

## KANSAS LOCAL TECHNOLOGY PLAN RUBRIC

<u>Progress toward Previous Plan</u>	<u>Needs Assessment</u>	<u>Infrastructure Goals</u>	<u>Curriculum Goals</u>	<u>Professional Development Goals</u>
		<u>Infrastructure Assessment</u>	<u>Curriculum Assessment</u>	<u>Professional Development Assessment</u>

### **BOARD APPROVED DISTRICT POLICIES**

1. The district has Appropriate Use Policies that address network use, copyright issues, software agreements and policy, and governs the use of all technologies including Internet access by students, teachers, staff, administrators, and community. The policies are reviewed with students and staff yearly.

**YES**       **NO**

If not, what plans does the district have to address the lack of such a policy? Include a timeline for completion.

2. Has the district installed, and does it maintain/regularly update, either a technology filtering software application, a technology filtering service, or a technology hardware device, which filters access to obscene, pornographic, and other inappropriate materials as mandated by the Children's Internet Protection Act, in order to qualify for federal e-rate funds and other federal grant programs?

**YES**       **NO**

If not, what plan does the district have to address CIPA compliance? Include a timeline for completion.

3. Are district policies in place that address state and federal requirements to educate students regarding Cyberbullying, Internet Safety and Digital Citizenship and appropriate online behavior--including interactions in social networking sites, forums and chat rooms?

**YES**       **NO**

If not, what plans does the district have to address the lack of such a policy? Include a timeline for completion.

4. Does the district have policies that clearly articulate both gift acceptance of technology hardware and software, and the disposal process for unused, outdated, or inoperable technology hardware and software that is evaluated and updated yearly?

**YES**       **NO**

If not, what plans does the district have to address the lack of such a policy? Include a timeline for completion.

5. Does the district maintain a concise, complete technology inventory, including software licensing and hardware, and where the items are located or can be accessed?

**YES**       **NO**

If not, what plans does the district have to address the lack of such an inventory? Include a timeline for completion.

6. Does the district have a plan and an adequate budget for the regular upgrading of technology hardware and software, and plans for electrical upgrades that relate to technology, that is evaluated and updated yearly?

**YES**       **NO**

If not, what plans does the district have to address the lack of such a policy? Include a timeline for completion.

7. Does the district have a plan that addresses the equitable distribution of available technologies, including hardware and software, and technology integration into the learning environment for all students?

**YES**       **NO**

If not, what plans does the district have to address the lack of such a policy? Include a timeline for completion.

8. Does the district have a plan and adequate budget to address accessibility and compliance with Section 508?

**YES**       **NO**

If not, what plans does the district have to address Section 508 requirements? Include a timeline for completion.

**COMMITTEE MEMBERSHIP / STAKEHOLDER REPRESENTATION (This section is no longer scored)**

***Identifies contributors to the plan. Consideration should be given to include representation from all constituencies: students, teachers, administrators, parents, educational institutions, the community.***

List the members of your committee, their titles, and identify the constituency each member represents:

Are all recommended constituencies represented?

YES       NO

If no, explain here:

Tom Alstrom – Superintendent, Parent, Technology Director  
Ann Asbury – HS Teacher & Parent  
Roger Brown – Community Member  
Brad Buscher – System Administrator  
Mary Butel – HS Librarian  
Jeri Carroll – WSU Professor  
Livia Custer – ES Teacher & Parent  
Carla Ewy – ES Librarian & Parent  
– Student  
Todd Hague – HS Teacher & Parent  
Melodie Harris – MS Teacher & Parent  
Carla Hibbs – HS Teacher & Parent  
Michelle Higgins – MS Teacher & Parent  
Peggy Jones – MS Teacher  
Jason Gregory – BOE Member & Parent  
Lori Kutilek – ES Teacher & Parent  
Meg Rice – ES Teacher  
Jamie Rumford – ES Principal & Parent  
Rod Scheer – HS Teacher & Parent  
Kelly Schmidt – System Technician  
Laurie Thisius – ES Teacher & Parent  
Ron Traxson – HS Principal  
Amy Wallace – MS Principal, Curriculum Director & Parent  
Sharen Young – ES Teacher

**MISSION AND VISION (This section is no longer scored)**

The school district mission statement is used to focus the vision for instructional technology. All school improvement initiatives across the district are tied to the overall mission of the school district.

Please state your School District Mission Statement:

**Educating Minds – Connecting Hearts – Touching Lives**

**INSTRUCTIONAL TECHNOLOGY VISION (This section is no longer scored)**

*Vision is an integral part of implementing the school district mission statement. The vision is not only aligned to the District Mission Statement but supports student learning outcomes, enables students to transfer their knowledge to new, emerging technologies and provides for 21<sup>st</sup> Century teaching and learning opportunities.*

Please describe the district vision for the use of Instructional Technology:

The technology vision of Cheney USD 268 is not solely focused on the hardware and software; rather it is focused on improving student learning and classroom instruction by improving the quality of classroom learning activities, including the integration of technology when appropriate.

**The Instructional Technology Vision for Cheney USD 268 is:**

- To enhance instruction through technology
  - To provide technical skills for the post-secondary world
  - To enhance communication between school and community
  - To meet individual learning needs related to technology of all students, staff & administration
  - To promote the ethical and responsible use of technology and information
- in order to improve student learning

## **DISTRICT SUMMARY OF PROGRESS**

### **Summary of Previous Technology Plan (This section is not scored)**

Briefly describe your progress toward meeting the goals and objectives in your previous technology plan:

#### **Goal 1 - To enhance instruction through technology**

Progress: The district continues to integrate technology into the curriculum. As a part of the curriculum development process, teachers create grade-level frameworks (a simplified curriculum map), listing units taught and technology used. Each grade-level framework shows science, social studies, math and communications. The framework allows teachers to see an overview of other content areas and the opportunity to tie units together across the curriculum.

#### **Goal 2 - To provide technical skills for the post-secondary world**

Progress: Technology skills are developed in the middle school through projects integrated into the communications classes. The middle school also uses 33 Synergistics technology and career modules to introduce students to technology in career pathways. The district requires a keyboarding course in grades sixth through eighth, and a Business Essentials course in the high school. These classes are project-based and promote the development of real world skills. The district offers a variety of other computer-based classes, such as Desktop Publishing, Multimedia and Web Page Design. The Industrial Technology program incorporates AutoCAD and CNC skills into its curriculum.

