



cde

ET-IL Planning Guide

Planning to make a difference in how we teach and learn

2009 – 2012 PLANNING CYCLE

Due Date April 30, 2009

Colorado Department of Education
Education Technology and Innovation Unit

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Section 1: Demographics

District Name Salida R-32-J

ET-IL Contact First Name Jeff

ET-IL Contact Last Name Blondeau

Address 1 310 E 9th Street

Address 2

City Salida **State** CO **ZIP** 81201

Telephone 719-530-5257

Email jblondeau@salda.k12.co.us

Total Number of Computers district wide 630

Internet connected student/computer ratio for district 2:1

Internet Connection Speed 3mb

District Entity Number 142402

Number of classrooms 176

Number of classrooms with Internet access 176

Date Plan Created Fall 2008

District/school is seeking to be qualified for: (check all that apply)

Title IID Competitive/Formula Funds

E-rate Funds

Accreditation Assurance

Section 2: Introduction

The revised Colorado Education Technology Information Literacy (ET-IL) Plan builds on the strengths and successes of the original plan, initiated in the fall of 2002. Colorado school districts have been planning, incorporating and evaluating technology and information literacy programs for three years.

While districts are required to have plans for E-Rate, Title II-D, and other funding program eligibility, ET-IL Plans must not stop there. The 21st century is now. Students in Colorado classrooms are millennials, unlike any generation before them in their access to technology and their need of information literacy skills.

The revised ET-IL plan remains true to the basic premises of the original plan: student achievement, collaboration, and the importance of education technology and information literacy. It also addresses federal

program requirements. Finally, the plan affords the opportunity of aligning ET-IL within the larger context of 21st century skills and district level planning.

The ET-IL Planning Guide provided by CDE has the multiple purposes of ensuring that districts, and qualifying schools, meet the necessary requirements to be qualified to receive Title IID Competitive and Formula funds, E-rate funds, and/or state accreditation.

To meet the minimum requirements for any or all of these three areas, a district needs to only complete and submit (on-line) the specific "**plan elements**" (Sections A-H) that address the appropriate **planning indicators** (Title IID, E-rate, Accreditation) that the district wishes to be qualified to receive. These plan elements and planning indicators are outlined in the ET-IL Plan Scoring Guide (see attached) and the ET-IL Planning Guide.

The collaboration of the Colorado Department of Education and district administrators, curriculum directors, librarians and technology directors can result in one district plan or the inclusion of ET-IL elements (Sections A-I) within a district's strategic planning document(s) that will address:

- [District Accreditation rules by the Colorado Department of Education](#) (CDE) (Sections 2.01(4)(r), 4.02(1)(a), and 4.03(1)(c))
- E-Rate telecommunications discounts
- Title II-D of NCLB formula (Consolidated Applications) and competitive funding.

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

In order to assist school districts in meeting the requirements of federal and state programs, CDE has established ET-IL planning criteria and a corresponding approval process.

Note: The Education Technology and Innovation unit at CDE will monitor any changes made by the federal government related to the E-Rate and Title II-D programs or changes to state programs enacted by the Colorado Legislature and notify districts if there are any necessary changes or addendums to existing plans required.

SUBMISSION PROCESSES AND REQUIREMENTS

Please carefully review the following information.

Due dates

ET-IL plans for the 2009-2012 year cycle are due to CDE on or before Thursday April 30, 2009

Plan format

Districts may choose to submit ET-IL plans in narrative format, answer question by question, or provide documentation located in a strategic plan or district plan that addresses the ET-IL plan elements

What to submit

Option 1 - - Districts will complete and submit the ET-IL plan online as outlined below. CDE will provide a “template” that may assist in the online submission process.

Option 2 – Districts may submit appropriate district documents (district strategic plan, district technology plan, etc.) that contain some or all of the elements (Sections A-I) outlined below. Districts who select this option will be asked to provide a reference, which will indicate the exact location where any of the elements can be found, submit copies (digital) and paste into the online submission form the text of all referenced district documents, which address the elements of the plan.

*You are not required to submit your CIPA (Children’s Internet Protection Act) or AUP (Acceptable Use Policy) documents however you do need to reference these policies in the corresponding sections of the ET-IL plan. You do not need to include actual staff surveys or results.

Approval/certification process

A district’s ET-IL plan will assure that one document will guide technology and information literacy planning and programs in the district or that these elements are “integrated” into existing district planning documents. Approval of ET-IL plans will certify that districts have met the minimum requirements of E-Rate and Title II-D. Districts **MUST** have approved ET-IL plans to be eligible for E-Rate, Title II-D funding, and to meet state accreditation.

Districts will be able to check their online form to monitor the review process and read reviewer comments.

Districts having submitted all elements outlined below will receive a hard-copy approval letter. This letter should be placed on permanent file.

Process for revising plan or budget

If a district revises its ET-IL plan during the 2009-2012 timeframe, CDE will provide the district an online revision process.

ET-IL TECHNOLOGY PLANNING GUIDE STRUCTURE

In developing the ET-IL Planning Guide, CDE has made every effort to address the critical requirements of the federal and state programs and their relationship to the planning criteria outlined in the guide. This is illustrated by providing a description of federal and state requirements for planning within the planning criteria with which it most closely relates. Each criterion is defined with a brief description, followed by some questions to help districts address key components inherent within the criteria, followed by a statement of the federal and state program requirements that relate to that criterion.

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

Districts should not feel limited by the criteria or the guiding questions; these are intended to serve as identifiers for basic planning activities that should be addressed to meet minimum federal and state requirements. Districts

are encouraged to include their ET-IL planning process as part of the broader district wide planning process and an opportunity to engage all parts of the district, as appropriate for the district, in discussions on how best 21st Century skills, standards, and tools can best support student learning.

Lastly, there is a reference section included that provides some links to additional resources to assist districts in developing their ET-IL plans.

Approval or certification of ET-IL plans will qualify districts for meeting the minimum requirements of E-Rate, Title II-D (Consolidated Application and competitive grants), or CDE Accreditation Rules.

Each ET-IL plan will be reviewed for a good faith effort to address all criteria listed in the ET-IL Scoring Guide¹. If for any reason a plan is not able to be approved based on the contents submitted, CDE staff will work with the district to obtain additional information to ensure all the required components are addressed so that the plan can ultimately be approved.

¹ See Appendix E

Section 3: ET-IL Plan Elements

A. Needs Assessment

Conducting a needs assessment involves identifying the ET-IL program needs within the larger context of organizational needs and goals. It is recommended that for a start, you should evaluate the progress of the previous ET-IL plan. There are many forms of needs assessments and districts should choose a method that meets local needs, be it a survey process involving students and staff or a more formalized process.

Guiding Questions:

1. What progress has been made towards meeting needs identified in the previous ET-IL plan?
2. Describe the needs assessment you conducted to develop this ET-IL plan.
3. Does your needs assessment(s) include the acquisition of technology and information literacy skills?
4. Does your needs assessment(s) include the acquisition of other 21st century skills?
5. Are there specific challenges in terms of service delivery that you face because of changes in student achievement or in the demographics of your district population?
6. List the key results of your needs assessment that will drive your goals, objectives and strategies.
7. Describe the current infrastructure and list any upgrades. Include the current and proposed level of service. (see E-Rate requirement below)

FEDERAL REQUIREMENTS

E-Rate Requirement: The plan includes a needs assessment of the telecommunication services, hardware, software, and other services that will be needed to improve education services.

NCLB Requirement: 1. to improve student academic achievement through the use of technology, 2. every student is technologically literate by the time the student finishes eighth grade, 3. effective integration of technology resources and systems with teacher training and curriculum development, 4. and increased technology capacity of teachers and students.

Provide (Option 1) Narrative or Answer Guiding questions below or

(Option 2) paste text from referenced materials where elements are addressed in district planning documents

QUESTIONS:

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

(add link to previous ET-IL plan here) Staff development activities have begun with the 08-09 school year. Four staff development dates have been scheduled with training classes ranging from beginning to intermediate to advanced. Collaboration continues per the previous ET-IL plan between Media Specialists, technology support personnel and teacher leaders in each building.

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

The needs assessment we're using is from 07-08 it was to determine staff training levels, needs for additional training, willingness of staff to share their expertise in training other staff members, and software/equipment needs expressed by teachers. We believe this assessment is still viable and provides adequate direction for staff development. This 07-08 needs assessment and its results are linked [here].

