

**University Place Elementary
Technology Plan 2007-2012
2008 Update**

School Technology 5 Year Plan

All Information Must Be Submitted Electronically to cspencer@hsv.k12.al.us

Timelines: (Due to Technology Coordinators/ ETC)

Technology Survey for Employees March 6, 2008

Technology Survey for Administrators	March 6, 2008
Technology Survey Sign In Sheets.....	March 6 2008
SDE Survey.....	May 8, 2008
Technology Plans for 2005-2012.....	May 8, 2008

Hardware and software inventories should be updated and kept on file at the local school.

General Notes

- If computers do not meet the SDE definition of a multimedia computer you will not be able to count having a computer in every classroom. ***State Definition of a Multimedia Computer - Computers capable of running Windows 95 or Macintosh OS8.0 or later operating systems with processors including Pentium (or Celeron) (200MHz) or PowerPC 200 MHz or Mac G3 or better, with a minimum of 64MB RAM, with CD-ROM or DVD player and with a sound card, manufactured within five years prior to the date of data collection (May 2007).***
- While planning, keep in mind sources of: Federal Funding, State and Local Technology money, PTA, or other sources of funding.
- After submitting your Technology Plan Update electronically you **will need to print the General Information Page, have the principal and school technology leader sign the page and send it to Carol Spencer at ETC via school mail** for us to keep on file at our office. **You do not need to print your entire plan!**
- Submit the entire plan by **May 8, 2008**.
- Implementation of the **Alabama Course of Study: Technology Education** was mandatory by the State Department of Education beginning **2003-2004**. This Course of Study should help you with your school's technology planning process. On pages 19-26 (K-8 only) you will list which grade, department, and/or person is responsible for each standard.
- Enclosed you will also find the Alabama Administrator and Teacher Technology Standards, which were approved by the Alabama Board of Education, August 10, 2006 with required implementation, effective October 19, 2006.
- At the beginning of each school year, every teacher must sign The Instructional Technology Form and Copyright Restrictions, enclosed in this packet. These forms should be filed at the school.
- Priority should be given to meet:
 - Instructional needs first, e.g., those things that directly assist the student in the learning process.
 - Administrative needs, e.g., hardware/software for office and teacher use such as student administration.
- New, replacements, and upgrades to existing hardware/software must be included in your plan.
- Your plan should include all needed items for Internet Access from the room wall jack (example: computer, network cards, switches, cables, software, and server if you desire, etc.). You may need to order additional network switches and cables if you want additional computers set up in your lab or classroom. It is probably best to talk to your Network Technician to find out if it is necessary before making this purchase.

Print this page and have the Principal and School Technology Leader sign it. Please drop this in the school mail so we have the original on file by May 8th! We will save your plan electronically when you email it to us, but must have a hard copy of the signature page on file.

General Information

- Years of the Plan: 2007 – 2012
- School: University Place Elementary
- Date Submitted: May 9, 2008

Approval – Principal

Lynette Alexander

May 9, 2008

Name

Date

Signature

Approval – District Technology Coordinator

Kim Chappell

May 9, 2008

Name

Date

Signature

Name

Date

Signature

Notes on Approval:

Empty box for notes on approval.

School Technology Support Team				
Contact	Name	Position / Grade	Phone	Email Address
School Name	University Place Elementary	N/A	428-7440	N/A
Principal	Lynette Alexander	K-5	428-7440	palexander@hsv.k12.al.us
Assistant Principal*	N/A	N/A	N/A	N/A
Assistant Principal*	N/A	N/A	N/A	N/A
Assistant Principal*	N/A	N/A	N/A	N/A
School Technology Leader	Kim Chappell	Media Specialist K-5	428-7440	kchappell@hsv.k12.al.us
Computer Lab Tech	Gloria Bonner	Computer Tech K-5	428-7440	gbonner@hsv.k12.al.us
Library Media Specialist	Kim Chappell	K-5	428-7440	kchappell@hsv.k12.al.us
School Web Master	Kim Chappell	Media Specialist K-5	428-7440	kchappell@hsv.k12.al.us
Anti-Virus – Person Responsible to make sure the Anti-Virus Program is loaded on every computer!	Gloria Bonner	Computer Tech K-5	428-7440	gbonner@hsv.k12.al.us

List all members of your Technology Planning Committee. This committee should include the Principal, Lab Technician, Library Media Specialist, Special Education Teachers, Support Personnel, Teachers, Business leaders, Parents, and Students.

Technology Committee Members		
Name	Position	Business or School
Lynette Alexander	Principal	University Place Elementary
Kim Chappell	School Technology Leader	University Place Elementary
Gloria Bonner	Technology Teacher	University Place Elementary
Margaret Burgess	2 nd Grade Teacher	University Place Elementary
Rodney Calloway	5 th Grade Teacher	University Place Elementary
Dollie C. Jackson	4 th Grade Teacher	University Place Elementary
Melissa Thomison	3 rd Grade Teacher	University Place Elementary

Vision Statement

University Place Elementary School's vision is to help all students build a strong foundation focusing on optimal learning to enable them to lead fulfilling and productive lives in a rapidly changing and increasingly complex society.

History of University Place Elementary

University Place Elementary School is a public, urban elementary school. The school was built in 1959. It consisted of ten classrooms and a lunchroom facility. The original student population was 463 students in grades one through six with sixteen teachers. A Parent/Teacher Association (PTA) was organized to strengthen the school's overall program. In the late 1960's a library and additional classrooms were added. During the second semester of the 1997-98 school year, two additional classrooms were added and plans were on the drawing board for a new library to be constructed. During the summer of 2001, construction of the new library "wing" began. The new wing consisted of the following:

- ✚ Main library with adjacent multi-purpose room
- ✚ Librarian's office and book processing room (which is used as an office storage space)
- ✚ Teacher workroom and restroom
- ✚ Storage facilities for materials, secure/private documents and audio-visual equipment

In the spring of 2002, the library was moved from two portables. Additionally, during this same year, a new telephone system was installed, therefore connecting all rooms in the school and office. The following summer of 2003, an outdoor classroom was begun using funds obtained from donations and grants. The completed "Outdoor Classroom" is NWF certified.

The current number of classrooms is 21 plus the following: a computer lab, speech room, TV studio, gym, library and multipurpose room. We also have additional rooms to house our school's nurse, reading specialist, curriculum specialist, ELL teacher, collaborative teachers and counselor. Our current enrollment is 325.

Demographic Information

University Place Elementary serves the needs of students living in/around UAH and neighborhoods on and around University Drive. The surrounding neighborhood populations who have school-age children in University Place's zone are about 45 %. (Figures are based on the 2000 census report).

Over the past seven or eight years this school and community has been in the news several times concerning the possibility of University Place school grounds being sold to the University of Alabama-Huntsville. University Place School's property is adjacent to UAH's property. The sale offer that was proposed by the school board in 2003 was rejected. In very recent months, both UAH and the HCS school board members have revisited the offer. It is still unknown whether or not the property will be sold. The superintendent has also held community meetings whether the combining of Terry Heights Elementary and University Place Elementary would take place. Although the superintendent made the announcement in March of 2008 that Terry Heights Elementary will be one of the schools to close next year. We don't know exactly what will happen from here, but the faculty feels that we will have students from Terry Heights therefore increasing our enrollment for the 2008-09 school year.

University Place's current enrollment is 325. The racial composition of the school is: 70%-Black, 17%- Hispanic, 9%-White, and 6%-Other.

100% of the faculty and staff at University Place is Highly Qualified according to the NCLB standards.

Process of Developing and Approving Our Plan

University Place Elementary Technology Committee meets several times formally at the beginning of the school year to finalize and fine-tune the purchasing of equipment based on the plans from the previous year. The Technology Leader attends various meetings throughout the year in order to obtain information of interest from the District level. This information is passed along to members of the committee and faculty of the school during faculty meetings. At the end of the year, the Technology Plan is discussed in detail, with the IMPACT survey results reviews to determine next year's goals and expenditures. The budget must be discussed, planned and submitted to the Budget committee for approval from the entire faculty. Please see the table below for listings of Technology meetings held and/or attended.

Plans are developed using data from the State IMPACT Survey.

1. Plans will be submitted electronically on or before May 8, 2008 to the District Technology Coordinators.
2. District Technology Coordinators will review plans for required components.
3. District Technology Coordinators will update the District Technology Plan with input from schools, business leaders, and District Technology Committee.
4. The District Technology Plan will be submitted to the Superintendent for approval.
5. The District Technology Plan will be submitted to the Alabama State Department of Education Office of Technology Initiatives for approval.

Technology and Curriculum Integration

University Place Elementary holds a Technology COS training each year. During this training, all teachers are given their responsibilities of what they are required to teach regarding the Tech COS as mandated by the Alabama State Department of Education. It is highly encouraged to have all technology projects integrated into the curriculum already required to be taught. Statements of knowledge and understanding of Tech COS requirements are collected from each teacher and kept on file. All teachers have access to the following resources: computer lab, library, multi-purpose room, distance learning activities, ACTIVboard and ACTIVotes, along with all of the resources provided by HCS and APTPlus. As required by HCS, all teachers are required to have a lesson plan that incorporates all of the Tech COS requirements for their grade level and sample project on file (electronically). The Technology Leader is required to provide at least 4 hours of technology professional development each year.

