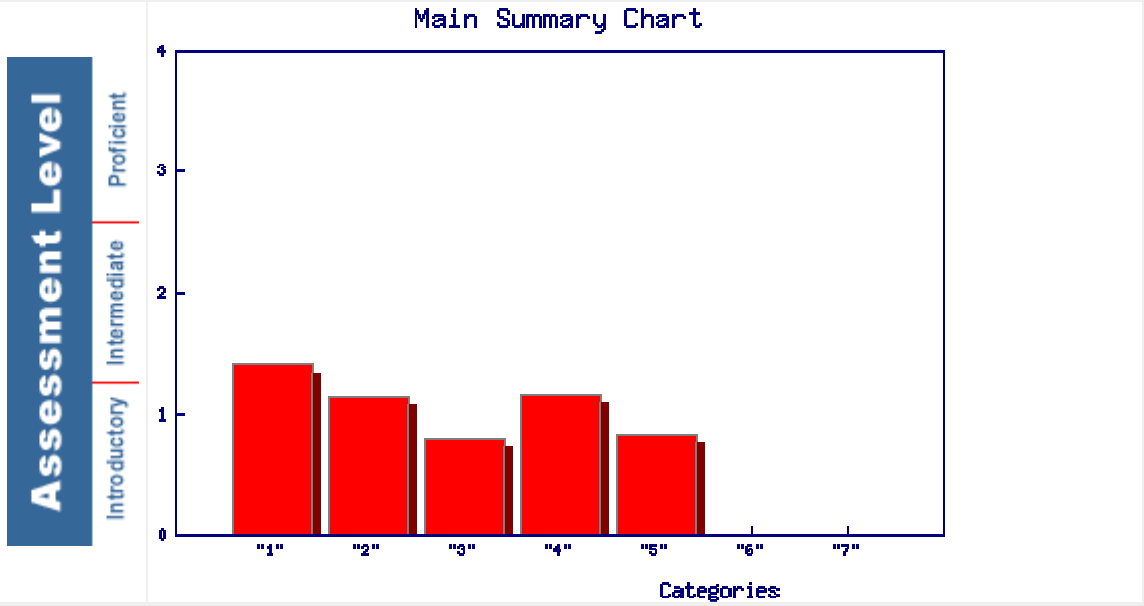
Current CTAP^2 i-assessment data, as noted in the chart below for school site administrators, indicates that most administrators are at the proficient level in word processing and at the intermediate level in all other eight areas.
Implications: Administrators would benefit from professional development opportunities in general computer skills, presentation software, and instructional technology.

K-12 Site Administrator CTAP2 Proficiency Assessment



1 General Computer Knowledge and Skills (Includes 7 in calculation)
2 Internet (Includes 7 in calculation)
3 Email (Includes 7 in calculation)
4 Word Processing (Includes 7 in calculation)
5 Publishing (Includes 7 in calculation)
6 Databases (Includes 7 in calculation)
7 Spreadsheets (Includes 7 in calculation)
8 Presentation Software (Includes 7 in calculation)
9 Instructional Technology (Includes 7 in calculation)

District Teachers' Survey Data
Current CTAP[2] i-assessment data for teachers indicates that most teachers are at the intermediate level in general computer knowledge and skills, Internet, email, word processing, and publishing, and at the introductory level in all other areas.
Implications: Teachers need professional development opportunities in email, databases, spreadsheets, presentation software, and instructional technology.



1	Computer Knowledge and Skills (Includes 15 in calculation)
2	Technology Integration Skills (Standard 9) (Includes 15 in calculation)
3	Technology Integration Skills (Standard 16) (Includes 14 in calculation)
4	Personal Use (Includes 13 in calculation)
5	Student Use (Includes 12 in calculation)
6	Staff Development Needs (Includes 12 in calculation)
7	Technical Support (Includes 12 in calculation)

We will continue to offer both Basic Personal Proficiency and Professional proficiency technology integration training while offering more curriculum integration opportunities. We will continue to encourage survey completion by all staff to acquire accurate information on staff needs.

4b-d. Professional Development Goals, Benchmarks, Timelines, Monitoring, and Evaluation.

All of the Professional Development Criteria 4b-d elements are included in the teachers' and administrators' professional development action plan charts in the Component 4 pages that follow. Our professional development action plans are based on a thorough needs analysis and include clear, specific, realistic goals, and measurable objectives that will provide our teachers

and administrators with sustained, ongoing professional development necessary to implement the Curriculum Component of our Education Technology Plan.

Our three main Education Technology professional development goals over the next five years are:
Goal 1: District site administrators and teachers will become proficient with the same general technology skills, technology integration skills, and information literacy skills required of their students as well as proficient with work specific productivity tools.
Goal 2: District site administrators and teachers will become proficient in the use of technology to improve student achievement data collection, analysis, reporting, and decision making.
Goal 3: District site administrators and teachers will become proficient in the use of technology to improve two-way communication between home and school.

The accomplishment of these goals will be met through the following:
Our Education Technology Professional development will encompass a three tiered professional development approach based on teachers' individual technology training needs.

1. Annually as needed, we will offer Personal proficiency training on NETs skills including general computer knowledge and skills; Internet skills; Email skills; Word processing skills; Presentation software skills; and Spreadsheet /Database software skills.
2. Annually as needed, we will offer Professional proficiency training on NETs skills integration including information literacy, curriculum-based software, adopted materials software resources, online resources and job specific productivity and assessment tools.
3. Annually as needed, we will offer Technology Leadership / Coach proficiency training: Training interested teachers as site-based coaches offering support to teachers as they work toward proficiency in tiers one and two.

Our coordinated professional development plan is based on the analysis of our teachers' and administrators' technology skills and needs as well as our district's curricular goals. The district will offer a variety of training options such as the CTAP Online (www.ctaponline.org) learning portal, face-to-face training & collaboration time, and one-on-one coaching. We will maximize the use of technology and site resources to support the district's goals and objectives for curriculum, instruction, intervention, and assessment, including but not limited to the following:

- Site-based technology coaches and CTAP Online mentors available to each district site.
- District as well as site based annual face-to-face technology skill professional development opportunities.
- Anytime, anywhere online district technology professional development opportunities using CTAP Online Personal and Professional Proficiency technology classes and supported by site based technology coaches.
- District content and grade-band specific technology integration face-to-face professional development supported with district professional development and resources online using CTAP Online's *CourseBuilder* tool.
- CTAP Online technology integration training.
- Broad-based pre/post completions of the CTAP^2 I-assessment survey and professional development data analysis to track improvements and training needs.
- Annual professional development offerings / priorities based on student, teacher, and administrator CTAP^2 I-assessment survey data and district curricular goals.

- Student assessment and intervention, student information system, web publishing, e-mail, and voice-mail training opportunities for all stakeholders as needed to support student achievement and improve home / school communications and interventions.
- Identification, training, and use of low and no cost Internet, video-conferencing and face-to-face learning opportunities and resources. National, State and local online research-based strategies and resources will be leveraged and integrated during faculty meetings, collaboration time, and professional development such as:the U.S. Department of Education's web site *What Works Clearinghouse (http://www.w-w-c.org/).* We will regularly examine and use relevant data from the *What Works Clearinghouse* (WWC) which was established in 2002 by the U.S. Department of Education's Institute of Education Sciences to provide educators, policymakers, researchers, and the public with a central and trusted source of scientific evidence of what works in education. We will also rely on the County Office of Education, CTAP Region 2, and CTAP Online resources, and the Statewide Education Technology Services (SETS) which includes: California Learning Resource Network (CLRN)- which identifies CDE approved supplemental electronic learning resources that both meet local instructional needs and embody the implementation of California curriculum frameworks and standards; the Technology Information Center for Administrative Leadership (TICAL) - which helps administrators find technology resources to assist in the day-to-day needs of their jobs; and the Technical Support for Education Technology in Schools (TechSETS) - which provides technical professionals in California schools improved access to training, support and other resources.

All of the Professional Development Criteria 4b-d elements are included in the teachers' and administrators' professional development action plan charts in the Component 4 pages that follow.