#### **Goal 3 - To enhance communication between school and community**

Progress: The district continues to add features to PowerSchool to allow parents greater access to student information. The district implemented RevTrak for online fee payment. The district provides current information (i.e. district newsletters, school newsletters and school calendars) to parents via the district web site, the district cable channel and AlertNow messaging system. Parents are encouraged to contact teachers via email

#### **Goal 4 - To meet individual learning needs of all students and staff**

Progress: The district has been implementing Kansas Multi-Tier System of Supports (MTSS) across all grade levels. The district uses Scholastic Reading Inventory (SRI), STAR Reading, AimsWeb Math and AimsWeb Reading as screeners. A variety of diagnostics are used once specific areas of concern are identified. As data are collected, it is compiled and reviewed to identify the specific needs of students. Many of the Tier II and Tier III interventions are technology-based, including Lexia Reading, Read Naturally, Earobics Foundations, Earobics Connections, Earobics Reach, Fast ForWord, and a variety of online math activities. As teachers get a handle on meeting the needs of struggling students, they are simultaneously beginning to use technology to provide enrichment activities for proficient students who have mastered the required content. The district is providing professional development and will be continuing implementation of differentiated instruction throughout the district during the 2011-2012 year.

#### **Goal 5 - To promote digital citizenship (i.e. the ethical and responsible use of technology and information)**

Progress: The district revised its student Internet use policy to include cyberbullying. Ethical and responsible use of technology are taught in the elementary school and reinforced at the middle and high school levels.

## **TECHNOLOGY NEEDS ASSESSMENT**

This section identifies and explains the technology needs assessment process that is used to drive acquisition, upgrades/replacements and the deployment of technology resources in support of the educational and administrative needs of the district. What assessments is the district using to make decisions regarding the needs for purchasing telecommunications, hardware, software, and other technology resources and services? What target groups are surveyed and how often? How does the district ensure equitable distribution of technologies throughout the district? How does the data collected influence planning for future use of resources, and acquisition of new technologies?

Quality district-wide technology needs assessments are completed yearly and are aligned with district-wide strategic plans and school improvement criteria, plans, and progress reports. A summary of this information is provided.

### **Approaches Requirement**

School district staff is surveyed to determine hardware needs in their classrooms. It is not evident that surveys are conducted on an annual basis or how results influence acquisitions and the deployment of technology resources.

### **Meets Requirement**

A variety of instruments are used to evaluate technology needs on an annual basis. A summary of the results is provided, and includes the needs identified for the following groups: student; staff & administration; parent & community; and district. The results are used to influence decisions related to acquisitions and deployment of technology resources.

### **Exemplary**

Data is collected and analyzed on an ongoing basis and is in addition to the annual technology needs surveys. Technology related decisions are based on a wide range of data which is collected dynamically through district/school information systems, websites, and/or events. Data is gathered from a variety of stakeholders in a variety of ways, including students; staff & administration; parent & community; and district.

Enter a summary of the district process for determining technology needs, drive acquisition/upgrade/replacements, and deploy technology resources in support of the educational and administrative needs of the district:

Cheney USD 268 surveys students, teachers, administrators and community annually to find areas of need and to assess progress toward meeting the district technology goals.

#### **Student Technology Needs**

Student needs are assessed with an annual survey as well as with input from staff and administration. The district reviews the results of local, state & standardized assessments to pinpoint additional areas of need. The building-level School Improvement Teams (SIT) and the District Technology Team also make suggestions based on progress on school improvement strategies and needs identified through data reviews and requirements of local, state and federal programs. Student members on the district Technology Team also provide input based on their evaluations of district technology resources and needs. All these suggestions/requests are then incorporated into the Annual Technology Requests. The requests are prioritized by the District Technology Team and then submitted to the Cheney USD 268 Board of Education for review and approval.

- 6<sup>th</sup>-12<sup>th</sup> Grade Annual Online Student Survey
- Alignment of content-area software purchases to state standards, district curriculum and to School Improvement Plans (e.g. Kidspiration/Inspiration – Graphic Organizers, Everyday Math Online games to supplement the CES math program, Lexia Reading, Read Naturally, Earobics and Fast ForWord for at-risk reading)
- Student input to Technology Team

- State & local assessment & benchmark results
- Computer Literacy Requirements of NCLB and QPA (e.g. 8<sup>th</sup> grade Computer Apps & Computer Applications I & II at CHS are now required)

### **Staff & Administration Technology Needs**

Staff's and administration's needs are assessed using the results of the annual survey for each group. In addition, Cheney USD 268 Technology Requests are sent to staff in February. The requests are then collected and submitted to the Technology Team for review. These requests are evaluated based on budget availability, on ability to meet student learning needs and on supporting building school improvement plans. The highest needs items are incorporated into the Annual Technology Requests which are submitted to the Cheney USD 268 Board of Education for review and approval.

- Annual Online Staff Survey
- Annual Online Administrator Survey
- Technology Requests in February – reviewed by District Technology Team
- School Improvement Team Requests/Suggestions
- Technology Team Recommendations

### **Parent / Community Technology Needs**

Parent/community needs are assessed with an annual online survey. Community members on the District Technology Team also provide input based on their evaluations of district technology resources and needs. The Technology Team reviews the results and incorporates recommendations into the Annual Technology Requests submitted to the Cheney USD 268 Board of Education for review and approval.

- Annual online community survey at the spring Parent Teacher's Conference
- PowerSchool – parental access to student data system
- Parent/Community member input to the District Technology Team
- Informal survey of computer access at home used to distribute refurbished computers to students who do not have a computer at home

### **District-wide Technology Needs**

District-wide technology needs are submitted by the System Administrator and district Technology Director for inclusion in the Annual Technology Requests.

- Asset Manager – maintains current inventory of hardware & installed software which assists in tracking the age of district hardware as well as versions and quantity of software licenses in use.
- On-going computer replacement cycle, with a goal of having no computers older than five years old for student, staff, and administrator use.
- On-going rotation cycle for replacement of servers.
- Recommendations for other district-wide hardware, software and network needs are made as needed.

The Annual Technology Requests from teachers, administration and district technology staff are compiled and reviewed by the District Technology Team. Once finalized, the Cheney USD 268 Board of Education is presented a list of proposed upgrades and additions at the April meeting each year. After discussion of the proposal, recommendations are reviewed and approved by the Board at its May meeting.

The goal of this process is to keep district technology current in order to improve student learning and meet the technology needs of district staff and administration.

## **DISTRICT TECHNOLOGY INFRASTRUCTURE GOALS AND OBJECTIVES**

This section is for districts to provide a narrative description related to the District Technology Infrastructure Goals and Objectives provided. For e-rate purposes, districts should specifically mention e-rate eligible services that the district will leverage to support the educational and administrative needs of the district. (Note: Kan-Ed members should include a reference to Kan-Ed provided services when addressing this goal).

### **Approaching Requirements**

Infrastructure, telecommunications, hardware, software, internet access, services and resources are mentioned but it is not clear how these support the educational or administrative needs of the district.

### **Meets Requirements**

Infrastructure, telecommunications, hardware, software, internet access, services and resources clearly support the educational and administrative needs of the district. E-rate eligible services are addressed (including Kan-Ed if applicable).

### **Exemplary**

District educational priorities clearly drive decisions related to district technology infrastructure, telecommunications, hardware, software, internet access, services, and resources. E-rate eligible services are addressed (including Kan-Ed if applicable). Hardware, software and infrastructure purchases clearly support the school improvement plans of the district.

