CARBON COUNTY SCHOOL DISTRICT

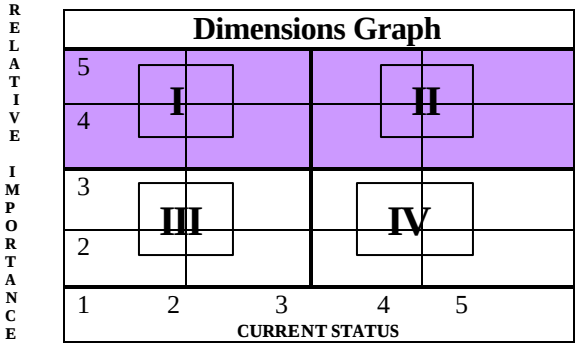
Five Year Technology Plan
2001-2005

Region/District: **Carbon County School District** ETI Coordinator: **Foster J. Lott** Plan Facilitator: **Foster J. Lott**	Date Approved by School Board: April 5, 2001 Date Submitted to State: Pending Date Approved by Steering Committee: Pending

Executive Summary

All educational stakeholders within the district, including teachers, administrators and technical staff were surveyed using the on-line Milken Discrepancy Analysis Model. This model has been developed as a simple means through which schools can acquire a quick assessment of their current status with learning technologies – not only where they stand across each of the Seven Dimensions, but the relative importance of each indicator to their district. A district database was established and stakeholders were encouraged to participate in the survey. One hundred and five Carbon County School District employees participated. The results of all seven dimensions were then compiled at the Milken site under the Carbon District file. The compiled data was then charted into one of four quadrants, as shown in the example chart below:

Users reported ____
Status is _____
Importance is _____
Quadrant Result = __



Quadrant I: Compiled data falling into Quadrant I would reflect a need perceived as **high** in relative importance, but **low** in relation to current status.
Quadrant II: Compiled data falling into Quadrant II would reflect a need perceived as **high** in relative importance and **high** in relation to current status.
Quadrant III: Compiled data falling into Quadrant III would reflect a need perceived as **low** in relative importance and **low** in relation to current status.
Quadrant IV: Compiled data falling into Quadrant IV would reflect a need perceived as **low** in relative importance and **high** in current status.

Results of the survey showed all district averages falling into quadrants I and II (See Appendix A). In five of the seven dimensions the results showed scores in quadrant II, where participants ranked current **status** and **importance** as **high**. In the remaining two dimensions, the relative importance of each was **high,** but the current status was **low**.
Although many districts have chosen to write Five-Year Plans based only on areas where a marked weakness is noted, the Carbon County School District has chosen to write this plan based on ALL seven dimensions, in the belief that all categories can be improved upon.
The district technology committee chose the following approach to establishing our Technology Plan.

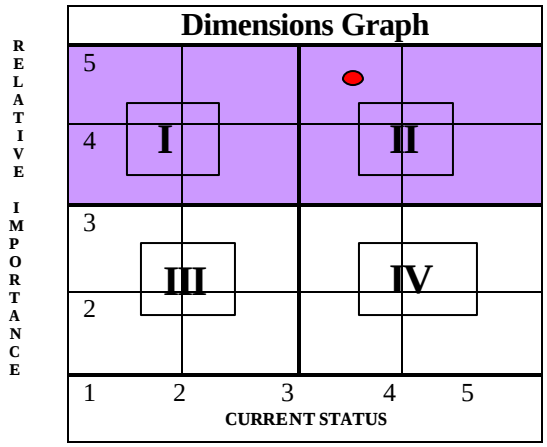
- First, establish long range, five-year goals within all seven of the dimensions surveyed, including each subcategory within each dimension.
- In addition, the committee established short range, first year correlated goals, activities for accomplishment and steward responsibilities for all dimensions and subcategories. A steward representative and reporting method for accountability was included within these one-year goals.
- Lastly, "Changes for Improvement" recommendations were added to those dimensions that received a **LOW** ranking in status.

This plan was written with the belief that the Superintendent and the District Technology Staff are the instructional leaders for the district and that administrators and building technology specialists are the instructional leaders for their schools.

The following document shows individual graphed results of each Milken Dimension along with their subcategories. Within each of these subcategories are listed the District's long-term **Five-Year Goals** and specific **First-year goals, Activities for Accomplishment** and **Steward Responsibilities.**

Dimension One -- Learners
Quadrant Rating = II
(Importance = HIGH Status = HIGH)

Users reported **92 / 105**
Status is **3.5**
Importance is **4.5**
Quadrant Result = **II**



Subcategory: Fluency

Five Year Goal:
By the end of 2005, all district student's repertoire will include sufficient knowledge, skills and abilities with equipment, operating software and networking protocols to use these systems for solving specified problems or accomplishing specified tasks.