District Professional Development Plan July 1, 2005 – June 30, 2010 (sections 4b-4d)

Goal 1 - District Professional Development Goal

Goal 1: District Site Administrators and Teachers will become proficient with the same general technology skills, technology integration skills, and information literacy skills required of students as well as proficient with work specific productivity tools.
Target Group: Certificated teachers and administrators
Supports Curriculum Driven Technology Goals and Objectives 1,2, , 3 & 4 in Component 3 of our Ed Tech Plan

Specific Measurable Objectives by June 30, 2010

Objective: 1a: By June 2010, **90%** site administrators, who participate in district sponsored educational technology professional development, will become proficient with general technology knowledge and skills, integration skills, information literacy, and administration productivity tools aligned to the NETs for administrators.
Annual Benchmarks
Year 1: minimum of _50_% in the 2005-06 school year **Year 3: minimum of _70_%** in the 2007-08 school year
Year 2: minimum of _60_% in the 2006-07 school year**Year 4: minimum of _80_%** in the 2008-09school year
Year 5: minimum of _90_% in the 2009-10 school year.

Objective: 1b: By June 2010, **_90_%** k-12 teachers, who participate in district sponsored educational technology professional development, will become proficient with general technology knowledge and skills, classroom productivity tools, and information literacy skills aligned to the NETs for teachers and NETs for students. All district ELD, Special Education and GATE teachers will become proficient in technology skills and assistive tools for their subgroup populations.
Annual Benchmarks
Year 1: minimum of _50_% in 2005-06 **Year 3: minimum of _70_%** in 2007-08
Year 2: minimum of _60_% in the 2006-07 school year**Year 4: minimum of _80_%** in 2008-09
Year 5: minimum of _90_% in 2009-10

Objective: 1c: By June 2010, **_90_%** k-12 ELA and Math teachers, who participate in district sponsored educational technology professional development focused on CLRN and/ or SBE approved curriculum based technology resources will become proficient with technology integration.
Annual Benchmarks
Year 1: minimum of _50_% in 2005-06 **Year 3: minimum of _70_%** in 2007-08
Year 2: minimum of _60_% in 2006-07 **Year 4: minimum of _80_%** in 2008-09
Year 5: minimum of _90_% in 2009-10

Objective: 1d:. By June 2010, the district will provide a trained technology mentor / coach to all district schools.
Annual Benchmarks
Year 1: minimum of _50_% in 2005-06 **Year 3: minimum of _70_%** in 2007-08
Year 2: minimum of _60_% in t2006-07 **Year 4: minimum of _80_%** in 2008-09
Year 5: minimum of _100_% in 2009-10

Objectives 1a,b,c,d - Continued on next page)

Goal 1: Objective: 1a ,b, c, d Evaluation Instrument(s) & Data

Instrument: CTAP^2 pre and post I-assessment completed for all district sponsored Education Technology professional development programs
Data: Administrators' and teachers' self assessed technology and integration skills

Instrument: District and site-based training agendas and records
Data: Professional development participation correlated with proficiency in I-assessment survey

Data reviewers
District curriculum, data, and technology administrators and school admins. will analyze benchmark data annually in late August / September and make any necessary modifications in order to meet our objectives.

Goal 1: Objective: 1a ,b, c, d - Implementation Action Steps	Use of Technology
1. Annually, require administrator and teacher completion of pre and post I-assessment survey by all who participate in district sponsored technology training programs.	Microsoft Office Suite, e-mail, Internet. Peripherals such as LCD projectors, digital cameras, video cameras, and printers. CLRN approved curriculum-based software CTAP Online Professional Development. Online resources including SETs CTAP^2 I-assessment
2. Annually, in June, analyze i-assessment administrator and teacher technology and integration skill data to plan for professional development offerings during the year.	
3. Annually, provide I-assessment workshops to teachers, administrators, and site I-assessment admins.	
4. Annually in the fall, schedule and promote district sponsored technology workshops for administrators and for teachers during the school year aligned to the content standards, to the NETs, assistive technology, and to identified I-assessment professional development needs including information literacy skills.	
5. Annually in the fall, schedule and promote district sponsored technology integration and CLRN approved curriculum-based software and resource workshops for Math and ELA teachers by grade bands (K-2, 3-5, 6-8, 9-12) during the school year aligned to the content standards, to the NETs, and to identified I-assessment professional development needs.	
6. Annually, the district will train site-based technology integration mentors and CTAP Online mentors to support district technology participants at the site level.	
7. Annually, provide systematic professional development and collaboration time for site administration and teachers to analyze student achievement data, align standards-based instruction, learn and share best practices in instruction and intervention, including the use of technology and develop quarterly assessments horizontally and vertically through grade levels in the district.	

Monitoring

District curriculum, data, and technology administrators and school site administrators track the development and implementation of all activities and accomplishments monthly and report progress at our monthly district/ site admin meetings. Modifications to our district activities will be made as needed in order to insure that we meet or exceed this measurable objective.

Timeline: The timeline for the aforementioned actions are included in the Action Steps listed above.

Person(s) responsible: District admins., the District Technology Director, school site admins, and site media specialists / mentors are responsible for the planning, development, implementation, and evaluation of all the aforementioned activities. Site administrators and teachers are responsible for completing all necessary professional development and ensuring student instruction is based on standards-aligned objectives and research based programs, practices and arrangements.

Goal 2 - District Professional Development Goal

Goal 2: District site administrators and teachers will become proficient in the use of technology to improve student achievement data collection, analysis, reporting, and decision making.
Target Group: Certificated teachers and administrators
Supports Curriculum Driven Technology Goals and Objectives 1,2,3,5,& 6 in Component 3 of our Ed Tech Plan

Specific Measurable Objectives by June 30, 2010

Objective 2a:
By June 2010, 90_% of district administrators and teachers, who attend professional development, will be proficient with the implementation and integration of a student assessment and data management system such as *Edusoft*.
Annual Benchmarks
Year 1: _50_% by June 2006. **Year 3:** _70_% by June 2008.
Year 2: _60_% by June 2007. **Year 4:** _80_% by June 2009.
Year 5: __90% by June 2010.

Objective: 2b: By June 2010, 90% of district administrators and teachers, who attend professional development, will be proficient with the complete *SASI* student information suite*: SASIxp, ClassroomXP*, *InteGrade Pro Electronic Gradebook*, and *Parent Connect* offering parents password protected, online access to their student's attendance, assignments, grades, and progress reports.
Annual Benchmarks
Year 1: _50_% by June 2006. **Year 3:** _70_% by June 2008.
Year 2: _60_% by June 2007. **Year 4:** _80_% by June 2009.
Year 5: _90_% by June 2010.

Evaluation Instrument(s) & Data

Instrument: Annual CTAP-squared I-assessment:
Data: teacher's self assessed technology and integration skills

Instrument: District sponsored training records, usage records and site-based mentor support records
Data: % of teachers trained and proficient.

Data reviewers
District curriculum, data, and technology administrators and school admins. will analyze benchmark data annually in late August / September and make any necessary modifications in order to meet our objectives.

(Objective 2a,b - Continued on next page)

Goal 2: Objective: 2a,b Implementation Action Steps	Use of Technology
1. Annually, require administrator and teacher completion pre and post I-assessment survey by all who participate in district sponsored technology training programs.	SASI xp, *ClassroomXP*, *InteGrade Pro Electronic Gradebook*, and *Parent Connect.* Integrated student assessment platform/system such as *Edusoft* CTAP Online Professional Development. Online resources including SETs CTAP^2 I-assessment
2. Annually, in June, analyze I-assessment administrator and teacher survey results on data driven instructional decision making and student data reporting systems to plan for professional development offerings .	
3. Annually by September, plan professional development opportunities for the year focused on standards-aligned classroom assessments and data-driven decisions that meet individual student academic needs and target student intervention needs. Promote opportunities to teachers through all available communication conduits.	
4. Annually in the fall, schedule and promote district sponsored technology workshops for administrators and for teachers during the school year on all SASIxp components.	
5. Annually in the fall, schedule and promote district sponsored technology workshops for administrators and for teachers during the school year on the district's web-based student reporting system.	
6. Annually in the fall, schedule and promote district sponsored technology workshops for administrators and for teachers during the school year on an integrated student assessment platform/system such as *Edusoft*.	
7. Annually, provide systematic professional development and collaboration time for site administration and teachers to analyze student achievement data, align standards-based instruction, learn and share best practices in instruction and intervention, including the use of technology and develop quarterly assessments horizontally and vertically through grade levels in the district.	

Monitoring
District curriculum, data, and technology administrators and school site administrators track the development and implementation of all activities and accomplishments monthly and report progress at our monthly district/ site admin meetings. Modifications to our district activities will be made as needed in order to insure that we meet or exceed this measurable objective.
Timeline: The timeline for the aforementioned actions are included in the Action Steps listed above.
Person(s) responsible: District admins., the District Technology Director, school site admins, and site media specialists / mentors are responsible for the planning, development, implementation, and evaluation of all the aforementioned activities. Site administrators and teachers are responsible for completing all necessary professional development and ensuring student instruction is based on standards-aligned objectives and research based programs, practices and arrangements.