Provide a description of the infrastructure, telecommunications, hardware, software, internet access, services, support, and resources the district will leverage to support the educational and administrative needs of the district:

Goal: District technology infrastructure, telecommunications, hardware, software, internet access, services and resources support the educational and administrative needs of the district.

If the district hopes to use technology to support the building school improvement plans, it is essential that the infrastructure, telecommunications, hardware, software and internet bandwidth be continually upgraded to meet staff and student needs. Since the district began implementing MTSS, technology usage has become more critical in order to meet the needs of every student. The new technology strategies are software-based or Internet-based, which both require newer computers to provide acceptable performance. In addition, demands for network and Internet access and speed have also increased, putting a strain on the current system. The district leverages E-rate funds to maintain Internet bandwidth at an appropriate level to meet district demands.

Objective 1: Maintain a computer rotation cycle of five years.

- To maintain a five year rotation cycle for end user computers, the district will replace approximately 80 systems per year. Standalone systems use Windows 7 operating system, and nComputing multiuser systems use Windows Server 2008. These systems will be configured to support the needs of students, staff, and administration as defined by the Technology Needs Assessment. Currently the district has a total of 434 computers (182 laptops & 252 desktops). Using nComputers hardware, 120 desktops actually run 340 workstations for a total of 719 total workstations available in the district, serving a total of 804 students. The future plan is to replace more stand-alone desktops with nComputing systems or virtual desktops to continue to reduce the total number of computers in the district while looking into upgrading our technology by incorporating the use of other devices on the network, ie; Ipads, Smart Board and Droid computing.

Objective 2: Upgrade server hardware and software to the most current available.



- To maintain a replacement cycle for server computers, the district will replace two servers within the next three years and an additional two servers within the three years following that. The current process of converting all server operating systems to Windows Server 2008 will continue, with no anticipated upgrade within the next five years. The district currently has 10 servers, with four of those being virtual hosting servers. This future plan is to virtualize more of the older servers, reducing the total number of physical servers in use.

Objective 3: Develop plans to replace/upgrade backup storage capacity.

- To support the continued use and integration of technology, the district will continue to expand storage/backup capacity. Growth of data storage on the network is an inevitable result of the implementation of MTSS and the integration of technology into the curriculum. This growth requires adequate capacity for data storage and backup. The district's goal is to expand current capacity with a long term goal of replacing current backup technology with a more robust technology within the next five year in order to be able to handle this growth. Currently the district has a disk array with twelve 600 GB drives that store daily backups with Backup Exec. The daily backups are stored in a vault for safety. The greatest constraints to the system are time required for backup and capacity. The future plan includes finding a method to do duplicated backups and create a secure on-site or off-site emergency server for vital systems in case of emergency.

Objective 4: Increase Internet bandwidth to meet increased demands.

- To support the increasing demand brought about by the implementation of MTSS and strategies within building school improvement plans, the district will continue to expand Internet bandwidth. In a truly integrated classroom, a very significant part of classroom teaching involves access to the Internet. Most new software programs added to meet the needs of Tier II and Tier III students of the MTSS implementation are Internet-based. In addition, the district has implemented differentiated instruction in the fall of 2010. It is anticipated that Internet demand will increase as teachers design learning activities at appropriate levels. The current 10 mbps Internet bandwidth is adequate for current use but with the addition of mobile devices the future plans would be to monitor Internet bandwidth for 2011-2012 demand loads to identify future needs. The district is a member of Kan-Ed and uses its services.

Objective 5: Upgrade wireless format/capacity to meet increased demands.

- To support the changing wireless technologies, the district will monitor the district's current wireless hardware and capacity. The basic underlying structure of the network hardware and circuitry is currently adequate. The district recently upgraded the wireless network access points with the newer "N" technology hardware in the summer of 2011. Additional centralized management and security features will be incorporated with these upgrades.

## **ASSESSING DISTRICT TECHNOLOGY INFRASTRUCTURE GOALS AND OBJECTIVES**

This section is for districts to identify how they will measure the successful completion of Infrastructure Goals and Objectives. How will districts know when these goals/objectives are successfully achieved?

### **Approaching Requirements**

Measurements are mentioned but it is not clear what will be measured to identify whether goals and objectives are met

### **Meets Requirements**

A plan for measuring the goals and objectives identified in 4A is described. It clearly defines how the district will assess and monitor annual progress toward these goals and objectives.

### **Exemplary**

A plan for measuring the Infrastructure goals and objectives identified is described. It clearly defines how the district will annually track progress and measure growth toward these goals and objectives. Specific examples of Quantitative and Qualitative methods used for evaluating goals and objectives are identified.

*(Note: Technology Infrastructure Goal(s) and Objectives from above section will pre-populate here)*

- District technology infrastructure, telecommunications, hardware, software, internet access, services and resources support the educational and administrative needs of the district.  
(Note: Kan-Ed members should include a reference to Kan-Ed provided services when addressing this goal)
  - Obj. 1 (or more)

Outline how the district intends to measure success related to District Technology Infrastructure Goal(s) and Objectives:

Goal: District technology infrastructure, telecommunications, hardware, software, internet access, services and resources support the educational and administrative needs of the district.

Objective 1: Maintain a computer rotation cycle of five years.

- In order to assess this objective, the district will maintain a current inventory of computers and their dates of purchase. As a part of the annual needs assessment process, the technology team will review the requests and the current inventory to make recommendations for summer replacement with the intent of maintaining a 5 year replacement cycle. Known needs for 2011-2012 are replacing the 2006 middle school laptop cart, replacing the remaining 2005 & 2006 staff laptops, and installing nComputing/virtual machines in the middle school lab. See Appendix A for current computer inventory

Objective 2: Upgrade server hardware and software to the most current available.

- In order to assess this objective, the district will maintain a current inventory of servers and their date of purchase. As a part of the annual needs assessment process, the technology staff will review the inventory and make recommendations for summer replacement as necessary. Known needs for 2011-2012 are purchasing another virtual host to improve redundancy. See Appendix A for current server inventory

Objective 3: Develop plans to replace/upgrade backup storage capacity.

- In order to assess this objective, the district will maintain a current inventory of storage capacity and its date of purchase. The district will also monitor total storage capacity and available unused

capacity monthly. As a part of the annual needs assessment process, the technology staff will review the data and make recommendations upgrades as necessary.

Objective 4: Increase Internet bandwidth to meet increased demands.

- In order to assess this objective, the district will monitor a current Internet usage data. As a part of the annual needs assessment process, the technology staff will review the available bandwidth capacity and make recommendations for upgrades when necessary.

Objective 5: Upgrade wireless format/capacity to meet increased demands.

- In order to assess this objective, the district will monitor a current wireless usage data. As a part of the annual needs assessment process, the technology staff will review the available capacity and make recommendations for summer upgrades when necessary.

## **CURRICULUM INTEGRATION**

This section should address how the district will leverage technology to meet the following Curriculum Integration goals and objectives.