First Year Goals and Activities:

Goal	Activities	Steward
District technology staff will begin training all teachers K-12 on operating software and networking protocols. In addition they will be shown specific problems and tasks that can be incorporated/integrated into their classrooms/curriculums.	Teachers and students will be given an opportunity to conduct electronic searches for information; electronically processes numeric, textual and visual information; and use networking to electronically communicate results.	District/Regional Technology Trainers

Subcategory: Strengthening the Basics

Five Year Goal:
By the end of 2005, each student will become more fluent with basic concepts and more quickly grasp new concepts through technology related visualization and representation presented by instructional staff.

First Year Goals and Activities

Goal	Activities	Steward
District staff, both teachers and administrators, will be given training on how to present new concepts and ideas through technology related visualization. Training opportunities will take place over the first three months of the contract year.	Teachers and students or groups of students will be given an opportunity to solve meaningful problems and investigate questions relevant to teacher and student subject areas, while also related to basic skills.	District/Regional Technology Trainers.

Subcategory: Developing Higher Level Abilities

Five Year Goal:
By the end of 2005 every teacher in grades 3-12 will use a minimum of two technology enhanced teaching tools to elicit higher-order thinking skills from their students.

First Year Goals and Activities

Goal	Activities	Steward
Administrative and staff training will be established to demonstrate simple methods for presenting technology enhanced teaching tools for teachers. Twenty-five percent of instructional staff will receive training during the first year.	The teachers will use commercially available models, simulations and interactive databases to solve real-life meaningful problems. Teachers will create, capture and combine visual imagery, charts, graphs, graphics and full-motion video in ways that effectively communicate with targeted audiences. Teachers will communicate results in ways ranging from web pages and listservs to electronic presentations to groups or desktop publishing of documents.	District/Regional Technology Trainers District Technology Coordinator.

Subcategory: Motivation To Learn

Five year Goal:
By the end of 2005 students in grades 3-12 will demonstrate academic motivation by producing at least one quality product using technology.

First Year Goals and Activities

Goal	Activities	Steward
Administrative and staff training will be established to demonstrate simple methods for using technology in development of a product. Twenty-five percent of instructional staff will receive training during the first year.	The student may use commercially available models, simulations and interactive databases to solve real-life, meaningful problems. Students may create, capture and combine visual imagery, charts, graphs, graphics and full-motion video in ways that effectively communicate with targeted audiences.	District/Regional Technology Trainers District Technology Coordinator.

Subcategory: Increasing Relevancy

Five Year Goal:
By the end of 2005 teachers in grades 5-12 will include at least one instructional unit that includes students interacting with real-world data.

First Year Goals and Activities

Goal	Activities	Steward
Twenty-five percent of teachers will obtain skills and training necessary to demonstrate how to interact with real world data through technology.	Teachers will show student how to connect with experts in the field and actively engage in contributing to the solution of real-world problems through student-defined products and processes. Teachers will show students how to electronically access current, primary source data in school and beyond school hours.	District/Regional Technology Trainers District Technology Coordinator. Classroom Teachers

Subcategory : Recognition of Trade Offs

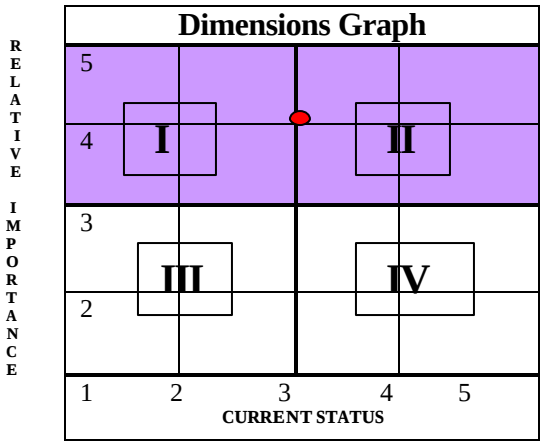
Five Year Goal:
By the end of 2005 every school in the district will have developed and demonstrated support for the District Acceptable Use Policy.

First Year Goals and Activities

Goal	Activities	Steward
Procedures will be in place to help students understand and accept their role in "acceptable technology use".	Teachers will be trained to help students recognize technology as a powerful factor that has influenced their community. Teachers will demonstrate to students that the use of technology is a privilege and in order to serve the rights of all, they follow basic rules of protocol, privacy, confidentiality and etiquette.	District Technology Coordinator

Dimension Two – Learning Environment
Quadrant Rating = II
(Importance = HIGH Status = HIGH)

Users reported **82 / 105**
Status is **3.0**
Importance is **4.0**
Quadrant Result = **II**



Subcategory: Learning Context

Five Year Goal:
By the year 2005, teachers and educators will establish learning context that requires and enables students to use contemporary tools to research issues, solve problems and communicate results, both individually and in teams.