Goal 3 - District Professional Development Goal

Goal 3: District administrators and teachers will become proficient in the use of technology to improve two-way communication between home and school.
Target Group: Certificated teachers and administrators
Supports Curriculum Driven Technology Goals and Objectives 1,2,3,5,& 6 in Component 3 of our Ed Tech Plan

Specific Measurable Objectives by June 30, 2010

Objective: 3a By June 2010, _100_% k-12 teachers, who attend professional development, will post students' attendance, assignments and grades through a web-based system such as SASIxp's *Parent Connect* and all parents that want access will be given a password and access instructions/training….

Annual Benchmarks

Year 1: _50_% by June 2006. **Year 3:** _70_% by June 2008.
Year 2: _60_% by June 2007. **Year 4:** _80_% by June 2009.
Year 5: 100_% by June 2010.

Objective: 3b By June 2010, _90_% site administrators and teachers, who attend professional development, will be proficient with the district's web publishing software which allows teachers to publish class web pages on their school web site and administrators to easily update and edit communications on their school websites.

Annual Benchmarks

Year 1: _50_% by June 2006. **Year 3:** _70_% by June 2008.
Year 2: _60_% by June 2007. **Year 4:** _80_% by June 2009.
Year 5: _90_% by June 2010.

Objective: 3c By June 2010, __100% k-12 teachers and administrators, who attend professional development, will be proficient with the district's new e-mail service.

Annual Benchmarks

Year 1: _50_% by June 2006. **Year 3:** _70_% by June 2008.
Year 2: _60_% by June 2007. **Year 4:** _80_% by June 2009.
Year 5: _100_% by June 2010.

Goal 3: Objective: 3a,b,c Evaluation Instrument(s) & Data

Instruments: District records of the number of teachers trained to use *SASIxp IntegradePro* to feed data into *Parent Connect*
Data: % of teachers trained; % of parents requesting passwords and instructions; % of parents using *Parent Connect*.

Instrument: District and site based equipment and Outlook e-mail account records
Data: % of teachers with access

Instrument: Communication artifacts from School and classroom websites.
Data: evidence of efforts to improve two-way communication.

Data reviewers

District curriculum, data, and technology administrators and school admins. will analyze benchmark data annually in late August / September and make any necessary modifications in order to meet our objectives.

(Objective 3a,b, c - Continued on next page)

Goal 3: Objective: 3a,b,c Implementation Action Steps	Use of Technology
1. Annually, require administrator and teacher completion of pre and post I-assessment survey by all who participate in district sponsored technology training programs.	SASI xp, *ClassroomXP*, *InteGrade Pro Electronic Gradebook*, and *Parent Connect.* *Microsoft Outlook* e-mail online access and client software CTAP Online Professional Development. Online resources including SETs CTAP^2 I-assessment
2. Annually, in June, analyze I-assessment administrator and teacher student information/ data analyses results to plan for professional development offerings during the next school year.	
3. Annually in the fall, schedule and promote district sponsored technology workshops for administrators and for teachers on all SASIxp components during the school year.	
4. Annually in the fall, schedule and promote district sponsored technology workshops for administrators and for teachers during the school year on the district's web-based student reporting system and *Students at Risk* procedures.	
5. By fall 2005, plan district rollout of Outlook e-mail service to replace existing pop3 service.	
6. By spring 2006, Outlook Exchange server in place and client software district wide.	
7. By fall 2006, schedule and promote district sponsored Outlook workshops for administrators and for teachers during the 2006-07school year with the objective of getting 30% trained by the end of year. Continue training annually.	
8. Annually in the fall continue to schedule and promote district sponsored Outlook workshops for administrators and for teachers during the school year	

Monitoring

District curriculum, data, and technology administrators and school site administrators track the development and implementation of all activities and accomplishments monthly and report progress at our monthly district/ site admin meetings. Modifications to our district activities will be made as needed in order to insure that we meet or exceed this measurable objective.

Timeline: The timeline for the aforementioned actions are included in the Implementation Action Steps listed above.

Person(s) responsible: District admins., the District Technology Director, school site admins, and site media specialists / mentors are responsible for the planning, development, implementation, and evaluation of all the aforementioned activities. Site administrators and teachers are responsible for completing all necessary professional development and ensuring student instruction is based on standards-aligned objectives and research based programs, practices and arrangements.

INFRASTRUCTURE, HARDWARE, SOFTWARE, AND TECHNICAL SUPPORT

5a & 5b. Summary of current district technology hardware, electronic learning resources, networking and telecommunication infrastructure, physical plant modifications, and technical support and anticipated needs to support our tech plan objectives.

Current District Hardware

Existing hardware and electronic resources at each of our sites is included in *Component 3a: Current Technology Access* in our tech plan. This data comes from both our CBEDS data and our annual California School Technology Surveys.

The CBED computer to student ratio by grade band is summarized in the chart below and includes all computers regardless of age. However data from the 2003-04 California School Tech Survey shows the average WUSD student computer ratio for computers four years old and newer is 8:1. (See data on following page)

District Technology by School Type 2003-04	
	District Students per Computer
Elementary	**5.38**
Middle	**5.34**
High	**3.275**
Continuation	**1.22**

Source: California Department of Education, Educational Demographics Office (CBEDS, sifade03 4/26/04, sifgl 7/6/04, pubschls 6/4/04) In addition to computers available for use by students, those used by staff for instructional activities are also included when counting computers at the various schools. This count is then divided by student enrollment to arrive at a students-per-computer figure.

The total number of internet connected multi-media computers in the district (from 2004 California Tech Survey) is summarized in the chart below.

Elementary Schools	Junior High Schools	High Schools	District Total
139	110	193	442

District Equipment Replacement Chart				
School Name	2004-05 Enrollment (Unofficial CBED)	# of current Instructional Multimedia computers / thin clients 4 years or newer from 2004	# of new computers needed to reach 8:1 or better by June 2006	# of new computers needed to reach/ maintain goal of 4:1 in five years as per District
Murdock Elementary	711	60	30	115
Willows Elementary Community Day School	5	7	0	0
Willows Intermediate School	534	60	6	70
Willows Intermediate Community Day School	7	0	1	3
Willows Community High School	33	0	4	8
Willows High Community Day	10	6	0	0
Willows High School	524	62	4	68
total	1824	195	45	264

District Hardware Needs During the Next Five Years

Improving student to up-to-date multi-media computer ratios is a moving target. As the district annually purchases new computers for its school sites, others are retired, making it difficult to obtain a student to computer homeostasis.

We will replace old computers and add to the numbers at each site to improve our student to computer ratios through new purchases that meet the CDE minimum recommended standards for new desktops, laptops, and thin client servers. Based on data in previous chart the district will need:

# of new computers needed to maintain 8:1 or better by June 2006 = 45

# of new computers needed to maintain goal of 4:1 in five years as per District Goal 4 =264

(See chart on previous page for details.)

Current District Software

Elementary School Software Used:

Accelerated Reader, Accelerated Math, Microsoft Office Suite, Internet resources, SASIxp, and CLRN approved curriculum based software

Middle School Software Used:

Accelerated Reader, Accelerated Math, Microsoft Office Suite, Star Office Suite, Internet resources, Macromedia, FrontPage, SASIxp, Integrade pro, and CLRN approved curriculum based software.

High School Software Used:

Accelerated Reader, Accelerated Math, Microsoft Office Suite, Internet resources, including:, Eureka career software, Macromedia, FrontPage, Dreamweaver, SASIxp, Parent Connect, and integrade pro and CLRN approved curriculum based software.

District Software Needs During the Next Five Years

- Additional district standardized and CLRN approved curriculum and intervention software and online services for English/Language Arts and Math for all K-12 grade levels.
- Additional K-8 SBE adopted text book publisher companion technology resources, particularly for English/Language Arts and Math.
- Ongoing subscriptions to online research resources such as EBSCO and SIRS
- CLRN approved assistive software as identified by Special Education teachers by the district
- Microsoft Outlook client software
- Upgrades to existing software versions as needed.