### **Approaches Requirement**

The plan mentions curriculum integration but lacks details for one or more of the goals.

### **Meets Requirement**

The plan describes the current district-wide curriculum, efforts and initiatives for technology integration into the curriculum. It is evident that technology use is expected and planned in curriculum and instruction. A detailed summary of how the district will address the Curriculum Integration Goals and Objectives are identified.

### **Exemplary**

The plan describes the current district-wide curriculum, efforts, and initiatives for integrating technology into the curriculum. It is evident that technology use is expected and planned in curriculum and instruction. A detailed summary of how the district will address the Curriculum Integration Goals and Objectives is identified and utilizes research-based strategies for teaching and learning.

***State Adopted Definition of Technology Literacy:*** Technology literacy is the ability to responsibly use appropriate technology to communicate, solve problems, and access, manage, integrate, evaluate, and create information to improve learning in all subject areas and to acquire lifelong knowledge and skills in the 21st century.

Please outline how the district will meet the Curriculum Integration Goals and Objectives outlined above:

### **CURRICULUM INTEGRATION GOALS:**

#### **General:**

With the implementation of MTSS in reading and math, building school improvement plans have started integrating several district implementation initiatives into a more focused research-based student learning strategy, including project-based learning/inquiry learning, Kagan Cooperative Learning, differentiated instruction, reciprocal teaching and systematic data collection and analysis.

Meeting the needs of each student requires a great deal of teacher preparation and manpower. Because of budget limitations, adding additional staff has proven difficult. Therefore, the district has been integrating more technology solutions to remediate and to accelerate students, depending on their needs.

**Goal 1:** Increase Student Achievement through the effective use of technology.

**Objective 1:** By the end of the current technology plan, student achievement in reading will improve through the use of classroom technology, on-line learning programs & content assessments and data analysis of screeners and diagnostic assessments.

**Objective 2:** By the end of the current technology plan, student achievement in math will improve through the use of classroom technology, on-line learning programs & content assessments and data analysis of screeners and diagnostic assessments.

**Objective 3:** Parents, students, and staff will use technology to communicate student progress, assignments and instructional needs.

**Objective 1:** By the end of the current technology plan, student achievement in reading will improve through the use classroom technology, on-line learning programs & content assessments and data analysis of screeners and diagnostic assessments.

Cheney Elementary School (CES) uses the MTSS 3 Tier model for reading intervention. Teachers use technology in Tier I to teach the core curriculum and to assess and monitor progress in reading skills. During core reading instruction, students move through small group centers, which often include technology. For students who are struggling, Tier II interventions initially take place in the classroom during the 30 minute Target Time. Tier II interventions are taught in small groups, with the most needy students being taught by teachers and less needy groups taught by trained paraprofessionals. Technology is used with some students during Target Time, depending upon their need. Tier III interventions often include a mix of technology and one-on-one explicit instruction. The Cheney Elementary School Improvement Plan includes the following technology elements to assess, track and improve reading skills:

- Graphic organizers using Inspiration/Kidspiration software in all content areas
- Reading Renaissance Accelerated Reader software
- STAR and Scholastic Reading Inventory (SRI) Reading Assessments software
- LEAP Track Learning system
- Timeliner software
- Teacher-created assessments using Quia
- KCA Formative Assessments online & Test Builder 5
- Mission Comprehension software
- Fast ForWord Intervention software
- Earobics Foundations, Connections and Reach intervention software
- AimsWeb Reading assessment and data tracking resources
- Electronic Flashcards software
- Read Naturally fluency intervention software
- Lexia Reading intervention software
- Interactive lessons with projectors, InterWrite pads & eInstruction whiteboard software
- Elmo
- LifeLine Voice Amplification systems
- Reading A-Z & Raz Kids online resources
- Audacity audio recording software
- Tape-assisted reading & MP3 players

Cheney Middle School (CMS) teachers integrate technology in their core Tier I instruction. Tier II & Tier III students receive additional instruction in the Reading Lab, Math Lab and during pull-out during Target Time. This instruction is a mix of one-on-one instruction and intervention software. The Cheney Middle School Improvement Plan includes the following technology elements to assess, track and improve reading skills:

- Graphic organizers using Inspiration/Kidspiration software in all content areas
- Reading Counts reading system & SRI Reading assessment system
- Teacher-created assessments on Quia
- KCA Formative assessments online & Test Builder 5
- Earobics Connections and Reach intervention software
- Read Naturally intervention software
- Lexia Reading intervention software
- AimsWeb Reading assessment and tracking resources
- Interactive lessons with projectors, InterWrite pads & eInstruction whiteboard software
- Tape-assisted reading with MP3 players

Cheney High School (CHS) teachers integrate technology in their core Tier I instruction. Tier II & Tier III students receive additional instruction in the Reading Lab, Math Lab and during pull-out during Excel. This instruction is a mix of one-on-one instruction and intervention software. The Cheney High School Improvement Plan includes the following technology elements to assess, track and improve reading skills:

- Reading Counts reading system & SRI Reading assessment system
- Teacher-created assessments on Quia
- KCA Formative assessments online
- Earobics Connections and Reach intervention software
- Read Naturally intervention software

- Lexia Reading intervention software
- AimsWeb Reading assessment and tracking resources
- Interactive lessons with projectors, InterWrite pads & eInstruction whiteboard software
- Reading Across the Curriculum with graphic organizers, QARs, leveled text, Reciprocal Teaching and other research-based reading strategies.

**Objective 2:** By the end of the current technology plan, student achievement in math will improve through the use of classroom technology, on-line learning programs & content assessments and data analysis of screeners and diagnostic assessments.

Cheney Elementary School teachers integrate technology in their core Tier I instruction. Tier II & Tier III students receive additional instruction during the 30 minute Cards Club block at the end of the day. This instruction is a mix of one-on-one instruction and intervention software. The Cheney Elementary School Improvement Plan includes the following technology elements to assess, track and improve math skills:

- KCA Formative Assessments online
- Guided Math practice via online websites
- Everyday Math online games
- Interactive lessons with projectors, InterWrite pads & eInstruction whiteboard software
- LifeLine-Voice Amplification systems
- Calculators
- AimsWeb Math assessment and data tracking resources

Cheney Middle School teachers integrate technology in their core Tier I instruction. Tier II & Tier III students receive additional instruction in the Math Lab and during pull-out in study hall and Target Time. This instruction is a mix of one-on-one instruction and intervention software. The Cheney Middle School Improvement Plan includes the following technology elements to assess, track and improve math skills:

- Catch Up Math online assessment and intervention system
- AimsWeb Math assessment and data tracking resources
- Quia formative assessments online
- KCA Formative Assessments online
- Guided Math practice via online websites
- Interactive lessons with projectors, InterWrite pads & eInstruction whiteboard software
- Calculators

Cheney High School teachers integrate technology in their core Tier I instruction. Tier II & Tier III students receive additional instruction in the Math Lab and during pull-out during seminar and Excel time. This instruction is a mix of one-on-one instruction and intervention software. The Cheney High School Improvement Plan includes the following technology elements to assess, track and improve math skills:

- Catch Up Math online assessment and intervention system
- AimsWeb Math assessment and data tracking resources
- Interactive lessons with projectors, Elmo, InterWrite pads & eInstruction whiteboard software
- KCA Formative Assessments online
- Graphing calculators

**Objective 3:** Parents, students, and staff will use technology to communicate student progress, assignments, and instructional needs.