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

Yes. See the posted Needs Assessment and refer to questions 5 and 6.

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

Yes, we asked staff members to self assess, we also asked for staff members who would be able to teach 21st Century Skills in the staff development sessions scheduled throughout the school year.

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

No. Our service delivery problems are based on inadequacies in the district infrastructure. Part of our plan is to increase the bandwidth, increase the number of technology staff to at least one at each school building, increase staff knowledge of 21st Century Skills through staff training. Our demographics remain stable from year to year.

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

The lowest skills involve simple file manipulation when downloading files from the Internet, and files from peripherals such as digital cameras; other skills listed included 21 Century Skills such as creating a web page, which we think has been well met in the wide availability of content-managed sites that provide, blogs, wikis, discussion boards, etc. Another need was simply the equipment necessary to accomplish the teaching task, while 12 teachers said they had adequate technology, 50 said technology was inadequate. The survey lists specific technology needs.

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

level of service. (see E-Rate requirement below)

Our current network infrastructure includes a 100MB Switched VLAN Wide Area Network connecting the three schools and associated buildings in the district. Our bandwidth needs are adequate only for the present, but not the future: they will be strained to meet 21st Century bandwidth demands and the district needs to increase its outbound capacity from 3MB (current) to 10 to 15MB (proposed) or greater, depending on funding. Our provider has the capacity to ramp up throughput in rapid order once funding is arranged.

Provide the location of the referenced materials:

Document Name

Page Number

Document sent via Email?

B. Goals, Objectives and Strategies for ET-IL

Establishing goals, objectives, and strategies for the ET-IL plan, leading to increased student achievement, should be based on the results of the needs assessment. Alignment of the ET-IL plan with district goals and objectives assures continuity of all district efforts. It is recommended that ET-IL planners coordinate efforts with district accreditation efforts as outlined in the CDE Accreditation Rules.

- ET-IL Integration with Curriculum, Instruction, and 21st Century Skills
- ET-IL as a Driver for Staff Collaboration (See Also Part C, Collaboration and Integration)
- Increase/Improve Technology Access for Teachers and Students
- Parental Involvement and Communication
- Technology for Data and Assessment Support

Guiding Questions:

1. What are your district's ET-IL goals?
2. Succinctly list your specific goals, objectives and strategies for ET-IL based on the results of your needs assessment. They should clearly support district goals.
3. How do the ET-IL goals directly support the district goals?

4. How will your ET-IL strategies help meet the Colorado Academic Standards², Technology Standards³ for Students and Technology Standards for Teachers⁴?
5. Has your school [district] adopted ET-IL standards for students at the local level? Are these locally designed standards and/or are they based on state/nationally-developed standards such as those produced by the Colorado Information Literacy Standards or the International Society for Technology in Education (ISTE)?
6. What 21st Century learning skills are included in your ET-IL goals?
7. Define technologically literate for your district if different than the CDE endorsed definition (Technology literacy is the ability to responsibly use appropriate technology to communicate; solve problems; and access, manage, integrate, evaluate, design, and create information to improve learning in all subject areas and to acquire lifelong knowledge and skills in the 21st century)
8. How will your district ensure that every student is technologically literate by the time the student finishes eighth grade?
9. Identify the assessment tool the district used to determine if students were “technologically literate”.
10. Describe how relevant research will be utilized when defining implementation strategies.
11. Describe how the district will ensure that technology will be effectively integrated into curriculum?
12. Describe how your ET-IL plan (or other district plans) addresses your teachers, administrators, and other district employees using tools for data-driven decision making?
13. How does the district use technology to communicate with or involve parents and community members?
14. What district strategies are in place to maintain and procure technology? What goals will be established to maintain and procure technology?
15. Identify any additional strategies based on local needs that are not addressed in the questions above.

FEDERAL REQUIREMENTS

E-Rate Requirement: The plan must establish clear goals and a realistic strategy for using telecommunications and information technology to improve education or library services.

NCLB Requirement: Description of strategies for integrating technology with instruction and aligning with state standards to improve student achievement and increase technology literacy.

² Colorado Content Standards can be found at http://www.cde.state.co.us/cdeassess/index_osa.html

³ See Appendix A

⁴ See Appendix B

NCLB Requirement: Description of strategies schools are using to ensure that all students and teachers have increased access to technology.

NCLB Requirement: All students will be technology literate by the end of eighth grade.

NCLB Requirement: Description of how the district will use technology effectively to promote parental involvement and increase communication with parents.

STATE REQUIREMENTS

Accreditation Indicator for Educational Improvement Planning: Section 4.02(1)(a)

Accreditation Contract: Section 2.01(4)(f)

Provide (Option 1) Narrative or Answer Guiding questions below or
 (Option 2) paste text from referenced materials where elements are addressed in district planning documents

Table 1

Goals	Objectives	Strategies	Timeline	Evaluation
<p>Educational technology and information literacy integration with curriculum, instruction, and 21st century skills.</p>	<ul style="list-style-type: none"> • Educational technology and information literacy is extensively aligned with standards-based content area curricula • Technology literacy skills and Information literacy instruction will be extensively linked to content-area curricula and to standards that focus on application/use and promote 21st century learning skills 	<ul style="list-style-type: none"> • Ongoing curricula alignment with standards will include incorporation of aligned educational technology and information literacy • Continue to encourage the incorporation of educational technology and information literacy tools/skills through staff development and improved availability of resources 	<ul style="list-style-type: none"> • 2009-2012 	<ul style="list-style-type: none"> • 100% of teachers will be trained on and use Infinite Campus for lesson planning, taking attendance, and grading. • K-12 content area curricula includes information literacy instruction and the 21st Century Learning Skills

Goals	Objectives	Strategies	Timeline	Evaluation
Educational technology and information literacy will be used as a driver for staff collaboration	<ul style="list-style-type: none"> Teachers will collaborate with library and educational technology staff in developing instruction Technology and library staff will work extensively with content area teachers to develop strategies for teaching information-literacy skills 	<ul style="list-style-type: none"> Provide opportunities for teachers, librarians, and educational technology staff to collaborate on instruction and curriculum 	<ul style="list-style-type: none"> 2009-2012 	<ul style="list-style-type: none"> 100% of teachers, library, and educational technology staff will collaborate on instruction and curriculum
Goals	Objectives	Strategies	Timeline	Evaluation
Increase and improve tech access and integration into curriculum.	<ul style="list-style-type: none"> Resources and time will be dedicated to staff development focused on incorporation of educational technology and information literacy into standards-based content-area curricula 	<ul style="list-style-type: none"> Ensure staff and students are given adequate time for training and use of new technologies incorporated within the district through staff development and community classes. 	<ul style="list-style-type: none"> 2009-2012 	<ul style="list-style-type: none"> Technology director will annually assess the number of technology tools and the staff development activities to support them.
Using effective technological programs for data and assessment support	Support the incorporation of educational technology and information literacy into standards-based content-area curricula	<ul style="list-style-type: none"> Include incorporation of educational technology and information literacy in curricula development activities during professional development release time using effective staff development strategies Employ technology in assessment 	<ul style="list-style-type: none"> 2009-2012 	<ul style="list-style-type: none"> 100% of teachers will work with technology and library staff to incorporate educational technology and information literacy during professional development release time. 80% of students will be assessed using technology 100% of curriculum, technology use and assessment will support standards and objectives

<p>Educational technology and information literacy infrastructure will be maintained and improved</p>	<ul style="list-style-type: none"> • Maintain library infrastructures • Maintain and improve technology resources • Increase access to wireless connections within all buildings. 	<ul style="list-style-type: none"> • Continue to maintain library resources • Increase bandwidth to support new web-based applications for distance-learning, student information management, and district business management 	<ul style="list-style-type: none"> • 2009-2012 	<ul style="list-style-type: none"> • Library resources will be evaluated annually. • Bandwidth needs will be assessed annually
<p>Goals</p>	<p>Objectives</p>	<p>Strategies</p>	<p>Timeline</p>	<p>Evaluation</p>
<p>Improve parent communication and involvement</p>	<ul style="list-style-type: none"> • Improve parent involvement by incorporating educational technology and information literacy tools 	<ul style="list-style-type: none"> • Make student information on grades, attendance and assignments available to parents on Infinite Campus parent portal • Provide direct communication between parent and teacher through Infinite Campus 	<ul style="list-style-type: none"> • 2009-2012 	<ul style="list-style-type: none"> • 100% of parents will be invited to training for Parent Portal

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

Four main goals inform this plan:

- 1.) Teaching and learning will be based on the 21st Century Skills framework. We will, as far as possible, change from analog to digital the district's teaching and learning.
- 2.) Infrastructure (hardware) redevelopment:
 - a.) Replace/rebuild current wired network as foundation for overtopping that architecture with engineered wireless wide area network to provide Internet access and network connectivity at gigabit speed to all students, teachers, staff and administrators.
 - b.) For students and staff alike, provide for a one to one laptop (for students: handheld/portable - under evaluation) environment and classrooms equipped with supporting technology tools.
- 3.) Staff Development: Specific staff development training in Educational Technology and Information Literacy (ET-IL) will ongoing and focus on including 21st Century web based and other technology tools.
- 4.) Assessment:
 - a.) Technology needs assessment
 - b.) Staff needs assessment
 - c.) Pre and post assessments of effectiveness of technology training and assessment of its effect on student achievement.