First Year Goals and Activities:

Goal	Activities	Steward
At least thirty-five percent of teachers in grades 6-12 will be shown methodologies in using Constructivist, Collaborative and/or Project based learning activities in their classroom and apply those methods at least twice during the school year. These teachers will use a variety of grouping strategies and technology to support these strategies.	The teacher will use a wide variety of instructional strategies to maximize learning and meet individual needs. Activities should include: Using technology research tools; solving problems using technology; communicating results through technology.	District /Regional Technology Trainer Building Principal Classroom teacher

Subcategory: Learning Content

Five Year Goal:
By the year 2005, all teachers in grades 6-12 will have documentation readily available to students, parents and administrators detailing how class activities and student products relate to state and district technology core standards. In addition, educators will reflect societal changes in school practice based on technology changes.

First Year Goals and Activities

Goal	Activities	Steward
Teachers will be made aware of new state technology core standards and will be shown how to integrate class activities into the core.	Teacher training will be made available to all instructional staff 6-12 on methods and practices for integrating technology into existing classroom content.	District/Regional Technology Trainers

Subcategory: School Culture

Five Year Goal:
By the end of 2005, all schools will have a School Improvement Plan and Committee that reflects teacher input for school wide technology curriculum goals.

First Year Goals and Activities

Goal	Activities	Steward
Establish individual school Technology Teams as part of teacher level input.	Begin establishing goals and timelines for school improvement in technology. Poll teachers, parents and students on needs and goals related to technology.	District/Regional Technology Trainers Building Technology Specialists Building Principals

Subcategory: Technology Access

Five Year Goal
By the end of 2005, all teachers will have Internet-capable computers available in all classrooms for professional use. In addition, this hardware should be of sufficient quality to use advanced software and multimedia devices as appropriate. Technology resources will also be made available to community members for learning and productivity.

First Year Goals and Activities

Goal	Activities	Steward
All backbone wiring and switches will be in place, including 100 Mb switches at the building level. Purchases of new hardware will require multimedia workstations with appropriate RAM and H/drive space.	ETI Maintenance Funding will be allocated on an annual basis to maintain an acceptable level of multimedia workstations with high speed connectivity. Teacher Technology Training Centers will be made available in evenings for community members.	District Technology Coordinator

Subcategory: Information and Communication

Five Year Goal:
By the end of 2005, all teachers will use technology to effectively communicate with other constituents outside of the classroom. This will include the use of email and other communication resources to show students effective and correct methods of electronic communications.

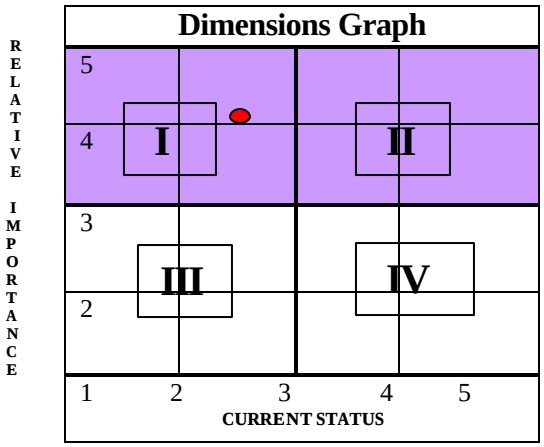
First Year Goals and Activities

Goal	Activities	Steward
Fifty percent of all teachers and seventy-five percent of all administrators in the district will be involved in the use of email as a necessary communication tool.	All district announcements to building principals from the district office will be in email format. All principals will be encouraged to use email facilities to communicate daily announcements to their respective faculties.	District Administrators Building Principals

Dimension Three – Professional Competency
Quadrant Rating = II

(Importance = HIGH Status = LOW)

Users reported **76/105**
Status is **2.5**
Importance is **4.5**
Quadrant Result = **I**



Subcategory: Core Technology

Five Year Goal:
By the year 2005, Seventy-five percent of our educators will be considered "proficient" in core technologies such as basic skills, personal productivity skills, communication skills and classroom integration skills. These educators will act as a resource to others in the use of applications, productivity tools, communication tools and classroom integration skills.

First Year Goals and Activities:

Goal	Activities	Steward
The District Technology Training Center will offer a broad variety of core technologies to teachers. This training will be given during class hours with substitutes paid by the district. Twenty-five to fifty percent of all instructional staff will receive some training.	Core Training classes will include: Basic skills; productivity software; communications packages; and methods of integrating technology into the classroom. 1-2 instructional classes will be offered each week.	District/Regional Technology Trainers

Subcategory: Curriculum, Learning and Assessment

Five Year Goal:
By the year 2005, seventy-five percent of our educators will routinely use technology supported, project-based and collaborative learning strategies in their classroom activities.