The district has been increasing access to more information digitally to order to better service the community, parents and students.

Major areas of communication:

- Email
- PowerSchool parent/student/teacher remote access
- RevTrak online payment system
- Cheney USD 268 Television Channel
- AlertNow email and phone notification system

- Lesson plans and assignments on teacher web pages at [www.Cheney268.com](http://www.Cheney268.com)
- District and high school newspapers delivered electronically
- District Facebook page
- Twitter is used by some coaches

**Goal 2:** Ensure that students are technology literate by the end of the 8th Grade.

**Objective 1:** Eighth grade students will be technologically literate as measured by successfully completing projects that integrate technology and information literacy on the district's literacy checklist.

Technology is not taught in isolation in grades K-12, but rather as an integrated part of the curriculum. In the middle school, technology instruction is built into the communications classes as a part of regular classroom activities. Therefore, skills are taught and then immediately applied. As teachers design learning units, they include the following elements found on the checklist: create information, communicate information, integrate information, solve problems, access information, evaluate information and manage information.

**Goal 3:** Progress is being made toward fully integrating technology into the curriculum.

**Objective 1:** Teachers and students will further integrate technology into the curriculum through implementation of the differentiated instruction & leveled texts as a part of the MTSS model.

Integrating technology is not simply a matter of sticking computers in a classroom. To effectively integrate technology, pedagogy must change to best make use of new learning opportunities that technology can provide. The district has been putting pieces in place to change the way teachers teach over the past five years, including Kagan Cooperative Learning, leveled texts, MTSS and reciprocal teaching. The district has implemented differentiated instruction, the final piece that ties all of the other pieces together. As a major component of developing learning activities for differentiated instruction, teachers will be incorporating technology into their curriculum. Each grade level/ content area has a curriculum framework which breaks down learning units by month. As teachers revise these units to increase the use of differentiated instruction for MTSS, they will also include how technology will be integrated into the units.

## **ASSESSING CURRICULUM INTEGRATION**

Curriculum integration is carefully and thoughtfully assessed. This section should clearly outline measures that will be used to determine: How does the district measure student technology literacy by the end of 8<sup>th</sup> grade? How will the district measure the effective use of technology in teaching/learning? How will the district measure the impact technology has on student academic achievement?

### **Approaches Requirement**

It is unclear how the district will assess their achievement of the outlined Curriculum Integration Goals and Objectives. Details are lacking for 1 or more of the goals/objectives outlined.

### **Meeting Requirement**

Curriculum integration assessment plans are described in detail to support the Curriculum Integration Goals and Objectives, and include baseline data.

### **Exemplary**

Curriculum integration assessment plans are described in detail and include baseline data, as well as a description of how the data will be used to improve student achievement and the other outlined Curriculum Integration Goals and Objectives.

Please outline how the Curriculum Integration Goals and Objectives will be assessed:

### **CURRICULUM INTEGRATION GOALS:**

Assessing how well technology has been integrated into the curriculum is a very challenging task. If technology is truly integrated into the curriculum and school improvement plans, it is impossible to isolate the impact of technology in student learning because so many other variables must also be changed to effectively improve learning. The district has established learning benchmarks as the most accurate reflection of changes in classroom and intervention instruction that have made a difference in student learning. The effective use of technology plays a major role in how well the district meets these benchmarks. The district collects and analyzes detailed data on student progress which provides teachers with information on how best to change teaching strategies and include technology to improve student progress.

**Goal 1:** Increase Student Achievement through the effective use of technology.

**Objective 1:** By the end of the current technology plan, student achievement in reading will improve through the use of classroom technology, on-line learning programs & content assessments and data analysis of screeners and diagnostic assessments.

- The number of students in SPED for reading will continue to decrease.  
The district has started collecting data on the number of SPED students staffed into reading. The decrease from year to year has not been dramatic; however, the overall trend shows a steady decrease in the population of SPED students, especially at the elementary school where MTSS has been in place the longest. At least a part of this trend is a direct result of the use of technology to intervene early and resolve gaps to prevent students from being referred for SPED. See Appendix B for data.
- The number of students below target in AimsWeb reading benchmarks, Scholastic Reading Inventory and State Assessments will continue to decrease.  
The district began a systematic data collection process two years ago, which will allow tracking of students longitudinally. The data trends shows that overall, students are making progress from the beginning of the year to the end of the year. The targets increase with each grade level which accounts for the drop from the spring of each year to the fall of the next year. See Appendix B for data for the class of 2018 (current 6<sup>th</sup> graders).

**Objective 2:** By the end of the current technology plan, student achievement in math will improve through the use of classroom technology, on-line learning programs & content assessments and data



analysis of screeners and diagnostic assessments.

- The number of students in SPED for math will continue to decrease.  
The district has started collecting data on the number of SPED students staffed into math. The decrease from year to year has not been dramatic (e.g. CES 11 SPED students in reading for 2009-2010 to 10 students in 2010-2011) However, the overall long term trend shows a steady decrease in the population of SPED students at the elementary school where MTSS has been in place the longest. At least a part of this trend is a direct result of the use of technology to intervene early and resolve gaps to prevent students from being referred for SPED. See Appendix B for data.
- The number of students below target in AimsWeb math benchmarks, CatchUp Math and State Assessments will continue to decrease.  
The district has just started collecting data on AimsWeb Math and Catchup Math this fall to serve as baseline data for tracking progress in math.

**Objective 3:** Parents, students, and staff will use technology to communicate student progress, assignments and instructional needs.

- The number of student and parent accesses via PowerSchool will increase.  
The district will track the number of student and parent access in June each year. It is hoped that the number of hits will increase each year.
- The number of AlertNow messages to parents will increase.  
The district will track the number of AlertNow messages sent in June 2011 each year. It is hoped that the number of hits will increase each year.
- The number of hits on web HS & district newsletters will increase.  
The district will track the number of hits on the online district and CHS newsletters in June each year. It is hoped that the number of hits will increase each year.
- The number of hits for lesson plan pages and for use of teaching web pages as a teaching tool will increase.  
The district will track the number of hits on the online lesson plan page and teaching web pages in June each year. It is hoped that the number of hits will increase each year.

**Goal 2:** Ensure that students are technology literate by the end of the 8th Grade.

**Objective 1:** Eighth grade students will be technologically literate as measured by successfully completing projects that integrate technology and information literacy on the district's literacy checklist.

