



# Educational Technology Plan

2009 – 2012

Estacada School District  
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## **Executive Summary**

The Estacada School District's Technology Committee has developed the 2009-2012 Technology Plans, and the recommendations contained in this report reflect the consensus of the Committee.

The following summarizes our principal recommendations:

1. Increase staff development regarding the understanding and application of technology, especially within the classroom environment. This recommendation applies to licensed staff and to those administrative and classified staff members who must utilize technology in their day-to-day operations in order to increase student achievement and efficiency within the workplace.
2. Form a committee to create a continuum (Kindergarten through the twelfth grade) of educational software titles that will address the following areas: Reading, Mathematics, Writing, Keyboarding Skills, and Critical Thinking & Problem Solving.
3. In order to allow our students increased access to up-to-date technology, the ratio of computers-to-students throughout the district should reach a level of approximately 1:5.
4. Add hardware to meet the continuing requirement for testing. This will allow the use of computing in other areas for curricular related activities.
5. Add an additional technician to assist the technology department to adequately and effectively respond to the needs of staff.

The reliability infrastructure has been inconsistent at best. Tools and software have been provided to students and staff; however, training and support has not been as pervasive as it needs to be. The benefits to the students and staff of implementing this plan are:

- The development and implementation of a solid technological infrastructure
- Additional access to technical tools
- Additional access to software and resources
- The development an effective professional development program for Technology

## **Technology Committee**

### **Administration**

Richard Slater, District Technology Director

### **Licensed Staff**

Herb Burchstead, Building Tech at Eagle Creek Elementary

Sam Fisher, Building Tech at Clackamas River Elementary

Kari Hulseay, Building Tech at River Mill Elementary

Dante Torgerson, Building Tech at Estacada Junior High School

Kevin Kirchhofer, Building Tech at Estacada High School

### **Classified Staff**

Dan Ferrall, Network Technician II

Tyler Tubbergen, Network Technician II

Cynthia Rathbun, Help Desk / Network Technician I

## Education Technology Vision Statement

Technology is the catalyst that will continue to transform schools from what they were, into what they must become to meet our students' needs as they grow into productive adults in the 21st century. Our students will have the skills and knowledge necessary to make appropriate use of technology during their education, as members of the workforce, and as participating citizens in a global society. Our teachers will embrace technology to enhance their teaching and their students' learning. Technology will allow information, combined with human intelligence, to enhance our students' knowledge and skills.

## Instructional Technology Parameters

Students, in continuing their education and career, will use the computer as a tool to locate and manipulate information. Curriculum must give additional emphasis to procedural knowledge over factual knowledge.

Teachers will integrate technology as an instructional tool in existing programs for teaching basic skills. Educational leaders will promote a commitment by teachers for technology's role in both their students' learning and in their own professional development.

## Technology Goals for Students

The student will become an "information architect" who uses the technology resources available to bring personal meaning and expression to knowledge.

All students will use technology as easily as they use pencil and paper. By graduation, students will be able to:

- Access information from a variety of sources
- Manipulate data to problem-solve, create, and communicate
- Synthesize concepts and creatively express ideas to others using video, text, and audio media
- Evaluate the relevance of technology for a particular need

Estacada School District students will use technology and telecommunications as a means to assist them in attaining the State of Oregon Learning Goals.

By the end of the eighth grade, students will be able to use technology fluently and transparently across all areas of the curriculum to accomplish goals related to learning and research. All students should be able to use technology to explore new areas of knowledge and to self direct a significant portion of their learning as outlined in the Mastery Items on pages 14 -18 of this document.

K-12 students will be assessed in the areas of the District's Curriculum Frameworks for Educational Technology through the Simple Assessment program, beginning with 8<sup>th</sup> grade students in 2010.

Based on the National Education Technology Standards for Students, Estacada students will develop age-appropriate skills in all six areas.

## National Educational Technology Standards (NETS)

1. Basic operations and concepts
  - Students demonstrate a sound understanding of the nature and operation of technology systems.
  - Students are proficient in the use of technology.
2. Social, ethical and human issues
  - Students understand the ethical, cultural, and societal issues related to technology.
  - Students practice responsible use of technology systems, information, and software.
  - Students develop positive attitudes toward technology uses that support lifelong learning, collaboration, personal pursuits, and productivity.
3. Technology productivity tools
  - Students use technology tools to enhance learning, increase productivity, and promote creativity.
  - Students use productivity tools to collaborate in constructing technology enhanced models, preparing publications, and producing other creative works.
4. Technology communications tools
  - Students use telecommunications to collaborate, publish, and interact with peers, experts, and other audiences.
  - Students use a variety of media and formats to communicate information and ideas effectively to multiple audiences.
5. Technology research tools
  - Students use technology to locate, evaluate, and collect information from a variety of sources.
  - Students use technology tools to process data and report results.
  - Students evaluate and select new information resources and technological innovations based on the appropriateness to specific tasks.
6. Technology problem-solving and decision making tools
  - Students use technology resources for solving problems and making informed decisions.
  - Students employ technology in the development of strategies for solving problems in the real world.

