

Proposed Technology Plan for Sierra Vista Elementary First Grade

Introduction	
<p>School Demographics, Mission and Overview:</p>	<p>Sierra Vista Elementary School is a new school in its second year within the Val Verde Unified School District. Its' student body is composed of family identified races of 69% Hispanic, 18% African American, 12% Caucasian, and 1% others.</p> <p>Sierra Vista maintains that all students will achieve to their fullest potential by setting high expectations for academic, personal, and social growth.</p> <p>Sierra Vista offers appropriate grade level instruction according to California Standards and the District Focus Standards using researched based strategies and varieties of classroom settings. Specific needs such as English as Second Language, Learning Disabled, and Physically Impaired are met with appropriate staff, equipment and methodologies to make learning available to all students.</p>
Goals	
<ul style="list-style-type: none"> • Student Achievement and Curriculum • Professional Development 	<ul style="list-style-type: none"> • The Curriculum Goal is to improve student achievement of California State Standardized Objectives. Goal 1: By end of second grade students will read and understand grade level materials. Goal 2: Students will demonstrate understanding and use of variety of electronic materials for reading and writing activities. • The Professional Development Goal is to provide teachers the required training and support on technology media for research and reference, for presentations, for curriculum content integrations, for class management, and home-school communications. Goal 1: Using yearly evaluations to determine teachers' needs, implement appropriate training within the grade level in context of student goals with curriculum content.
Objectives	
<p>Emphasis with Benchmarks:</p> <ul style="list-style-type: none"> • Student Achievement • Professional Development 	<p>Curriculum Goal 1 Reading Achievement Benchmarks: Year one the percentage of students at grade level reading will increase by one percent from baseline. Year two the percentage of students at grade level reading will increase by two percent from baseline. Year three the percentage of students at grade level reading will increase by three percent from baseline.</p> <p>Curriculum Goal 2 Reading and Writing Achievement Benchmarks: Year one the percentage of students at grade level reading and writing will increase by one percent from baseline. Year two the percentage of students at grade level reading and writing will increase by two percent from baseline. Year three the percentage of students at grade level reading and writing will increase by three percent from baseline.</p> <p>Professional Development Goal 1 Benchmarks: By the end of year one all first grade teachers will be trained on electronic media, grade</p>

	<p>books and presentations.</p> <p>By the end of year two first grade teachers will be trained on electronic media, grade books, presentations, and media inclusion for student activities in core content learning.</p> <p>By the end of the third year all first grade teachers will be trained on electronic media, grade books, presentations, media inclusion for student activities in core content learning, and communications to community.</p>
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Infrastructure, Hardware, Tech Support

Infrastructure - Planning, Resources, Data Collection and Storage	<u>Infrastructure, Hardware, Technical Support, and Software Action Steps</u>	Person Responsible	Completion Date
	Determine the technology hardware, electronic learning resources, networking and telecommunication infrastructure, physical plant modifications, and technical support needed by teachers, students, and administrators to support the activities in the Curriculum and Professional Development components.	1 st Grade Teachers	January 2005
	Determine the existing hardware, Internet access, electronic learning resources, infrastructure, and technical support already in place in the school district that could be used to support the Curriculum and Professional Development components.	1 st Grade Teachers	March 2005
	Develop benchmarks and a timeline for obtaining the needed hardware, infrastructure, learning resources, and technical support required to support the other components.	Site Tech Team	Spring 2005
	Develop a process to monitor whether the benchmarks are being reached within the specified time frame.	Site Tech Team	Spring 2005

Funding and Budget

Budget of Funds:	<u>Funding and Budget Action Steps</u>	Person Responsible	Completion Date
	Identify all costs associated with implementing each component.	1st Grade Teachers	January 2005
	Identify the current budget for implementing each component.	1st Grade Teachers	January 2005
	Identify established and potential funding sources, present and future.	Site Tech Team	Spring 2005
	Consider options for reducing costs.	1st Grade Teachers	Spring 2005
	Develop and implement annual budgets for the term of the plan (three to five years).	1st Grade Teachers	January 2005
	Provide for ongoing technical support.	Site Tech Team	Spring 2005