The teachers' lessons have included using the ACTIVboard for ThinkLink activities, teaching dictionary skills, spine labels and library skills, math and elapsed time activities. And one teacher used it in a videotaped lesson for her national board certification. PowerPoint is used by our students' daily in the TV studio, as are various other technologies: video camera, digital still cameras, and a mixer. In the library several databases are used extensively by teachers and students: InfoCentre, the library search station, Accelerated Reading, STAR Reading, STAR Math and Accelerated Math activities require our teachers and students to utilize databases as well as access assessment information. In addition, ThinkLink activities engage student learning with its online practice tests. In the computer lab, our teachers integrate the Tech COS by requiring students to practice their typing skills on Senselang, having them prepare PowerPoint presentations for the report written on the circulatory system, and typing their reports on Sounds (including pictures!). The Art, LMS, Reading Specialist and classroom teacher all collaborate in teaching a unit to help teach library, book-making skills, and comprehension along with art.

Measures to Ensure Information Security

Describe the desktop and other security measures used to protect system information. Include information on desktop protection measures (if used), anti-virus protection measures and other equipment or services used for network protection.

Describe future plans for improvement.

1. Command Anti-Virus is provided by the district and must be loaded on every computer.
2. The district provided Fortres. Please note if you are using this software.
3. You don't need to list what is in place by the district for the network and servers.

FOCUS QUESTIONS

GOAL 1: TECHNOLOGY INTEGRATION AND MASTERY OF STANDARDS

University Place Elementary students, teachers, and administrators will effectively use technology as an integrated tool for teaching, leading, and learning to master local, state, and national standards.

Our Local Interpretation of Goal 1

It is University Place Elementary goal to have all teachers embrace the fact that technology has infiltrated all aspects of our society, and as the guiding forces in the development of future generations, they should be the modelers of proper technology use. The use of technology in our daily lives is evidence that it should be incorporated into every lesson, subject and projects the Students are expected too perform, from the simplest to the most complex. Technology doesn't have to be complicated, and in Many cases, is very simple to include into most of the lessons, even for the younger generation of learners.

Ideal Performance (when we have achieved Goal 1, we will see the following)

It is only by exploration that learning and mastery truly takes place. When Goal 1 has been achieved, ALL of our teachers will Possess the skills, knowledge, and confidence to teach our students how to use databases, evaluate online information, Incorporate digital media into lessons and projects across the curriculum in a way that will inspire learners to have a desire to Investigate the world and find answers to questions through inquiry skills necessary. The use of the computer lab will adhere to project deadlines, the ACTIVboard will have a waiting list, teachers across grade levels will collaborate about how integration of technology worked (or didn't) and for which lessons and projects.

Where We Stand (We have made progress achieving Goal 1 in the following ways)

What progress have you made on your Goal 1 and its objectives since 2007-2008?

The participating teacher (for the Interactive Collaboration Classroom Tools) provided a minimum of 1 hour of training to the faculty on the integration of these interactive tools through demonstration of lesson plans. So, therefore, we have not made sufficient or significant strides in this area. The Activboard is not being utilized enough. The teachers possess only a limited amount of knowledge of how to integrate technology into the curriculum.

FOCUS QUESTIONS
GOAL 2: EXPANDING OPPORTUNITIES THROUGH TECHNOLOGY

University Place Elementary students, teachers, and administrators will benefit from a broad range of educational opportunities and resources through the use of technology.

Our Local Interpretation of Goal 2

A broad range of educational resources exists at our school; it is just a matter of utilizing them on a regular basis by both the teachers and students to enhance both teaching and our learning experiences. Resources include, but are not limited to: UP TV, Tiger Times (student produced newspaper), Distance learning, e-mail for all teachers, ThinkLink, online, Accelerated Math and Reading, STAR Reading and Math, InfoCentre, APTPLUS/UnitedStreaming, ALEX, STI, Office suite software, computer lab, NAPE and school and district websites with the capability along with teacher/classroom WebPages.

Ideal Performance (when we have achieved Goal 2, we will see the following)

When teachers, students and administrators recognize the benefits of educational resources, they will use them in as many Lessons and projects as possible. Teachers will ask for Distant Learning opportunities for some of their professional Development. IMPACT survey results will reveal teachers of lower and upper elementary students using technology to plan, evaluate and sustain a vibrant learning experience for themselves and our students.

Where We Stand (We have made progress achieving Goal 2 in the following ways)

What progress have you made on your Goal 2 and its objectives since 2007-2008?

There was only enough funding for one distance learning fieldtrip through the district, even though the Impact Survey results exhibited dissimilar results.

The majority of the teachers utilize technology daily by planning lessons on STI, for grades, STAR Math, STAR Reading and Accelerated Reading.

The computer lab is made accessible for daily/weekly use for every classroom in the building.

FOCUS QUESTIONS
GOAL 3: TECHNOLOGY PROFESSIONAL DEVELOPMENT

University Place Elementary teachers and administrators benefit from high quality, research-based professional development and support necessary to achieve local, state, and national standards and courses of study.

Our Local Interpretation of Goal 3

Teachers and administrators will take advantage of many of the Professional Development opportunities offered in the community, by HCS, and in-house. In addition, funding will be appropriated that enables teachers to have time to attend technology classes. The technology leader should have time to collaborate and help teachers with technology issues and exchange ideas for incorporating technology into lessons and projects.

Ideal Performance (when we have achieved Goal 3, we will see the following)

As our school continues to strive and achieve this goal, teachers will attend Technology Professional Development because They will recognize the value it adds to their teaching and students' mastery of concepts, not just because it is required. The school plans to appoint more than one technology leader in the school to enable "technology coaching" and collaboration between teachers across the grade levels. Substitute teachers will be funded for technology trainings for not only teachers, But for the technology leaders in the school. Assessments and surveys of the teachers for technology trainings they request will require the "Tech Team" to acquire more training, too.

Where We Stand (We have made progress achieving Goal 3 in the following ways)

What progress have you made on your Goal 3 and its objectives since 2007-2008?

The funding was not obtainable to support compensating substitute teachers and technology leader to attend required, necessary technology training.

FOCUS QUESTIONS

GOAL 4: TECHNOLOGY INFRASTRUCTURE

University Place Elementary students, teachers, and administrators will have access to the appropriate technology resources and infrastructure necessary to support teaching, leading, and learning.

Our Local Interpretation of Goal 4

Every teacher, administrator, and instructional space needs to have at least one computer that falls within the State Department Of Education's description of a "modern" or up-to-date computer; while the computer lab and the library need to possess at least 5 "modern" computers available for student research and project completion. In addition, each instructional space must have at least one "other" technology item available to the students/teachers to enable technology integration. Connectivity, on all levels, (from connecting to everything outside the room to the simple connections within the room) must be maintained to fully implement and incorporate technology into the everyday curriculum.

Ideal Performance (when we have achieved Goal 4, we will see the following)

Teachers, administrators and students will troubleshoot and solve problems together, while learning ever-changing, new and upcoming technologies. Funding will be appropriated to enable purchases appropriate infrastructure: portable computers, Distance Learning camera and equipment, more ACTIVboards and accessories, additional scanners, digital cameras, computers, Printers. This will ensure that University Place is a school "in one of the most technology advanced cities in the world" that administrators, teachers and students will desire to be employed or zoned for.

Where We Stand (We have made progress achieving Goal 4 in the following ways)

What progress have you made on your Goal 4 and its objectives since 2007-2008?

This year we have acquired 10 new computers, 4 new printers, and 5 new televisions with smartcards. We still only have 2 portable computers (laptops) available for use.

We received an additional ActivBoard through ETC department by selecting one teacher to attend 2 days of training (professional development) in January 2008 for integration and implementation of these interactive tools.

We are still in need of 5 modern computers for the library, distance learning equipment, laptops and scanners.

2008-2009 Action Plans

Using the needs identified above, develop an Action Plan that will address the deficiencies for the following objectives. Schools may elect to address all objectives or only the number requested. Use the chart below to develop this Action Plan to remediate the objectives you have chosen. All objectives should remain in the school plan from year to year, affording schools the opportunity to address additional objectives in the future.

Additional Directions for Editing Action Plan Tables

Check boxes on the Action Plans and Budget Items Projected Pages - To select your option double click the box you wish to change and select the 2nd Option (Default Value) to check.