## Seven Essential Learnings for Technology

Effective use of technology will require students to develop new roles in learning, living, and working. The following essential learning for technology should be woven into curriculum development as teachers plan instruction.

1. The student as information navigator. The student recognizes and values the breadth of information sources, browses those sources, differentiates and selectively chooses sources, and retrieves appropriate information/data using all forms of media technology and telecommunications.
2. The student as critical thinker and analyzer using technology. The student reviews data from a variety of sources, analyzing, synthesizing, and evaluating data to transform it into useful information and knowledge to solve problems.

3. The student as creator of knowledge using technology, media, and telecommunications. The student constructs new meaning and knowledge by combining and synthesizing different types of information through technology, telecommunications, and computer modeling/simulations.
4. The student as effective communicator through a variety of appropriate technologies/media. The student creates, produces and presents ideas, stories and unique representations of thoughts through a variety of media by analyzing the task before him/her, the technologies available, and appropriately selecting and using the most effective tool(s) media for the purpose and audience.
5. The student as a discriminating selector of appropriate technology for specific purposes. The student discriminates among a variety of technologies and media to extend and expand his/her capabilities.
6. The student as technician. The student develops sufficient technical skills to successfully install, set up, and use the technology and telecommunication tools in his/her daily life, work situations, and learning environments.
7. The student as a responsible citizen, worker, learner, community member, and family member in a technological age. The student understands the ethical, cultural, environmental, and societal implications of technology and telecommunications; and develops a sense of stewardship and individual responsibility regarding his/her use of technology, media and telecommunications networks, respecting historical context and enhancing cultural lineage with integrity and concern for truth.

## Technology Goals for Teachers

Through the ongoing use of technology in the instruction process, students are empowered to achieve important technology literacy skills. The key individual in helping students develop those capabilities is the classroom teacher. The teacher is responsible for establishing the classroom environment and preparing the learning opportunities that facilitate students' use of technology to learn, communicate, and produce knowledge projects. Consequently, it is critical that all classroom teachers are prepared to provide their students with these opportunities.

All teachers will use technology as easily as they use pencil and paper. Teachers should be able to see the relevance of technology to all areas of the curriculum for which they are responsible. They should be fluent enough with technology to keep records, retrieve and manipulate information on the network, and work with their students to achieve their goals.

All teachers throughout the District will be able to meet the standards and performance indicators based on the International Society for Technology in Education (ISTE) National Educational Technology Standards (NETS).

Ongoing staff development programs will be established to enhance the technological knowledge and skills of all personnel. The continued professional growth is the shared responsibility of the school district and the individual employees.

Students and teachers should realize a spirit of learning together as members of a learning team.

## Performance Indicators for Teachers

All classroom teachers should be prepared to meet the following standards and performance indicators.

I. Technology Operations and Concepts Teachers demonstrate a sound understanding of technology operations and concepts. Teachers:

- A. demonstrate introductory knowledge, skills and understanding of concepts related to technology (as described in the ISTE National Educational Technology Standards for Students.)
- B. demonstrate continual growth in technology knowledge and skills to stay abreast of current and emerging technologies.

II. Planning and Designing Learning Environments and Experiences Teachers plan and design effective learning environments and experiences supported by technology. Teachers:

- A. design developmentally appropriate learning opportunities that apply technology-enhanced instructional strategies to support the diverse needs of learners.
- B. apply current research on teaching and learning with technology when planning learning environments and experiences.
- C. identify and locate technology resources and evaluate them for accuracy and suitability.
- D. plan for the management of technology resources within the context of learning activities.
- E. plan strategies to manage student learning in a technology-enhanced environment.

III. Teaching, Learning, and The Curriculum Teachers implement curriculum plans that include methods and strategies for applying technology to maximize student learning. Teachers:

- A. facilitate technology-enhanced experiences that address content standards and student technology standards.
- B. use technology to support learner-centered strategies that address the diverse needs of students.
- C. apply technology to develop students' higher order skills and creativity.
- D. manage student learning activities in a technology-enhanced environment.

IV. Assessment and Evaluation Teachers apply technology to facilitate a variety of effective assessment and evaluation strategies. Teachers:

- A. apply technology in assessing student learning of subject matter using a variety of assessment techniques.
- B. use technology resources to collect and analyze data, interpret results, and communicate findings to improve instructional practice and maximize student learning.
- C. apply multiple methods of evaluation to determine students' appropriate use of technology resources for learning, communication, and productivity.

V. Productivity and Professional Practice Teachers use technology to enhance their productivity and professional practice. Teachers:

- A. use technology resources to engage in ongoing professional development and lifelong learning.
- B. continually evaluate and reflect on professional practice to make informed decisions regarding the use of technology in support of student learning.
- C. apply technology to increase productivity.
- D. use technology to communicate and collaborate with peers, parents, and the larger community in order to nurture student learning.