2. Succinctly list your specific goals, objectives and strategies for ET-IL based on the results of your needs

assessment. They should clearly support district goals.
(See Table 1)

3. How do the ET-IL goals directly support the district goals?
(See Table 1)

4. How will your ET-IL strategies help meet the Colorado Academic Standards^[1], Technology Standards^[2] for Students and Technology Standards for Teachers^[3]?
(See Table 1)

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

Our current ET/IL standards were locally designed, however they are based on both the Colorado Information Literacy Standards and the ISTE standards.

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

Information and communication skills
Thinking and problem-solving skill
Technological ethics
Global awareness
Collaborative documents and projects

7. Define technologically literate for your district if different than the CDE endorsed definition.

Technology literacy is the ability to responsibly use appropriate technology to communicate; solve problems; and access, manage, integrate, evaluate, design, and create information to improve learning in all subject areas and to acquire lifelong knowledge and skills in the 21st century.

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

The district evaluation for eighth grade students is a combination of formative and summative assessments using both a technology, and an ET-IL standards-based rubric for the portfolio projects finished within the curriculum guidelines.

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

We use appropriate K-12 Technology and Information Literacy benchmarks and standards based assessments of student portfolios to measure technological literacy.

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

We will evaluate current research and cross reference with our current curriculum and its applicability to the summative and formative evaluation rubrics.

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

We evaluate our funding priorities yearly based on teacher feedback, technology department evaluations, long term administrative goals, and our ET-IL based curriculum. Staff sponsored initiatives also provide a way to ensure technology is effectively utilized and integrated. Collaborating with staff ensures "ownership" and actual buy-in from staff, assuring real-time technology integration and demonstrating a willingness to press on toward integrating 21st Century Skills.

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

Our teachers and administrators routinely use Alpine Achievement to analyze data. We have several online assessment tools, including NWEA, MAP, Dibbles, Infinite Campus, and MClass. All of these are used regularly to make decisions regarding instructional programs, curriculum, and individual student needs.

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

Infinite Campus provides us with two-way communication on everything from district calendars to student grades. District web site allows us to be more effective in getting information out to the community.

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

At this time, technology is maintained and procured with funds from the general fund and the capital reserve fund. The funds available are not adequate to meet the growing needs, but with declining enrollment, and thus declining funding, they will not be increased.

The school district is currently involved in a strategic planning process looking for alternate funding sources to enable us to move ahead in addressing the technology needs of the district.

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

Based on the needs of senior citizens in the community the Salida High School Tech Team is making use of our current technology capabilities to train senior citizens in basic computer operation, e-mail management, and web training.

Provide the location of the referenced materials:

Document Name

Page Number

Document sent via Email?

C. Collaboration and Integration

Collaboration among participants, identification of shared program and curricular goals, and common strategies for achieving desired educational results advances ET-IL integration. Collaboration occurs best in an environment where the administration, library and technical professionals support and encourage cross-program activities that involve 1. the improvement of education services, 2. the effective use of technology, 3. the acquisition of information literacy skills, and 4. the application of all to meet student achievement standards. It is important that ET-IL planners coordinate with district personnel responsible for Title programs and the Consolidated Grants Application, as Title II-D funds are routinely used in support of other Title efforts (ie. district purchases reading software with Title II-D funds to support Title I activities). The ET-IL plan must indicate collaboration with Title programs to be approved.

Guiding Questions:

1. What department or organization at the school district is responsible for the following programs:
 - a. ET-IL
 - b. E-Rate
 - c. Title II-D Consolidated Application
 - d. Accreditation
 - e. Curriculum and Assessment
 - f. Professional Development
2. What mechanism is in place for collaboration?
3. How does the ET-IL plan foster integration of all of the programs listed (in #1) above?
4. How is the administration, district and/or school involved in ET-IL planning and implementation?
5. Describe how technology and information literacy integrated into curricula?
6. What is the district doing to foster increased student achievement through the effective use of technology?
7. How does the district utilize and promote research-based strategies?
8. What is the district doing to coordinate ET-IL efforts with other program efforts such as Title I (Improving the Academic Achievement of the Disadvantaged), II-A (Preparing, Training and Recruiting High Quality Teachers and Principals) and V (Innovative Programs)?

FEDERAL REQUIREMENTS

NCLB Requirement: Promotion of curricula and teaching strategies that integrate technology based on review of relevant research and leading to improvements in student academic achievement.

STATE REQUIREMENTS

Accreditation Indicator for Educational Improvement Planning: Section 4.02(1)(a)

Provide (Option 1) Narrative or Answer Guiding questions below or

(Option 2) paste text from referenced materials where elements are addressed in district planning documents

1. What department or organization at the school district is responsible for the following programs:
 - a. ET-IL : Technology Plan Committee
 - b. E-Rate : Technology Director
 - c. Title II-D Consolidated Application : Director of Teaching and Student Instruction
 - d. Accreditation : John Rouse - Superintendent
 - e. Curriculum and Assessment: Building Administrators, Staff, and Director of Teaching and Student Instruction
 - f. Professional Development : Director of Teaching and Student Instruction

2. What mechanism is in place for collaboration?

Teachers have been given a CORE planning time, allowing them to meet with other staff, librarian, technology specialists, and administrators to work on collaborative lessons and instruction.

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

Teachers now have an opportunity to work with library and technology staff to make sure the information Literacy skills/standards are being taught in the core classes. There is more training of staff to make sure we are incorporating newer technologies within the classroom setting.

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

A committee of teachers, librarian, and administrative staff was formed to revamp and update our ET/IL plan. This committee will work to ensure that implementation of goals and objectives in our plan are being met at the perspective schools. Building administrators are also involved in making sure it is implemented as it affects curriculum, instruction, assessment, student information management systems, and staff development.

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

Teachers are being given training on using SmartBoards, LCD's, integrating certain websites within their teaching base.

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

Throughout the school year district has four planned teacher training sessions during the staff development time. This training is to improve teacher's use of technology to improved student achievement. We plan to send staff to the TIE (Teachers In Education) conference annually. Students are being given extra curricular opportunities to increase technology skills on each campus, such as digital photography club, multimedia class, tech team, and a TV club.

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

We conduct data driven training sessions throughout the year for all staff. Teachers have the opportunity to analyze student test scores and use the data (from DiBELS, NWEA, Alpine Achievement, MClass, etc.)to enhance their teaching strategies and meet individual students needs.

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

Title 1 instructors implement the use of educational software, such as Read 180, SRI, and Reading Counts. The district has implemented a first year teacher mentoring program, aimed at keeping staff within the district and giving them adequate resources needed to have a successful first year. Our schools' schedules allow for two hours of staff development time each Wednesday. At our Middle school we have begun a 21st century skills course, where all students participate. The high school is constantly updating their technology course offerings.

Provide the location of the referenced materials:

Document Name

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D. Professional Development

The ET-IL plan must include strategies for providing ongoing professional development for district staff in the integration of technology and information literacy with curriculum and school management, and in the use of technology for delivery of library services and access to information. Future federal reporting requirements request states to report the number of teachers deemed technologically proficient⁵.

Guiding Questions:

1. Describe how the district's professional development plan provides ongoing sustained professional development for teachers, principals, administrators, and school library media personnel serving the district.
2. Describe how the district will begin to determine the technological proficiency of teachers.
3. Describe the district's plan to provide staff development that supports the integration of technology/21st Century tools into their daily educational practice

5 See Appendix B

FEDERAL REQUIREMENTS

E-Rate Requirement: The plan must have a professional development strategy to ensure that staff knows how to use the new technologies to improve education.