Fill in the Blanks under Action Plans – Indicators – Just click on the line and begin typing your answer – Underline is turned on to make inserting your response easier

Goal #1: University Place Elementary students, teachers, and administrators will effectively use technology as an integrated tool for teaching, leading, and learning to master local, state, and national standards. **(Choose a minimum of 3 objectives. Each objective addressed must contain the action steps needed to accomplish it.)**

Year	Objective	*Indicators(s) (Where you would like to see your school by 2012)	Current Status per Indicator (average)	Action Steps (Your technology budget will be developed based on these action steps.)	Budget Category
<input type="checkbox"/> 07-08 <input checked="" type="checkbox"/> 08-09 <input type="checkbox"/> 09-10 <input type="checkbox"/> 10-11 <input type="checkbox"/> 11-12	1.1 Students meet the Technology Literacy Content Standards found in Alabama's Technology Course of Study.	<ul style="list-style-type: none"> ▪ The percentage of teachers who make assignments integrating the technology education course of study standards for the applicable grade level(s): <u>85%</u> (applies to all K-12 teachers) <p>The target percentages of students who:</p> <ol style="list-style-type: none"> 1. At 8th grade demonstrate mastery of the technology course of study skills: <u>N/A</u> % 2. At 12th grade meet the minimum technology graduation requirements <u>N/A</u> % 	<input type="checkbox"/> 4 = 90%-100% <input type="checkbox"/> 3= 70%-89% <input checked="" type="checkbox"/> 2=30%-69% <input type="checkbox"/> 1= 0%-29%		<input type="checkbox"/> Hardware <input type="checkbox"/> Software <input type="checkbox"/> PD <input type="checkbox"/> Other Estimated Amount: \$ _____
<input type="checkbox"/> 07-08 <input checked="" type="checkbox"/> 08-09 <input type="checkbox"/> 09-10 <input type="checkbox"/> 10-11 <input type="checkbox"/> 11-12	1.2 Student's regularly make use of current and emerging technology in the learning process.	<p>The percentage of students who:</p> <ol style="list-style-type: none"> A. Make use of real-world applications of technology: <u>90%</u> B. Apply technology to inquiry-based projects: <u>90%</u> C. Learn and use skills necessary for participation in the community: <u>90%</u> 	<input type="checkbox"/> 4 = 90%-100% <input type="checkbox"/> 3= 70%-89% <input type="checkbox"/> 2=30%-69% <input checked="" type="checkbox"/> 1= 0%-29%	<p>Purchase up-to-date equipment, accessories to keep infrastructure current As money allows.</p> <p>Provide professional development to keep teachers, administrators, tech leaders' current on utilizing new technologies.</p> <p>Provide after-school workshops on collaboration on the various uses of technology.</p> <p>Involve the curriculum specialist to help with integration of technology into the curriculum.</p>	<input checked="" type="checkbox"/> Hardware <input checked="" type="checkbox"/> Software <input checked="" type="checkbox"/> PD <input type="checkbox"/> Other Estimated Amount: \$ _____

Year	Objective	*Indicators(s) (Where you would like to see your school by 2012)	Current Status per Indicator (average)	Action Steps (Your technology budget will be developed based on these action steps.)	Budget Category
<input type="checkbox"/> 07-08 <input checked="" type="checkbox"/> 08-09 <input type="checkbox"/> 09-10 <input type="checkbox"/> 10-11 <input type="checkbox"/> 11-12	1.3 Teachers meet local, state, and national technology standards.	<ul style="list-style-type: none"> The percentage of teachers who participate in technology professional development and can score at the "Proficient" level". <u>90%</u> 	<input type="checkbox"/> 4 = 90%-100% <input type="checkbox"/> 3= 70%-89% <input type="checkbox"/> 2=30%-69% <input checked="" type="checkbox"/> 1= 0%-29%	<p>Provide professional development during the day.</p> <p>Provide substitutes for teacher and tech leader to enable school-embedded professional development opportunities and collaboration.</p> <p>Include Technology Leader or Curriculum Specialist in data meetings at least twice per year to gauge technology progress through the year and offer suggestions and time to collaborate.</p> <p>Provide substitute for Tech Leader for Data Meeting days.</p> <p>Provide professional development based on teacher requests.</p>	<input type="checkbox"/> Hardware <input type="checkbox"/> Software <input checked="" type="checkbox"/> PD <input type="checkbox"/> Other Estimated Amount: \$ _____

<input type="checkbox"/> 07-08 <input checked="" type="checkbox"/> 08-09 <input type="checkbox"/> 09-10 <input type="checkbox"/> 10-11 <input type="checkbox"/> 11-12	<p>1.4 Teachers effectively and equitably map instructional technologies to specific content standards and levels of student learning.</p>	<p>The percentages of teachers who:</p> <ul style="list-style-type: none"> • Develop and implement a classroom management plan to ensure equitable and effective student access to available technology resources: <u>90%</u> • Demonstrate the ability to select and use appropriate technology tools and resources: <u>90%</u>. • Select and use technology, media, bulletin boards, models, and/or displays: <u>90%</u> • Develops the lesson; uses technology when appropriate: <u>90 %</u> • Use technology that is directly related to the purposes and objectives of the lesson and the skills/concepts to be mastered: <u>90%</u> • Plans creative and innovative activities appropriate to objectives, including the use of technology: <u>90%</u> 	<input type="checkbox"/> 4 = 90%-100% <input type="checkbox"/> 3= 70%-89% <input type="checkbox"/> 2=30%-69% <input checked="" type="checkbox"/> 1 = 0%-29%	<p>The teachers will devise a computer rotation schedule to ensure that each student has equitable access to computers in the classroom.</p> <p>The teachers will take their students to the computer lab on a weekly basis.</p>	<input type="checkbox"/> Hardware <input type="checkbox"/> Software <input type="checkbox"/> PD <input type="checkbox"/> Other <p>Estimated Amount: \$ _____</p>
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Year	Objective	*Indicator(s) (Where you would like to see your school by 2012)	Current Status per Indicator (average)	Action Steps (Your technology budget will be developed based on these action steps.)	Budget Category
<input type="checkbox"/> 07-08 <input checked="" type="checkbox"/> 08-09 <input type="checkbox"/> 09-10 <input type="checkbox"/> 10-11 <input type="checkbox"/> 11-12	1.5 Teachers appropriately and regularly assign learning activities that integrate the use of technology tools.	The percentage of teachers who: <ul style="list-style-type: none"> Facilitate students' individual use of technologies for communication: <u>95%</u> Facilitate students' collaborative use of technologies for communication: <u>95%</u> Create student activities that reflect the ways technology is used in the world outside of school: <u>80%</u> Facilitate technology-enriched activities that incorporate inquiry-based learning: <u>95%</u> 	<input checked="" type="checkbox"/> 4 = 90%-100% <input type="checkbox"/> 3= 70%-89% <input type="checkbox"/> 2=30%-69% <input type="checkbox"/> 1= 0%-29%		<input type="checkbox"/> Hardware <input type="checkbox"/> Software <input type="checkbox"/> PD <input type="checkbox"/> Other Estimated Amount: \$ _____
<input type="checkbox"/> 07-08 <input checked="" type="checkbox"/> 08-09 <input type="checkbox"/> 09-10 <input type="checkbox"/> 10-11 <input type="checkbox"/> 11-12	1.6 Teachers model the appropriate use of technology tools and resources	<ul style="list-style-type: none"> The percentage of teachers who appropriately and routinely use technology tools within the context of the teaching and learning environment: <u>90%</u>. 	<input type="checkbox"/> 4 = 90%-100% <input checked="" type="checkbox"/> 3= 70%-89% <input type="checkbox"/> 2=30%-69% <input type="checkbox"/> 1= 0%-29%	Purchase equipment to replace and amend what is housed Currently: computers, printers and scanners. Purchase additional equipment and accessories to enable uncomplicated integration of technology into "real" projects. Provide professional development on new equipment and accessories. Purchase new software to accommodate students' mastery of skills. Provide substitutes for professional development during the day (as needed) as well as for the Technology leader.	<input checked="" type="checkbox"/> Hardware <input checked="" type="checkbox"/> Software <input checked="" type="checkbox"/> PD <input type="checkbox"/> Other Estimated Amount: <u>\$20,000</u>
<input type="checkbox"/> 07-08 <input checked="" type="checkbox"/> 08-09 <input type="checkbox"/> 09-10 <input type="checkbox"/> 10-11 <input type="checkbox"/> 11-12	1.7 Teachers use technology to gather and analyze data for improving student achievement.	<ul style="list-style-type: none"> The percentage of teachers who use technology to monitor student progress: <u>95%</u> The percentage of teachers who use technology to inform instruction: <u>95%</u>. 	<input type="checkbox"/> 4 = 90%-100% <input checked="" type="checkbox"/> 3= 70%-89% <input type="checkbox"/> 2=30%-69% <input type="checkbox"/> 1= 0%-29%		<input type="checkbox"/> Hardware <input type="checkbox"/> Software <input type="checkbox"/> PD <input type="checkbox"/> Other Estimated Amount: \$ _____