All technology instruction is integrated into the CMS curriculum. At the 8<sup>th</sup> grade level, students will create projects across the curriculum that will demonstrate mastery of technology in these key areas:

- Access information
- Evaluate information
- Manage information
- Create information
- Communicate information
- Integrate information
- Solve problems

As teachers complete projects, they will rate each student on their mastery of each of these skills. Because all 8<sup>th</sup> grade teachers will be using projects that integrate at least some of these skills, students will have multiple opportunities to learn and demonstrate mastery.

**Goal 3:** Progress is being made toward fully integrating technology into the curriculum.

**Objective 1:** Teachers and students will further integrate technology into the curriculum through implementation of the differentiated instruction & leveled texts as a part of the MTSS model.

- Teachers will increase the amount of technology incorporated into student learning as evidenced by grade level & content-area curriculum frameworks.
  - Throughout the year, teachers will develop and revise their learning units and then update the grade level / curriculum content area curriculum frameworks (a simplified version of a curriculum map). See Appendix C for an example.
- Teachers complete the technology goal required on every teacher's PDC form yearly
  - As a part of the PDC process, teachers will include a technology goal each year and successfully meet that goal by the end of school year.
- Students will have increased access to and usage of computers
  - The district currently has 434 computers with 120 running nComputing multi-user desktops for a total of 719 stations available for 804 students and 133 staff. The district will retain or increase this number as budget allows.
- Principals will include technology usage in their walk-through observations.
- Technology staff will track the quantity of student created files stored on the server monthly to monitor increases.

## **TECHNOLOGY PROFESSIONAL DEVELOPMENT**

The Technology Plan should address how the District Professional Development plan supports the following Professional Development Goals and district-defined Objectives:

It would be appropriate to describe how the professional development will in turn support Curriculum Integration Goals and Objectives such as:

- Increasing student academic achievement through the use of technology
- Ensuring all students are technology literate by the end of 8<sup>th</sup> grade
- Cyber bullying/Internet Safety/Digital Citizenship (to meet federal requirements to address educating students about these issues and appropriate online behavior--including interactions in social chat rooms)

### **Approaches Requirement**

Technology professional development plans are unclear or not fully developed.

Lacks detail for addressing 1 or more Professional Development Goals and Objectives outlined above

### **Meeting Requirement**

Technology professional development is described in detail to support the outlined Professional Development Goals and Objectives, and directly supports the district Curriculum Integration Goals and Objectives:

### **Exemplary**

The district provides technology professional development that incorporates high levels of support for teachers, such as on-going professional support through instructional technology coaching, mentor teacher strategies, etc. Technology professional development includes multiple strategies, incentives, and resources. A clear alignment with the district professional development plan is articulated. Technology is embedded in professional learning. Technology professional development is ongoing and is applied to student learning activities in the classrooms

Please provide an overview of how the district will meet the outlined Professional Development Goals and Objectives here.

Cheney USD 268 offers a wide variety of options for professional development. The district uses the Results Based Staff Development model with technology being integrated into other professional development activities. Teachers receive professional development points for technology training.

The focus of district professional development is the creation of quality student learning activities that integrate technology effectively, not technology training in isolation. Just as technology should be flawlessly integrated into student learning activities, district technology staff development is integrated into other professional development activities as much as possible rather than being presented in isolation.

#### **Out of District**

District staff is encouraged to attend appropriate professional development activities at ESSDACK and at other sites in the area. District staff often attends area conferences, such as MACE, KSDE Leadership Conference, and other curriculum/technology related conferences.

All of the Title IIA and IID funds that the district receives are spent sending staff members to professional development activities or providing substitutes to free up staff for content area or grade level planning/training. Along with this, the district has helped teachers become highly qualified or certified in needed areas.

#### **District Level**

The district has eleven days built into the calendar for professional development and teacher work time. Some of these days are used at the district level; the remaining days are used by buildings to provide

staff development that meets building level needs. The focus is not on technology in isolation, but as a tool to improve the quality of student learning activities.

The district also provides funds for teachers to do planning and professional development during the summer. These summer sessions have proven very successful by providing teachers extended time to work together and develop skills and student learning activities.

#### Building Level

Parts of the district's professional development days are used at the building level to meet the technology needs of the staff at the different buildings. These sessions are planned by each building's School Improvement Teams based on survey data and requests from staff.

The district is in the process of developing building experts in key areas of pedagogy and technology in order to develop a mentor-like environment so that building staff will feel more comfortable asking for support.

Sessions at building faculty meetings are used to present short lessons and quick overviews.

The district is also trying to build in time so that teachers will have time to apply the skills that they have learned as soon as possible. Feedback from staff consistently cites time as the greatest handicap to better integration of technology. Some of the district's Title IIA funds are used to hire substitutes to free up time for extended professional development time for teachers.

#### Grade Level / Team / Content Area Planning Days

The district has had great success at professional development in this format based on the Technology Rich Classroom model. At the elementary, each grade level meets separately for a planning day six times during the year. At the middle and high school, core content areas meet in groups several times during the year. Sometimes content areas are combined (i.e. communications & social studies) so that teachers can plan cross content area projects. The goal is to develop integrated student learning units based on state standards. The Principals and Curriculum Director facilitate these planning sessions, assisting teachers with integrating technology into their classroom activities. As the need arises, assistance will be provided on the necessary hardware or software training as a part of the planning day.

Short sessions during teachers' daily grade level or team planning time are also available.

#### Just-in-time

New staff members are provided one-on-one training on hardware and software available in the district. Fortunately, this training becomes shorter each year because most new teachers coming to the district already have strong computer skills.

The district has an informal network for support and training (i.e. library teachers, computer instructors, technology staff) that provides just-in-time support to assist teachers and other staff.

The district has a subscription to Atomic Learning online, available to all students and teachers 24/7.

District staff completes a yearly goals sheet that incorporates learning goals that they will be working to complete. By focusing more attention on technology, staff should continue to make progress with integrating technology.

Goal 1: Improve the capacity of teachers to integrate technology effectively into the curriculum and instruction.

**Objective 1:** By the end of the current technology plan, student achievement in reading will improve through the use of classroom technology, on-line learning programs & content assessments and data analysis of screeners and diagnostic assessments.

- The district will provide ongoing training on these target strategies:
  - Pathways Phonics & Guided Reading
  - AimsWeb Reading assessment and data management
  - Lexile scores & leveled texts
  - Kagan Cooperative Learning
  - Differentiated Instruction
  - Using technology for data analysis

- Technology use and integration

- The district will provide time for staff to develop learning units using these research-based strategies and to incorporate technology into the learning units.

**Objective 2:** By the end of the current technology plan, student achievement in math will improve through the use of classroom technology, on-line learning programs & content assessments and data analysis of screeners and diagnostic assessments.

- The district will provide ongoing training on these target strategies:

- AimsWeb Math assessment and data management
- Kagan Cooperative learning
- Everyday Math & the online support materials
- Catchup Math
- Differentiated Instruction
- Using technology for data analysis
- Technology use and integration

- The district will provide time for staff to develop learning units using these research-based strategies and to incorporate technology into the learning units.