NCLB Requirement: Sustained Staff Development: Title II Part D Sec. 2414 (b)(4)(B). Funding: At least 25% of Title II-D funding (competitive and formula) must be designated for professional development. Title II Part D Sec. 2416 (a)(1)

Provide (Option 1) Narrative or Answer Guiding questions below or

(Option 2) paste text from referenced materials where elements are addressed in district planning documents

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

Salida School district is committed to implementing a comprehensive staff development program that provides embedded and ongoing skill development in the area of effective student instruction. Salida School District provides yearly staff development training days along with school schedules that provide early release of students. Early release allows staff to have an hour and twenty minutes of focused staff development time every week. Salida School District is also committed to providing off site multi-day trainings in effective instruction as a line to the district's improvement plan and staff development plan.

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

Salida School district is continuing to use staff feedback and self assessment as the primary tool to determine technological proficiency. Salida School's administration team also uses the walkthrough method of monitoring to determine the technological proficiency of staff district wide.

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

The Salida School District is supporting integration of technology/21st century tools into daily educational practices by providing staff development activities in this area. Integration will take place using two different staff development models. The first is to provide teacher choice training opportunities throughout the school year for teachers to develop technology/21st century tool proficiencies. The use of these tools is reinforced by team PLC (Professional Learning Communities) dialogs, principal walkthroughs and lesson development. The second method is to provide staff with off site trainings in advanced tools. The participants are expected to implement the concepts in their classroom and then facilitate further trainings for other staff (trainer of trainer's model).

Provide the location of the referenced materials:

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E. Technology Infrastructure and Support

This section is designed to address planning for the physical technology infrastructure required for the district to deliver ET-IL services. This includes elements of hardware, software, telecommunications services, and staffing needed to support the ET-IL program and subsequent technology infrastructure. The key elements of technology infrastructure are outlined below. Your district may have additional items that need to be included in your ET-IL plan based on local initiatives. Please remember that services that are requested on the Form 470 used in the E-Rate application process need to be reflective of the ET-IL plan.

- Telecommunications Capacity
- Telecommunications Services
- Equipment Access for Curriculum Support
- Equipment Access for Instruction, Including Assistive Technologies
- Equipment Access for Data and Assessment
- Equipment Access for Delivery of Library Services, Including Assistive Technologies
- Network and Data Security
- Level of Technology Staff Support
- Internet Access Capacity

Guiding Questions:

1. Describe your basic technology infrastructure. Include telecommunications.
2. Identify what you will need to do to provide adequate telecommunications capacity to meet ET-IL and district program needs.
3. Describe your basic telecommunications services.
4. Identify what you will need to do to provide adequate telecommunications, Internet, and network services to meet ET-IL and district program needs.
5. What infrastructure/services are needed to assure district curriculum support?
6. What infrastructure/services are needed to assure assistive technologies are identified, provided and

supported?

7. What infrastructure/services are needed to support staff use of assessment and data tools?
8. What infrastructure/services are needed to support delivery of library information services? What infrastructure/services are needed to support network and data security?
9. What level of technology staff support is needed to assure the infrastructure/services identified above?
10. How does your infrastructure support communication and involvement of parents and community?

FEDERAL REQUIREMENTS

E-Rate Requirement: The plan must include an assessment of the telecommunications services, hardware, software, and other services that will be needed to improve education or library services.

NCLB Requirement - Indicate the number of computers connected at High Speed. Indicate the number of computers connected at Dial Up. (New reporting requirement from DOE).

NCLB Requirement: Description of provisions for interoperability of components.

Provide (Option 1) Narrative or Answer Guiding questions below or

(Option 2) paste text from referenced materials where elements are addressed in district planning documents

1. Describe your basic technology infrastructure. Include telecommunications.

Salida School District is connected via a Wide Area Network (WAN). The main campus (high school and administration building) is connected to the middle school via 1gb fiber link into a switched VLAN and to the elementary school via 100MB fiber link; internally, the network is a 100mb switched VLAN between Admin building and high school. The transportation building, Head Start buildings are connected via direct fiber link. Internally each building has a 100mb VLAN. Internet access is provided by Bresnan Communications with a 3mb connection which should be increased to 10mb to meet the increasing use of Internet-based administrative applications and student resource needs.

Telecommunications: Direct Inward Dial (DID) system providing 3-digit extension dialing via DSS T-1 from Telco central office; each building retains analog lines for emergency dialing in case of T-1 failure.

E-911 for all buildings is provided via T-1 CAMA trunks. All telecommunications is handled by a central analog NEC 2000 phone switch. The elementary school has a separate fiber link for voice, providing main phone switch connectivity to the NEC2000 satellite unit. The network infrastructure is now ready to accept an upgrade, should funding become available, to VoIP (Voice Over IP).

When we constructed the new Salida Middle School in 1999 we pulled two large fiber cables consisting of 12 strands of multimode and 12 strands of single mode fiber, awaiting the day when it will be there to meet the demand for the heavy data applications like videoconferencing or other high-bandwidth use. We're currently using two.

While the actual number fluctuates, the most recent totals show a total of 632 active computers, 629 are connected to the Internet.

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

We will have to increase the size of our network "pipeline" to the Internet. At present it's just barely adequate. But, consider most home users now have at least 8mb service from Bresnan - for one family, maybe 4 or 5 people. Our network is providing Internet for about 600 users.

3. Describe your basic telecommunications services.

Long distance, POTS connect to the central local telco office (not manned by the way, so if it fails, someone has to come from Vail). Our system runs on a 24-trunk Direct Inward Dial System to a NEC NEAX 2000. There are 8 Voice Mail Trunks. Every room in the district has a phone. In some low-use areas, for example backstage in the auditorium, that phone may be an analog "dumb phone".

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

Overall we need to replace almost every computer in the district, with the exception of some computer labs, and we need a program of funding that will allow us to replace computers and printers and network infrastructure at regular intervals, not in an ice-water panic, as is the current system, better known as Drive it till the Wheels Fall Off. Particularly poor are those computers which have been used and re-used and rebuilt and re-purposed to be used by students. For example, in the middle school, here as we approach 2009, we are still using 30 old Pentium II computers we originally placed in the then-new middle school. To put it mildly, they are woeful absolutely sorry systems and they are embarrassingly bad, but it's all we have. These computers cannot run any current software and their 8GB hard drives barely allow room for students to create their logon profile folders. They are entirely inadequate. There should be a color printer in each room, instead each grade level pod shares one black and white laser printer. Basically, we do not have the computers, the bandwidth, and our teachers do not have the skills to accomplish much of what the 21st Century Skills initiative demands.

Telecommunications: Funding is needed to upgrade to a VoIP switch. While we can continue on in the grand Salida Schools tradition of driving it until the wheels fall off, our analog switch is obsolete. We believe the current 24 DSS-T1 trunks are sufficient but the drawback to a DSS-T1 implementation is that this carrier mode does not carry DID trunk digits. So when teacher calls home to say Johnny just threw up in the computer's keyboard, mom won't answer because she sees "Unknown Caller" and thinks it's a plastic bowl salesman. We do need to change our line carrier protocol to PRI since that will allow our digits to be seen on home Caller ID systems. The current switch (an old Erickson, I believe) at the Salida TelCo Central Office building switch doesn't support PRI lines so until the local switch is upgraded the only alternative is to backhaul our lines to Colorado Springs for PRI service. This is far too expensive to make it worth the time and effort. Johnny will have to clean the keyboard himself. Bottom line: Our analog switch is currently adequate, and the DSS-T1 lines are adequate if you don't mind having the party you called refuse to answer because they don't know who's calling.

Internet: Our "pipeline" to the Internet needs to increase to 10mb to meet the demands of the Salida High School Colorado On-Line Academy students, because most of the data warehousing is "out there"; sites like Infinite Campus, State of Colorado Education Unit, and Colorado Bureau of Investigation teacher applicant fingerprint request, just to name a few of a host of sites accessed over the Internet. Because our bandwidth is so limited, in order to save room for basic I-net traffic, we block students from streaming video, a policy that is, in essence, the exact opposite of our goals in ET-IL and 21st Century Skills. Bottom line: We do not have the bandwidth to accomplish much of what 21st Century Skills demands.