Current District Infrastructure, Site Networks, and Connectivity

Total Number of district schools = **7**
Total Number of district schools connected to the Internet by a permanent (non-dial-up) connection = 7

Total Number of district schools connected to the Internet by:

- Full T-1: **7**

Total number of schools in the district that are NOT connected to the District's LAN: **0**

Average # of drops per classroom: **1**

What percentage of schools is served by the following Internet service provider?

- ❑ District office:
- ❑ County Office of Education 100**%**
- ❑ California State University/University of California
- ❑ Commercial provider (e.g., Earthlink, MCI, Sprint, etc.)

What percentage of classrooms in the district do not have a phone service in the classroom? **0 %**
What percentage of classrooms in the district do not have voicemail service? **25%**

District Infrastructure Needs During the Next Five Years

During the next five years we would like to increase the number of drops per classroom to 2 drops. We would also like to utilize existing and emerging technologies to increase our wireless capabilities at all district schools to begin to facilitate Wireless Labs and classrooms. Also during the next five years we would like to add voicemail capabilities to Willows High School classrooms.

Current District Tech Support

Technical support at school sites includes our district technical support staff to lead technology teachers, teacher volunteers, and students at the high school level.

District Support includes a Director of Information Technology, and one full-time District Computer Technician. The technician is available to sites five days a week as well as assistance from the County Office of Education Information Technology Support Department which provides infrastructure and hardware consultation free of charge.

The full-time district Computer Technicians' duties are:

- Administrative Computers, Software, Infrastructure, & LAN
- Elementary School Computers, Software, Infrastructure, & LAN
- Secondary School Computers, Software, Infrastructure, & LAN

Type Of District Support Provided	Individuals Responsible
Ongoing equipment maintenance, repair, and replacement	District Computer Technician/Director (2 FTE)
Technical Support provided during school hours	District Computer Technicians/Director (2 FTE)
Technical support after school hours	Director of Technology (1 FTE)
Technology Integration Support	CTAP Region 2, District Director of Information Technology, and teachers on district assignment.

Type Of Site Support Provided	Individuals Responsible
Ongoing equipment maintenance and repair.	None at site level - District Computer Technician (1 FTE)
Technical Support provided during school hours	District Computer Technician (1 FTE), volunteers
Technology Integration Support	District Computer Technician (1 FTE), volunteers

District Tech Support Needs Over the Next Five Years

The district will offer WAN/LAN troubleshooting and Network standards training for site staff. The district will also hire additional technicians as needed and as funding is available. To support teachers participating in the district's education technology professional development opportunities, the district will train and offer stipends to site-based technology integration mentors (peer coaches).

5. C & D Benchmarks, timelines, and monitoring process for new hardware, infrastructure, and software acquisitions.

Goal 1 - District Goal for Hardware and Software

Example: Goal 1: All k-12 students will have access to up-to-date computers and appropriate software to support achievement of the academic standards in the classroom, district curricular goals, and ultimately for lifelong learning and success in our Digital society.
(Aligns to curriculum goals #1,2, & 4 in component 3)

Specific Measurable Objective by June 30, 2010

Objective: 1a By June 30, 2010 our district average student to computer* ratio will be 4 to 1 or better. (*based on CDE defined up to date multimedia computer - four years old or newer).

Annual Benchmarks and Timeline:

Year 1: 8 students to 1 computer by June 2006. **Year 2:** 7 students to 1 computer by June 2007
Year 3: 6 students to 1 computer by June 2008. **Year 4:** 5 students to 1 computer by June 2009.
Year 5: 4 students to 1 computer by June 2010

Objective: 1b By June 30, 2010 100% k-12 core curriculum classroom (E/LA, Math, History/Social Science, Science) will have access to district approved CLRN and/or SBE approved curriculum based learning and intervention software and/or internet subscriptions.

Annual Benchmarks and Timeline:

Year 1: 50% of classrooms by June 2006. **Year 2:** 60% of classrooms by June 2007
Year 3: 70% of classrooms by June 2008. **Year 4:** 90% of classrooms by June 2009.
Year 5: 100% of classrooms by June 2010

Monitoring and Evaluation Instrument(s) & Data

Instrument: Annual CBEDS:
Data: average student to computer ratio by school and district wide

Instrument: Annual California Online Tech Survey:
Data: average student to computer ratio by school.

Instrument: Annual district technology software survey
Data: % of classrooms with access to approved curriculum based software

Monitoring and Evaluation Process:
The District Technology Director, school site administrators, and site technology coordinators will track the development and implementation of all appropriate access activities, inventories and accomplishments monthly and report progress at our monthly district/ site admin meetings. Modifications to our district activities will be made as needed in order to insure that we meet or exceed this measurable objective. District Technology Director, school site admins., and school site tech coordinators will analyze end of school year results annually in June.

5. C & D Benchmarks, timelines, and monitoring process for new hardware, infrastructure, and software acquisitions.

Goal 2 - District Goal for Infrastructure

Goal 2: Improve Access and technology support for our schools.

Specific Measurable Objective by June 30, 2010

Objective: WAN/LAN troubleshooting and Network standards training for site staff.

Annual Benchmarks and Timeline:

Year 1: 50% by June 2006. **Year 2:**80% by June 2007

Year 3: 60 % by June 2008. **Year 4:** 90 % by June 2009

Year 5: 100% by June 2010

As funding permits, during the next five years we plan to:

Increase the number of drops per classroom to 2 drops.

Use existing and emerging technologies to increase our wireless capabilities at all district schools to begin to facilitate Wireless Labs and classrooms.

Add voicemail capabilities to Willows High School classrooms.

Monitoring and Evaluation Instrument(s) & Data

Instrument: Annual California Online Tech Survey:
Data: average student to computer ratio by school.

Monitoring and Evaluation Process:

The District Technology Director, school site administrators, and site technology coordinators will track the development and implementation of all appropriate access activities, inventories and accomplishments monthly and report progress at our monthly district/ site admin meetings. Modifications to our district activities will be made as needed in order to insure that we meet or exceed this measurable objective. District Technology Director, school site admins., and school site tech coordinators will analyze end of school year results annually in June.

5. C & D Benchmarks, timelines, and monitoring process for new hardware, infrastructure, and software acquisitions.

Goal 3 - District Goal for Technical Support

Goal 3: All k-12 school sites in district will have access to timely district technical support so teachers and students have access to technology needed to support standards in the classroom, district curricular goals, and ultimately for lifelong learning and success in our Digital society. *(Aligns to curriculum goal #4 in component 3)*

Specific Measurable Objective by June 30, 2010

Objective: 3a By June 2010, the district will have an standardized Information Technology Services (ITS) work order process and tracking system in place.

Annual Benchmarks and Timeline:

Year 1: 50% by June 2006. **Year 2:**80% by June 2007
Year 3: 60 % by June 2008. **Year 4:** 90 % by June 2009
Year 5: 100% by June 2010

Objective: 3b By June 2010, the district will have ITS computer, software, and network security standards in place for district supported technology.(ie. Virus protection, DeepFreeze software, web content filtering software, Spam Blocking)

Annual Benchmarks and Timeline:

Year 1: 50% by June 2006. **Year 2:**80% by June 2007
Year 3: 60 % by June 2008. **Year 4:** 90 % by June 2009
Year 5: 100% by June 2010

Monitoring and Evaluation Instrument(s) & Data

Instrument: District ITS Polices and Procedures handbook
Data: Standardized work order process and security standards for computers and networks.

Monitoring and Evaluation Process:
The District Technology Director, school site administrators, and site technology coordinators will track the development and implementation of all appropriate access activities, inventories and accomplishments monthly and report progress at our monthly district/ site admin meetings. Modifications to our district activities will be made as needed in order to insure that we meet or exceed this measurable objective. District Technology Director, school site admins., and school site tech coordinators will analyze end of school year results annually in June.

ED. TECHNOLOGY FUNDING & BUDGET

Willows Unified School District (WUSD) uses general fund dollars for materials & supplies, non-capitalized assets, licensing fees, and other services for district-wide technology goals. The general fund also pays for a percentage of salary and benefit expense for our Technology Coordinator.

Willows Unified School District (WUSD) is a school-wide Title I program. As such, Title I funds are used to purchase computers and hardware for classroom educational activities. A technology assistant position is funded from Title I since they spend most of their time assisting site staff on technology needs in the classroom.

Title II EETT money is used to upgrade our technology infrastructure, provide technical support, and offer professional development. Classes are offered in software systems that can be used in their classroom environment and assist in them in delivering standards-based instruction.

Our Technology Coordinator will work with the school site administration and staff to integrate technology in existing curricular based professional development.