Year	Objective	*Indicator(s) (Where you would like to see your school by 2012)	Current Status per Indicator	Action Steps (Your technology budget will be developed based on these action steps.)	Budget Category
<input type="checkbox"/> 07-08 <input checked="" type="checkbox"/> 08-09 <input type="checkbox"/> 09-10 <input type="checkbox"/> 10-11 <input type="checkbox"/> 11-12	1.8 Educators use technology to communicate with stakeholders at the local, district, and state level.	<ul style="list-style-type: none"> The percentage of teachers who use technology for communication (students, parents, teachers, school, community): <u>95 %</u> Indicate desired level of use of technology for communication by administrator (communicating with students, parents, teachers, school, community, district, and state): Level 4 	<input type="checkbox"/> 4 = 90%-100% <input type="checkbox"/> 3= 70%-89% <input checked="" type="checkbox"/> 2=30%-69% <input type="checkbox"/> 1= 0%-29%		<input type="checkbox"/> Hardware <input type="checkbox"/> Software <input type="checkbox"/> PD <input type="checkbox"/> Other Estimated Amount: \$ _____
<input type="checkbox"/> 07-08 <input checked="" type="checkbox"/> 08-09 <input type="checkbox"/> 09-10 <input type="checkbox"/> 10-11 <input type="checkbox"/> 11-12	1.9 Administrators meet local, state, and national standards.	Indicate the desired level for each: <ul style="list-style-type: none"> Participate in technology professional development: Level 4 Develop and communicate a shared vision through the comprehensive integration of technology: Level 4 Develop and implement an Level 3 Develop and communicate a shared vision for the appropriate and equitable selection of technology resources: Level 3 	<input type="checkbox"/> 4 = 90%-100% <input type="checkbox"/> 3= 70%-89% <input checked="" type="checkbox"/> 2=30%-69% <input type="checkbox"/> 1= 0%-29%		<input type="checkbox"/> Hardware <input type="checkbox"/> Software <input type="checkbox"/> PD <input type="checkbox"/> Other Estimated Amount: \$ _____
<input type="checkbox"/> 07-08 <input checked="" type="checkbox"/> 08-09 <input type="checkbox"/> 09-10 <input type="checkbox"/> 10-11 <input type="checkbox"/> 11-12	1.10 Administrators use technology to gather and analyze data to assess instructional effectiveness and monitor student achievement.	Indicate the desired level for each: <ul style="list-style-type: none"> Administrator(s) use(s) technology to assess instructional effectiveness: Level 4 Administrator(s) who use(s) technology to monitor student achievement: Level 4 	<input type="checkbox"/> 4 = 90%-100% <input checked="" type="checkbox"/> 3= 70%-89% <input type="checkbox"/> 2=30%-69% <input type="checkbox"/> 1= 0%-29%		<input type="checkbox"/> Hardware <input type="checkbox"/> Software <input type="checkbox"/> PD <input type="checkbox"/> Other Estimated Amount: \$ _____

Goal #2: University Place Elementary students, teachers, and administrators will benefit from a broad range of educational opportunities and resources through the use of technology. (Choose a minimum of 1 objective. Each objective addressed must contain the action steps needed to accomplish it.)

Year	Objective	*Indicators(s) (Where you would like to see your school by 2012)	Current Status per Indicator	Action Steps (Your technology budget will be developed based on these action steps.)	Budget Category
<input type="checkbox"/> 07-08 <input checked="" type="checkbox"/> 08-09 <input type="checkbox"/> 09-10 <input type="checkbox"/> 10-11 <input type="checkbox"/> 11-12	2.1 Educators will foster and nurture an environment that supports innovative uses of technology.	Indicate the desired level for each: <ul style="list-style-type: none"> Administrator(s) fosters and actively supports a positive environment for technology: Level 4 School plans for, pilots, and implements innovative technologies: Level 4 	<input type="checkbox"/> 4 = 90%-100% <input type="checkbox"/> 3= 70%-89% <input checked="" type="checkbox"/> 2=30%-69% <input type="checkbox"/> 1= 0%-29%		<input type="checkbox"/> Hardware <input type="checkbox"/> Software <input type="checkbox"/> PD <input type="checkbox"/> Other Estimated Amount: \$ _____
<input type="checkbox"/> 07-08 <input checked="" type="checkbox"/> 08-09 <input type="checkbox"/> 09-10 <input type="checkbox"/> 10-11 <input type="checkbox"/> 11-12	2.2 Technology resources are provided to support the learning and technology needs of the school and community.	<ul style="list-style-type: none"> The percentage of students that utilize state, district, and/or school Web-based resources outside the school day: <u>50 %</u> The percentage of teachers who: utilize state, district, and/or school Web-based resources outside the traditional school day: <u>85%</u> <ul style="list-style-type: none"> Use Web-based resources in instructional planning: 85% use stand alone resources in instructional planning: <u>85%</u> Use district or school network resources in instructional planning: <u>85%</u> Use Web-based resources in instructional planning: <u>85%</u>. 	<input type="checkbox"/> 4 = 90%-100% <input type="checkbox"/> 3= 70%-89% <input checked="" type="checkbox"/> 2=30%-69% <input type="checkbox"/> 1= 0%-29%		<input type="checkbox"/> Hardware <input type="checkbox"/> Software <input type="checkbox"/> PD <input type="checkbox"/> Other Estimated Amount: \$ _____
<input type="checkbox"/> 07-08 <input checked="" type="checkbox"/> 08-09 <input type="checkbox"/> 09-10 <input type="checkbox"/> 10-11 <input type="checkbox"/> 11-12	2.3 Distance learning opportunities are provided to enhance learning and access to curriculum content.	<ul style="list-style-type: none"> The percentage of students enrolled in distance learning courses: <u>N/A</u> % The percentage of students in virtual field trips: <u>90%</u> The percentage of teachers using distance learning technologies: <u>50%</u> percentage of the teachers trained in distance learning <u>95%</u> 	<input type="checkbox"/> 4 = 90%-100% <input type="checkbox"/> 3= 70%-89% <input type="checkbox"/> 2=30%-69% <input checked="" type="checkbox"/> 1= 0%-29%	Purchase a Distance learning Camera and equipment. Provide professional development for training of teachers on scheduling their own DL fieldtrips. Provide professional development on the operation of the DL equipment.	<input checked="" type="checkbox"/> Hardware <input checked="" type="checkbox"/> Software <input type="checkbox"/> PD <input type="checkbox"/> Other Estimated Amount: <u>\$4,500.00</u>

Goal #3: University Place Elementary teachers and administrators benefit from high quality, research-based professional development and support necessary to achieve local, state, and national standards and courses of study. (Choose a minimum of 1 objective. Each objective addressed must contain the action steps needed to accomplish it.)

Year	Objective	*Indicators(s) (Where you would like to see your school by 2012)	Current Status per Indicator	Action Steps (Your technology budget will be developed based on these action steps.)	Budget Category
<input type="checkbox"/> 07-08 <input checked="" type="checkbox"/> 08-09 <input type="checkbox"/> 09-10 <input type="checkbox"/> 10-11 <input type="checkbox"/> 11-12	3.1 Teachers, administrators and school staff are provided high quality, research-based, job-embedded, technology professional development that is aligned with local, state, and national standards and course of study content standards.	<ul style="list-style-type: none"> Professional development is high quality, fulfills local, state, and national standards and course of study content standards <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO The percentage of teachers who participate in technology professional development programs that fulfill local, state, and national standards and course of study content standards: <u>95%</u> Indicate desired level: administrators who participate in technology professional development programs that fulfill local, state, and national standards and course of study content standards: Level 4 	<input type="checkbox"/> 4 = 90%-100% <input type="checkbox"/> 3= 70%-89% <input checked="" type="checkbox"/> 2=30%-69% <input type="checkbox"/> 1= 0%-29%		<input type="checkbox"/> Hardware <input type="checkbox"/> Software <input type="checkbox"/> PD <input type="checkbox"/> Other Estimated Amount: \$ _____
<input type="checkbox"/> 07-08 <input checked="" type="checkbox"/> 08-09 <input type="checkbox"/> 09-10 <input type="checkbox"/> 10-11 <input type="checkbox"/> 11-12	3.2 Teachers and administrators are provided with adequate resources (such as release time, compensation, reimbursement, materials, etc.) to enable their participation in professional development opportunities within the district and off-site.	<ul style="list-style-type: none"> The percentage of teachers who have been provided adequate resources to participate in professional development: <u>100%</u> Indicate the desired level: administrator provides adequate resources to participate in professional development: Level 4 	<input type="checkbox"/> 4 = 90%-100% <input type="checkbox"/> 3= 70%-89% <input checked="" type="checkbox"/> 2=30%-69% <input type="checkbox"/> 1= 0%-29%		<input type="checkbox"/> Hardware <input type="checkbox"/> Software <input type="checkbox"/> PD <input type="checkbox"/> Other Estimated Amount: \$ _____
<input type="checkbox"/> 07-08 <input checked="" type="checkbox"/> 08-09 <input type="checkbox"/> 09-10 <input type="checkbox"/> 10-11 <input type="checkbox"/> 11-12	3.3 Administrators use a variety of evaluation data to make decisions related to technology professional development.	<ul style="list-style-type: none"> Indicate the appropriate level: school leaders use evaluation data to inform decisions related to technology professional development: Level 4 The percentage of teachers who report that technology professional development meets their needs: <u>80%</u> 	<input type="checkbox"/> 4 = 90%-100% <input checked="" type="checkbox"/> 3= 70%-89% <input type="checkbox"/> 2=30%-69% <input type="checkbox"/> 1= 0%-29%	Administrator will require more use of current technologies. Sustain subscriptions for online skills practice and mastery software programs. Teachers will be required to fill out a survey specifying their Needs for technology professional development. Professional development to be provided based on survey Results. Technology leader will attend at least one data meeting each	<input type="checkbox"/> Hardware <input type="checkbox"/> Software <input checked="" type="checkbox"/> PD <input type="checkbox"/> Other Estimated Amount: <u>\$ 2,500.00</u>

				<p>semester to evaluate how technology integration is progressing and adjust professional development offerings accordingly.</p> <p>Purchase additional equipment such as, Elmo Cameras to stay Current with technology.</p>
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Goal #4: University Place Elementary students, teachers, and administrators will have access to the appropriate technology resources and infrastructure necessary to support teaching, leading, and learning. (Choose a minimum of 2 objectives. Each objective addressed must contain the action steps needed to accomplish it.)