First Year Goals and Activities

Goal	Activities	Steward
The District Technology Training center will provide training to teachers and students to develop technology-enriched, collaborative learning activities that are authentic, multi-disciplinary and directly related to district, state and national core technology standards. Twenty-five to fifty percent of all instructional staff will receive some training.	All teachers in the district will be given the opportunity to become involved in technology training that will include collaborative learning activities. These classes will be offered during teaching time and licensing certification will be awarded. 1-2 instructional classes will be offered each week.	District/Regional Technology Trainers

Subcategory: Professional Practice and Collegiality

Five Year Goal:
By the end of 2005, ninety-five percent of teachers in the district will have developed and refined a teaching philosophy that is compatible with the district vision for classroom practices for using technology in the curriculum.

First Year Goals and Activities

Goal	Activities	Steward
During the first year fifty percent of district educators will be shown how to access professional resources on instructional technology and contribute to those sources. The educator will then show other educators and students how to identify and acquire those technology resources in the classroom and school.	All teachers in the district will be given the opportunity to become actively involved in training through the District Technology Training Center to acquire the skills necessary to instruct their students in identifying and all available technology resources.	District/Regional Technology Trainers

Subcategory: Classroom Instruction and Management

Five Year Goal:
By the end of 2005, all teachers will have the ability to create learning contexts that will require students to take on more independent roles within their own learning styles.

First Year Goals and Activities

Goal	Activities	Steward
Twenty-five percent of educator will be shown methodologies to help them understand a variety of technology applications to support instructional management. Students will begin to use multiple technology tools with minimum guidance, creating technology independence.	All teachers will be shown how to share ideas and responsibilities for using technology. Independent study and open-ended activities will facilitate this dimension.	District/Regional Technology Trainers.

Changes for Improvement:

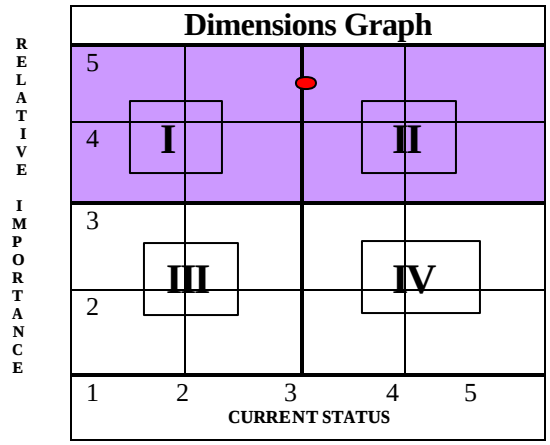
Because this dimension rated **LOW** in **Current Status**, is was determined that this plan should include a component that would implement changes in this category.

It was noted that Professional Development status was rated LOW for several different reasons, some of which can be improved upon in this plan.
As part of the change for improvement, teachers and administrators will be given:

- Additional time within the school day to receive training.
- Licensing points.
- Possible lane changes based on professional technical competency.
- An overall push to make educators aware of the importance of integrating technology into their existing curriculums.
- Additional administrative support in understanding the "vision" of technology integration.

Dimension Four – System Capacity
Quadrant Rating = II
(Importance = HIGH Status = HIGH)

Users reported **79/105**
Status is **3.0**
Importance is **4.5**
Quadrant Result = **II**



Subcategory: Vision

Five Year Goal:
By the year 2005, the district will have displayed and presented a minimum of 100 different and unique examples of how the district's technology vision has positively impacted the learner, learning environment, teacher practices and the community at large.

First Year Goals and Activities:

Goal	Activities	Steward
Key community members, learners, educators and business representatives will meet as a committee to set long term goals and develop a mission statement and vision plan.	Once goal statements and vision plan has been established, the committee members will publish and evangelize this vision and begin plans to teach and train educators and businesses within the district boundaries.	Superintendent District Technology Trainer Board of Education

Subcategory: Leadership and Planning

Five Year Goal:
By the year 2005, this technology plan will have gone through five yearly benchmarking, reporting and new action planning phases.

First Year Goals and Activities

Goal	Activities	Steward
Benchmark, evaluate and report as a leadership committee, the first year plan. Continue to evaluate feedback and adjust plan as necessary.	Make certain as a committee that the plan's strategies, tactics and resource allocations translate in comprehensive, system-wide actions that lead toward the committees and district's vision.	Technology Committee Technology Committee leadership

Subcategory: Ensuring Capacity

Five Year Goal:
By the end of 2005, educators districtwide will have participated in the UTAP assessment, or and alternative assessment tool, a minimum of four times. Technology Training staff will coordinate their efforts with the UTAP survey results for schools and district discrepancies. These results will be used to guide the staff in determining which training is needed and will be most effective for district educators. Individual teachers will make professional decisions based on their individual assessment as to which kinds of technology training will improve their professional practice.