Budget Assumptions:

- District-paid tech support will continue at the same level.
- E-rate programs will continue throughout the duration of the Ed tech plan and the district will work closely with Glenn County Office of Ed (GCOE) to maximize or E-rate dollars.
- EETT Formula grant funds continue at approximately the same level annually.
- Staff Development (buy-back) time will be at the district's discretion throughout the duration of the plan.
- Technology expenditures increase based on Consumer Price Index (CPI) for future years.
- School site budgets and Title 1 funds will fund some of the site specific hardware, software, and tech support outlined in the plan.

6A. Established and Potential Funding Sources

List of established and potential funding sources and cost savings, present and future.

(See chart on following page)

6A. Established and Potential Funding Sources

Funding Sources to Implement District Ed. Technology Plan	Type of Source (funding, in-kind services, donations, etc)	Nature of Source: On-going	Nature of Source: One Time	Nature of Source: Potential	Amt.* Year 1	Amt.* Year 2	Amt.* Year 3	Amt.* Year 4	Amt.* Year 5
District General Fund	District	X			55,000	55,000	55,000	55,000	55,000
District Technology Budget	District	X			30,000	30,900	31,827	32,782	33,765
SIP	State	X			15,000	10,000	10,000	10,000	10,000
E-Rate	Fed	X			34,694	35,000	35,000	35,000	35,000
Site General Fund Budgets		X			26,000	26,000	0	0	0
Title 1	Fed. Categorical	X			90,000	90,000	90,000	90,000	90,000
Title II D - Formula	Fed. Categorical	X			22,500	23,000	23,500	24,000	24,000
				Annual Totals	273,194	269,000	245,327	246,782	247,765

*Funding amounts are estimates only

6B. Estimate of Tech Plan Implementation Costs for District's Five Year Plan.

Cost estimate to implement curricular driven technology goals and objectives	$425,000
To Improve Teaching and Learning **Goal 1:** K-12 schools will use technology to support the district curricular goal of ALL students attaining proficiency or better with ELA content standards by the 2013-14 school year. **$75,000** **Goal 2:** K-12 schools will use technology to support the district curricular goal of ALL students attaining proficiency or better with Math content standards by the 2013-14 school year. **$75,000** **For Student Acquisition of Technology and Information Literacy Skills.** **Goal 3:** All k-12 students will acquire the National Education Technology grade level student profile standards (NETS) to support achievement of the academic standards in the classroom, district curricular goals, and ultimately for lifelong learning and success in our Digital society. **$50,000** **For Appropriate Access to Technology for All Students** **Goal 4**: All k-12 students will have equal access to technology to support achievement of the academic standards in the classroom, district curricular goals, and ultimately for lifelong learning and success in our Digital society. **$50,000** **To Make Student Record Keeping & Assessment More Efficient and Useful** **Goal 5**: The District will support district and site use of technology to improve student achievement data collection, analysis, reporting, and decision making. **$75,000** **To Make Teachers and Administrators More Accessible to Parents.** **Goal 6**: The district office and schools will use technology to improve two-way communication between home,school, and district. **$100,000**	

Cost estimate to implement professional development technology goals and objectives.	$200,000
Goal 1: Site administrators and teachers in our district will become proficient with general technology knowledge, technology and integration skills, information literacy for all student populations, and work specific productivity tools. **$75,000** **Goal 2:** Site administrators and teachers in our district will become proficient in the use of technology to improve student achievement data collection, analysis, reporting, and decision making. **$50,000** **Goal 3:** Site administrators and teachers in our district will become proficient in the use of technology to improve two-way communication between home and school. **$75,000**	

Cost estimate to implement hardware, software, infrastructure, and technical support goals and objectives	$405,000
Goal 1: District Hardware Needs During the Next Five Years **$200,000** **Goal 2:** District Software Needs During the Next Five Years **$150,000** **Goal 3:** District Infrastructure Needs During the Next Five Years **$50,000** **Goal 4:** District Technical Support needs and PD During the next five years. **$5,000**	

Total Five Year Estimate of District's Education Technology Plan Implementation Costs	**$1,030,000**
Average annual Ed Tech implementation cost	**$206,000**
Average annual Ed Tech Budget	**$256,414**

6c. Level of Ongoing District Technical Support

The district has 2 FTE computer technicians offering tech support to schools, one FTE for every 500 computers in the district.

6d. District's Replacement Policy for Obsolete Equipment
The district replacement policy for obsolete equipment is every five years. However, we are aware and trying to achieve the state's new computer standard of four years old or newer. Our district computer replacement budget is 10% per year of our technology budget. Some of our school sites have their own technology budgets. Principals work with the District and School Site Councils to review tech inventories at the school and replace as needed.

6e. District's Budget and Funding Monitoring Process
Our district is committed to a dependable and sustainable technology plan that ensures funding for reliable infrastructure, hardware, technical support, professional development, and software for all district sites.

The district Technology Coordinator in conjunction with the Business Manager has the primary responsibility and access to appropriate budgets to meet goals and objectives specified in this plan. District budget and funding monitoring is the responsibility of the WUSD Business Manager. Routine district budget analyses and funding opportunities are tracked to ensure optimal leveraging of funds. Site technology budgets are the domain of site principals and school site councils.

District technology support and site-based technology staff provide the district Technology Coordinator data on technology replacement, upgrade, maintenance, and technical support needs including the annual California School Survey data provided by all sites in the district.

MONITORING & EVALUATION OF TECHNOLOGY PLAN

7. a. Description of how technology's impact on student learning and attainment of the district's curricular goals, as well as classroom and school management, will be evaluated.
7. b. Schedule for evaluating the effect of plan implementation.
7. c. Description of how the information obtained through the monitoring and evaluation will be used.

In order to maintain the accuracy and relevance of our Education Technology Plan, it is essential to monitor and if necessary revise each component of this plan on an ongoing basis. Ongoing collection of data and the use of that data to inform decision-making is embedded into each objective in our tech plan components under the monitoring and evaluation sections in our plan Criteria components 3, 4, & 5.

Each identified objective in our Technology Plan will be reviewed and evaluated monthly by the district Technology Director, who has the overarching responsibility for ensuring that our goals and objectives are monitored, adjusted as necessary, and accomplished and by our Technology Advisory Team and its sub-committees.

The district's core Technology Advisory Team is comprised of the district Technology Director, , Categorical Programs & Testing Director, school site administrators, site-based technology coaches, and teachers. The Technology Advisory Team will track the development and implementation of all activities and accomplishments monthly. Tech Planning issues, successes and setbacks will be communicated between the Technology Advisory Team via e-mail and voice-mail on an ongoing basis. Data, progress, and any needed revisions to the plan will be reviewed during six Technology Advisory Team meetings during the school year (one every other month). In addition, progress reports on the District Technology Plan objectives will continue to be a standing agenda item at our district/ site admin elementary and secondary school meetings.

The following chart specifies who is responsible for the monitoring and evaluation activities and an approximate amount of monthly work contract time to be spent on the activities.

Job Title(s) of Responsible Individual(s)	Responsibilities	Monthly FTE Time Estimate
District Technology Director	Provide overall Tech Plan management and coordination	.5
District Superintendent	Manage, coordinate, and assess curriculum-based staff development	.1
District Technology Director	Assess, plan, implement, monitor, and evaluate technology integration staff development aligned to curriculum. Provide support to site-based technology coaches.	.1
District Technology Director / District Technology Assistant	Standardize, develop, manage, monitor, and revise as necessary network, hardware, infrastructure, software, and technical support specifications, policies, and procedures.	.2
District Technology Director	Coordinate ongoing partner involvement	.05
District Technology Director	Collect and analyze data regarding K-12 students'computer skills and students' academic achievement	.05
District Technology Director and Site-based Technology Coordinators	Collect staff development data on technology proficiencies	.05
District Technology Director and Site-based Technology Coordinators	Collect data regarding staff development focused on teaching students computer and information literacy skills	.1
District Technology Director and District Superintendent	Collect data regarding staff development focused on integration of technology into the curriculum to improve academic achievement	.05
District Technology Director And Technology Team	Use collected data to monitor and evaluate progress toward benchmarks and the timeline and to plan and make modifications.	.1
District Technology Director	Collect annual California School Technology Survey data and assist with pre and post I-assessment completion.	.05

ADULT LITERACY AND TECHNOLOGY

Criteria 8: Effective Collaborative Strategies with Adult Literacy Providers to Maximize the Use of Technology.