Year	Objective	*Indicators(s) (Where you would like to see your school by 2012)	Current Status per Indicator	Action Steps (Your technology budget will be developed based on these action steps.)	Budget Category
<input type="checkbox"/> 07-08 <input checked="" type="checkbox"/> 08-09 <input type="checkbox"/> 09-10 <input type="checkbox"/> 10-11 <input type="checkbox"/> 11-12	4.1 Instructional spaces, library media centers, and administrative offices have sufficient network bandwidth to support the learning, communication and administrative goals of the district.	<ul style="list-style-type: none"> 100% instructional spaces... 100% library media centers... 100% administrative offices... that have sufficient network bandwidth as determined by local technology infrastructure audits and as reported in annual local technology plan updates 	<input type="checkbox"/> 4 = 90%-100% <input type="checkbox"/> 3= 70%-89% <input checked="" type="checkbox"/> 2=30%-69% <input type="checkbox"/> 1= 0%-29%		<input type="checkbox"/> Hardware <input type="checkbox"/> Software <input type="checkbox"/> PD <input type="checkbox"/> Other Estimated Amount: \$ _____
<input type="checkbox"/> 07-08 <input checked="" type="checkbox"/> 08-09 <input type="checkbox"/> 09-10 <input type="checkbox"/> 10-11 <input type="checkbox"/> 11-12	4.2 Districts have implemented the required Internet security tools to enable teachers, administrators, and students convenient, useful, and safe access to the Internet.	<ul style="list-style-type: none"> 100% of students... 100% teachers... 100% of administrators... <p>Who use Internet security tools and safeguards, and abide by the district's Acceptable Use Policy.</p>	<input type="checkbox"/> 4 = 90%-100% <input checked="" type="checkbox"/> 3= 70%-89% <input type="checkbox"/> 2=30%-69% <input type="checkbox"/> 1= 0%-29%		<input type="checkbox"/> Hardware <input type="checkbox"/> Software <input type="checkbox"/> PD <input type="checkbox"/> Other Estimated Amount: \$ _____
<input type="checkbox"/> 07-08 <input checked="" type="checkbox"/> 08-09 <input type="checkbox"/> 09-10 <input type="checkbox"/> 10-11 <input type="checkbox"/> 11-12	4.3 Schools will have a sufficient number of Internet-enabled computers and the infrastructure necessary to support learning, communication, and administrative goals of the district.	<ul style="list-style-type: none"> The ratio of students to classroom Internet-enabled computers and administrators to Internet-enabled computers: <u>10:1</u> The ratio of students to classroom computers and administrators to computers: <u>1:1</u> 	<input type="checkbox"/> 4 = 90%-100% <input type="checkbox"/> 3= 70%-89% <input checked="" type="checkbox"/> 2=30%-69% <input type="checkbox"/> 1= 0%-29%	<p>Purchase more computers to keep the ration.</p> <p>Purchase of infrastructure (switcher boxes and cables) to get more viable computers to a "mini-lab situation in each classroom.</p> <p>Purchase hand-held computers for classrooms to use on a rotating basis.</p> <p>Provide professional development to teachers on the use of the</p>	<input checked="" type="checkbox"/> Hardware <input type="checkbox"/> Software <input checked="" type="checkbox"/> PD <input checked="" type="checkbox"/> Other Estimated Amount: <u>\$15,000.00</u>

<input type="checkbox"/> 07-08 <input checked="" type="checkbox"/> 08-09 <input type="checkbox"/> 09-10 <input type="checkbox"/> 10-11 <input type="checkbox"/> 11-12	<p>4.4 Schools will have a sufficient ratio of technology tools available to support the learning, communication, and administrative goals of the district.</p>	<p>The ratio of students to:</p> <ul style="list-style-type: none"> Digital Cameras: 50:1 Scanners: 20:1 Printers: 15:1 Digital projectors or TV displays (Avery Keys): 20:1 	<input type="checkbox"/> 4 = 90%-100% <input checked="" type="checkbox"/> 3= 70%-89% <input type="checkbox"/> 2=30%-69% <input type="checkbox"/> 1= 0%-29%	<p>PDA's for integration into the curriculum.</p> <p>Purchase additional Smartcards televisions.</p> <p>Purchase scanner/printer/copiers (all-in-one) machines to Replace ink-jet printers.</p> <p>Purchase Aver-keys to help resource teachers more readily use Internet resources in their lessons.</p> <p>Purchase additional digital cameras (both still and video).</p>	<input checked="" type="checkbox"/> Hardware <input type="checkbox"/> Software <input type="checkbox"/> PD <input type="checkbox"/> Other <p>Estimated Amount: <u>\$2,500.00</u></p>
<p>*Indicators(s) (Where you would like to see your school by 2012)</p> <p>Current Status per Indicator (average)</p> <p>Action Steps (Your technology budget will be developed based on these action steps.)</p> <p>Budget Category</p>					
<input type="checkbox"/> 07-08 <input checked="" type="checkbox"/> 08-09 <input type="checkbox"/> 09-10 <input type="checkbox"/> 10-11 <input type="checkbox"/> 11-12	<p>4.5 District technology budgets represent at least 5% of each district's total budget.</p>	<p><i>These objectives are addressed only at the district level.</i></p>	<input type="checkbox"/> 4 = 90%-100% <input type="checkbox"/> 3= 70%-89% <input type="checkbox"/> 2=30%-69% <input type="checkbox"/> 1= 0%-29%		<input type="checkbox"/> Hardware <input type="checkbox"/> Software <input type="checkbox"/> PD <input type="checkbox"/> Other <p>Estimated Amount: \$</p>
<input type="checkbox"/> 07-08 <input checked="" type="checkbox"/> 08-09 <input type="checkbox"/> 09-10 <input type="checkbox"/> 10-11 <input type="checkbox"/> 11-12	<p>4.6 District provides a sufficient ratio of technical staff to support student, teacher, and administrator technology use.</p>	<p><i>These objectives are addressed only at the district level</i></p>	<input type="checkbox"/> 4 = 90%-100% <input type="checkbox"/> 3= 70%-89% <input type="checkbox"/> 2=30%-69% <input type="checkbox"/> 1= 0%-29%		<input type="checkbox"/> Hardware <input type="checkbox"/> Software <input type="checkbox"/> PD <input type="checkbox"/> Other <p>Estimated Amount: \$</p>
<input type="checkbox"/> 07-08 <input checked="" type="checkbox"/> 08-09 <input type="checkbox"/> 09-10 <input type="checkbox"/> 10-11 <input type="checkbox"/> 11-12	<p>4.7 The district provides a sufficient ratio of persons to support teachers and administrators in their efforts to achieve technology competency and to integrate technology into the curriculum.</p>	<p><i>This objective is addressed only at the district level.</i></p>	<input type="checkbox"/> 4 = 90%-100% <input type="checkbox"/> 3= 70%-89% <input type="checkbox"/> 2=30%-69% <input type="checkbox"/> 1= 0%-29%		<input type="checkbox"/> Hardware <input type="checkbox"/> Software <input type="checkbox"/> PD <input type="checkbox"/> Other <p>Estimated Amount: \$</p>
<input type="checkbox"/> 07-08 <input checked="" type="checkbox"/> 08-09 <input type="checkbox"/> 09-10 <input type="checkbox"/> 10-11 <input type="checkbox"/> 11-12	<p>4.8 Districts and schools will create and maintain websites as vehicles for communicating to parents, the community, and extending school resources to students outside of the school day.</p>	<ul style="list-style-type: none"> Is there evidence of maintained and updated school website: <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO School actively uses websites (as part of district websites) that are designed to communicate to parents, the community, and student users: <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO 	<input type="checkbox"/> 4 = 90%-100% <input type="checkbox"/> 3= 70%-89% <input checked="" type="checkbox"/> 2=30%-69% <input type="checkbox"/> 1= 0%-29%		<input type="checkbox"/> Hardware <input type="checkbox"/> Software <input type="checkbox"/> Parts <input type="checkbox"/> PD <input type="checkbox"/> Other <p>Estimated Amount: \$</p>

Course of Study: Technology Education Responsibility Section— Please include who is responsible for teaching the Alabama Course of Study: Technology Education for each grade. Teacher and Administrator Standards have been adopted by the State of Alabama. **Please make sure that all teachers are aware of these standards! You may delete any of the grade level pages in the Responsibility Section that do not apply to your school.**

