

Edwards-Knox CENTRAL SCHOOL



Technology Plan

2008-2011

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Mission Statement

Teaching, Learning, Growing: An Investment for the Future

The mission of the Edwards-Knox Central School District is to provide positive learning experiences in order to maximize the growth and potential of each student and to serve as a learning resource for the entire community. This mission will be achieved through teaching and learning in an environment which is safe and positive, which encourages students to become responsible and to respect themselves and others, and which focuses on social, emotional, and physical dimensions. This mission will be achieved through the cooperative efforts of students, parents, the community, the Board of Education, the professional staff, and the support staff.

About the Edwards-Knox Central School District

Edwards-Knox Central School has a student population of six hundred eighty students, with a low 7.2% mobility. 58.7% of our students receive Free or Reduced lunch. The district is pre-kindergarten through 12th grade, housed in one building. The district also offers a graduated equivalency diploma program located within the school building. This program is authorized to hold up to 20 students, with one half attending in the mornings and one half in the afternoon. The number of special education students served by the district (March 2008) is 162.

Plan Administration

The Edwards-Knox School Technology Plan is implemented and evaluated through a shared decision-making team process. The team meets regularly to discuss and evaluate technology needs that include, but not limited to, SmartBoard and CPS usage, software and hardware purchases, computer lab usage/schedules, and staff development needs. The District Technology Committee is divided into several subcommittees with a mixture of elementary, high school staff, parents, BOE, and administration. The subcommittees meet as needed throughout the year. The full district committee meets triennially or as often as needed.

District Technology Committee

Sue Kelly: Elementary Principal
Jeff Davis: High School Principal
Dr. Cartwright: Superintendent
Peter Lashomb: NERIC IT
Rod Hooper: Model Schools IT
Julie Bailey: Librarian

Linda Alford: HS Guidance Counselor
Jim Buckley: High School Teacher
Mike Gault: High School Teacher
Jon Hogle: High School Teacher
Becky Brewer: Elementary Teacher
Mindy Curtis: Elementary Teacher

Karen Dandrow: Elementary Teacher
Mandy Fuller: Board of Education
Dawn Finnerty: Parent Representative
Abbie Tresidder: Parent Representative

Needs Assessment

Technology is an ever changing valuable tool that is used in the implementation of the NYS Learning Standards throughout the content areas as well as ITSE's National Educational Technology Standards for both students and staff. In order to achieve mastery of current technology, continually upgrade and maintain the District network infrastructure to be able to handle the demands of both distance learning and the interaction between the school environment and the global community; a high priority of demand and competence is placed in this area. The implementation of this three-year technology plan and its goals will provide us with the necessary hardware, software, professional development, and evaluative means to help us succeed and advance with technology.

District Goals

Edwards-Knox Central will incorporate the use of computer and related technology so that it becomes a natural part of teaching and learning. Our District is committed to graduating students who possess skills that demonstrate and utilize computer technology literacy as well as staff who use technology in their daily functioning.

Goal Area 1

Expose students to technology with opportunities for instruction and use at Pre-K thru 12th grades in order to become adequately prepared for higher education, the work force, and everyday life usage of technology.

Goal Area 2

Provide leadership, coordination, and access to appropriate technology, policies, staff development and procedures to all support staff, faculty, and administration to enhance the educational effectiveness of our district.

Goal Area 3

Provide parents and community members access to technology; use technology to distribute information to help parent support their child's education.

Goal Area 4

Provide and maintain the infrastructure as well as the hardware, software, budgeting/purchasing plan, and professional development to implement this plan.

K-12 Computer Literacy Benchmarks

Goal Area 1

Goal: Every student will have the opportunity to use learning technologies to access and analyze information in ways that develop higher order thinking skills, increase their ability to use technology as a tool in solving problems, and support their confident use of the technology skills they will need for success in their future study and employment.

Existing Instructional Technology:

Students in pre-kindergarten through third grade are introduced to technology through classroom instruction and projects. Formal computer instruction begins in fourth grade. Each fourth grade student will take a Keyboarding course, which will include an introduction to Microsoft Word. Fifth and sixth grade students will take formal Technology courses, with emphasis on graphics and multimedia, spreadsheets, databases, and the internet. These courses will be taught by a certified technology teacher. Teachers will be encouraged to reinforce skills learned in these courses through classroom projects and support from the technology teacher. Additional technology courses will be offered as electives in grades 7-12.