First Year Goals and Activities

Goal	Activities	Steward
Introduction of the UTAP, or an alternative assessment tool to district administrators and teachers. Thirty-five percent of all staff in the district will take the assessment by the end of the school year.	Technology Training staff will understand and act as proctors for the administration and interpretation of the UTAP assessment tool to teachers in the district.	Technology Training Staff

Subcategory: Systems Thinking

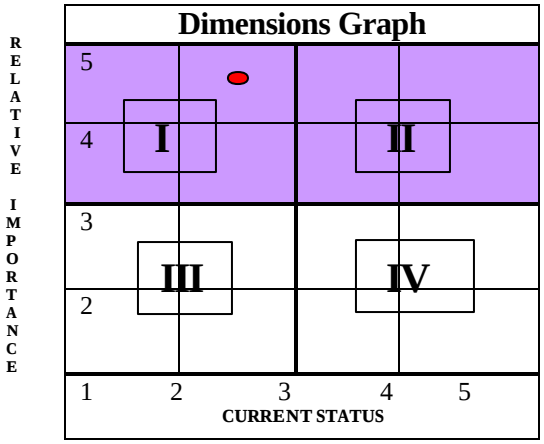
Five year Goal:
In order to factor in the entire education system, by the end of 2005, all school administrators and clerical staff, in addition to the teachers, will participate directly in leading the technology implementation at the school level.

First Year Goals and Activities

Goal	Activities	Steward
Twenty-five percent of the administrative staff will be directly involved in implementing technology into their workplace. They will analyze what it takes to use technology effectively for improving learning.	Administrators and staff will be given "administrative training", where they will be presented with methods for technology implementation and vision in their schools.	Technology Training Staff Superintendent of Schools

Dimension Five – Community Connections
Quadrant Rating = I
(Importance = HIGH Status = LOW)

Users reported **79 / 105**
Status is **2.5**
Importance is **4.5**
Quadrant Result = **I**



Subcategory: Commitment

Five Year Goal:
By the year 2005, a minimum of 150 community members and business leaders, excluding Parent Teacher organizations, will have participated in committee membership to shape district and school technology plans.

First Year Goals and Activities:

Goal	Activities	Steward
Sixty stakeholders will have direct input into the district five-year plan. These stakeholders will include citizens representing the entire spectrum of community life.	A district technology committee will be established with members from both the educational field and citizens from across the spectrum. This representative committee will address the long term technology needs of the district.	District Superintendent District Technology Director County Commission

Subcategory: Collaboration

Five Year Goal:
By the year 2005, community-based partnerships will provide ongoing opportunities for many students to learn real-life applications of technology and district policy will develop community collaboration with local schools and learning institutions.

First Year Goals and Activities

Goal	Activities	Steward
Partnership policies and commitments will be in place to establish a collaboration between schools and businesses. Members from both parties will have access to this policy.	A district committee will be formed to investigate and propose a policy for this partnership. The district committee will then propose possible partnerships to businesses and other organizations within the community.	District Technology Director

Subcategory: Clarity

Five Year Goal:
By the year 2005, all partnerships exchanges and collaborations will have included clear articulation of expectations, implementation plans, time lines and accountability systems.

First Year Goals and Activities

Goal	Activities	Steward
Develop partnerships and collaborations with community members. Articulate clearly the expectations of both community members and district technology committee members in implementation plans, time lines and accountability systems.	As committees for collaboration of activities are being organized, expectations must be established and published. All members will be given written documentation of expectations, along with any clarifications needed for complete understanding of goals, timelines and accountability systems.	District Technology Director District ATE Director County Commission

Subcategory: Communication

Five Year Goal:
By the year 2005, there will be an ongoing communication between district and community partners to track progress, build awareness and involve new partners.

First Year Goals and Activities

Goal	Activities	Steward
District Policy will be established to focus on community awareness of policy and progress in relation to community connections and district direction in technology.	Establish goals for technology committee members and set policy on methodology for keeping open community dialog in respect to technology changes and direction within the district.	Technology Committee District Technology Director Superintendent

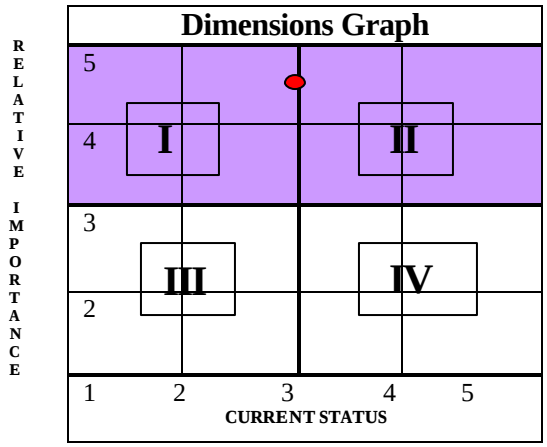
Changes for Improvement:

Because this dimension rated **LOW** in **Current Status**, is was determined that this plan should include a component that would implement changes in this category.