	Plan for the obsolescence of equipment.	Site Tech Team	Spring 2005
	Establish a feedback loop to monitor and improve progress.	Site Tech Team	Spring 2005
<p><u>First Grade and Site Tech Team to Determine Budget following CA Guidelines:</u></p> <p><u>Proposed Objects of Expense:</u> Partner Contributions (a) Specific Grant Funds (Add multiple columns if receiving multiple grants) (b) School District General Fund (c) Total Funds by Object of Expenditure(a)+(b)+(c)</p> <p><u>Proposed Budget Narrative:</u> School Years <u>Line Item Category Description</u> 1000-1999 Certificated Personnel Salaries 2000-2999 Classified Personnel Salaries 4000-4999 Books and Supplies 5000-5999 Services and Operating Expenditures 6000-6599 Capital Outlay</p>			

Program Evaluation

	<u>Professional Development Action Steps</u>	<u>Person Responsible</u>	<u>Completion Date</u>
	Leadership and Collaboration - Improvement of Curriculum, Pedagogy, and Assessment Monitor this plan and report to the Site Technology Team. Assessments compared each year and reported to the Site Technology Team.	Survey teachers' and administrators' current technology skills and needs for professional development.	1 st Grade Teachers
Research professional development opportunities.		1 st Grade Teachers	January 2005
Develop clear goals and a specific implementation plan for providing professional development opportunities based on the needs assessment and the Curriculum component benchmarks and timeline.		1 st Grade Teachers	March 2005
Compile benchmarks and a timeline for implementing the strategies and activities.		Site Tech Team	Spring 2005
Develop a process to monitor whether the strategies and methodologies utilizing technology are being implemented according to the benchmarks and timeline.		Site Tech Team	Spring 2005

	<u>Monitoring and Evaluation</u> <u>Action Steps</u>	Person Responsible	Completion Date
	Determine how to evaluate the impact of technology on student learning.	1 st Grade Teachers	Spring 2005
	Design a schedule for evaluating the effect of plan implementation while realizing that infusing technology into daily school operations is an evolving process.	1 st Grade Teachers	Spring 2005
	Determine how and when the results of the monitoring process and evaluation will be used.	1 st Grade Teachers	Spring 2005

Appendix 1

Sierra Vista First Grade Technology Inventory *K.Lundgren 11/28/04*

I. Computers <ul style="list-style-type: none"> • Include the number and type of school-owned computers for each location in your school. Please include laptop (L) and desktop (D) computers. • A multimedia computer is one that has, or is connected directly or by network to, a CDROM drive and can take advantage of audio and video files stored there. 	<u>In Classrooms</u> D – one in each room at the teachers desk. Includes all LCD, DVD, video, multimedia and Internet connections	In Computer Labs NA	In Library or Available for Check out NA
With Internet Connections <ul style="list-style-type: none"> • Multimedia Computers • Other Computers 	The above named desktops handle multimedia	NA	NA
Without Internet Connections <ul style="list-style-type: none"> • Multimedia Computers • Other Computers 	Various numbers as teachers bring in on own	NA	NA
Desktop Computers <ul style="list-style-type: none"> • Use as is • Upgrade • To be retired when new or upgraded equipment is available • Number needed 	Completely outfitted, maintained, backed up from district server and current	NA	NA
Laptops <ul style="list-style-type: none"> • Use as is • Upgrade • To be retired when new or upgraded equipment is available • Number needed 	None in our grade level.	NA	NA
Peripherals			
Digital cameras	All school camera avail.	NA	NA
Scanners/digitizers	None	NA	NA
Assistive/adaptive device	As needed	NA	NA
Printer	Large laser printer in each grade level pod	NA	NA
VCR unit	One in every classroom	NA	NA
Digital Video camera	One available from IT as needed	NA	NA
TV monitor	From Library if needed.	NA	NA
Computer screen projector (e.g., LCD)	One in every class	NA	NA
Video conferencing unit	None	NA	NA
Interactive white board	None	NA	NA
Graphing calculator	Not in First Grade	NA	NA
Personal digital assistant	Not in First Grade	NA	NA
Describe Peripheral Needs	We need a scanner, a digital camera for the grade level, a video recorder (at least on the school campus) and a digital "overhead" projector for live view of books, posters, and teacher or student papers.		
<ul style="list-style-type: none"> • Is the school site connected to the Internet by a permanent (non-dial-up) connection? • If so, how is your school connected to the Internet? 	Yes – T1 and T2 lines		