Needs Assessment:

Technology is a valuable tool used in the implementation of the NYS learning standards throughout the content areas. Integration of technology in the curriculum provides students with the tools they need to learn. In order for students to achieve mastery of current technology the district will need to provide both time and support for teachers to implement technology in the classroom. Planning time will be a crucial aspect to the success of integrating technology in the classroom. Teachers will need time to plan projects, collaborate, and receive support from the technology teacher. One possible solution would be to provide support staff to monitor classes during recess. This would enable teachers to invest an additional 2 - 2½ hours per week to technology.

Since teachers will be requiring students to complete assignments and projects that involve technology, and knowing that not all students have access to computers and the internet at home, students must be provided the opportunity to access school computers to complete these assignments. Fifth and sixth grade students will need to have access to the elementary computer lab during their study hall time. As a result, eighth and ninth periods will need to be designated as “open time” each day. It will be imperative to have support staff monitoring the lab during these times.

In order to assess the progress of students at the end of their technology training for mastery the instructor will provided a simple assessment of the skills outlined under goal one. A written form titled “**Student Assessment File to monitor progress**” will be recorded for each class at their corresponding grade level.

Basic Operations and Concepts			
	Introduce	Reinforce	Master/ Maintain
Identify and use the parts of a computer	Pre-K	K-4	5-12
Keyboard familiarity (enter/return, spacebar, arrow keys, etc.)	Pre-K	K-4	5-12
Use the mouse (point, click, double, click, drag)	Pre-K	K-4	5-12
Open a software program	Pre-K	K-4	5-12
Quit a software program	K	1-4	5-12
Recognize icons and their functions	K	1-4	5-12
Open, close, and restore windows	K	1-4	5-12
Use the scroll bar	K	1-4	5-12
Use correct posture at the computer	K	1-4	5-12
Open and close a file	1	2-4	5-12
Create and name files	1	2-6	7-12
Log in using username and password	3	4	5-12
Perform touch typing	4	5	6-12
Use correct finger reaches from home row to top/bottom row keys	4	5	6-12
Use function and numeric keys	4	5-6	7-12
Use keypad to key numbers	4	5-6	7-12
Use “save as” appropriately	4	5-6	7-12
Create and use a structure of files and folders	4	5-6	7-12
Uses basic terms in reference to computer technology (ie. port, disk drive, CD- drive, etc.)	4	5-6	7-12
Print documents to specific network printers	4	5-6	7-12
Access and save to network folder, hard drive, floppy disk, CD-ROM, or flash drive	4	5-6	7-12
Delete files and folders	4	5-6	7-12
Use online help	5	6	7-12
Multitask by opening and using two programs at once	5	6	7-12
Use find command to locate files and folders	6	7-8	9-12

Ethical, Legal, & Social Concerns			
	Introduce	Reinforce	Master/ Maintain
Collaborate with other classmates as a team member	K	1-6	7-12
Demonstrate appropriate behavior when using computers	K	1-6	7-12
Demonstrate proper care of computer media and media devices	K	1-6	7-12
Respect the privacy of other's work	K	1-6	7-12
Understand and respect copyright laws. Model legal and ethical behaviors when using technology involving self and others	5	6	7-12

Word Processing Skills			
	Introduce	Reinforce	Master/ Maintain
Identify intended use of word processing program	5	6	7-12
Change font, size, style, and color of text	5	6	7-12
Center text	5	6	7-12
Set page orientation (portrait and landscape)	5	6	7-12
Select, insert, and delete text	5	6	7-12
Cut, copy, and paste text	5	6	7-12
Insert clip art	5	6	7-12
Insert date format and page numbers	5	6	7-12
Insert bullets and numbers	5	6	7-12
Use find and replace/change command to replace text	5	6	7-12
Insert symbols	5	6	7-12
Use thesaurus	5	6	7-12
Add footnotes/endnotes	5	6	7-12
Change page setup	5	6	7-12
Create and Format Tables	5	6	7-12
Create Columns	5	6	7-12
Add Header or Footer	5	6	7-12
Spell and Grammar Check Document	5	6	7-12