Ratings in this dimension were low for several reasons. Carbon County is a rural community with a somewhat depressed economy. Although the economy is weak, community connections can still be established. This plan will strive to involve the community by bringing new ideas to the Economic Development Planning Committee within the community. An awareness will be made of the importance of having technology literate students that will eventually enter the local workforce. With this awareness the community will see the importance of technology in the school system and increase their commitment to the district. The district must also see the vision and take the initiative to make these community connections aware of their technical needs.

Dimension Six – Technology Capacity
Quadrant Rating = II
(Importance = HIGH Status = HIGH)

Users reported **69 / 105**
Status is **3.0**
Importance is **4.5**
Quadrant Result = **II**



Subcategory: Installed Base

Five Year Goal:
By the end of 2005, policy will be in place for teachers and administrators to request technology tools in their classrooms for curriculum-based use in the support of learning, communication and administrative goals of the education system.

First Year Goals and Activities:

Goal	Activities	Steward
Based on exposure to technology, teachers and administrators will have working knowledge of which technology tools will be most effective in supporting their classrooms and administrative goals.	Training will take place at the school and district level to make administrators and teachers aware of technology tools and the most effective methods of applications of those tools to their respective curriculums.	District/Regional Technology Trainers

Subcategory: Connectivity

Five Year Goal:
By the end of 2005, the district will have complete and total Internet access to the student desktop at 100 Mb or better. This access will include every school as part of a Local Area Network (LAN) in which the district offices, all school offices and technology department will have connectivity. In addition, this LAN will be part of a state and regional Wide Area Network (WAN) with connectivity to State and Federal databases for information access.

First Year Goals and Activities

Goal	Activities	Steward
All schools on the LAN will have 100 MB switching speeds between building servers. In addition all connectivity between schools and district administrative offices will have minimum speeds of T1 for access and data flow.	Install backbone switches with minimu m of 100 MB speeds and bring all frame relay connections up to T1 speeds to accommodate effective data flow.	District Technology Hardware Specialists

Subcategory: Technology Support

Five Year Goal:
By the year 2005, the district will have in place a technology support program that will facilitate timely response to technical problems within the district. This support program will include certified technicians and a Technology Hardware director who will facilitate in installations, repairs, maintenance and troubleshooting the entire district technology program. Student interns from local high schools will be utilized in a "technology apprenticeship" program.

First Year Goals and Activities

Goal	Activities	Steward
Establish a position for a district technology hardware specialist along with a minimum of three repair and installation specialists to develop and implement a technology support team.	Recruit and hire a district hardware specialist to develop and administer the hardware support program for the district.	District Superintendent District Technology Committee

Subcategory: Client Orientation

Five Year Goal:
By the end of 2005, all teachers, administrators and staff will have their respective technical needs met. Training for new technologies will be an on-going process.

First Year Goals and Activities

Goal	Activities	Steward
Bring about an awareness within the educational community of available technical help and support. Develop effective technical help that is readily available and reliable.	Make training available to technology staff to develop an expertise necessary to solve technical problems and give technical support to educators within the district. Make this support easily available to all educators.	District Superintendent District Technology Trainer District Hardware Specialist

Subcategory: Facilities

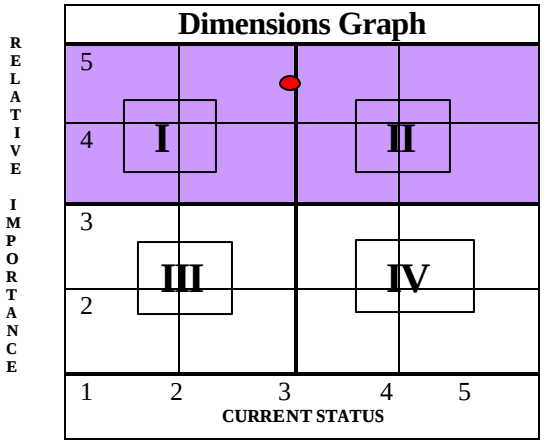
Five Year Goal:
By the year 2005, all facilities within the district will be technology-ready. All schools, classrooms and administrative offices will be equipped with up-to-date technology that will enable them to effectively communicate, exchange data and access information reliably.

First Year Goals and Activities

Goal	Activities	Steward
Make certain that each school and administrative office has an up-to-date server and high speed connectivity for reliable data transfer.	Install necessary servers at school and administrative locations and insure reliable data transfer at acceptable speeds.	District Hardware Specialist

Dimension Seven – Accountability (Federal and State)
Quadrant Rating = II
(Importance = HIGH Status = HIGH)

Users reported **79 / 105**
Status is **3.0**
Importance is **4.5**
Quadrant Result = **II**



Subcategory: Deliverables and Benchmarks

Five Year Goal:
*By the end of 2001**, and subsequent years**, the district will conduct and utilize results of an annual evaluation of technology integration. This study will be designed to measure levels of classroom implementation, utilization, teacher training and hardware/software adequacy.*

First Year Goals and Activities:

Goal	Activities	Steward
The district will conduct and utilize results of an annual evaluation of technology integration. This study will be designed to measure levels of classroom implementation, utilization, teacher training and hardware/software adequacy. The evaluation will be administered by the District Technology Trainer and results will be published in on the District Profile web page. Feedback from this evaluation survey will influence change strategies in the overall district plan.	Annual administration of evaluation tool to all participating district personnel. Post results and affect change.	District Technology Trainer.