Network: Internally we need to re-wire to allow 1gb to each desktop, planning ahead for the day when we have computers that have the capacity to actually make use of the increased bandwidth. We have been running the same network switches for about 8 years and the day of a catastrophic failure draws near. We are still running the district on the same CAT-5 wiring we installed in 1996. We need funding for an outside expert consultant to engineer replacement of these aging boxes. That would allow us to support our plan for 1gb to each desktop. To meet the ET-IL and district program needs of the present as well as the proposed 21st Century Skills initiatives such as a 1 to 1 laptop program, we propose a professionally engineered wireless wide area network, available to all students and their laptops at any location in the district. Bottom line: the network is currently adequate but only if you don't figure in the need for students to understand and acquire 21st century skills.

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

We need adequate computers, system wide, and we need a regularly scheduled program of acquisition, such as our current lease on 60 Duo-Core laptops, that will maintain the numbers of computers needed to run current software, software necessary for staff and student collaboration.

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

From District Special Education director Jim Allen: I think the district needs to have the tech capacity to run the new SEAS computerized IEP programs that are being introduced by the BOCES. Thanks.
Jim Allen

His comment underscores the fact that Special Education teachers and students need adequate, and more than adequate - most often specialized software and computer systems that can run them, too. Teachers need training in assistive technology.

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

Increased Internet bandwidth and up to date computers that are regularly kept up to date, switched out at least every 4 to 5 years for a current model.

8. What infrastructure/services are needed to support delivery of library information services? What infrastructure/services are needed to support network and data security?

Bandwidth again - media center users need to access multiple on-line databases, attend on-line classes with up to date computers, sufficient bandwidth. We need appropriate software packages and computers to run them. Color laserjet printers should be available in every classroom. Library information services needs an upgrade to the more current Follett Circulation system.

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

Every school should have a full time technology specialist. Currently we have two IT staff people for the entire district.

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

One of the many ways we communicate with the public is via our web page. Each school has its own page and a webmaster to inform the public about school and student activities. With a link from

the web page students and parents are kept up to date with our Infinite Campus Parent Portal. Our computer labs are regularly used for Colorado Mountain College continuing education classes. In partnership with the Senior Citizens some of our high functioning students conduct after school computer training classes. The Chaffee County Clerk uses our network at Salida Middle School as a voting center. There is a long standing offer to the public to avail themselves of all Salida School District Facilities, including our computer labs and network.

Provide the location of the referenced materials:

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F. Policies and Procedures

District policies and procedures protect not only the user, but also the integrity of the network and data. While some policies remain static, others need to be revisited to determine their utility in the face of changing technologies and changing information literacy needs.

- Increased Access for All Students and Teachers.
- Data and Network Security.
- Internet Safety and Children’s Internet Protection Act Compliance (CIPA).
- Student and Staff Acceptable Use Policies.
- District Policies Regarding Student Use of Personal Technologies

CIPA requires a school to have an Internet Safety Policy that protects minors from pornography or activities that could harm them. CIPA compliance is required for E-Rate and Title II Part D of No Child Left Behind programs. Under CIPA, the Internet Safety Policy must also contain a “technology protection measure” that prohibits access to graphic images considered pornography or harmful to minors.

Guiding Questions:

1. Describe the policies/procedures in place for the areas required/recommended. What are some of their key components?
2. Describe the district’s filtering and security measures.
3. Describe the district’s procedure for renewal of acceptable use policies.
4. How are school staff, parents and students kept updated on these policies?

5. Have you conducted a security audit of your network? What type of security is used to secure your network and safeguard the privacy of data?
6. Describe your district's compliance with the Safe Schools Act and how it includes technology related infractions.
7. Explain the district's policy on ensuring equitable access to all students and teachers.

FEDERAL REQUIREMENTS

E-Rate and NCLB Requirements: School district's who wish to be eligible for funding from E-Rate and NCLB Title II D must be in compliance with the Children's Internet Protection Act.

STATE REQUIREMENTS

Accreditation Indicators for Compliance: Section 4.03(1)(c)

Accreditation Contract: Section 2.01(4)(m) & 2.01(4)(r)

Provide (Option 1) Narrative or Answer Guiding questions below or

(Option 2) paste text from referenced materials where elements are addressed in district planning documents

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

We have both a Staff Network Authorization Policy/Acceptable Use Policy and a Student Network Authorization Policy/Acceptable Use policy (AUP). These policies incorporate both Internet safety and acceptable use. The AUP warns students about unacceptable on line behaviours and spells out disciplinary procedures. Backing that up, all network traffic is forced to the proxy server and the SmartFilter.

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

Network Administrative Policy routes all Internet traffic through a BlueCoat proxy server which runs SmartFilter software, updated daily. The Proxy runs a script that forces any search engine into Safe Search Mode.

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

All students sign an AUP as they enter each school campus and it is kept on file in that school for the duration of their time at that school campus.

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

The Acceptable Use Policy is posted on our website and is reviewed annually. The agreement must be signed by student and parent or the student's log on account is disabled. Teachers are encouraged to review the policy with their students during start of school orientation sessions.

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

We run a NetScreen25 Firewall. Annually, and at various other unscheduled times, we visit a web based Port-testing site, GRC.com that tests ports and reports on any security risks.

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

All students and their parents or guardians must both sign an Acceptable Use Policy which is then kept on file during that student's tenure at the particular school they're attending. Included in the Acceptable Use Policy is language prohibiting cyber-bullying or on line harassment, among other things. We routinely monitor all outbound and inbound network traffic using Paessler Traffic Grapher. Inappropriate sites not picked up by the filter are immediately entered in the ad-hoc block list in the BlueCoat Proxy Server. The district logon screen says, in part, "...this automated information system is subject to monitoring at all times. Use of any district automated information system constitutes consent to monitoring." While Internet based proxy servers are ubiquitous, no thanks to such enablers as PeaceFire.org, our SmartFilter includes a block on accessing proxy servers. A suspected or reported violation is taken to the building principal for disciplinary proceedings. Internet Safety is incorporated into the curriculum beginning in kindergarten and continuing at each grade level.

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

Any student can log onto any computer on any campus within the district, where they can also access a personalized network folder on a central shared server. Throughout the district every classroom has at least one, and more usually 3 or more, computers and students with a valid Acceptable Use Policy on file may log on. Specialized software is made available to students with disabilities after collaboration with their Special Education Teacher and in compliance with their Individualized Education Plan.

Provide the location of the referenced materials:

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G. Budget Description

The district is to provide a copy of the operating budget for each fiscal year covered under this plan. To the extent possible, identify existing and potential ET-IL funding sources, and annotate the operating budget line items to show how the district will fund the non-discount portion of E-rate requests. The budget should include estimates for expenditures on items such as infrastructure, hardware, software, consulting contracts, telecommunications services, staff, library infrastructure and professional development opportunities for all staff. It is the understanding that most district's will not have the ability to provide a three year operating budget, therefore CDE will request a copy of the operating budget in subsequent years.

Please note that any Title II-D formula or competitive funding is approved and managed through an official

budget submission process via Colorado Department of Education Grants Fiscal Management. The budget description listed in this section is not an official request to the Department of Education.

Remember to address the following key components:

- Evidence of adequate budget to acquire and maintain infrastructure and services over the next three years.
- Identify existing and potential funding sources.
- Identify the E-rate eligible and non-eligible budget items
- Provide a funding source for E-rate eligible and non-eligible budget items
- Identify the funding source for the non-discounted portion of E-rate eligible budget items
- Provide a list of all anticipated technology purchases including expenditures for existing technology

Guiding Questions:

1. Provide a budget narrative. Explain where E-rate eligible purchases are located.
2. Please show clear evidence of the district's ability to maintain the infrastructure.
3. How will you coordinate ET-IL fund expenditures with funds available from other Federal, State, and local sources?
4. What are your funding sources for budget items?
5. Are there any particular funding challenges you may face over the next three years that impact your organization's ability to implement the ET-IL plan? If so, what are they?
6. Show clear evidence of the district's ability to fund the non-discounted portion of E-rate eligible items.

FEDERAL REQUIREMENTS

E-Rate Requirement: The plan provides for a sufficient budget to acquire and maintain the hardware, software, professional development, and other services that will be needed to implement the strategy for improved education services.

NCLB Requirement: District's will coordinate activities carried out with Title II-D monies with other Federal, State, and local sources.