Graphics and Multimedia			
	Introduce	Reinforce	Master/ Maintain
Name and use paint and draw tools	5	6	7-12
Add a picture	5	6	7-12
Cut, copy, and paste pictures	5	6	7-12
Resize pictures	5	6	7-12
Add and edit text	5	6	7-12
Move and delete slides	5	6	7-12
Change slide layout	5	6	7-12
Import and embed audio and graphics	5	6	7-12
Use templates, wizards, and backgrounds	5	6	7-12
Create hyperlinks	5	6	7-12
Use transitions and timing	5	6	7-12
Create animations	5	6	7-12
Create presentation using PowerPoint	5	6	7-12
Create presentation using Storybook	5	6	7-12
Create presentation using Movie Maker	5	6	7-12

Spreadsheet			
	Introduce	Reinforce	Master/ Maintain
Identify intended use of a spreadsheet	5	6	7-12
Navigate in a spreadsheet	5	6	7-12
Identify cells, columns, and rows	5	6	7-12
Add and edit data	5	6	7-12
Insert/delete columns and rows	5	6	7-12
Manage and communicate information	5	6	7-12
Use to solve problems	5	6	7-12
Create a spreadsheet	5	6	7-12
Produce graphs and charts	5	6	7-12
Use sum command and simple formulas	6	7-12	
Use fill down/across	6	7-12	
Use functions	6	7-12	

Database			
	Introduce	Reinforce	Master/ Maintain
Identify intended use of a database	6	7-12	
Navigate in a database	6	7-12	
Use a database to solve problems	6	7-12	
Insert, modify, and delete a field	6	7-12	
Insert, modify, and delete a record	6	7-12	
Add and edit data	6	7-12	
Manage and communicate information	6	7-12	
Search data	6	7-12	
Sort data	6	7-12	
Create a database	6	7-12	
Create a form	6	7-12	
Create a query	6	7-12	
Create and modify a report	6	7-12	

Internet and Research Tools			
	Introduce	Reinforce	Master/ Maintain
Use online library databases and e-books	4	5-6	7-12
Demonstrate appropriate behavior for Internet and e-mail use	5	6	7-12
Identify the parts of an email message	5	6	7-12
Send and receive email	5	6	7-12
Reply to an email message	5	6	7-12
Correctly attach files and send files by e-mail	5	6	7-12
Use appropriate programs to open attached e-mail files	5	6	7-12
Navigate teacher chosen web site	5	6	7-12
Access internet sites by using pre-set internet bookmarks	5	6	7-12
Add an internet bookmark	5	6	7-12
Enter a URL	5	6	7-12
Use internet toolbar to navigate	5	6	7-12
Use hyperlinks to navigate	5	6	7-12
Acquire appropriate information online (text, audio, video, databases, graphics, etc)	5	6	7-12
Utilize online learning management systems (blackboard, moodle, etc)	5	6	7-12
Use electronic reference tools	5	6	7-12
Evaluate acquired information for validity and usefulness	5	6	7-12
Perform simple web searches	5	6	7-12
Develop multi-media presentations with sources cited	5	6	7-12
Apply technology tools for research, information analysis, and problem solving in content learning	5	6	7-12

Goal Area 2

Goal: Provide leadership, coordination and access to appropriate technology, policies, staff development and procedures to all support staff, faculty and administration to enhance the educational effectiveness of our district.

Objective 1: Survey all staff members to assess their technology skills and needs.

Strategy	Responsibility	2008	2009	2010
Create technology skills survey (K-12 staff and administration)	Professional development sub committee	Create Survey		Revise survey
Assess technology needs and skill level of K-12 staff and administration	Professional development sub committee	Implement self-survey; Tabulate results to assess needs	Prioritize areas of concern Make suggestions for staff development training	Re-evaluate areas of concern. Make suggestions for staff development training

Objective 2: Provide training and workshops for staff based on survey results and any newly acquired technology.