The Willows Unified School District currently provides adult education courses at no cost to adults and childcare is provided at no cost. Offerings include:

- English Language Learners – Community-Based English Tutoring (CBET)
  These state funds are utilized to support second language adults educational opportunities in English provided by district teachers two nights a week. Parents participating in this program must sign a contract stating that they will utilize their knowledge of English to support their child's education. Rosetta Stone and other appropriate software programs provide parents with an opportunity to gain experience with computers while learning. This program is co-sponsored by Willows Unified School District and the Glenn County Office of Education – Glenn Adult Program.
  The District Coordinator of Special Programs collaborates in the fall with the Glenn Adult Program via phone and email to explore best practices on technology integration to support adult literacy.

- Reading Literacy – Parent Education/Family Literacy program is co-sponsored by Willows Unified School District and the Glenn County Office of Education – Glenn Adult Program. This after-school program, held at the Willows Public Library, provides parents and children the opportunity to explore literature.
  The District Coordinator of Special Programs collaborates in the fall with the Glenn Adult Program via phone and email to explore best practices on technology integration to support adult literacy.

In addition to the above programs, Butte Community College offers classes to all community members on the Willows Unified School District campuses. Some of the classes offered are as follows:

- English 2 and 4 – day program
- Chemistry – evening program
- Art 84 – evening program
- Spanish – evening program
- Health – evening program
- Physical Education – day and evening programs

The District Coordinator of Special Programs has collaborated with community adult literacy providers via phone and email to explore best practices on technology integration to support adult literacy and opportunities to provide education support services to Willow's parents and community members.

CRITERIA 9: EFFECTIVE, RESEARCH-BASED METHODS AND STRATEGIES

9a Description of how education technology strategies and proven methods for student learning, teaching, and technology management are based on relevant research and effective practices:
9b. Description of thorough and thoughtful examination of externally or locally developed education technology models and strategies.

Our technology plan lists clear goals and strategies for integrating technology into the curriculum to improve student learning in the specific areas of English/ Language Arts and Math. The learning objectives are based on the California State Academic Content Standards. The following relevant research was examined and integrated into our plan. The research we selected emphasizes best practices for technology integration in the curriculum, Total Cost of Ownership, and important factors that contribute to successful staff development.

Willows Unified School District's philosophy is that 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 the application directly supports the curriculum objectives being assessed. Alignment of project or lesson content with state content standards is an important first step in infusing technology into the curricula. A survey of 465 teachers in California resulted in 92% affirming that the starting point in 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 an ACOT study 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)

While our district does offer some basic technology courses, technology integration will not be taught in isolation. Staff development has, and will continue to emphasize the use of technology as a powerful teaching and learning tool that engages students while addressing content standards within the curricular, instructional framework and adopted curriculum.

The Learning Return On Our Educational Technology Investment: A Review of Findings from Research, WestED (Ringstaff and Kelley, June 2002) is an extensive report that examines many studies related to educational technology and school reform. Several key factors are identified a crucial elements for successfully using technology:

- Technology is best used as one component in a broad-based reform effort
- Teachers must be adequately trained to use technology

- Teachers may need to change their beliefs about teaching and learning
- Technological resources must be sufficient and accessible
- Effective technology use requires long-term planning and support
- Technology should be integrated into the instructional framework

These key elements are addressed in several places in our Technology Plan. They are best found in the areas aligning technology with curricular and professional development goals emphasizing technology-enhanced, standards-based curricular lessons and units.

Our revised Education Technology Plan 2005-2010 includes all the research-based best practices integrated in:

- **The *EETT Technology Plan*** research-based requirements for formula and competitive grant applications for Title II, Part D in *No Child Left Behind*.
  http://www.ed.gov/policy/elsec/leg/esea02/pg35.html#sec2414

- ***Education Technology Planning: A Guide for School Districts*.** California's research-based guidelines for district-level educational technology planning.
  http://www.cde.ca.gov/ls/et/rd/edtechguide.asp

- ***COSN, Total Cost of Ownership (TCO)***
  TCO Tool offers schools a formalized process for assessing the costs of managing their technology investments. Costs for wireless communications, voice/data integration and e-learning.
  http://classroomtco.cosn.org/gartner_intro.html

In our district technology plan, professional development is a primary focus and CTAP Online (www.ctaponline.org) is at the heart of our technology skill and integration professional development program. In September of 2002, the California Department of Education released the document: **Learning…Teaching…Leading…Report of the Professional Development Task Force** (http://www.cde.ca.gov/re/pn/fd/documents/learnteachlead.pdf) which contained 10 recommendations for developing a comprehensive, aligned, and integrated statewide system of professional development that will sustain the continued growth of a highly-qualified teacher and administrator workforce. Among the recommendations, CTAP Online web-based professional development portal was specifically identified as the primary example of a, "… **Web-based support system for teachers and administrators that is available at all times and includes standards-based curriculum resources, professional development resources, and facilitated online training."** *(pp 37-38, Learning…Teaching…Leading.)*

In addition CTAP Online matches up against the design elements for high quality professional development as outlined in the *Designs for Learning*. *Designs for Learning* was developed by the California Professional Development Reform Initiative, which was sponsored by the California Department of Education with support from the California Professional Development Consortia, the Center for the Future of Teaching and Learning, the California Staff Development Council, and the New Teacher Center. http://www.cde.ca.gov/pd/ps/te/designs4lrng.asp

Becker, J.H., and Riel, M.M. (2000). Teacher professional engagement and constructivist-compatible computer use, Center for Research on Information Technology and Organizations. Retrieved September 23, 2002, online
http://www.crito.uci.edu/tlc/findings/report_7/startpage.html
This report describes a number of aspects of the professional engagement of American teachers. It also examines relationships between professional engagement and teaching practice, including instruction involving computer use. We defined professional engagement as a teacher taking effort to affect the teaching that occurs in classrooms other than his or her own. We measured professional engagement by (1) the frequency that a teacher had informal substantive communications with other teachers at their school, (2) the frequency and breadth of professional interactions with teachers at *other* schools, and (3) the breadth of involvement in specific peer leadership activities-mentoring, workshop and conference presentations, and teaching courses and writing in publications for educators.

Our Education Technology Plan is consistent with the Becker research in the following ways: (1) Teachers collaborate with various staff to produce and practice technology integrated technology activities. (2) Teachers are provided with the opportunity to attend sessions every semester both online and face-to-face that cover basic-to-advance use of technology; and (3) Our key (technology proficient) teachers are involved in leadership activities such as coaching, facilitating, and modeling the effective use of instructional technology.

Marzano, R, Pickering, D., and Pollock, J. (2001). *Classroom instruction that works: Research-based strategies for increasing student achievement.* Virginia: Association for Supervision and Curriculum Development.
This book summarizes the research supporting a variety of instructional strategies with proven successes in improving student achievement. The research-based strategies include 1) identifying similarities and differences; 2) summarizing and note-taking; 3) reinforcing effort and providing recognition; 4) homework and practice; 5) nonlinguistic representations; 6) cooperative learning; 7) setting objectives and providing feedback; 8) generating and testing hypotheses; and 9) cues, questions, and advance organizers.

A variety of instructional strategies and technologies will be used to assist teachers and students in acquiring Information and technology literacy skills and all content areas. As described in the research, the used of nonlinguistic representations such as graphic organizers are effective tools for supporting understanding of key concepts, and graphic representations are highly effective tools for supporting new concepts and vocabulary. Simulation software allows students to generate and test hypotheses quickly and efficiently. Using presentation software to organize information, coupled with using a printed copy of the presentation to assist in note-taking skills, helps students to better identify key concepts and summarize critical information. Consistent with the research, our curricular and staff development goals include the use of Inspiration and other mind-mapping tools, the use of simulation software and probe-ware, and PowerPoint handouts to guide students in note-taking.

Current research will be incorporated as appropriate to ensure that the education technology program in our district is consistent with current scientifically-based research regarding technology, teaching, and learning. Software evaluation and selection in the area of literacy will be consistent with research from the Early Reading First initiative, which has identified five

components essential to a child's learning to read: phonemic awareness, phonics, vocabulary, fluency, and comprehension. All software selected will be CLRN and/ or SBE approved and evaluated for its ability to support the five key literacy components, and will follow the "assess, align, instruct, and evaluate" model to target instructional activities based on students' needs.

9c. Description of development and utilization of innovative strategies for using technology to deliver rigorous academic courses and curricula, including distance learning technologies.