VI. Social, Ethical, Legal, and Human Issues Teachers understand the social, ethical, legal, and human issues surrounding the use of technology in PK12 schools and apply that understanding in practice.

Teachers:

- A. model and teach legal and ethical practice related to technology use.
- B. apply technology resources to enable and empower learners with diverse backgrounds, characteristics, and abilities.
- C. identify and use technology resources that affirm diversity.
- D. promote safe and healthy use of technology resources.

E. Facilitate equitable access to technology resources for all students.

## Budget Resources

| Professional Development |                               |                      |                        |                      |                        |                        |            |
|--------------------------|-------------------------------|----------------------|------------------------|----------------------|------------------------|------------------------|------------|
| Academic Year 2009-2010  |                               |                      |                        |                      |                        |                        |            |
| Action                   | Train Technology Coordinators | Train Teaching Staff | Train Classified Staff | New Teacher Training | In-Service Instruction | Curriculum Development | Total Cost |
| Cost                     | 2500.00                       | 7500.00              | 2000.00                | 500.00               | 500.00                 | 2914.00                | 15914.00   |
| Academic Year 2010-2011  |                               |                      |                        |                      |                        |                        |            |
| Cost                     | 2500.00                       | 7500.00              | 2000.00                | 500.00               | 500.00                 | 2914.00                | 15914.00   |
| Academic Year 2011-2012  |                               |                      |                        |                      |                        |                        |            |
| Cost                     | 2500.00                       | 7500.00              | 2000.00                | 500.00               | 500.00                 | 2914.00                | 15914.00   |

| Hardware Upgrades & Replacement |                         |                                   |                   |                                 |            |
|---------------------------------|-------------------------|-----------------------------------|-------------------|---------------------------------|------------|
| Academic Year 2009-2010         |                         |                                   |                   |                                 |            |
| Action                          | Workstation Replacement | Miscellaneous Classroom Equipment | Network Equipment | Miscellaneous Replacement Parts | Total Cost |
| Cost                            | 20,000.00               | 80,000.00                         | 40,000.00         | 10,000.00                       | 150,000.00 |
| Academic Year 2010-2011         |                         |                                   |                   |                                 |            |
| Cost                            | 20,000.00               | 80,000.00                         | 40,000.00         | 10,000.00                       | 150,000.00 |
| Academic Year 2011-2012         |                         |                                   |                   |                                 |            |
| Cost                            | 20,000.00               | 80,000.00                         | 40,000.00         | 10,000.00                       | 150,000.00 |

| Software Upgrades & Replacement |         |          |         |                   |                 |         |            |
|---------------------------------|---------|----------|---------|-------------------|-----------------|---------|------------|
| Academic Year 2009-2010         |         |          |         |                   |                 |         |            |
| Action                          | Writing | Reading  | Math    | Critical Thinking | Problem Solving | Other   | Total Cost |
| Cost                            | 5000.00 | 12000.00 | 5000.00 | 10000.00          | 10000.00        | 7000.00 | 44500.00   |
| Academic Year 2010-2011         |         |          |         |                   |                 |         |            |
| Cost                            | 5000.00 | 12000.00 | 5000.00 | 10000.00          | 10000.00        | 7000.00 | 44500.00   |
| Academic Year 2011-2012         |         |          |         |                   |                 |         |            |
| Cost                            | 5000.00 | 12000.00 | 5000.00 | 10000.00          | 10000.00        | 7000.00 | 44500.00   |

## Goals & Strategies

### 1) GOALS

- Integrate technology into Estacada schools which is a critical component in preparing students and educators to succeed in a rapidly changing world.
- Estacada schools will support technological integration because it supports the goals of educational reform in Oregon and nationally.
- Estacada School District will support committed leadership through planning and dedicated funding.
- Hire an additional full time technician as soon as possible to adequately and effectively support the district's technology efforts. District is exploring avenues to add a full-time technician.
- By September 2011, increase by 18% the number of opportunities that students have to access and demonstrate learning through technology.
- By September 2010, increase by 10% students' and teachers' access to hardware and software.

### 2) OVERALL STRATEGIES

- Utilize the Simple Assessment program survey to identify academic achievement at the 8<sup>th</sup> grade.
- Continue to train current Technology Committee members and Building Techs to 1) partner with teachers to increase use of technology in instruction and to 2) continue offering in services for staff members at the building and district level.
- Continue to utilize students to assist in the day-to-day support of the network and computers as a way of giving them valuable computer technical experience and to minimize the work overload the technology department.
- Train schools' library assistants on using multi-media technologies and online software, such as Safari Montage, to share with school staff.
- Review and align ESD108 technology standards to ODE standards.
- Develop a K-12 technology curriculum with examples to be used in staff trainings.
- Locate and/or develop K-12 Internet Safety/Copyright Ethic curriculum.