Provide (Option 1) Narrative or Answer Guiding questions below or

(Option 2) paste text from referenced materials where elements are addressed in district planning documents

Budget: Table 2

ET-IL Expenditure	FY09	FY10	FY11	Funding Source
Upgrade technology labs	\$20,000	\$20,000	\$20,000	District General Funds
Repair and Maintenance	\$20,000	\$20,000	\$20,000	District General Funds
Consumables (toner, etc.)	\$10,000	\$10,000	\$10,000	District General Funds
Internet service	\$22,400	\$42,800	\$42,800	District General Funds, E-Rate
Telecommunications (telephone, voice mail, cell phones, long distance, etc)	\$46,610	\$50,000	\$52,000	District General Funds, E-Rate
Infinite Campus Student Information System	\$10,530	\$11,040	\$11,040	District General Funds
Wireless Generations (DIBELS, MClass) Reading Assessment	\$6,690	\$7,000	\$7,500	District General Funds
Alpine Achievement Assessment Data Management	\$5,182	\$5,200	\$5,500	District General Funds
Northwest Evaluation Association Measures of Academic Progress Online Assessment	\$8,004	\$9,412	\$10,353	District General Funds
Professional development	\$2800	\$3000	\$3200	District General Funds, Title II-D
Total	\$152,216	\$178,452	\$182,393	

1. Provide a budget narrative. Explain where E-rate eligible purchases are located.
See Budget Table 2
2. Please show clear evidence of the district's ability to maintain the infrastructure.
The district will make every effort, given financial challenges, to maintain the infrastructure.
3. How will you coordinate ET-IL fund expenditures with funds available from other Federal, State, and local sources?
A committee will review the available funds from general fund, E-Rate, and Title II-D to make sure that all resources are coordinated and used as effectively as possible.
4. What are your funding sources for budget items?
See Budget Table 2

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

The major factors that will affect our district as far as having funds to implement the programs and technology resources that we see a need for in our district are: 1) declining enrollment and 2) lack of local funds. Our district is facing declining enrollment which leads to declining funds. We failed to pass a mill levy override this year for Technology funds.

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

See Budget Table 2

Provide the location of the referenced materials:

Document Name

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H. Action Plan

The implementation plan should include action steps, timelines, budget commitments, key staff development activities, equipment to be purchased, collaboration strategies associated with the goals of the ET-IL plan, milestones to be reached, and staff assignments for tasks.

Guiding Questions:

1. Provide a basic implementation plan for the strategies outlined in the ET-IL plan for your district.
2. Provide a timeline for assuring 8th grade literacy and full integration of technology in the curriculum. Are there benchmarks for these activities?
3. Provide a projected timeline for determining personnel proficiency.

FEDERAL REQUIREMENTS

NCLB Requirement: Description of how the district will ensure that technology will be fully integrated into the curricula and instruction of the schools.

NCLB Requirement: Description of how the district will ensure that every student is technologically literate by the time the student finishes the eighth grade.

Table 3

Action Step: Increase wireless access and routing			
Strategies	Activities/Timeline	Responsible Parties	Budget Commitments
<ul style="list-style-type: none"> Allow for wireless access within any area of school district. 	<ul style="list-style-type: none"> Increase wireless capabilities within all schools. 2009-1010 school year 	<ul style="list-style-type: none"> Technology Director 	<ul style="list-style-type: none"> \$40,000
Comments:			

Action Step: Increase Bandwidth			
Strategies	Activities/Timeline	Responsible Parties	Budget Commitments
<ul style="list-style-type: none"> Allow for better service access to school buildings. 	<ul style="list-style-type: none"> 2009-2010 school year 	<ul style="list-style-type: none"> Technology Director 	<ul style="list-style-type: none"> \$42,000
Comments:			

Action Step: One to One computer initiative			
Strategies	Activities/Timeline	Responsible Parties	Budget Commitments
<ul style="list-style-type: none"> Increase Number of computers in the district so that all staff and students have access to a computer at all times. (1 to 1) 	<ul style="list-style-type: none"> 2010-2011 school year Assess number of staff and students per building and budget for # of computers needed. 	<ul style="list-style-type: none"> Technology Director Administration 	<ul style="list-style-type: none"> \$400,000
Comments:			

Action Step: Implement 8 th grade technological literacy assessment			
Strategies	Activities/Timeline	Responsible Parties	Budget Commitments
<ul style="list-style-type: none"> Evaluate all 8th grade students. 	<ul style="list-style-type: none"> Starting 2008 Continuing annually 	<ul style="list-style-type: none"> 8th grade technology instructor Core Classroom teachers Library/Technology staff 	none
Comments:			

Action Step: Review 8 th grade technological literacy assessment			
Strategies	Activities/Timeline	Responsible Parties	Budget Commitments
<ul style="list-style-type: none"> Evaluate assessment data to ensure we are getting an accurate reading on attainment of competencies. 	<ul style="list-style-type: none"> Starting 2008, repeating annually Adjust curriculum and teaching methods if needed. 	<ul style="list-style-type: none"> 8th grade technology instructor Bldg. administrator 	none
Comments:			

Action Step: Align the K-12 technology curriculum			
Strategies	Activities/Timeline	Responsible Parties	Budget Commitments
<ul style="list-style-type: none"> Provide a comprehensive outline of our K-12 curriculum. 	<ul style="list-style-type: none"> 2009-2010 school year Have meetings to discuss and combine curriculums for each building/grade level. 	<ul style="list-style-type: none"> All technology teaching staff Building Librarians Building administrators 	None

Comments:

Action Step: Continuing further development to incorporate education technology and information literacy into the curriculum			
Strategies	Activities/Timeline	Responsible Parties	Budget Commitments
<ul style="list-style-type: none"> • Collaboration between library staff, teaching staff, and technology specialists. 	<ul style="list-style-type: none"> • Use of staff development time for training, brainstorming and making of lessons • 2009-2010 school year 	<ul style="list-style-type: none"> • Teachers, library staff, technology specialists, building administrators, director of teaching and learning. 	\$2,500
Comments:			

Action Step: Evaluate ET-IL implementation			
Strategies	Activities/Timeline	Responsible Parties	Budget Commitments
<ul style="list-style-type: none"> • Continue assessing whether the ET-IL plan is being followed and making changes where needed. 	<ul style="list-style-type: none"> • 2009-2012, ongoing evaluation 	<ul style="list-style-type: none"> • All technology specialists, librarians, Building administrators, Director of teaching and learning. 	None
Comments:			

1. Provide a basic implementation plan for the strategies outlined in the ET-IL plan for your district. See Table 1
2. Provide a timeline for assuring 8th grade literacy and full integration of technology in the curriculum. Are there benchmarks for these activities?

Salida School District will conduct Standards based assessments with all 8th grade students for technological literacy starting in 2007-2008 school year. The evaluation tool contains a portfolio and formative and summative assessments to determine technological literacy. The data from the evaluations

will be reviewed annually to make any adjustments in curriculum to assure student competencies. The district uses benchmarks stated in the National Technology Standards and Colorado ET-IL Standards.

3. Provide a projected timeline for determining personnel proficiency.
Action Plan - Table 3

Provide the location of the referenced materials:

Document Name

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I. Evaluation Plan

Evaluation and outcome measurement are an integral part of ET-IL planning and are essential to successful implementation of the ET-IL plan. Progress should be measured at least annually. The plan should include the following:

Evidence of Evaluation of Previous Plan

Evaluation Plan for this ET-IL Plan that directly links back to the proposed strategies, and clearly defines how strategies will be evaluated.

Guiding Questions:

1. What performance measures have you incorporated into your plan to determine whether your ET-IL implementation and investments have been effective in achieving your district's objectives?
2. How often will you evaluate progress on your district's plan?
3. Who will be responsible for completing/overseeing the evaluation process?
4. Show evidence that you have evaluated your district's previous plan and include the key points or findings of this evaluation in your new plan.
5. Does your plan include evaluation of student assessment data?
6. How will you evaluate the technology infrastructure and telecommunication services in your district?

FEDERAL REQUIREMENTS

E-Rate Requirement: The plan must include an evaluation process that enables the district to monitor progress toward the specified goals and make mid-course corrections in response to new developments and opportunities

as they arise.

NCLB Requirements: Description of the process and accountability measures that the district will use to evaluate the extent to which activities funded under the program are effective in integrating technology into curricula, increasing the ability of teachers to teach, and enabling students to achieve challenging state academic standards requirements.