Subcategory: Data Collection / Interim Progress

Five Year Plan:
*By the end of 2001, **and subsequent years**, the district will create a database of hardware, software and teacher training opportunities. Progress in each area will be tracked and an annual analysis of each category will be evaluated by district technology personnel.*

First Year Goals and Activities

Goal	Activities	Steward
The district will create a database of hardware, software and teacher training opportunities. Progress in each area will be tracked and an annual analysis of each category will be evaluated by district technology personnel.	Create database to track hardware, software and teacher training opportunities. Make annual analysis of each category available to all staff, administrators and public on district profile web page. Post results and affect change.	District Technology Director.

Subcategory: Data Driven Decision Making

Five Year Goal:
*By the end of 2001, **and subsequent years**, the district will make appropriate decisions about technology based on first-hand reliable information. This information will be gathered through comparative UTAP or other forms of analysis, direct observation and classroom teacher feedback.*

First Year Goals and Activities

Goal	Activities	Steward
The district will make appropriate decision about technology based on first-hand reliable information. This information will be gathered through comparative UTAP analysis, direct observation and classroom teacher feedback.	District technology staff will administer UTAP or other forms of analysis each year and make comparative analyses. A feedback tool will be designed for classroom teachers and administrators in an effort to learn what approaches and technologies are most helpful in the classroom.	District Technology Trainer. District Technology Coordinator.

Subcategory: Communication

Five Year Plan:
*By the end of 2001, **and subsequent years**, the district will communicate technology plans and keep all stakeholders involved and informed. A reliable feedback mechanism will be in place to accomplish this goal.*

First Year Goals and Activities

Goal	Activities	Steward
Throughout the school year the district will communicate technology plans and keep all stakeholders involved and informed. A reliable feedback mechanism (school and district "profile" web pages and publications) will be in place to accomplish this goal.	Using the existing district web page, the technology coordinator will communicate technology plans and goals throughout the year. An "open comments" input box will accommodate feedback from staff and administrators	District Technology Coordinator.

Appendix A

Milken 7 Dimensions
Discrepancy Analysis Results

Quadrant Interpretation and Explanation:

Quadrant I: This quadrant suggests that the Relative Importance of this Topic in the Dimension is high, but the Current Status score is low. This suggests that this is an area that needs emphasis in your technology or improvement planning process.

Quadrant II This quadrant suggests that scores for both the Current Status and the Relative Importance are high. This may be cause for celebration!

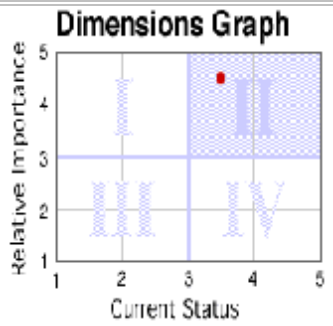
Quadrant III This quadrant denotes low scores in both the Relative Importance and the Current Status.

Quadrant IV This quadrant suggests that the Current Status is high, but the Relative Importance is low. This may mean that you are doing a great job on some things that don't really matter. Perhaps you might recover some resources here.

1. Learners
Users reported **92/105**
Status is **3.5**
Importance is **4.5**

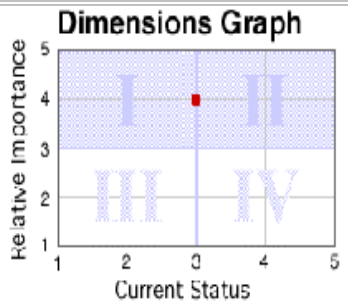
Quadrant II

This quadrant's scores suggest that the Relative Importance of this Topic in the Dimension is high, but the Current Status score is low. This suggests that this is an area that needs emphasis in your technology or improvement planning process.



2.Learning Environment
Users reported **82/105**
Status is **3**
Importance is **4**

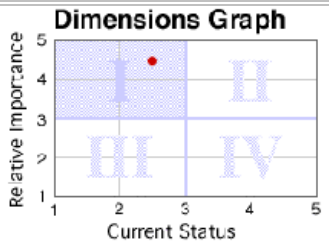
Between Quadrants I & II



3. Professional Competency
Users reported **79/105**
Status is **2.5**
Importance is **4.5**

Quadrant I

The Relative Importance is high, but the Current Status is low. This suggests that this is an area that needs emphasis in your technology or improvement planning process.