Kindergarten (Numbers correspond with the numbers in the COS)	
<u>Basic Operations and Concepts</u>	Person Responsible
1. Demonstrate optimal posture and position at the computer workstation. <ol style="list-style-type: none"> 1. Eyes level with the text on the monitor. 2. Shoulders down, arms relaxed 3. Elbows level with keyboard 4. Feet and lower back supported. 5. Fingers Curved 6. Wrists slightly elevated. 	Classroom Teacher
2. Communicate about technology using developmentally appropriate and accurate terminology.	Classroom Teacher
3. Identify the basic parts of a computer. <ol style="list-style-type: none"> A. Monitor B. Keyboard C. CPU D. Mouse E. Printer 	Classroom Teacher
<u>Technology Productivity Tools</u>	
10. Use a variety of media and technology resources for directed and independent learning activities across the curriculum. <ol style="list-style-type: none"> 1. Utilization of Interactive Books/Educational Software. 2. Create a simple illustration using a graphics/paint program. 	Classroom Teacher

1st Grade (Numbers correspond with the numbers in the COS)

<u>Basic Operations and Concepts</u>	<i>Person Responsible</i>
4. Use input, output and storage devices to successfully operate computers, VCRs, audiotapes, and other technologies. <ul style="list-style-type: none"> • Input–mouse, output–monitor, printer, speakers, headphones 	Classroom Teacher
5. Use developmentally appropriate keyboard techniques. <ul style="list-style-type: none"> • Left hand for left side keys and right hand for right side keys. • Locate and use special keys such as space bar, enter, backspace shift and delete. • Type first and last name. • Practice this skill using other computer programs. • Read, Write, & Type software – optional 	Classroom Teacher
<u>Social, Ethical and Human Issues</u>	
7. Demonstrate proper care of equipment and media. <ul style="list-style-type: none"> • Identify methods for care and protection of computer hardware and software, (clean hands, treatment of peripherals, clean work area). 	Classroom Teacher
9. Demonstrate respect for the work of others.	Classroom Teacher
<u>Technology Productivity Tools</u>	
10. Use a variety of media and technology resources for directed and independent learning activities across the curriculum. <ul style="list-style-type: none"> • Create an illustration using a graphics/paint program to illustrate a story. • Use a word processor for creating, editing and printing a project. 	Classroom Teacher

2nd Grade (Numbers correspond with the numbers in the COS)

<u>Basic Operations and Concepts</u>	<i>Person Responsible</i>
5. Use developmentally appropriate keyboard techniques. <ul style="list-style-type: none"> • Locate and use special keys such as space bar, enter, backspace shift and delete. • Practice this skill during word processing, or other software applications • Complete levels 6-10 on Read, Write & Type - optional. 	Classroom Teacher
6. Demonstrate correct procedures for opening, closing, and saving files using menu options and commands in grade-appropriate software.	Classroom Teacher
<u>Social, Ethical and Human Issues</u>	Classroom Teacher LMS
8. Practice responsible use of technology systems and software. <ul style="list-style-type: none"> ▪ Uses personal login for Accelerated Reader and/or other applications. 	Classroom Teacher
<u>Technology Productivity Tools</u>	
10. Use a variety of media and technology resources for directed and independent learning activities across the curriculum. <ul style="list-style-type: none"> ▪ Word processor, draw/paint programs, learning software, Internet 	Classroom Teacher
11. Produce developmentally appropriate multimedia products. <ul style="list-style-type: none"> ▪ Use a word processor for creating, editing, saving and printing a story. 	Classroom Teacher
12. Use electronic resources to access and retrieve information. <ul style="list-style-type: none"> ▪ Electronic card catalog, Alabama Virtual Library (AVL), multimedia encyclopedias 	Classroom Teacher
<u>Technology Communications Tools</u>	
13. Use telecommunications and other media to collaborate and interact with peers and other audiences following appropriate laws and regulations. <ul style="list-style-type: none"> ▪ Participate in a virtual fieldtrip (videoconference) by the end of 5th grade. ▪ Send and receive teacher directed e-mail. ▪ On-line curriculum projects which collaborate with other students. 	Classroom Teacher LMS
<u>Technology Research Tools</u>	
14. Identify the Internet as a resource for information.	Classroom Teacher LMS
15. Utilize information from a locally approved Internet web site. <ol style="list-style-type: none"> 1. Use teacher selected web sites (AVL, MarcoPolo, ALEX, and APTPLUS). 	LMS Classroom Teacher
<u>Technology Problem-Solving and Decision-Making Tools</u>	
16. Use technology resources for problem solving. <ol style="list-style-type: none"> 2. Puzzles, logical thinking programs, solutions for a class-defined problem 3. MarcoPolo Activities such as I-Math Investigations using Illuminations 	Classroom Teacher

3rd Grade (Numbers correspond with the numbers in the COS)

<u>Basic Operations and Concepts</u>	Person Responsible
4. Use developmentally appropriate keyboard techniques.	
<ul style="list-style-type: none"> • Complete lessons 1-5 on Senselang Touch Typing program - http://www.senselang.com/ OR complete 2.5 hours of keyboarding practice on Mavis Beacon Teaches Typing software. 	Classroom Teacher
<u>Social, Ethical and Human Issues</u>	
6. Discuss common uses of technology in daily life and the advantages and disadvantages associated with each.	Classroom Teacher LMS
8. Identify areas in which technology has impacted human lives. <ul style="list-style-type: none"> • Transportation, communication, nutrition, sanitation, health care, entertainment. 	Classroom Teacher
<u>Technology Productivity Tools</u>	
10. Demonstrate basic operations of a word processor. <ul style="list-style-type: none"> • Selecting text • Font type and size • Copy, cut and paste 	Classroom Teacher
11. Utilize general-purpose productivity tools to facilitate learning throughout the curriculum. <ol style="list-style-type: none"> 1. Authoring and presentation software, web tools, digital cameras, and scanners. 	Classroom Teacher
12. Use a variety of media and technology resources to create and communicate knowledge products across the curriculum. <ol style="list-style-type: none"> 2. Research, design and publish a technology project using presentation software (PowerPoint, Hyperstudio, Kidpix, digital cameras, scanners). 	Classroom Teacher LMS
<u>Technology Research Tools</u>	
14. Use the Internet to locate information. <ol style="list-style-type: none"> 3. Uses teacher selected web sites (AVL, MarcoPolo, APTPLUS, ALEX). 	Classroom Teacher LMS
15. Determine appropriate keywords for finding information using a web search. <ol style="list-style-type: none"> 4. Perform simple searches utilizing search engines, AVL, MarcoPolo, APTPLUS, etc. 	Classroom Teacher LMS

4th Grade (Numbers correspond with the numbers in the COS)

Basic Operations and Concepts	Person Responsible
4. Use developmentally appropriate keyboard techniques <ol style="list-style-type: none"> 1. Complete lessons 6-10 on Senselang Touch Typing program - http://www.senselang.com/ OR complete 2.5 hours of keyboarding practice on Mavis Beacon Teaches Typing software. 	Classroom Teacher
Social, Ethical and Human Issues	
7. Discuss basic issues related to responsible use of technology and information including personal consequences of inappropriate use. <ol style="list-style-type: none"> 2. Huntsville City School's technology related policies and procedures: Internet Safety, Internet Usage, School Site Homepages, Copyright, & Microcomputers/Electronic-Based Technologies 	Classroom Teacher
Technology Productivity Tools	
10. Demonstrate basic operations of a word processor. Use a word processor to do line spacing and alignment, tabs, spell check a document, use the Thesaurus and insert graphics/clip art. <ol style="list-style-type: none"> A. Alignment B. Line spacing C. Tabs D. Spell checker E. Thesaurus F. Insert Graphics/Clip art 	Classroom Teacher
11. Utilize general-purpose productivity tools to facilitate learning throughout curriculum. <ol style="list-style-type: none"> G. Authoring and presentation software, web tools, digital cameras, and scanners. 	Classroom Teacher
12. Use a variety of media and technology resources to create and communicate knowledge products across the curriculum. <ol style="list-style-type: none"> 1. Research, design and publish a technology project using presentation software (PowerPoint, Hyperstudio, Kidpix, digital cameras, scanners). 	Classroom Teacher
Technology Research Tools	
14. Use the Internet to locate information (AVL, MarcoPolo, APTPLUS, ALEX).	Classroom Teacher LMS
15. Determine appropriate keywords for finding information using a web search. <ol style="list-style-type: none"> 2. Perform simple searches utilizing search engines, AVL, MarcoPolo, APTPLUS, etc. 	Classroom Teacher LMS
17. Relate search results to class or individual assignments. <ol style="list-style-type: none"> 3. Share results with the class (orally, through a project, etc.) 	Classroom Teacher
Technology Problem-Solving and Decision-Making Tools	
18. Use technology resources for problem-solving. (MarcoPolo, AVL, ALEX). <ol style="list-style-type: none"> 4. Data, probability, and relationship analysis; science experimentation; expert opinion comparison 5. Marco Polo Activities such as I-Math Investigations using Illuminations 	Classroom Teacher LMS

5th Grade (Numbers correspond with the numbers in the COS)