### 3) LIBRARY SERVICES

- As funds become available, library assistants would receive training time on using online resources and other various technologies, either through in service opportunities or by meeting every other month during the school year. Assistants would then support teachers in their respective school buildings on how to use the resources.
- Every school in the Estacada School District has been upgraded to a Follett automation system.
- The State Library & Oregon Department of Education is providing access to online databases such as EBSCO that are reliable and authoritative for research to all students in the State of Oregon. Clackamas County ESD is also providing some additional online curriculum databases such as Safari Montage. Ongoing training of staff and students on the availability and use of the various databases will continue through our partnership with CESD and contracted serviced of Becky Valentine.

### 4) ACCESSIBILITY

- Survey of students to identify access to computers and the internet outside of school such as at home or the public library.
- Purchase of hardware and software: SMART or Promethean Boards, InFocus Projectors, Document Cameras, TI-84 Calculators w/Navigator system, Mavis Beacon or Custom Typing Solutions, Rosetta Stone, Study Island, etc...
- Update district technology standards for purchases, donations and grants.

- Continue to provide parents and students access to PowerSchool (SIS for Estacada School District).
- The website is contracted to Spokane Web Designs and is edited easily by designated staff without the need for extensive web programming knowledge.
  - Expand the district website to include more options for individual building teachers and students to create links and web pages.
  - Developing plans for student run websites.

#### 5) DELIVERY STRATEGIES

- Increase use of Blogger.com (<http://www.rangerapenglish.blogspot.com/> )
- District Technology Committee members will provide school-site trainings in internet, software and hardware to support professional development needs of teachers.
- Continued use of multi-media presentations.
- Use of hardware such as SMART boards, projectors and doc cameras to increase and support content area discussions among students.
- CIS online database & research as well as video streaming with Safari Montage or TeacherTube.
- Online literacy assessment tools such as Study Island and Simple Assessment
- Instructional resources from adopted curriculum materials.
- Parents' use of PowerSchool to inform parents about student academic work and progress.
- Teacher Solution should be revised to be easier to use at all levels, on-going.

#### 6) TIMELINE FOR INTEGRATION (Ongoing or annually)

- Technology Committee will meet monthly.
- Review of building inventory to determine technology equipment needs.
- Purchase of hardware and software.
- Identification of additional technology needs by teachers to support and increase student discourse in all content areas.
- Assessment of technology and academic achievement to create assessments given at the 5<sup>th</sup> & 8<sup>th</sup> grade levels
- Continue to train current Technology Committee members to partner with teachers using technology in instruction and to provide in-services to other staff members at the building level.
- In-services for teachers on technologies and uses for hardware and software at the district level.
- Develop a consistent web site posting procedure and content policy.
- Review and align ESD #108 technology standards to ODE.
- Develop a survey to identify the ability of student access to technology and the internet outside of school.
- Update of K-12 technology education scope and sequence.

## Professional Development

The current technology plan is structured to underscore the importance of integrating technology to bring about student achievement, close the achievement gap and raise graduation rates. A well-trained staff is critical to achieving these goals.

The current technology plan echoes this same perspective and aligns with Estacada's current Continuous Improvement Plan (2008-2009 D-CIP) to "Support high-quality professional development programs that enable schools to effectively integrate technology into curriculum and instruction aligned with state academic standards and Instructional Technology Common Curriculum Goals; Enhance ongoing

professional development for teachers, principals, and administrators by providing constant access to training and updated research in teaching and learning through electronic means such as, but not limited to, Oregon's Teaching and Learning Resources; Assist the district in the acquisition, development, interconnection, implementation, improvement, and maintenance of an effective educational technology infrastructure in a manner that expands access of technology to students (particularly disadvantaged students) and teachers; Support the rigorous evaluation of programs regarding the impact of Ed Tech programs on student academic achievement, and ensure the results are widely accessible through electronic means.” <http://www.esd108.org/documents/plans/Title%20II-D.pdf>

The Technology Committee will implement the professional development in the district:

- Develop a teachers’ survey to assist them in co-tracking the use of technology along with the academic achievement of their students.
- Conduct a yearly survey using Survey Monkey to input from staff about their training needs. Use Simple Assessment data from the Personnel assessment in conjunction with the survey. Plan for in-service time in each yearly calendar so that, for example, training in 2009-10 will be based on survey results & data as described above.
- Develop requirements and guidelines for staff attendance to training. This should be done in accordance with existing bargained agreements with licensed staff.
  - Training sessions will be offered during In-service days and outside the normal working day at no cost to the participant. PDU’s will be offered. Committee members and/or outside trainers will be selected to train staff members in larger groups, possibly in the Auditorium, for a single half or full day training.
  - Provide training to instruct all licensed staff to effectively utilize and integrate technology into their daily instruction. Training provided by Committee and select staff members that have a high level of user information to pass along to fellow staff members. Training will be done in small groups in computer labs in 1 – 2 hour increments. Training to be based on Skills and Competencies Framework.
  - Develop new staff technology training targeting network use and accessing server resources. Training provided by the technology department staff members, usually in small group trainings for 1 – 2 hours each.
  - Provide training to instruct all classified staff to effectively utilize and integrate technology into their daily work. Develop a matrix of responsibilities and required technical skills.
  - Take advantage of the staff’s beginning of the year enthusiasm by providing In-service opportunities focused on PowerGrade refresher, PowerPoint, Excel, Publisher at the secondary levels and Groupwise. Classes will be offered on an “as needed” basis.
  - Investigate the availability of, or develop a bank of easy-to-use technology lessons for those staff in need of beginning instructional tools in ET Wizard.
  - Develop a repository of tutorials that will act as a resource for currently-implemented software such as powergrade, excel, word, etc.
- Review and update the District’s Technology curriculum Scope and Sequence to align with current state standards.
- Develop a K-12 technology curriculum with examples to be used in staff trainings that demonstrate the integration of technology with instruction and learning.
- A committee has been created to research software titles that will support and refine the district’s curricular goals. The committee is made up of representatives from each school to develop a continuum of software titles that will address the following areas: Reading, Mathematics, Writing, and Critical Thinking & Problem Solving. This software continuum will be applicable from kindergarten through the twelfth grade.

- Research internet and ethics technology programs to recommend for district adoption and assist teachers implementing the adopted program.
- Receive training to provide in-service to fellow staff members.
- Promote teacher involvement with Clackamas ESD Technology cadre.

## Technology Assessment

The Technology Department provides on-call service to all District buildings on a daily basis. Service includes trouble-shooting and servicing all technology as the needs arise.

### 1.) NETWORK UPDATES

- Increase the fiber connection to Clackamas ESD as needed once the current 100 meg fiber connection is not sufficient to meet the needs of the district. Continue to research the options available to increase bandwidth connecting the district to the world.
- Provide wireless connectivity in all buildings. The high school and district building have Cisco wireless mounts for wireless connectivity.
- Update phone system and alarm systems in all school buildings.

### 2.) TECHNOLOGY TYPE AND COSTS

- The technology replacement schedule for the Estacada School District has been steadily maintained and the Committee intends to continue as long as the funding is available from the State in these unpredictable economic times. Most importantly, the maintenance of our present level of computers and connectivity is necessary. The bulk of this maintenance includes replacement of equipment, as it becomes obsolete to the point of not supporting education goals and general deterioration due to time and use. The life expectancy of technology appliances tend to be both short and variable. Recommendations and high priority requests for purchases will come from each building, through the building principal and/or the Technology Committee.
- Priority is placed on the items that are necessary for student achievement including teaching tools, as the budget allows, such as:
  - Student computers in classrooms, libraries, mobile and auxiliary labs
  - Software that reinforces curriculum
  - Teacher machines that effectively run all necessary applications
  - Smart boards with their appropriate components installed along with Document Cameras and Infocus Projectors.
  - High and low voltage electrical work that will allow hardware to run smoothly and safely in each classroom and allow speedy access to the Internet.
- Priority is also placed on the items that are necessary to run a school district, as the budget allows, such as:
  - Staff computers that effectively run all necessary applications
  - Software that allows business to be conducted in a professional manner
- The Committee initiated an in-house mini grant application process in 2008 to allow teachers to apply for technology related items. These applications were instituted, in part, to help staff members describe their needs in a comprehensive manner and to help them understand the cost/value of these items. The applications are collected at the end of each school year and

evaluated by the Technology Director and the Committee. Items are fulfilled as much as financially possible during the summer months.

- Replacement and/or upgrades will include:
  - Adding technology availability: wireless coverage, additional computers in the classrooms, SMART / Promethean Boards, projectors and document cameras.
  - Accommodating new hardware in classrooms and computer labs the district is adding to and upgrading electrical systems in all buildings.
  - Computer replacement and additions: Replace the computers that are 3 or more years old and increase the number of mobile labs available in school buildings.
  - Printer replacement: The district uses printers leased through IKON Office Solutions for the bulk of the printings needs through networked printers and has replaced most of the individual classrooms printers as needed over the last year. The technology department will continue individual printer replacement as needed.
  - Network connection device replacement will continue through either updating switches in buildings or placing wireless links in the buildings. The goal is to mount all wireless links in district schools by 2010.
  - Server is a hybrid environment consisting of Novell and Windows. Novell servers are currently being updated to the latest version of Novell. As updates and patches become available, they will be applied to the servers. The Windows servers are running WS 2000 and XP. Each server will be upgraded to run the latest version and patches.
  - Upgrade existing switch infrastructure. The current switch/hub infrastructure is hindering the ability to use state of the art software and resources. A recommendation for an upgrade to the network infrastructure will be made to the District Administration.
  - Professional development funding will be supported through Title IID and augmented with general funds. Grant funds awarded each year are used during that year to attend to the strategies listed in this plan.
- ERate funds will be sought for, and currently is received for the first 3 of the 4 items listed:
  - Basic phone service
  - Cell phone service
  - Ethernet connection of a 100 mbps through Reliance Connects
  - Explore the possibility of using ERate fund for GPS / cell phone systems in our district owned school buses
- The Estacada School District will coordinate activities funded through the Ed Tech program as described in the following:
  - Professional development supports participation by classroom teachers and is organized by the Technology Committee.
  - The Technology Committee meets regularly to advise and recommend the purchase of software and hardware for the district.
  - The Technology Committee is made up of teachers, classified staff and administrators from a variety of grades and schools across the district and the district's technology department.
- Other resources needed to support the technology plan include software that is aligned with our district curriculum plan such as Rosetta Stone, typing programs in all the elementary schools, library support and other software as identified by emerging projects. Utilization of in-district services and District provided software will help ensure successful implementation. The district website will be updated to include instructional resources for teachers to provide curriculum information to parents.