The Willows Unified School District is examining ways to deliver curriculum and professional development using new, innovative, technology-based tools. Our technology plan integrates the development of innovative strategies for using technology including the use of standards-based report cards, easy to use school and teacher Web Publishing software, free or low cost Internet resources for students, teachers, and administrators and piloting wireless laptop and thin client programs at our middle schools.

Our district is committed to increasing course offerings through the use of technology. The district is investigating online AP courses for high school students. The district is also investigating video conferencing capabilities at school sites in order to enhance instruction through collaborative learning projects, to deliver courses from different sites, to allow for students and teachers to collaborate with peers and experts.

We will continue to work with CTAP Region 2 and our County Office of Education to explore use of the High Speed Network to deliver rigorous academic curricula online to our middle and high school students. Through our partnership with CTAP Region 2 we have free access to an online course builder to provide our instructional staff with district specific extended high quality professional development on technology and curriculum integration expanding our current face-to-face district staff development offerings.

Appendices

Appendix C – Criteria for EETT-Funded Education Technology Plans

In order to be approved, a technology plan needs to have "Adequately Addressed" each of the following criteria:

- **For corresponding EETT Requirements, see Appendix F.**
- **If the technology plan is revised, insert the Education Technology Plan Benchmark Review Form (Appendix I) at the beginning of the technology plan.**
- **Include this form (Appendix C) with "Page in District Plan" completed at the end of your technology plan.**

1. **PLAN DURATION CRITERION**	**Page in District Plan**	**Example of Adequately Addressed**	**Example of Not Adequately Addressed**
a. The plan should guide the district's use of education technology for the next three to five years.	**6**	The education technology plan describes the districts use of education technology for the next three to five years.	The plan is less than three years or more than five years in length.
2. **STAKEHOLDERS CRITERION** Corresponding EETT Requirement(s): 7 & 11 (Appendix F)	**Page in District Plan**	**Example of Adequately Addressed**	**Not Adequately Addressed**
a. Description of how a variety of stakeholders from within the school district and the community-at-large participated in the planning process.	**9-10**	The planning team consisted of representatives who will implement the plan. If a variety of stakeholders did not assist with the development of the plan, a description of why they were not involved is included.	Little evidence is included that shows that the district actively sought participation from a variety of stakeholders.

3. **CURRICULUM COMPONENT CRITERIA** Corresponding EETT Requirement(s): 1, 2, 3, 8, 10, & 12 (Appendix F)	**Page in District Plan**	**Example of Adequately Addressed**	**Example of Not Adequately Addressed**
a. Description of teachers' and students' current access to technology tools both during the school day and outside of school hours.	**12**	The plan describes the technology access available in the classrooms, library/media centers, or labs for all students and teachers.	The plan explains technology access in terms of a student-to-computer ratio, but does not explain where access is available, who has access, and when various students and teachers can use the technology.
b. Description of the district's current use of hardware and software to support teaching and learning.	**17**	The plan describes the typical frequency and type of use (technology skills/information literacy/integrated into the curriculum).	The plan cites district policy regarding use of technology, but provides no information about its actual use.
c. Summary of the district's curricular goals and academic content standards in various district and site comprehensive planning documents.	**20**	The plan references other district documents that guide the curriculum and/or establish goals and standards.	The plan does not reference district curriculum goals.
d. List of clear goals and a specific implementation plan for using technology to improve teaching and learning by supporting the district curricular goals and academic content standards.	**25-29**	The plan delineates clear, specific, and realistic goals and target groups for using technology to support the district's curriculum goals and academic content standards to improve learning. The implementation plan clearly supports accomplishing the goals.	The plan suggests how technology will be used, but is not specific enough to know what action needs to be taken to accomplish the goals.

e. List of clear goals and a specific implementation plan detailing how and when students will acquire technology and information literacy skills needed to succeed in the classroom and the workplace.	**30-31**	For the focus areas, the plan delineates clear, specific and realistic goals for using technology to help students acquire technology and information literacy skills. The implementation plan clearly supports accomplishing the goals.	The plan suggests how technology will be used, but is not specific enough to determine what action needs to be taken to accomplish the goals.
f. List of clear goals and a specific implementation plan for programs and methods of utilizing technology that ensure appropriate access to all students.	**32-34**	For the focus areas, the plan delineates clear, specific and realistic goals for using technology to support the progress of all students. The implementation plan clearly supports accomplishing the goals.	The plan suggests how technology will be used, but is not specific enough to know what action needs to be taken to accomplish the goals.
g. List of clear goals and a specific implementation plan to utilize technology to make student record keeping and assessment more efficient and supportive of teachers' efforts to meet individual student academic needs.	**35-36**	The plan delineates clear, specific and realistic goals for using technology to support the district's student record-keeping and assessment efforts. The implementation plan clearly supports accomplishing the goals.	The plan suggests how technology will be used, but is not specific enough to know what action needs to be taken to accomplish the goals.
h. List of clear goals and a specific implementation plan to utilize technology to make teachers and administrators more accessible to parents.	**36-38**	The plan delineates clear, specific and realistic goals for using technology to facilitate improved two-way communication between home and school. The implementation plan clearly supports accomplishing the goals.	The plan suggests how technology will be used, but is not specific enough to know what action needs to be taken to accomplish the goals.

i. List of benchmarks and a timeline for implementing planned strategies and activities.	**38**	The benchmarks and timeline are specific and realistic. Teachers, administrators and students implementing the plan can easily discern what steps will be taken, by whom, and when.	The benchmarks and timeline are either absent or so vague that it would be difficult to determine what should occur at any particular time.
j. Description of the process that will be used to monitor whether the strategies and methodologies utilizing technology are being implemented according to the benchmarks and timeline.	**38**	The monitoring process is described in sufficient detail so that who is responsible, and what is expected is clear.	The monitoring process is either absent, or lacks detail regarding who is responsible and what is expected.
4. **PROFESSIONAL DEVELOPMENT COMPONENT CRITERIA** Corresponding EETT Requirement(s): 5 & 12 (Appendix F)	**Page in District Plan**	**Example of Adequately Addressed**	**Example of Not Adequately Addressed**
a. Summary of the teachers' and administrators' current technology skills and needs for professional development.	**39-41**	The plan provides a clear summary of the teachers' and administrators' current technology skills and needs for professional development. The findings are summarized in the plan by discrete skills to facilitate providing professional development that meets the identified needs and plan goals.	Description of current level of staff expertise is too general or relates only to a limited segment of the district's teachers and administrators in the focus areas or does not relate to the focus areas, i.e., only the fourth grade teachers when grades four to eight are the focus grade levels.

b. List of clear goals and a specific implementation plan for providing professional development opportunities based on the needs assessment and the Curriculum Component goals, benchmarks, and timeline.	**41-50**	The plan delineates clear, specific and realistic goals for providing teachers and administrators with sustained, ongoing professional development necessary to implement the Curriculum Component of the plan. The implementation plan clearly supports accomplishing the goals.	The plan speaks only generally of professional development and is not specific enough to ensure that teachers and administrators will have the necessary training to implement the Curriculum Component.
c. List of benchmarks and a timeline for implementing planned strategies and activities.	**44-50**	The benchmarks and timeline are specific and realistic. Teachers and administrators implementing the plan can easily discern what steps will be taken, by whom, and when.	The benchmarks and timeline are either absent or so vague that it would be difficult to determine what steps will be taken, by whom, and when.
d. Description of the process that will be used to monitor whether the professional development goals are being met and whether the planned professional development activities are being implemented in accordance with the benchmarks and timeline.	**44-50**	The monitoring process is described in sufficient detail so that who is responsible and what is expected is clear.	The monitoring process is either absent, or lacks detail regarding who is responsible and what is expected.