Strategy	Responsibility	2008	2009	2010
Microsoft Office productivity applications. Especially Word and PowerPoint	Model Schools ITCC (Instructional Technology Curriculum Coach)	One-to-One or Workshops	One-to-One or Workshops	One-to-One or Workshops
Applications such as: Web2School, I-mail	Librarian, Network Administrator	One-to-One or Workshops.	One-to-One or Workshops.	One-to-One or Workshops.
Appropriate use of internet resources; Safe web browsing and searching; The use of Boolean logic, website evaluation, and online databases	Librarian, Model Schools ITCC	One-to-One or Workshops	One-to-One or Workshops	One-to-One or Workshops
Use of eBooks and other reading programs.	Librarian	One-to-One or Workshops	One-to-One or Workshops	One-to-One or Workshops
Operation of digital camcorders and cameras and any other equipment used for classroom use and student projects	SLVTC, Model Schools ITCC	One-to-One or Workshops	One-to-One or Workshops	One-to-One or Workshops
Video and image editing for use in the classroom	SLVTC, Model Schools ITCC	One-to-One or Workshops	One-to-One or Workshops	One-to-One or Workshops
Interactive whiteboards and tablets Example: SmartBoards and Airliners	SLVTC, Model Schools ITCC	One-to-One or Workshops	One-to-One or Workshops	One-to-One or Workshops
Classroom question response systems Example: eInstructions CPS	SLVTC, Model Schools ITCC	One-to-One or Workshops	One-to-One or Workshops	One-to-One or Workshops
Classroom websites	SLVTC, Model Schools ITCC	One-to-One or Workshops	One-to-One or Workshops	One-to-One or Workshops

Objective 3: Create Peer Technology Support Teams

Strategy	Responsibility	2008	2009	2010
Survey staff: areas willing to be a go-to person. (Part of Objective 1)	Professional development sub committee	Tabulate results of staff survey. Post list of peer support contacts	Peer Support Teams provide additional in-house support	Peer Support Teams provide additional in-house support
Provide resources, training and support for Peer Technology Support Team members	Administration, Model Schools ITCC	One-to-One or workshops	One-to-One or workshops	One-to-One or workshops

Objective 4: Improve avenues of communication using technology

Strategy	Responsibility	2008	2009	2010
Update email lists for each staff member in the building using the I-Mail software, give all faculty, staff and substitutes network passwords	Network Administrator	Check against district directory each September		
85% of memos/documents distributed electronically				
Maintain, evaluate, expand and update school website	Webmaster			
Expand website to represent each grade level or department	Individual teachers or departments			
Establish and maintain an online master calendar	Network Administrator and Librarian			

Goal Area 3

Goal: In order to support parents in monitoring and reinforcing the instruction their child receives at school, parents will have the opportunity to access web-based information about their children’s learning environment, climate, and progress. Parents will have access to a wide range of student activities that can help them assist their children at home.

Objective 1: Increase school to parent communication through the use of our school web page.

Strategy	Responsibility	2008	2009	2010
Posting such things as classroom activities, calendar of events, homework assignments, classroom rules, and classroom goals	Teaching and Office staff	40% of all teachers have a current web page	60% of all teachers have a current web page	100% of all teachers have a current web page
Post main office and guidance office information, and forms	Office personnel	80% of all office forms used by parents and students	100% of all office forms used by parents and students	
Post daily announcements, sports practices, and emergency closing information	Technology Educator	Post announcements each day; Emergency information posted as needed	Post announcements each day; Emergency information posted as needed	Post announcements each day; Emergency information posted as needed
Collect parent emails and have the teacher distribute his/her email addresses so parents could choose to communicate in this manner	Teaching and Office Staff	50% of all teachers have access to and communicate with parents via email	75% of all teachers have access to and communicate with parents via email	100% of all teachers have access to and communicate with parents via email
Maintain user identifications and passwords for parents and students so they can begin to access information on web2school such as attendance, discipline, grades, and possibly daily grades, state test scores	A person will need to maintain ID and Password information; Teaching and support staff to maintain accurate Web2School information	None	Parent/Student access to some data in web2school such as attendance, report card and progress reports for upper levels	Parent/Student access to more web2school data such as discipline and daily homework assignments

Goal Area 3 Continued

Objective 2: Provide web training for the community.