## Ongoing Evaluations

Description of an evaluation process that enables the district/schools to monitor progress toward the specified goals and effectiveness of the funded activities:

- Each opportunity for staff development will have its own evaluation such as sign-in sheets and surveys through Survey Monkey. We will also evaluate calls/work order history in ET Wizard, a program developed in-house using Filemaker, to see areas that need improvement as well as common problem areas. This will inform the committee of new needs as they emerge.
- Each year the Technology Committee will report to the board of directors at a work session on progress with the technology plan.
- Although the Director of Technology is responsible for others updating the plan, input from the committee, the technology department and others will offer comments and suggestions.
- The technology department will do ongoing inventory reviews every two years and track the information in ET Wizard.
- K-12 technology curriculum will be shared with staff through minutes kept by committee members.
- Review/report of teachers' integration of technology with instruction and learning through the use of the Simple Assessment as well as surveys built in Survey Monkey.
- Assessment of technology and academic achievement will be checked through the use of Simple Assessment program for students in the 8<sup>th</sup> grade. The Committee will discuss evaluating at other grade levels using the same program.

### 1.) PARENTAL INVOLVEMENT

Description of how technology will be used to promote parental involvement:

- A District website for parent & community use.
- Trainings for parents of TAG students.
- High school graduation requirements are posted on the District website.
- The use of PowerSchool (SIS) for parent/teacher communication about assignments, student progress, attendance, current course grades and other student issues through parent login site & email.
- Parents can enroll their student in electronic recovery courses and access them from home.

### 2.) CHILDREN'S INTERNET PROTECTION ACT (CIPA) COMPLIANCE

- The CESD provides filters for most inappropriate sites to all schools and districts in Clackamas County.
- Every parent receives a policy statement that explains ESD #108's Internet policies. Parents and their students must sign a release before students are allowed to use the Internet.  
<http://www.esd108.org/documents/policy/Section%20I/IIBGA%20AR.pdf>
- Development of a K-12 internet safety and ethic curriculum.

## MASTERY ITEMS – Grades Kindergarten to 3<sup>rd</sup>

1. **Keyboarding** - Students will use correct keyboarding techniques.
  - a. Use left hand for left side keys and right hand for right side keys.
  - b. Recognize and locate alphabetic keys.
  - c. Use the shift key.
  - d. Use arrow keys.
  - e. Use spacebar.
  - f. Use backspace.
  - g. Use enter key.
2. **Basic Operations and Concepts.** Students will use the computer operating system to access various applications.
  - a. Login.
  - b. Find the cursor.
  - c. Find and use the scroll bar.
  - d. Open programs.
  - e. Exit programs.
  - f. Shut the computer down.
  - g. Understand what the hour glass means.
3. **Software and Productivity Tools:** Students will use technology to enhance learning, publish documents and present information.
  - a. Open word processing programs and documents.
  - b. Create simple word processing documents.
  - c. Use “Save” and “Save As”.
4. **Technology Research Tools:** Students will use technology-based research tools to locate and collect information.
  - a. 4.1 Access the internet.

## MASTERY ITEMS – Grades 4<sup>th</sup> to 6<sup>th</sup>

1. **Keyboarding** - Students will use correct keyboarding techniques.
  - a. Use left hand for left side keys and right hand for right side keys.
  - b. Use shift key,
  - c. Use arrow keys.
  - d. Use spacebar.
  - e. Use backspace key.
  - f. Use enter key.
  - g. Use tab key.
  - h. Use “Ctrl”, “Alt”, and “Del”.
  - i. Type 20 wcpm.
2. **Basic Operations and Concepts.** Students will use the computer operating system to access various applications.