**Objective 3:** Parents, students, and staff will use technology to communicate student progress, assignments and instructional needs.

- The district will provide ongoing training on:

- Web page design for staff
- Provide time for staff to develop and put lesson plans and learning units online
- PowerSchool functionalities for parents. This is done as a part of parent teacher conferences for those who would like extra help setting up accounts or learning to use PowerSchool features.

Goal 2: Encourage effective integration of technology through teacher training and curriculum development to establish replicable best practices.

Objective 1: Teachers and students will further integrate technology into the curriculum through implementation of the differentiated instruction & leveled texts models by providing ongoing professional development and time to develop learning units.

- Teacher training is provided as a part of Goal 1. The district is committed to providing time for staff to develop learning units using these research-based strategies. Without this planning time, teachers will continue to do what they have always done.

The district provides eleven professional development / work days throughout the year. In addition the elementary staff has six curriculum development pull-out days when they are provided with subs for the day. These days include professional development as well as time to develop learning activities. Middle school / high school staff have pull-out days as needed, depending on activities.

Goal 3: Improve the capacity of classified staff to effectively use technology to fulfill their duties.

**Objective 1:** Classified staff will become more efficient in their use of district technology, depending on needs of their job.

- The district will develop in-house experts in the following areas:
  - PowerSchool Management

- Data Team Accounting
- Alexandria Library Automation

These experts will then provide training as needed for district classified staff.

Although it is difficult to isolate the effects of technology on student learning, the overall benefits of improved pedagogy, improved student learning activities as a result of increased teacher planning time, and the integration of technology into the planning process have been dramatic. State assessment results have steadily improved. Fewer students are being referred for SPED staffing. Fewer students are being placed in Tier II & Tier III for remediation. Students who are placed in SPED, Tier II or Tier III seem to be making progress with the use of technology remediation software pared with one-on-one or small group explicit instruction.

## **ASSESSING TECHNOLOGY PROFESSIONAL DEVELOPMENT**

Technology professional development is carefully and thoughtfully assessed, with the goal of supporting teachers and administrators in using technology to improve student learning. In this section, the district should relay:

- How will the district know that current professional development offerings have an impact?
- How will the district know that knowledge/skills from professional development opportunities will be transferred to classroom practice?
- What evidence will show results of the professional development activities?

### **Approaching Requirement**

Technology professional development sessions are assessed in some way, such as post-training surveys that are filled out by participants

### **Meets Requirement**

Technology professional development is assessed in more than one way. Evidence is provided to show data are utilized to inform future planning or improvement.

### **Exemplary**

Technology professional development is assessed in more than one way. Qualitative and quantitative data is used to drive decision making and to inform future planning or improvement. Data is gathered to show level of implementation [application] and changes in student learning [impact]. . Evidence of systemic classroom technology integration is provided.

Please describe how the district will assess whether the outlined Professional Development Goals and Objectives are met:

One of the district's primary means of evaluating professional development activities is data from professional development activities and from the annual administrator, teacher & student surveys. After it is collected in the spring, building SIT committees review staff development progress and technology needs, using the data to make plans for staff development for the following year.

Formal and informal administrator observations of how professional development activities are being integrated into classrooms provide qualitative data of progress in using technology to improve student learning activities in classrooms. Administrators can view teachers' curriculum framework, which include how technology is integrated into student learning and then observe actual classroom activities to see how professional development activities have affected student learning.

The building principals are responsible for reviewing progress toward meeting each staff member's annual technology goal on the PDC from. This process allows the district to monitor individual progress with

technology to improve student learning in Cheney USD 268.

Goal 1: Improve the capacity of teachers to integrate technology effectively into the curriculum and instruction.

- **Objective 1:** By the end of the current technology plan, student achievement in reading will improve through the use of classroom technology, on-line learning programs & content assessments and data analysis of screeners and diagnostic assessments.

The district will track the implementation and usage of the target strategies by:

- reviewing each grade-level or content-area curriculum framework, noting the use of the target strategies & technology usage.
- reviewing completion of each teacher's PDC technology goal.
- reviewing the annual staff technology survey for decreases in requests for training on the targeted strategies.
- reviewing data from principal walk-through observations, noting the use of the target strategies & technology usage.

**Objective 2:** By the end of the current technology plan, student achievement in math will improve through the use of classroom technology, on-line learning programs & content assessments and data analysis of screeners and diagnostic assessments.

The district will track the implementation and usage of the target strategies by:

- reviewing each grade-level or content-area curriculum framework, noting the use of the target strategies & technology usage.
- reviewing completion of each teacher's PDC technology goal.
- reviewing the annual staff technology survey for decreases in requests for training on the targeted strategies.
- reviewing data from principal walk-through observations, noting the use of the target strategies & technology usage.

**Objective 3:** Parents, students, and staff will use technology to communicate student progress, assignments and instructional needs.

The district will monitor the number of active web pages created by teachers to provide information and resources to parents and students.

The district will monitor the number of hits on PowerSchool by students and parents.

Goal 2: Encourage effective integration of technology through teacher training and curriculum development to establish replicable best practices.

The district will track the implementation and usage of the target strategies by:

- Reviewing each grade-level or content-area curriculum framework, noting the use of the target strategies & technology usage.
- Reviewing completion of each teacher's PDC technology goal.
- Reviewing the annual staff technology survey for decreases in requests for training on the targeted strategies.
- Reviewing data from principal walk-through observations, noting the use of the target strategies & technology usage.

Goal 3: Improve the capacity of classified staff to effectively use technology to fulfill their duties.

**Objective 1:** Classified staff will become more efficient in their use of district technology, depending on needs of their job.

The district will track the hours of training provided to the in-house expert on PowerSchool Management, Data Team Accounting, and Alexandria Library Automation. It will also monitor the hours of training that the in-house expert provides to the district's classified staff. The district will install and train classified staff in the use of an automated time card system and purchasing system.



Appendix A

Assessing District Technology Infrastructure Goals and Objectives

Goal 1 Objective 1

2011-2012

Cheney USD 268 Computers

123 computers with nComputers X300/350 kits running 402 work stations

707 total workstations

		2005	2006	2007	2008	2009	2010	2011
Total Computers	434	2	22	93	122	44	79	72
Percentage		0.5%	5%	21.4%	28.1%	10.1%	18.2%	16.5%
Total Laptops	190	1	1	34	16	10	79	41
CES Laptops	52		1	2	16	2	23	8
CMS Laptops	39					1	9	29
CHS Laptops	90	1		32		7	47	3
DO Laptops	1	0	0	1	0	0	1	1
Total Desktops	252	1	21	59	106	34	0	31
CES Desktops	72	0	0	8	62	2	0	
CMS Desktops	76	0	20	23	12	12	0	
CHS Desktops	99	1	1	16	30	20	0	31
DO, Trans, Maint	5	0	0	3	2	0	0	