Strategy	Responsibility	2008	2009	2010
Workshops in how to use web2school, web page browsing(especially E-K web page), and other software used by students that can be accessed through our server	Technology Educator	Demonstration DVD created to assist parents in using technology such as Web2School to be shown during Open House events	Demonstration DVD created to assist parents in using technology such as Web2School to be shown during Open House events	Demonstration DVD created to assist parents in using technology such as Web2School to be shown during Open House events
Train town library staff to access school information	Technology Educator Library Aid	Training for Library Staff as needed		

Objective 3: Provide public access to computers

Strategy	Responsibility	2008	2009	2010
Open the school library in the evening to give access to students, parents and community members	Technology Educator Library Aid		One evening per week	One or two evenings per week

Goal Area 4

Goal: The purpose of this model is to provide access to computer technology in accordance with what would be considered a reasonable standard for a public school in the foreseeable future.

District Level Network

A District-wide computer network connecting all classrooms and offices with the latest up-to-date hardware and software
Multimedia workstations in all classrooms with access to the Internet.

Pre-K through 6

At least one workstation per K-6 classroom
Elementary computer lab of 25 computers.

Grades 7-12

At least one workstation per classroom 7-12
High School Lab of 21 computers
Library Lab of 20 computers (optional lab)
High School library with 13 computers and 3 for circulation desk
Students and teachers can access the library card catalog from any computer with internet access

Network

Fiber optic line from Edwards-Knox Central School to Canton BOCES
Fiber backbone with Category 5 connections to all workstations
Maximum of approximately 242 workstations with at least 1-5 drops per classroom all with access to the Internet.
Ethernet topology
Cisco switched Network.

Servers

Application Server - 1 Dell PowerEdge 2800 server
Internet & Mail Server – 1 Dell PowerEdge 840
 Internet Web Server Microsoft IIS 6.0.
Off-Site Backup Server (Bus Garage) - 1 Dell PowerEdge 840
File & Print Server - 1 Dell PowerEdge 1900
Windows Update Server – 1 Dell PowerEdge 840
All Servers are running Microsoft Server 2003

Workstations

Approximately 242 workstations
All are multimedia-capable with CD-ROM and sound card
35 Dell OptiPlex GX 755 2.26 GHz Intel Duo Core w/ 4GB RAM
54 Dell OptiPlex GX 745 1.86 GHz Intel Core 2 w/ 2GB RAM
21 Dell OptiPlex GX 620 2.8 GHz Pentium D w/2 GB RAM
39 Dell OptiPlex GX 270 2.8 GHz Pentium 4 w/512 MBRAM
41 Dell OptiPlex GX 260 1.4/2.6 GHz Pentium4 w/512 MB RAM
19 Dell OptiPlex GX150 950 MHz Pentium III w/256 MB RAM
24 Dell OptiPlex GX 110 667 MHz Pentium III w/256 MB RAM
11 Dell OptiPlex GX1 500 MHz Pentium II w/192 MB RAM
All workstations running Windows XP Professional
44 workstations are running MS Office 2003
198 workstations are running MS Office 2007
Site license for integrated software packages
All workstations connected to printers, either directly or over the network.
Combination of inkjet and laser printers
BOCES Special Ed classrooms all outfitted with Dell Computers provided by BOCES and connected to the EK network for Internet access

Central Printing Stations

The Library is outfitted with 1 laser printer and 2 inkjet printers.
Five Business Inkjet Printers are distributed in regional locations throughout the school for easy access printing.
Labs/classrooms with more than one workstation all have central printing within the classroom

Laptops

3 laptops purchased by E-K for teacher use

SmartBoards (Interactive Whiteboards)

33 classrooms are outfitted with a SB680 SmartBoard, a ceiling mounted NEC VT695 LCD Projector, and in at least 19 of the classrooms, the teacher is also using a Smart Technologies WS100 Airliner which is a handheld interactive writing tablet that works with the SmartBoard software.

A mobile SmartBoard is available for use with a COW (Computer on Wheels).

Additionally, we also have an ID350 Symposium (table top version of a SmartBoard) available for use with a COW.