STATE REQUIREMENTS

Accreditation Contract: Section 2.01(4)(r)

Provide (Option 1) Narrative or Answer Guiding questions below or

(Option 2) paste text from referenced materials where elements are addressed in district planning documents

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

(See "evaluation column" on Table 1)

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

Progress on our district plan will be evaluated annually.

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

The Director of Teaching and Student Instruction, the Director of Technology, and campus administrators.

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

Salida School District evaluated the 06-09 plan through staff surveys and administrative walk-through procedures as well as data analysis. Key findings include: Need for continued staff development, updated equipment, improved infrastructure to prepare for 21st Century Skills.

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

Yes

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

The Technology Director will conduct an annual audit of technology infrastructure and telecommunications services in the district and keep an ongoing log of the changes. The Technology Department maintains a spreadsheet listing all district buildings and the number and type of computer systems, to evaluate the allocation and usage patterns of available technologies.

Provide the location of the referenced materials:

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ON-LINE REFERENCES FOR ET-IL PLANNING

CDE Accreditation Rules

<http://www.cde.state.co.us/cdeedserv/download/pdf/AccreditationRules1CCR301-1.pdf>

Technology Skills Standards for PreK-12 Schools

http://www.cde.state.co.us/edtech/e2t2_formula.htm

Colorado Standards for Information Literacy

<http://www.cde.state.co.us/litstandards/litstandards.htm>

The Partnership for 21st Century Skills

<http://www.21stcenturyskills.org/>

Enhancing Education Through Technology (Title II-D)

<http://www.ed.gov/policy/elsec/leg/esea02/pg34.html>

Schools & Libraries Division (SLD) – E-Rate

<http://www.sl.universalservice.org>

Consortium for School Networking (CoSN) – CoSN/Gartner [Total Cost of Ownership] TCO Tool and Case Studies

http://classroomtco.cosn.org/gartner_intro.html

ISTE National Educational Technology Standards

<http://cnets.iste.org>

CAST: Resource on Universal Access for Technology Tools

<http://www.cast.org/>

Closing the Gap: Computer Technology in Special Education and Rehabilitation

<http://www.closingthegap.org/>

Consortium for School Networking (CoSN) – Cyber Security for the Digital District

<http://www.securedistrict.org>

The Family Educational Rights and Privacy Act (FERPA)

<http://www.ed.gov/policy/gen/guid/fpco/ferpa/index.html>

American Library Association Web Site on the Children's Internet Protection Act

<http://www.ala.org/ala/washoff/WOissues/civilliberties/cipaweb/cipa.htm>

National Staff Development Council -- Standards for Staff Development <http://www.nsd.org/>

APPENDIX A

8th Grade Literacy Resources

Colorado definition of Technological Literacy:

Technology literacy is the ability to responsibly use appropriate technology to communicate; solve problems; and access, manage, integrate, evaluate, design, and create information to improve learning in all subject areas and to acquire lifelong knowledge and skills in the 21st century.

Colorado Standards for Students (based on the refreshed NETS•S)

I. Creativity and Innovation

Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. Students:

- A. apply existing knowledge to generate new ideas, decisions, processes, products or solutions.
- B. create original works as a means of personal or group expression.
- C. use models and simulations to explore complex systems and issues.
- D. identify trends and forecast possibilities.

II. Communication and Collaboration

Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. Students:

- A. interact, collaborate, and publish with peers, experts or others employing a variety of digital environments and media.
- B. communicate information and ideas effectively to multiple audiences using a variety of media and formats.
- C. develop cultural understanding and global awareness by engaging with learners of other cultures.
- D. contribute to project teams to produce original works or solve problems.

III. Research and Information Fluency

Students apply digital tools to gather, evaluate, and use information. Students:

- A. plan strategies to guide inquiry.
- B. locate, organize, analyze, evaluate, synthesize, and ethically use information
- C. evaluate and select information sources and digital tools based on the appropriateness to specific tasks.
- D. process data and report results.

IV. Critical Thinking, Problem-Solving & Decision-Making

Students use critical thinking skills to plan and conduct research, design and manage projects, solve problems, engineer solutions and make informed decisions using appropriate digital tools and resources. Students:

- A. identify and define authentic problems and significant questions for investigation.
- B. plan, design and manage activities to develop a solution or complete a project.
- C. collect and analyze data to identify solutions and/or make informed decisions.
- D. use multiple processes and diverse perspectives to explore alternative solutions.

V. Digital Citizenship

Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior. Students:

- A. advocate and practice safe, legal, and responsible use of information and technology.
- B. exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity.
- C. demonstrate personal responsibility for lifelong learning.
- D. exhibit leadership for digital citizenship.

VI. Technology Operations and Concepts

Students demonstrate a sound understanding of technology concepts, systems and operations. Students:

- A. understand and use technology systems.
- B. select and use applications effectively and productively.
- C. troubleshoot systems and applications.
- D. transfer current knowledge to learning of new technologies

APPENDIX B

Resources for Teacher Standards

The Department of Education is requiring states to report the unduplicated headcount of school personnel assessed against the standards-based performance profiles of technology user skills as defined by the state. Below are the refreshed NETS·T for Teachers.

NETS·T Standards for Teachers



1 Facilitate and Inspire Student Learning and Creativity

Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments. Teachers:

- a promote, support, and model creative and innovative thinking and inventiveness.
- b engage students in exploring real-world issues and solving authentic problems using digital tools and resources.
- c promote student reflection using collaborative tools to reveal and clarify students' conceptual understanding and thinking, planning, and creative processes.
- d model collaborative knowledge construction by engaging in learning with students, colleagues, and others in face-to-face and virtual environments.

2 Design and Develop Digital-Age Learning Experiences and Assessments

Teachers design, develop, and evaluate authentic learning experiences and assessment incorporating contemporary tools and resources to maximize content learning in context and to develop the knowledge, skills, and attitudes identified in the NETS•S. Teachers:

- a design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity.
- b develop technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress.
- c customize and personalize learning activities to address students' diverse learning styles, working strategies, and abilities using digital tools and resources.
- d provide students with multiple and varied formative and summative assessments aligned with content and technology standards and use resulting data to inform learning and teaching.

3 Model Digital-Age Work and Learning

Teachers exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society. Teachers:

- a demonstrate fluency in technology systems and the transfer of current knowledge to new technologies and situations.
- b collaborate with students, peers, parents, and community members using digital tools and resources to support student success and innovation.
- c communicate relevant information and ideas effectively to students, parents, and peers using a variety of digital-age media and formats.
- d model and facilitate effective use of current and emerging digital tools to locate, analyze, evaluate, and use information resources to support research and learning.

4 Promote and Model Digital Citizenship and Responsibility

Teachers understand local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices. Teachers:

- a advocate, model, and teach safe, legal, and ethical use of digital information and technology, including respect for copyright, intellectual property, and the appropriate documentation of sources.
- b address the diverse needs of all learners by using learner-centered strategies providing equitable access to appropriate digital tools and resources.
- c promote and model digital etiquette and responsible social interactions related to the use of technology and information.
- d develop and model cultural understanding and global awareness by engaging with colleagues and students of other cultures using digital-age communication and collaboration tools.

5 Engage in Professional Growth and Leadership

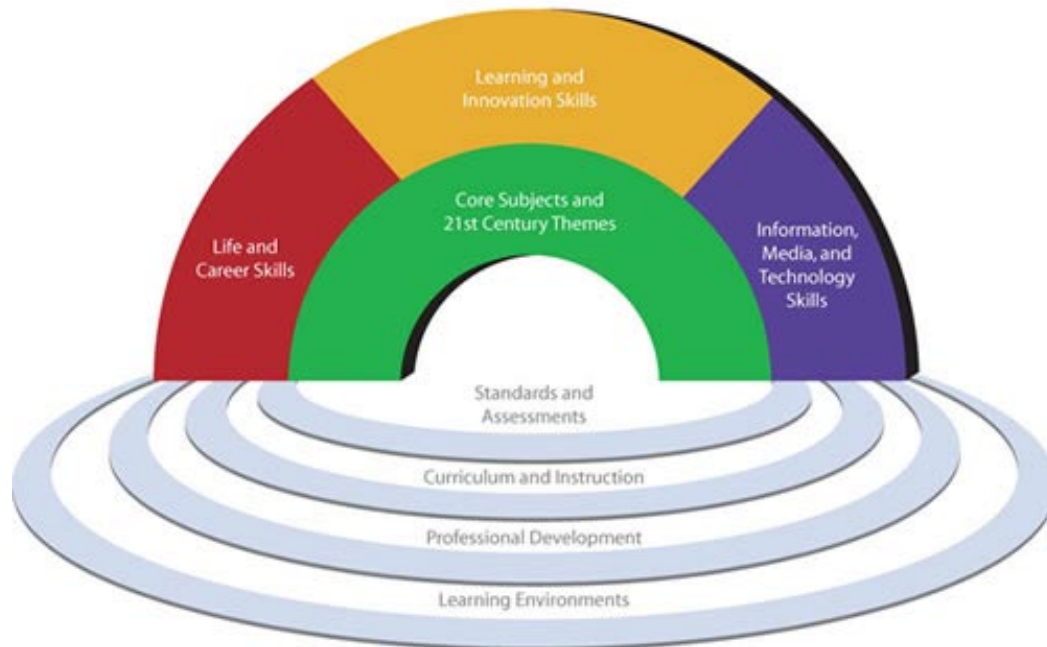
Teachers continuously improve their professional practice, model lifelong learning, and exhibit leadership in their school and professional community by promoting and demonstrating the effective use of digital tools and resources. Teachers:

- a participate in local and global learning communities to explore creative applications of technology to improve student learning.
- b exhibit leadership by demonstrating a vision of technology infusion, participating in shared decision making and community building, and developing the leadership and technology skills of others.
- c evaluate and reflect on current research and professional practice on a regular basis to make effective use of existing and emerging digital tools and resources in support of student learning.
- d contribute to the effectiveness, vitality, and self-renewal of the teaching profession and of their school and community.

APPENDIX C

21st Century Skills

According to the Partnership for 21st Century Skills, students must learn both core and 21st century content within a 21st century context. The literacy needed for this challenge combines 21st century learning skills and tools, as illustrated by the following diagram.



The 21st Century Learning Skills are:

Creativity and Innovation Skills

Communication and Collaboration Skills

Critical Thinking and Problem Solving Skills

Media Literacy

ICT Literacy

Flexibility & Adaptability

Initiative & Self-Direction

Information Literacy

Social & Cross-Cultural Skills

Productivity & Accountability

Leadership & Responsibility

The Partnership for 21st Century Skills. 2004. Partnership for 21st Century skills. 3 Nov. 2005
http://www.21stcenturyskills.org/index.php?option=com_content&task=view&id=254&Itemid=120/

APPENDIX D

AASL Standards for 21st Century Learners

The learning standards begin by defining nine foundational common beliefs:

- Reading is a window to the world.
- Inquiry provides a framework for learning.
- Ethical behavior in the use of information must be taught.
- Technology skills are crucial for future employment needs.
- Equitable access is a key component for education.
- The definition of information literacy has become more complex as resources and technologies have changed.
- The continuing expansion of information demands that all individuals acquire the thinking skills that will enable them to learn on their own.
- Learning has a social context.
- School libraries are essential to the development of learning skills.

The Standards describe how learners use skills, resources, and tools to

1. inquire, think critically, and gain knowledge;
2. draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge;
3. share knowledge and participate ethically and productively as members of our democratic society;
4. pursue personal and aesthetic growth.

American Library Association. 2008. AASL Standards for the 21st Century Learner. 7 July 2008
<http://www.aasl.org/ala/aasl/aaslproftools/learningstandards/standards.cfm>

APPENDIX E

DISTRICT NAME _____ DATE OF REVIEW _____ SCORERS
 INITIALS _____

Approval: YES_____ NO_____

District/school is seeking to be qualified for: (check all that apply)

_____ Title IID Competitive/Formula Funds _____ E-rate Funds _____ Accreditation Assurance

Plan Elements/Criteria	Planning Indicators/Guidelines			Ratings/Comments
	Title IID (NCLB)	E-rate	Accreditation	
A. Needs Assessment	Describes strategies: 1. To improve student academic achievement through the use of technology, 2. To have every student is technologically literate by the time the student finishes eighth grade, 3. To effectively integration of technology resources and systems with teacher training and curriculum development, and 4. To increase technology capacity of teachers and students.	The plan includes a needs assessment of the telecommunication services, hardware, software, and other services that will be needed to improve education services.		The plan contains a process to identify the needs of the district and the results are clearly outlined in the plan. YES_____ NO_____ Comments:
B. Goals, Objectives, and	Description of strategies for integrating technology with	The plan must establish clear goals and a realistic strategy for		The plan contains a description of specific goals and strategies

Strategies	<p>instruction and aligning with state standards to improve student achievement and increase technology literacy.</p> <p>Description of strategies schools are taking to ensure that all students and teachers have increased access to technology.</p> <p>All students will be technology literate by the end of eighth grade.</p> <p>Description of how the district will use technology effectively to promote parental involvement and increase communication with parents.</p>	using telecommunications and information technology to improve education or library services.		<p>aligned with the district and Colorado academic standards, for using advanced technology to improve student academic achievement.</p> <p>YES___ NO___</p> <p>Comments:</p>
Planning Indicators/Guidelines				Ratings/Comments
Plan Elements	Title IID (NCLB)	E-rate	Accreditation	
C. Collaboration and Integration	Promotion of curricula and teaching strategies that integrate technology based on review of relevant research and leading to improvements in student academic achievement.		Accreditation Indicator for Educational Improvement Planning: Section 4.02(1)(a)	<p>The plan clearly outlines how the district is fostering collaboration between the various program areas. This may include a description of how the district is integrating the ET-IL planning into a broader district planning process.</p>

				YES___ NO___ Comments:
D. Professional Development	Description of how the district will provide ongoing, sustained professional development for teachers, administrators, and school library personnel to build staff and student capacity, leading to technology integration in the curriculum. At least 25% of Title II-D funding (competitive and formula) must be designated for professional development.	The plan must have a professional development strategy to ensure that staff knows how to use the new technologies to improve education		The plan contains a clear description of how the school district will provide ongoing, sustained professional development for all school professionals to further the effective use of educational technology. YES___ NO___ Comments:

	Planning Indicators/Guidelines			Ratings/Comments
Plan Elements	Title IID (NCLB)	E-rate	Accreditation	

<p>E. Technology Infrastructure and Support</p>	<p>Indicate the number of computers connected at High Speed. Indicate the number of computers connected at Dial Up.</p> <p>Description of provisions for interoperability of components.</p>	<p>The plan must include an assessment of the telecommunications services, hardware, software, and other services that will be needed to improve education or library services.</p>		<p>The plan includes a clear description of the current status of available technology (hardware, software, telecommunications services etc) including the identification of current and/or future needs to improve educational services.</p> <p>YES___ NO___</p> <p>Comments:</p>
<p>F. Policies and Procedures</p>	<p>School districts who wish to be eligible for funding from E-Rate and NCLB Title II D must be in compliance with the Children’s Internet Protection Act.</p>	<p>Accreditation Indicators for Compliance: Section 4.03(1)(c)</p> <p>Accreditation Contract: Section 2.01(4)(m) & 2.01(4)(r)</p>	<p>The plan clearly describes district policies and procedures to meet CIPA requirements to have an Internet Safety Policy that protects minors from pornography or activities that could harm them.</p> <p>YES___ NO___</p> <p>Comments:</p>	

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Plan Elements	Planning Indicators/Guidelines			Ratings/Comments
	Title IID (NCLB)	E-rate	Accreditation	
G. Action Plan	<p>Description of how the district will ensure that technology will be effectively integrated into the curricula and instruction of the schools.</p> <p>Description of how the district will ensure that every student is technologically literate by the time the student finishes the eighth grade.</p>			<p>The plan includes an action plan outlining strategies, timeline, responsible individuals, and possible budget commitments to implement elements of ET-IL Plan.</p> <p>YES___ NO___</p> <p>Comments:</p>
H. Evaluation	<p>Description of the process and accountability measures that the district will use to evaluate the extent to which activities</p>	<p>The plan must include an evaluation process that enables the district to monitor progress toward the specified goals and make mid-</p>	<p>Accreditation Contract: Section 2.01(4)(r)</p>	<p>The plan includes a description of an evaluation process that enables the district to monitor and assess progress toward the specified</p>

	<p>funded under the program are effective in integrating technology into curricula, increasing the ability of teachers to teach, and enabling students to achieve challenging state academic standards requirements.</p>	<p>course corrections in response to new developments and opportunities as they arise.</p>		<p>goals and to make adjustments in the plan as needed. YES___ NO___ Comments:</p>
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