

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? (**Still Need to Answer**)
4. How will your ET-IL strategies help meet the Colorado Academic Standards, Technology Standards for Students and Technology Standards for Teachers?
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)?
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.

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

4.02 (1) (a) Implementation of an Education Improvement Plan which includes best educational practices, including (1) setting high goals for student achievement, (2) advancing recognized 7 instructional strategies, (3) promoting standards-based instruction, (4) using state and local assessments, (5) promoting postsecondary readiness (6) incorporating parent, student and community participation, (7) assurance that the District or the Institute has adequate policies and that these policies are being implemented and in compliance with state statutes, rules and regulations, and (8) other requirements as outlined in the Accreditation Contract.

2.01 (4) (r) Assurance of a plan for technology and information literacy that is integrated into the district's standards-based educational plan and includes the assessment of all students in the eighth grade. The technology plan shall include policies and procedures to prevent students from accessing inappropriate material on the Internet;

1, 2) Our district ET/IL goals are as follows:

Goal 1: Improve student achievement by providing training to all staff in the use of technology in the research process and providing training to all staff in implementing 21st learning skills into the curriculum and standards of the district.

Strategies: Develop professional development in the area of using technology in the research process at the secondary level. Utilize the district library media coordinator more in helping staff with technology and 21st century learning skills integration. Develop professional development courses in the area of 21st century learn. Develop staff rubrics for technology use in the classroom for the evaluative process.

Goal 2: Increase student motivation through the use of technology on a consistent daily basis thereby strengthening student's basic skills, allowing them to become critical thinkers who are able to solve real life problems by constructing new knowledge, and then being able to communicate that knowledge to others in real world scenarios.

Strategies: Develop staff rubrics for technology use in the classroom for the evaluative process.

Goal 3: Integrate technology into the instructional delivery pedagogy to all curricular areas by increasing usage of technology through word processors, digital cameras, special applications for reading, math, etc., tutorial games and basic skills development via the Internet and online textbooks and DVDs.

Strategies: Staff will integrate two technology skills into at least one lesson. Staff will create a lesson plan including technology and submit it to the district wiki. Staff will build out one additional essential skill in a grade content area each year. Staff will utilize the wiki for at least one lesson each quarter

Goal 4: To ensure that every student is technologically literate by the time the student completes 8th grade, the technology instructor, in collaboration with teaching staff, will instruct students in:

- *communicating responsibly through student email packages.
- *provide students with real life problem solving scenarios that will utilize technology.
- *provide students access to computers to manage, integrate, evaluate, design and create information for academic knowledge.

The assessment of the above skills will be done in the 8th grade by a certified teacher using a variety of assessment tools.

Strategies: All middle school teachers will require students to use technology on a regular weekly basis to build student proficiency. Professional development opportunities over the next 4 years to integrate technology and 21st century learning into all content and grade levels at the middle school level.

Goal 5: The district will look to maintain its current technology infrastructure through a variety of means and look for ways to upgrade the infrastructure.

Strategies: Develop a 5 year plan for technology infrastructure growth.

3.) Two of the district goals are to "evaluate and expand existing intervention systems", and to "ensure that daily instruction is tied to the district's essential skills and curriculum alignment continuum documents created by teachers and administrators consistently across the district." The ET/IL plan includes steps to help the district achieve these goals. The use of technology in the area of intervention to help struggling students is specified in Goal 3. The use of technology in daily instruction and the use of curriculum alignment continuum documents is part of our action plan under Goal 3.

4, 5) The district currently maintains a wiki site on its website. One of our goals is to have teachers design lessons, using technology, and place them on the wiki as they utilize them in the classroom. To ensure that technology is being effectively integrated into the curriculum, the wiki will be monitored by the administrative team of the district. Additionally the principals will look specifically for implementation of technology when they do evaluations of certified staff. All of the information on the wiki is directly related to the current Colorado Academic Standards, with essential skills being listed and built out for each standard. The Technology Standards for Students are based on the ITSE Standards currently in place and are utilized by all technology teachers. The Technology Standards for Teachers are currently being looked at and implemented into the existing proficiencies the district has determined for teachers.

6) The American Association of School Librarians Standards for the 21st Century Learner has been provided to all staff for implementation in the local standards. This process is just beginning and will be an ongoing process. These are being used in conjunction with the Colorado Information Literacy Standards currently in place.

7) We are using the CDE definition of technologically literate. Our goals include critical thinking, solving real life problems, and creating and sharing knowledge using technology.

8, 9) One of our goals is to ensure that students are technologically literate by the completion of 8th grade. The elementary and middle school technology staff will do ongoing assessments of students to determine whether or not they are meeting the identified essential skills. The instructors will then use grades, based on rubrics, to determine technology literacy.

10) At this time, teachers are being provided with best practices and implementation strategies in the area of ET/IL. As stated above, the AASL and ITSE standards are being shared and staff is being asked to look at them when they design lessons in the classroom. The District Learning Services Director continually provides one on one help to instructors trying to implement technology and information literacy into units. Additionally, a number of staff is taking outside training in these same areas by utilizing online courses and discussion groups.

11) Part of our goals and action plan addresses the need of evaluating administrators to look for technology use in the curriculum. A set of "Look-For" is being developed to help administrators.

12) The district currently uses a variety of tools for data-driven decision making. Infinite Campus, NWEA data, CSAP data and data from programs such as DIBELS and Linda Mood Belle drive the decisions for instructional design and goals.

13) At this time, we have a parent portal into our grading system, Infinite Campus. There is a list serve for the community at large that provides information as to what is going on in the district, e.g. when the board meets and the board minutes. We also use a one-call system to communicate with parents on attendance issues. We will continue to maintain these portals of communication.

14) The district technology coordinator has a five-year plan in place that refreshes each of the four buildings hardware and software needs. Whenever the curriculum requires new technologies, such as digital projectors and online textbooks, this drives the technology purchases of the district. The district technology coordinator looks for additional funding for equipment as well as refurbished equipment to provide for all our technology needs.