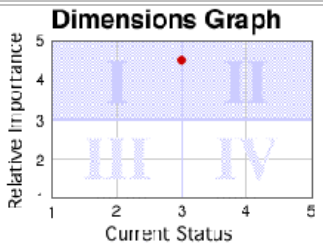
4. System Capacity

Users reported **79/105**

Status is **3**

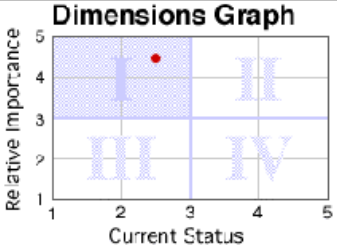
Importance is **4.5**

Between Quadrants I & II



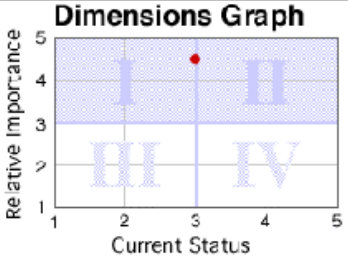
5. Community Connections
Users reported **79/105**
Status is **2.5**
Importance is **4.5**

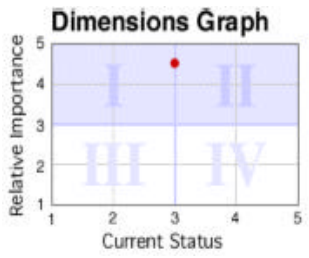
Quadrant I--The Relative Importance is high, but the Current Status is low. This suggests that this is an area that needs emphasis in your technology or improvement planning process.



6. Technology Capacity
Users reported **69/105**
Status is **3**
Importance is **4.5**

Between Quadrants I & II



7. Accountability (Federal and State) Users reported **79/105** Status is **3.0** Importance is **4.5** Between Quadrants I & II	

Appendix B

Technology Committee Members
Five-Year Technology Plan

Name	Position	Email address
Foster J. Lott	**District Technology Director**	**foss@dtc.carbon.k12.ut.us**
Scott MacKnight	**District ETI Coordinator**	**scott@dtc.carbon.k12.ut.us**
Doug Hintze	**Secondary Supervisor**	**doug@do.carbon.k12.ut.us**
Boyd Bell	**Superintendent**	**boyd@do.carbon.k12.ut.us**
Patsy Bueno	**Elementary Supervisor**	**patsy@do.carbon.k12.ut.us**
Sally Stewart	**Secondary Instructor --Technology**	**salley@chs.carbon.k12.ut.us**
Toni Behling	**Secondary Instructor -- Business**	**toni@echs.carbon.k12.ut.us**
Marilyn Ellis	**Elementary Instructor**	**ellism@che.carbon.k12.ut.us**
Kerry Jensen	**Secondary/Elementary Administrator**	**jensenk@chs.carbon.k12.ut.us**
Henning Olsen	**Parent/Instructor -- CEU**	**N/A**
Marie Mortensen	**Secondary Instructor -- Business/Technology**	**mortensenm@hjh.carbon.k12.ut.us**
Dave Cox	**Secondary Instructor – Special Education**	**coxd@mhjh.carbon.k12.ut.us**
Jess Banning	**Elementary Administrator**	**banningj@crv.carbon.k12.ut.us**

Appendix C

Stewardship Action Plan Checklists

Building Administrators:

- Elementary Principals will coordinate the school improvement technology planning process, including establishment of a school-based technology improvement committee.
- All Principals will guide policy and implementation of the District Acceptable Use Policy.
- All Principals will report progress to the superintendent on administrative e-mail implementation.

School Technology Specialists:

- List and recruit faculties for locally sponsored technology training. They will also support school staff in implementation of existing software applications and troubleshoot level one hardware problems along with submitting technology work orders to the District Technology staff.

District Technology Coordinator / Trainer:

- Along with the Regional Trainer, plan and conduct training for school-based technology software and hardware specialists.
- Post with descriptions all weekly district generated technology training sessions. Posted descriptions should also include any training offered by UEN, USOE or SESC.
- Plan and conduct trainings and follow up on creating ways to publish individual teaching philosophy.
- Plan and conduct training for principals and other administrative staff on to implement technology strategies, including e-mail, SIS2000, FIS and other software applications as needed.
- Plan and conduct training for teachers and administrators on proper use of GroupWise applications..
- Plan and host quarterly planning meetings to assess progress towards the five-year technology plan and single year goals.
- Plan and conduct Grant Opportunity Workshops for teachers to apply for additional technology funds.

District Administrators:

- Superintendent will plan for ways to share the progress of the district technology five-year plan with board and community members.
- Will request quarterly updates on the Milken survey results from the District Technology Specialist.
- Superintendent will plan for ways to share with teachers his expectations for building level administrators to improve their skills in supporting technology use in their schools.