<u>Basic Operations and Concepts</u>	Person Responsible
4. Use developmentally appropriate keyboard techniques. <ul style="list-style-type: none"> ▪ Complete lessons 11-15 on Senselang Touch Typing program - http://www.senselang.com/ OR complete 2.5 hours of keyboarding practice on Mavis Beacon Teaches Typing software. 	Classroom Teacher
5. Describe correct procedures for troubleshooting simple hardware and software problems. <ul style="list-style-type: none"> ▪ Examples: adding printer paper, rebooting system, following classroom troubleshooting guides 	Classroom Teacher
<u>Social, Ethical and Human Issues</u>	
7. Discuss basic issues related to responsible use of technology and information including personal consequences of inappropriate use.	Classroom Teacher
8. Identify legal and ethical behaviors when using information and technology. <ul style="list-style-type: none"> ▪ Huntsville City School's technology related policies and procedures: Internet Safety, Internet Usage, School Site Homepages, Copyright, & Microcomputers/Electronic-Based Technologies 	Classroom Teacher
<u>Technology Productivity Tools</u>	
11. Utilize general-purpose productivity tools to facilitate learning throughout the curriculum.	Classroom Teacher
12. Use a variety of media and technology resources to create and communicate knowledge products across the curriculum. <ul style="list-style-type: none"> ▪ Research, design and publish a technology project using presentation software (PowerPoint, Hyperstudio, Kidpix, digital cameras, scanners). 	Classroom Teacher
<u>Technology Communications Tools</u>	
13. Use telecommunications and other media to collaborate and interact with peers and other audiences following appropriate laws and regulations. <ul style="list-style-type: none"> ▪ Participate in a virtual fieldtrip (videoconference) by the end of 5th grade. ▪ Send and receive teacher directed e-mail. ▪ On-line curriculum projects which collaborate with other students. 	Classroom Teacher LMS
<u>Technology Research Tools</u>	
14. Use the Internet to locate information.	Classroom Teacher LMS
15. Determine appropriate keywords for finding information using a web search.	Classroom Teacher LMS
16. Evaluate the relevance and appropriateness of electronic information sources.	Classroom Teacher LMS
17. Relate search results to class or individual assignments. <ul style="list-style-type: none"> ▪ Perform simple searches utilizing search engines, AVL, MarcoPolo, APTPLUS, etc. ▪ Share results with the class (orally, through a project, etc.) 	Classroom Teacher LMS
<u>Technology Problem-Solving and Decision-Making Tools</u>	
19. Select appropriate technology tools and resources to address a variety of tasks and problems.	

 Internet portals (ALEX), calculators, software

Classroom Teacher/LMS

 Enter data into a spreadsheet.

Professional Development-2007-2008

Sessions Offered or Coordinated by the School (This Past Year) or other Technology sessions completed by staff
(For example: training completed at ETC and your local school as well training acquired through college courses, on-line courses, attendance at technology conferences such as AETC, NECC ...)

Title	Length	# Attendees
Elmo Document Camera Training	1 hour	22
Creating Teacher WebPages through "ALEX"	4 hours	27
ActivBoard Training	6 hours	N/A
New Technology leader Training	6 hours	N/A
	12 hours	N/A
Adobe Web/Dreamweaver Training		
Technology Training	1 hour	N/A
Creating Teacher WebPages	3 hours	N/A
Technology Meetings	3 hours	N/A
Navigating the Renaissance Place Website	3 hours	N/A
Info Centre workshop	6 hours	N/A

Professional Development-Proposed for 2008-2009

Proposed Sessions to be Offered or Coordinated by the School

Title	Length	Month
How to Interpret Access Results	1 hour	October
Capital Technology Budget Expenditures	1 hour	November
Think Link	1 hour	December
Test Trax	1 hour	December
ALEX Training	1 hour	January
State Allocation Budget	3 hours	January
Creating Teacher WebPages using, "ALEX"	1hour	February
Elmo Document Camera Training		

Budget Items Confirmed – October 1, 2007 - September 30, 2008

Include HCS District Capital Technology, PTA, Legislative, Local School,
State Technology Allocation (# of Teacher Units X \$350.00), Federal Funds, Other

Activity/Item Description	Funding Source	Projected Amount	Budget Category
5computers	Teacher/State Allocation	\$5610.00	<input checked="" type="checkbox"/> Hardware <input type="checkbox"/> Software <input type="checkbox"/> PD <input type="checkbox"/> Other
5 computers	Capital Technology State Teacher Technology	\$5,276.50 \$173.50	<input checked="" type="checkbox"/> Hardware <input type="checkbox"/> Software <input type="checkbox"/> PD <input type="checkbox"/> Other
Info Centre Maintenance (Sagebrush)	Library Enhancement	\$445.00	<input type="checkbox"/> Hardware <input checked="" type="checkbox"/> Software <input type="checkbox"/> PD <input type="checkbox"/> Other
Renaissance Place Add-on	Title 1 Title 1 Title 1	\$399.00 \$1,1.97.80 \$69.46	<input type="checkbox"/> Hardware <input checked="" type="checkbox"/> Software <input type="checkbox"/> PD <input type="checkbox"/> Other
HP Office Pro Printer 7500 Series	AYP Funds	\$565.00	<input checked="" type="checkbox"/> Hardware <input type="checkbox"/> Software <input type="checkbox"/> PD <input type="checkbox"/> Other
HP Laserjet P3005 Series	AYP Funds	\$299.00	<input checked="" type="checkbox"/> Hardware <input type="checkbox"/> Software <input type="checkbox"/> PD <input type="checkbox"/> Other
Laminator	AYP Funds	\$379.00	<input checked="" type="checkbox"/> Hardware <input type="checkbox"/> Software <input type="checkbox"/> PD <input type="checkbox"/> Other
3 Printers/Fax/Scanners All-in-one	Teacher State Allocation (\$350.00 per teacher unit)	\$516.00	<input checked="" type="checkbox"/> Hardware <input type="checkbox"/> Software <input type="checkbox"/> PD <input type="checkbox"/> Other
5 Smartcard Televisions	Teacher State Allocation (\$350.00 per teacher unit)	\$2,666.65	<input checked="" type="checkbox"/> Hardware <input type="checkbox"/> Software <input type="checkbox"/> PD <input type="checkbox"/> Other
Raz-Kids	AYP Funds	\$599.30	<input type="checkbox"/> Hardware <input checked="" type="checkbox"/> Software <input type="checkbox"/> PD <input type="checkbox"/> Other
Adobe Web Standard Dreamweaver	AYP Funds	\$359.00	<input type="checkbox"/> Hardware <input checked="" type="checkbox"/> Software <input type="checkbox"/> PD <input type="checkbox"/> Other

Budget Items Projected – October 1, 2008 - September 30, 2009

Include HCS District Capital Technology, PTA, Legislative, Local School,
State Technology Allocation (# of Teacher Units X \$350.00) , Federal Funds, Other

Activity/Item Description	Funding Source	Projected Amount	Budget Category
Enchanted Learning On-Line Subscriptions	AYP Funds	\$75.00	<input type="checkbox"/> Hardware <input checked="" type="checkbox"/> Software <input type="checkbox"/> PD <input type="checkbox"/> Other
Ed-Helper On-line Subscriptions	Title 1	\$239.00	<input type="checkbox"/> Hardware <input checked="" type="checkbox"/> Software <input type="checkbox"/> PD <input type="checkbox"/> Other
			<input type="checkbox"/> Hardware <input type="checkbox"/> Software <input type="checkbox"/> PD <input type="checkbox"/> Other
			<input type="checkbox"/> Hardware <input type="checkbox"/> Software <input type="checkbox"/> PD <input type="checkbox"/> Other
			<input type="checkbox"/> Hardware <input type="checkbox"/> Software <input type="checkbox"/> PD <input type="checkbox"/> Other
			<input type="checkbox"/> Hardware <input type="checkbox"/> Software <input type="checkbox"/> PD <input type="checkbox"/> Other
			<input type="checkbox"/> Hardware <input type="checkbox"/> Software <input type="checkbox"/> PD <input type="checkbox"/> Other
			<input type="checkbox"/> Hardware <input type="checkbox"/> Software <input type="checkbox"/> PD <input type="checkbox"/> Other
			<input type="checkbox"/> Hardware <input type="checkbox"/> Software <input type="checkbox"/> PD <input type="checkbox"/> Other
			<input type="checkbox"/> Hardware <input type="checkbox"/> Software <input type="checkbox"/> PD <input type="checkbox"/> Other
			<input type="checkbox"/> Hardware <input type="checkbox"/> Software <input type="checkbox"/> PD <input type="checkbox"/> Other
			<input type="checkbox"/> Hardware <input type="checkbox"/> Software <input type="checkbox"/> PD <input type="checkbox"/> Other
			<input type="checkbox"/> Hardware <input type="checkbox"/> Software <input type="checkbox"/> PD <input type="checkbox"/> Other

Glossary

Classroom

A classroom is a location in a school in which instructional services are regularly provided to groups of students. See also instructional space.

Computer

Computers capable of running Windows 95 or Macintosh OS8.0 or later operating systems with processors including Pentium (200MHz) or PowerPC 200 MHz or Mac G3 or better, with a minimum of 64MB RAM, with CD-ROM or DVD player and with a sound card, manufactured within five years prior to the date of data collection. (NCES 2003-313) Comparable thin client machines with same or better resources may be counted.