2011-2012

Servers

		2005	2006	2007	2008	2009	2010	2011
Total Servers	10	1	2	3	1		2	1
		CHS10**	B2D2	Alexandria**	CHS21*		CHS-HY01*	Disaster Recovery
			Video2	Video1			CHS-HY02*	
				Domain Controller 3				

\* Virtual Host

\*\*Servers to be virtualized

## Appendix B

### Curriculum Integration Goals Goal 1 Objective 1 Part 1

#### Students in SPED in Reading

	CES	CMS	CHS
2009-10	10	21	12
2010-11	9	8	19
2011-12	11	7	8

### Goal 1 Objective 1 Part 2

#### Class of 2018 - Percentage of Student Below Reading Targets

	3rd Grade	3rd Grade	4th Grade	4th Grade	5th Grade	5th Grade
	Fall 2008	Spring 2009	Fall 2009	Spring 2010	Fall 2010	Spring 2011
AimsWeb RCBM	N/A	N/A	39%	20%	45%	32%
AimsWeb MAZE	N/A	N/A	43%	48%	42%	28%
SRI	30%	25%	33%	18%	30%	14%
State Reading Assessment	N/A	15%	N/A	24%	NA	5.47%

### Goal 1 Objective 2

#### Students in SPED in Math

	CES	CMS	CHS
2009-10	11	19	16
2010-11	10	6	21
2011-12	11	9	1

## Appendix C

**Reading:**

WC = Whole Class

W = Writing

GR = Guided Reading SB = Skills Based

RT = Reciprocal Teaching IB = Inquiry Based

LC = Literature Circles

R = Research

Technology

**Differentiated Instruction**

### 6<sup>th</sup> Social Studies & Communications

	Social Studies	Communications	Science
August-September	<p>Map Skills</p> <ul style="list-style-type: none"> <li>• Longitude and latitude</li> <li>• World Geography</li> </ul> <p>Mesopotamia</p> <ul style="list-style-type: none"> <li>• Hunter/Gathering</li> <li>• Beginning Civilizations</li> <li>• Climate and Geography</li> </ul>	<p>Communication Stations: Description</p> <p><b>Guided Reading: Relationships – DI</b></p> <p>GR focus: vocabulary, comprehension, text structures, fluency, reading responses</p> <ul style="list-style-type: none"> <li>• "The Man Who Loved Clowns" (H)</li> <li>• "Stargirl" (M)</li> <li>• "Mick Harte Was Here" (L)</li> </ul> <p>Preliminary Science Research – <b>Big 6 Research Model - Note taking, Dewey Decimal System</b></p> <p>Mesopotamia</p> <ul style="list-style-type: none"> <li>• Nonfiction selections in Ancient World History text – background information (voc, compr, text structures, note taking)</li> <li>• Noah's Ark story in Literature text pg. 134-136</li> <li>• <b>Noah's Ark Level Text – Reciprocal Teaching Tasks - DI</b></li> </ul>	<p>Safety Rules</p> <p>Lab Guidelines</p> <p>Scientific Method Steps</p> <p>Lab Intro. Work</p> <p>1.1.1, 1.2.1, 1.1.2, 1.1.3, 1.1.4</p>
September-October	<p>Mesopotamia</p> <ul style="list-style-type: none"> <li>• Hammurabi</li> <li>• Polytheistic</li> <li>• Temples/Walled cities</li> <li>• Inventions/innovations</li> <li>• Water Use</li> </ul> <p>Egypt</p> <ul style="list-style-type: none"> <li>• River society</li> <li>• Climate and Geography</li> </ul>	<p>Mesopotamia</p> <ul style="list-style-type: none"> <li>• Gilgamesh – all three books and video clip- folktales, narrative elements, voc, comprehension, text structures</li> <li>• Dig magazine or other resources</li> <li>• Hammurabi and His Law Code – Reader's Theatre fluency, comprehension, vocabulary</li> </ul> <p>Egypt</p> <p><b>Guided Reading: Relationships – DI</b></p> <p>GR focus: vocabulary, comprehension, text structures, fluency</p> <p>Reciprocal Teaching Tasks, reading responses</p> <ul style="list-style-type: none"> <li>• "The Golden Goblet" (H)</li> <li>• "The Egypt Game" (M)</li> <li>• "The Curse of King Tut's Mummy" (L)</li> </ul> <p><b>Egyptian Novel - DI – Tic-Tac-Toe Activities</b></p> <ul style="list-style-type: none"> <li>• Reading strategies w/ Egypt connection</li> </ul>	<p>Diseases –</p> <p>Virus &amp; Bacteria (cells)</p> <p>Disease Reports</p> <p>AIDS- Unit</p> <p>3.1.1, 3.1.2, 7.2.1</p>

## DISTRICT TECHNOLOGY PLAN VERIFICATION FOR ERATE PURPOSES

### **Please check the statement that applies to your district:**

*Please note that although districts may already have an approved technology plan on file with KSDE, the following statements provide KSDE with verification of whether the district needs to file an addendum to the original technology plan to comply with the SLD criteria that technology plans include all Form 470 items (except for basic phone service). **Please check only one box.***

- Our district **has not submitted** an E-rate application for Funding Years covered by this technology plan.
  
- Our district **has filed or intends to file** only for basic Telecommunication serviCheney Elementary School (POTS--basic local/long distance only, not including voice mail, Centrex, etc.) for Funding Years covered by this technology plan.
  
- Our district **has filed or intends to file a Form 471** for more than basic Telecommunications for Funding Years covered by this technology plan.

**DISTRICT TECHNOLOGY PLAN BUDGET**

Enter the projected budget amounts for the three years that your plan covers. Dollar amounts for each section are totaled automatically.

School Year: 2012-  
2013

<u>Budget Area</u>	<u>Costs</u>	<u>Funding Source with amount per School</u>
Professional Development	\$19,000	Title IIA & IID
Telecommunications and Internet Access	\$27,200	LOB & General Fund
Materials and Supplies (i.e. Software)	\$15,000	LOB
Equipment (i.e. Hardware)	\$50,000	Capital Outlay
Maintenance and Support	\$31,000	LOB
Other	\$0	
Total	\$0	

School Year: 2013-  
2014

<u>Budget Area</u>	<u>Costs</u>	<u>Funding Source with amount per School</u>
Professional Development	\$19,000	Title IIA & IID
Telecommunications and Internet Access	\$27,200	LOB & General Fund
Materials and Supplies (i.e. Software)	\$15,000	LOB
Equipment (i.e. Hardware)	\$50,000	Capital Outlay
Maintenance and Support	\$31,000	LOB
Other	\$0	
Total	\$0	

School Year: 2014-  
2015

<u>Budget Area</u>	<u>Costs</u>	<u>Funding Source School with amount per Source</u>
Professional Development	\$19,000	Title IIA & IID
Telecommunications and Internet Access	\$27,200	LOB & General Fund
Materials and Supplies (i.e. Software)	\$15,000	LOB

Equipment (i.e. Hardware)	\$50,000	Capital Outlay
Maintenance and Support	\$31,000	LOB
Other	\$0	
Total	\$0	