- a. Login.
  - b. Find the cursor.
  - c. Find and use the scroll bar.
  - d. Understand what the hour glass means.
  - e. Minimize/maximize a screen.
  - f. Log off/exit a program.
  - g. Shut down the computer independently.
3. **Software and Productivity Tools:** Students will use technology to enhance learning, publish documents and present information.
- a. Create and save a word document.
  - b. Use “Save” and “Save As.”
  - c. Open a document.
  - d. Print a document.
  - e. Open a file.
  - f. View a document.
  - g. Select and change font style and size.
  - h. Properly space words.
  - i. Indent.
  - j. Spell check.
  - k. Use a thesaurus.
  - l. Cut, copy, paste and delete text.
  - m. Prepare an electronic presentation with a minimum of five slides.
  - n. Insert clipart or graphics from another source.
  - o. Use the basic functions of a spreadsheet (Excel).
4. **Technology Research Tools:** Students will use technology-based research tools to locate and collect information.
- a. Access the internet.
  - b. Open a specific website.
  - c. Accurately and effectively search for information.

## MASTERY ITEMS – Grades 7<sup>th</sup> to 8<sup>th</sup>

5. **Keyboarding** - Students will use correct keyboarding techniques.
- a. Use left hand for left side keys and right hand for right side keys.
  - b. Use shift key, arrow keys, spacebar and backspace key.
  - c. Use enter key.
  - d. Use tab key.
  - e. Use “Ctrl”, “Alt”, and “Del”.
  - f. Type at least 25 wcpm.
6. **Basic Operations and Concepts.** Students will use the computer operating system to access various applications.
- a. Login.
  - b. Find the cursor.

- c. Find and use the scroll bar.
  - d. Understand what the hour glass means.
  - e. Minimize/maximize a screen.
  - f. Log off/exit a program.
  - g. Shut down the computer independently.
7. **Software and Productivity Tools:** Students will use technology to enhance learning, publish documents and present information.
- a. Create and save a word document.
  - b. Use “Save” and “Save As.”
  - c. Open a file, view and print documents.
  - d. Select and change font style and size.
  - e. Properly space words.
  - f. Indent.
  - g. Spell check.
  - h. Use a thesaurus.
  - i. Cut, copy, paste and delete text.
  - j. Use a slide show to present information, e.g. PowerPoint
  - k. Create a slideshow with slides containing text and graphics
  - l. Add transitions between slides
  - m. Add builds for text and graphics
  - n. Use sound and video to enhance a slide presentation
  - o. Create hyperlinks within a presentation
  - p. Practice properly connecting a computer projector to a computer to present
  - q. Use the basic functions of a spreadsheet (Excel).
  - r. Determine what types of graphs/charts are used to communicate specific types of information
  - s. Become familiar with spreadsheet vocabulary (spreadsheet, columns, rows, headings, graphs, cells)
  - t. Identify cells and appropriately label columns and rows
  - u. Enter/delete data into rows and columns to create a spreadsheet or table
  - v. Create appropriate graphs for provided data
  - w. Format spreadsheets appropriately for printing
  - x. Interpret the data from a chart students created
  - y. Sort tables and graphs appropriately
  - z. Practice inserting/deleting columns and rows
  - aa. Practice using a graph in another document (word processing, slideshow, etc.)
  - bb. Practice entering and using a simple formula to calculate data in spreadsheet
8. **Technology Research Tools:** Students will use technology-based research tools to locate and collect information.
- a. Launch and quit Internet web browser, e.g. Firefox, Internet Explorer, Safari
  - b. Navigate the links on a web page and enter a URL in a web browser
  - c. Use the toolbar (forward, back, stop/refresh buttons)
  - d. Locate and navigate to a web page using the favorite/bookmarks list
  - e. Accurately and effectively search for information
  - f. Be aware of copyright issues
  - g. Access information using an online database e.g. EBSCO, Google, Wikipedia
  - h. Use search engines/directories and conduct effective basic searches
  - i. Return to a site using history, bookmarks/favorites

- j. Captures images from the Internet and follow copyright laws for use of images
  - k. Cite the source of an image
  - l. Add to, delete and organize the Favorites/Bookmarks list
  - m. Print specific pages from a web page
  - n. Export or Save a web page as a PDF
  - o. Use search engines/directories and conduct effective advanced searches
  - p. Evaluate accuracy and relevance of information
  - q. Be aware of a bibliography, its importance and how it's organized
  - r. Manually create a bibliography of at least two sources
  - s. Create a bibliography of at least two sources using an electronic citation resource
  - t. Be aware of the role of an author & illustrator of a hardcopy source (e.g. book)
  - u. Locate the author and illustrator of hardcopy source (e.g. book)
  - v. Be aware of publishing information of hardcopy source (e.g. what a publisher does, date and location of publisher)
  - w. Locate publishing information from a hardcopy source (e.g. publisher, publishing date & location)
  - x. Be aware of a web site's citation components (e.g. author name, article title, website title, date accessed & it's URL)
  - y. Create a citation of a hard copy as well as an electronic source
9. **Social and Ethical Use:** Students will use follow rules and policies for technology use.
- a. Understand and follow rules and procedures for technology use
  - b. Work cooperatively and collaboratively with others when using technology in the classroom
  - c. Understand and follow proper use of copyrighted material
  - d. Be aware of personal safety issues on the Internet
  - e. Know and use District Acceptable Use Policy with supervision

## Estacada School District – Technology Action Plan for 2009-2012

**Goal:** All students will have access to and develop proficiency in using technology by grade 8.

**Effect :** By Dec. 2012 students will shows a 20% higher lever of proficiency based on Simple Assessment data in 2010. Will show higher level of achievement based on OAKS data year to year.