Computer Lab

An instructional setting in which computers are clustered; usually used by a group of students or a class and reserved in advance for teaching.

High Speed Internet Access

Currently, high speed Internet access is to be defined as a multimedia computer that is connected to a Local Area Network (LAN) that has access to the Internet through the use of a T1 line or better (or cable modem, DSL, ISDN, etc. are also acceptable) that provides adequate and timely access to data and Internet resources. The school system's technology committee should qualify adequate and timely access.

Instructional Space

An instructional space is any setting in a school in which regular instruction is provided, such as a classroom or laboratory. See also Classroom.

Supporting Documents and District Standards

Anti-virus Software

Command Anti-Virus is Huntsville City Schools' district license for an Anti-virus package. This software must be loaded on **all** Huntsville City School Computers.

Inventories

Hardware and Software Inventories should be updated and kept on file at the local school.

Copyright Procedures

Please see the Copyright Memo dated May 8, 1997. Every employee must sign and date the Huntsville City Schools' Copyright Procedures (105-33) at the beginning of each school year. A copy of that form is available in this document.

Instructional Technology Form

Each teacher must sign and date this Instructional Technology Form at the beginning of each school year. A copy of that form is included in this document.

Internet Use Procedures

Please see Internet Use Policies and Procedures (105-32) located in Huntsville City Schools' Policy Manual. A condensed version of the Internet Procedures is published in the Student Handbook.

Children's Internet Protection Act (CIPA) Internet Safety Procedures

Please see Internet Safety 104-45p Employees and 106-18p Students located in Huntsville City Schools' Policy Manual. A condensed version of the Internet Safety and Procedures is published in the Student Handbook.

Microcomputers/Electronic-Based Technologies

Please see Microcomputers/Electronic-Based Technologies Policies and Procedures (105-19)

IMPACT Technology Survey

The Alabama State Department of Education IMPACT technology survey is completed by all certified personnel in the spring of each year and submitted to the District Technology Coordinators.

Alabama Course of Study: Technology Education

Implementation of Student Technology Standards began during the 2001-2002 school year. The State Department of Education required all schools teach the Alabama Course of Study: Technology Education beginning 2003-2004.

School Curriculum Plans and Documents

SACS/Continuing Improvement Plan, Federal Programs, grants, etc.

Supporting Documentation

Please keep on file any meeting notes, sign in sheets for staff technology trainings held at your school, etc. This documentation is required for **SDE Monitoring** and other grant information.

Administrator and Teacher Standards

The State Department of Education adopted Alabama Administrator Technology Standards and Alabama Teacher Technology Standards in **August 2006**; effective, **October 16, 2006**.



INSTRUCTIONAL TECHNOLOGY FORM
HUNTSVILLE CITY SCHOOLS

- _____ I am aware there is a School Technology Plan.
- _____ I am aware there is a District Technology Plan.
- _____ I am aware there is an Alabama Course of Study: Technology Education.
- _____ I am aware that teaching the Alabama Course of Study: Technology Education is my responsibility.
- _____ I have received the Alabama Course of Study: Technology Education with Huntsville City School's scope and sequence (1 handout).
- _____ I have received the School Technology Plan COS responsibility section.
- _____ I have received the Teacher Technology Standards with available resources and support.
- _____ I have received a copy of the School Technology Management Plan.
- _____ I am aware I must keep a copy of my lesson plans utilizing technology.
- _____ I am aware that I must have a file containing the above documents.
- _____ I am aware I must submit an electronic copy of a sample technology student project to the person designated by my school.
- _____ I will model and implement Huntsville City School's Technology policies and procedures for Internet Safety, Internet/System & School Site Homepages, Copyright Restrictions, and Microcomputers/Electronic-Based Technologies.

Employee Signature

Print or Type Name

Date

APPENDIX A – 105-33P
HUNTSVILLE CITY SCHOOLS

COPYRIGHT RESTRICTIONS

1. Public or private educational institutions must comply with copyright laws. Because of the unique position of influence, schools must remain committed to upholding the copyright laws. Just as it is illegal to buy one textbook and photocopy it for use by other students, it is illegal for a school, faculty or students to duplicate software without authority from the publisher. A 1980 amendment to the 1976 Copyright Act gives computer programs the same basic protection as other original works of authorship.
2. The acquisition of software is no different than any other product or service required by a school. All material, including graphics, available on the Internet is copyright protected unless otherwise stated. It is illegal to make or distribute copies of copyrighted material without proper authorization.
3. Huntsville City Schools licenses the use of copies of computer software from a variety of outside companies. Huntsville City Schools does not own the copyright software or its related documentation and, except for a single copy for backup purposes or unless expressly authorized by the copyright owner(s), does not typically have the right to reproduce it for use on more than one computer. Exceptions would apply to district licenses only.
4. In regard to software usage on local area networks, Huntsville City Schools shall use the software only in accordance with the license agreement.
5. Huntsville City Schools' employees are not permitted to install their personal copies of any software on the system's computers unless specifically authorized by the licensee. Huntsville City Schools' employees are not permitted to copy software from the system's computers and install it on home or any other computers unless specifically authorized by the licensee.
6. Huntsville City Schools' employees learning of any misuse of software or related documentation within the school system shall notify the Information Technology Office. Unauthorized reproduction of software is a federal offense. Offenders can be subject to civil damages up to \$100,000 per title copied and criminal penalties including fines up to \$250,000 per work copied and imprisonment up to five years per title copies.
7. Any Huntsville City Schools' employee who knowingly makes, acquires, or uses unauthorized copies of computer software licensed to Huntsville City Schools or who places or uses unauthorized software on the system's premises or equipment shall be subject to disciplinary action or immediate termination of employment, as appropriate.
8. Huntsville City Schools does not condone and specifically forbids the unauthorized duplication of software.
9. Lack of knowledge of this procedure is not an excuse for failure to comply.

I am fully aware of the software copyright protection and agree to uphold the copyright restrictions of Huntsville City Schools as set forth in Procedure # 105-33P.

Employee Signature

Print or Type Name

Date

Technology Professional Development Topics for Teachers and Administrators

Effective: October 2006

Technology training shall be offered to professional personnel in the area of technology integration, use, and technology instructional leadership. The purpose of these professional development experiences will be to: improve teaching, learning, leading, and enhance Alabama's workforce skills.

The **Teacher** shall learn to effectively:

1. Identify and evaluate technology resources and technical assistance, i.e., those available on-line and on-site within a school and district setting.
2. Assess advantages and limitations of current and emerging technologies, and on-line software content to facilitate teaching and student learning.
3. Develop and implement a classroom management plan to ensure equitable and effective student access to available technology resources.
4. Model safe, responsible, legal and ethical use of technology and implement school and district acceptable use policies including fair-use and copyright guidelines and Internet user protection policies.
5. Design, implement, and assess learner-centered lessons and units that use appropriate and effective practices in teaching and learning with technology.
6. Use technology tools (including, but not limited to, spreadsheets, web page development, digital video, the Internet, and email) for instruction, student assessment, management, reporting purposes and communication with parents/guardians of students.
7. Facilitate students' individual and collaborative use of technologies (including, but not limited to spreadsheets, web page development, digital video, the Internet, and e-mail) to locate, collect, create, produce, communicate, and present information.
8. Design, manage, and facilitate learning experiences incorporating technologies that are responsive to diversity of learners, learning styles and special needs of all students (e.g., assistive technologies for students with special needs).
9. Evaluate students' technology proficiency and students' technology-based products within curricular areas.
10. Use technology to enhance professional growth (e.g., through accessing web-based information, on-line collaboration with other educators and experts, and on-line professional courses).

The **Administrator** shall learn to effectively:

1. Describe mechanisms for creating a shared vision for the comprehensive integration of technology, communicating that vision, and facilitating a process that fosters and nurtures a culture to achieve the vision.
2. Develop a technology plan including resource alignment (e.g., funding, staff and time, hardware/software, total cost of ownership), and demonstrate leadership skills necessary to integrate technology to support effective learning and administration.
3. Facilitate the selection and use of technologies appropriate for curriculum areas, instructional strategies, and student-centered learning environments to maximize learning and teaching to meet the individual needs of all learners.
4. Apply and model technology applications and professional practices that demonstrate knowledge of available technologies; existing Alabama and national technology standards for students, teachers, and administrators; related trends and issues; current research, and professional development resources in order to enhance professional practices of educational leaders, increase job-related technology use, and improve the productivity of self and other school personnel.
5. Use prevalent technology-based managerial, financial, and operational systems used in Alabama schools.
6. Use technology to facilitate effective assessment and evaluation, including: the collection, analysis, and interpretation of data and communication of findings to improve instructional practice and student learning; the use of assessment of staff knowledge, skills, and performance in using technology to facilitate quality professional development and guide personnel decisions; the use of technology to assess and evaluate managerial and operational systems; the use of multiple methods to evaluate the efficacy of technology resources for the purposes of improving learning, communication, and productivity.
7. Demonstrate responsible decision making that reflects understanding of social, legal, and ethical issues related to technology.