5. **INFRASTRUCTURE, HARDWARE, TECHNICAL SUPPORT, AND SOFTWARE COMPONENT CRITERIA** Corresponding EETT Requirement(s): 6 & 12 (Appendix F)	**Page in District Plan**	**Example of Adequately Addressed**	**Example of Not Adequately Addressed**
a. 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.	**51-56**	The plan clearly summarizes the technology hardware, electronic learning resources, networking and telecommunications infrastructure, physical plant modifications, and technical support proposed to support the implementation of the district's Curriculum and Professional Development Components. The plan also includes the list of items to be acquired, which may be included as an appendix.	The plan includes a description or list of hardware, infrastructure and other technology necessary to implement the plan, but there doesn't seem to be any real relationship between the activities in the Curriculum and Professional Development Components and the listed equipment. Future technical support needs have not been addressed or do not relate to the needs of the Curriculum and Professional Development Components.

b. Describe the existing hardware, Internet access, electronic learning resources, and technical support already in the district that could be used to support the Curriculum and Professional Development Components of the plan.	**51-56**	The plan clearly summarizes the existing technology hardware, electronic learning resources, networking and telecommunication infrastructure, and technical support to support the implementation of the Curriculum and Professional Development Components. The current level of technical support is clearly explained.	The inventory of equipment is so general that it is difficult to determine what must be acquired to implement the Curriculum and Professional Development Components. The summary of current technical support is missing or lacks sufficient detail.
c. List of clear benchmarks and a timeline for obtaining the hardware, infrastructure, learning resources and technical support required to support the other plan components.	**57-59**	The benchmarks and timeline are specific and realistic. Teachers and administrators implementing the plan can easily discern what needs to be acquired or repurposed, by whom, and when.	The benchmarks and timeline are either absent or so vague that it would be difficult to determine what needs to be acquired or repurposed, by whom, and when.
d. Description of the process that will be used to monitor whether the goals and benchmarks are being reached within the specified time frame.	**57-59**	The monitoring process is described in sufficient detail so that who is responsible and what is expected is clear.	The monitoring process is either absent, or lacks detail regarding who is responsible and what is expected.
6. **FUNDING AND BUDGET COMPONENT CRITERIA** Corresponding EETT Requirement(s): 7 & 13, (Appendix F)	**Page in District Plan**	**Example of Adequately Addressed**	**Example of Not Adequately Addressed**
a. List of established and potential funding sources and cost savings, present and future.	**60-61**	The plan clearly describes resources* that are available or could be obtained to implement the plan. The process for identifying future funding sources is described.	Resources to implement the plan are not identified or are so general as to be useless.

b. Estimate implementation costs for the term of the plan (three to five years).	**62**	Cost estimates are reasonable and address the total cost of ownership.	Cost estimates are unrealistic, lacking, or are not sufficiently detailed to determine if the total cost of ownership is addressed.
c. Description of the level of ongoing technical support the district will provide.	**62**	The plan describes the level of technical support that will be provided for implementation given current resources and describes goals for additional technical support should new resources become available. The level of technical support is based on some logical unit of measure.	The description of the ongoing level of technical support is either vague or not included, is so inadequate that successful implementation of the plan is unlikely, or is so unrealistic as to raise questions of the viability of sustaining that level of support.
d. Description of the district's replacement policy for obsolete equipment.	**62-63**	Plan recognizes that equipment will need to be replaced and outlines a realistic replacement plan that will support the Curriculum and Professional Development Components.	Replacement policy is either missing or vague. It is not clear that the replacement policy could be implemented.
e. Description of the feedback loop used to monitor progress and update funding and budget decisions.	**63**	The monitoring process is described in sufficient detail so that who is responsible, and what is expected is clear.	The monitoring process is either absent, or lacks detail regarding who is responsible and what is expected.
*** In this document, the term "resources" means funding, in-kind services, donations, or other items of value.**			

7. **MONITORING AND EVALUATION COMPONENT CRITERIA** Corresponding EETT Requirement(s): 11 (Appendix F)	**Page in District Plan**	**Example of Adequately Addressed**	**Example of Not Adequately Addressed**
a. Description of how technology's impact on student learning and attainment of the district's curricular goals, as well as classroom and school management, will be evaluated.	**64-65**	The plan describes the process for evaluation utilizing the goals and benchmarks of each component as the indicators of success.	No provision for an evaluation is included in the plan. How success is determined is not defined. The evaluation is defined, but the process to conduct the evaluation is missing.
b. Schedule for evaluating the effect of plan implementation.	**64-65**	Evaluation timeline is specific and realistic.	The evaluation timeline is not included or indicates an expectation of unrealistic results that does not support the continued implementation of the plan.
c. Description of how the information obtained through the monitoring and evaluation will be used.	**64-65**	The plan describes a process to report the monitoring and evaluation results to persons responsible for implementing and modifying the plan, as well as to the plan stakeholders.	The plan does not provide a process for using the monitoring and evaluation results to improve the plan and/or disseminate the findings.

8. **EFFECTIVE COLLABORATIVE STRATEGIES WITH ADULT LITERACY PROVIDERS TO MAXIMIZE THE USE OF TECHNOLOGY CRITERION** Corresponding EETT Requirement(s): 11 (Appendix F)	**Page in District Plan**	**Example of Adequately Addressed**	**Example of Not Adequately Addressed**
a. If the district has identified adult literacy providers, there is a description of how the program will be developed in collaboration with those providers.	**65**	The plan explains how the program will be developed in collaboration with adult literacy providers. Planning included or will include consideration of collaborative strategies and other funding resources to maximize the use of technology. If no adult literacy providers are indicated, the plan describes the process used to identify adult literacy providers.	There is no evidence that the plan has been, or will be developed in collaboration with adult literacy service providers, to maximize the use of technology.
9. **EFFECTIVE, RESEARCHED-BASED METHODS, STRATEGIES, AND CRITERIA** Corresponding EETT Requirement(s): 4 & 9 (Appendix F)	**Page in District Plan**	**Example of Adequately Addressed**	**Not Adequately Addressed**
a. Description of how education technology strategies and proven methods for student learning, teaching, and technology management are based on relevant research and effective practices.	**66-69**	The plan describes the relevant research behind the plan's design for strategies and/or methods selected.	The description of the research behind the plan's design for strategies and/or methods selected is unclear or missing.

b. Description of thorough and thoughtful examination of externally or locally developed education technology models and strategies.	**66-69**	The plan describes references to research literature that supports why or how the model improves student achievement.	No research is cited.
c. Description of development and utilization of innovative strategies for using technology to deliver rigorous academic courses and curricula, including distance-learning technologies (particularly in areas that would not otherwise have access to such courses or curricula due to geographical distances or insufficient resources).	**69**	The plan describes the process for development and utilization of strategies to use technology to deliver specialized or rigorous academic courses and curricula, including distance learning.	There is no plan to utilize technology to extend or supplement the district's curriculum offerings

E-Rate Supplement To Technology Plan

(To be completed and retained locally)

BLOCK 1.

E-Rate Year:	**July 1, 2005 - June 30, 2006, Year 8**	**Date:** 2/24/2005
Name of School or District:	**Willows Unified School District**	
CDS Number:	**1162661**	
Technology Plan Coordinator:	**Sean D. Munns**	
Signature:		
District Authorization:	**Sean D. Munns**	
Signature:		

BLOCK 2. Service Requested From E-rate.
Telecommunications; internet Access

BLOCK 3. EETT district technology plan goal(s) which are addressed by the service (either reference to a location within the plan or a brief narrative description):

Goals for Infrastructure, Hardware, Technical Support and Software:

- School-based computers, software and connectivity that function well 95% of the time,
- Connecting each classroom to a local area network and a wide area network,
- Acquiring the means to maintain and upgrade infrastructure, hardware, and software,
- The means to provide needed technical support on site as soon as it is needed.

Benchmarks: By June 2010, Willows Unified School District Will:

- Identify sufficient funding to support computer replacement and needed upgrades of infrastructure, hardware and needed applications.

Goals for funding/budget of technology learning resources:

- School-based computers, software and connectivity function well 100% of the time,
- School staff will use electronic tracking of each child's school-based data and his/her progress through mastery of California Content Standards.

Benchmark: By June 2010, we will identify and acquire funding needed to implement currently unfunded goals in our Technology Plan including:

- Adequate maintenance and upgrade of existing technology hardware, software and infrastructure,
- **Our target is a 4:1 student to computer ratio in grades K-12**
- support for the infrastructure, hardware and software.
- The district/school will have developed and adopted a hardware acquisition plan that includes 1) equipment specifications to guide future purchases and 2) a technology specific database to prevent equipment loss and track replacement timelines.
- Additional software applications supporting student learning in California Content Standards will be acquired.

BLOCK 4

Analysis of Non E-rate Funded Resources

The technology plan documentation must be supported with documents that describe how the applicant will secure access to the non-eligible resources needed to effectively use the requested E-rate services. This includes infrastructure, hardware, software, professional development, retro-fitting, and maintenance, and any other resources needed to use the E-rate services and equipment. This analysis must be kept with the E-rate documentation at the applicant's site.

The needed infrastructure, hardware, software, professional development, retrofitting and maintenance required needed to effectively use the requested e-rate services and equipment has been addressed in this 2005 – 2010 Technology Plan in sections 3-6.