**Needs Analysis:** Technology is seen as an integral tool for use in general school improvement needs. The District is continuing to develop knowledge and understanding of the standards for students, staff, and administrators in order for students to meet ongoing and continuous improvement towards state standards and challenging Oregon State Assessments.

**State Performance standard(s):** 8

**CDIP:** #1-1.1, 1.2, 1.7 # 2- 2.1, 2.4, 2.5, 2.10, 2.12 #3-3.8, #5-5.7, 5.8, # 6-6.3, 6.8.

| 1   | 2   | 3  | 4   | 5                                      | 6                                     | 7  | 8   | 9 | 10 |
|---|---|--|---|--|---------------------------------------|--|---|---|----|
| <p><b>Strategy</b></p> <p>All students will have access to and develop proficiency in using technology to improve academic achievement through a variety of sources.</p> <p>By the end of the 8<sup>th</sup> grade, students will be able to use technology fluently and transparently across all areas of the curriculum</p> <p>All students will be able to use technology to explore new areas of knowledge and to self-direct a significant portion of their learning.</p> <p>All students will be able to synthesize concepts and creatively express ideas to others using video, text, and audio media.</p> | <p><b>Evidence of Implementation</b></p> <p>Improved student achievement through</p> <p>Increased access to technology.</p> <p>Integrate technology into curriculum</p> | <p><b>Evidence of Impact</b></p> <p>Improved Student technology and academic achievement scores in OAKS</p> <p>Data from Simple Assessment at the 8<sup>th</sup> grade level in 2010.</p> <p>Data form Simple Assessment at other grade levels beginning in 2011 – 2012.</p> <p>Data from staff assessment using Simple Assessment in 2010.</p> <p>Survey Monkey data from staff and</p> | <p><b>Person Responsible</b></p> <p>Technology Director</p> <p>Administration</p> <p>District Staff Members</p> <p>Technology Committee</p> | <p><b>Start Date</b></p> <p>9/2009</p> | <p><b>End Date</b></p> <p>12/2012</p> | <p><b>Estimated Costs</b></p> <p>\$194,500.00 / year</p> | <p><b>Fund source</b></p> <p>General Fund</p> |   |    |

student surveys.

## Estacada School District – Technology Action Plan for 2009-2012

**Goal:** Plan and deliver technology based professional development to meet the standards set by the district and the state.

**Effect:** All teachers and teaching staff will have access to and develop proficiency in using technology to improve achievement. By Dec. 2012 teachers will be able to meet the standards and performance indicators based on the ISTE and NETS.

**Needs Analysis:** Technology is seen as an integral tool for use in addressing student achievement and general school improvement needs. Our first step is developing knowledge and understanding of the standards for staff and administrators. After that we will continue to provide the tools and training to fulfill these needs.

**State Performance standard(s):** 8

**CDIP:** #1-1.1, 1.2, 1.7 # 2- 2.1, 2.4, 2.5, 2.10, 2.12 #3-3.8, #5-5.7, 5.8, # 6-6.3, 6.8.

| 1  | 2   | 3   | 4  | 5                                      | 6                                     | 7  | 8   | 9 | 10 |
|--|---|---|--|--|---------------------------------------|--|---|---|----|
| <p><b>Strategy</b></p> <p>District will plan and deliver professional development in technology based on the needs identified by the school improvement plan, staff surveys and state technology standards.</p> <p>Staff will demonstrate knowledge, skills, and understanding of concepts related to technology as described in the ISTE.</p> <p>All teachers will be able to meet the standards based on the ISTE and NETS by December 2012.</p> | <p><b>Evidence of Implementation</b></p> <p>Time will be set aside for training opportunities, enabling staff to increase knowledge in the state standards during PLC time. Teachers currently attend PLC meetings 1 hour every Wednesday.</p> <p>Ongoing training opportunities will be made available to increase staff knowledge during in-service days, before school begins in August. Sign in sheets will show date, time and participants.</p> <p>District will use survey tools to measure impact of this goal through SurveyMonkey and/or Simple Assessment.</p> | <p><b>Evidence of Impact</b></p> <p>District technology polices will be more efficient and effective.</p> <p>Teachers will have access to additional support that is aligned with school improvement goals and state standards.</p> | <p><b>Person Responsible</b></p> <p>Technology Director</p> <p>Administration</p> <p>Staff members</p> <p>Technology Committee</p> | <p><b>Start Date</b></p> <p>9/2009</p> | <p><b>End Date</b></p> <p>12/2012</p> | <p><b>Estimated Costs</b></p> <p>Sub. costs TBD</p> <p>Training Stipends \$15,914.00</p> | <p><b>Fund Source</b></p> <p>General Fund</p> |   |    |