In one classroom we are using a Symposium rather than a Smartboard.

CPS (Classroom Performance System)

CPS is a student response system that uses keypads and a Bluetooth receiver to capture instant data from students. The student response pads or “clickers” are small, handheld devices that allow students to answer questions interactively.

We are currently using 9 CPS systems between 16 classrooms.

Senteo (Classroom Performance System-by Smart Technologies)

SmartBoard version of the CPS

We are currently using 3 Senteo 24 pad systems

ELMOs (ELMO is a visual presenter/document camera.)

5 Classrooms are outfitted with a P10 ELMO and a ceiling mounted NEC VT695 LCD Projector.

Additionally, we also have one P10 ELMO available that can be used with a COW

Multimedia Presentation

COWs - 2 COW's (Computer on Wheels) are available for use in the classrooms. Each COW is outfitted with Dell Latitude 620 laptops, an NEC model VT580 LCD projector, and a SoundBlaster sound system for full multimedia presentation.

Mobile Multi-Purpose Media Cart - This mobile cart is fitted with a 32" SONY FD Trinitron TV and a Poly-Com camera. It is used for the primary purpose of virtual field trips within the classroom. We have also fitted it with a SONY VCR/DVD combo unit making the cart a much more useful learning tool.

Multimedia Center

The multimedia center is a multi-purpose room for audio/visual presentations. It has a 10'X10' electric drop down screen, a NEC MT1065 ceiling mounted LCD projector, a PolyCom ViewStation FX H.323 camera, a Sony VCR/DVD combo unit, and network hook-up for computer based presentations.

It can be used for the following types of presentations:

Computer based: Internet presentations, video streaming, PowerPoint presentations, and other software demonstrations/training, etc.

PolyCom based: Virtual field trips and other distance learning presentations

VCR/DVD based: VHS or DVD teaching, training, or movie related presentations.

Miscellaneous

12'X12' electronic drop down viewing screen for mass presentation in the school auditorium

13 Digital Cameras:

4 Sony Mavica Cameras, 2 Nikon 5700 CoolPix Cameras

4 Sony Powershot A640 Cameras, 4 Sony Powershot A580 Cameras

3 Sony DCR-SR300 Camcorders

1 Sony DCRHC52 Camcorder

1 Kodak Easyshare Digital Camera Z650

1 JVC VHS Camcorder

1 Panasonic Palmcorder VHSC

User Access

All students are required to sign our Acceptable Use Policy before they are given an individual account to access the network. Only Staff are given an e-mail account on our Imail Server.

Technical Support and Training

Capital Region BOCES - NERIC

4 day/week (80%) on-site Technical Coordinator

Complete network support

St. Lawrence-Lewis BOCES

1 day/week (20%) on-site Instructional Coordinator

Participation in the Model Schools Program

Three Year Technology Plan Budget

Revenue	2008-2009	2009-2010	2010-2011
Annual Operating Budget:			
State & Federal Aid Sources	\$17,360	\$17,000	\$16,800
BOCES Aid	\$144,825	\$152,066	\$159,670
E-Rate Discount Funding	\$5,789	\$6,000	\$6,500
Local Revenue Sources	\$55,642	\$60,479	\$63,005
Other Sources-Grants	\$3,000	\$3,000	\$3,000
Sub-Total: Annual Operating Budget	\$226,616	\$238,545	\$248,975
Other Funding Sources:			
Bond Proceeds	\$0	\$0	\$0
Reserve Funds	\$0	\$0	\$0
Other_____	\$0	\$0	\$0
Sub-Total: Other Funding Sources	\$0	\$0	\$0
Total Revenues	\$226,616	\$238,545	\$248,975

Three Year Technology Plan Budget

Expenditures	<u>2008-2009</u>	<u>2009-2010</u>	<u>2010-2011</u>
Telecommunication Links:			
Infrastructure-In District TDS	\$22,000	\$23,100	\$24,255
Infrastructure-Regional DANC	\$36,000	\$37,800	\$39,690
Internet	\$4,530	\$4,756	\$4,995
Related Hardware			
Sub-Total: Telecommunication Links	\$62,530	\$65,656	\$68,940
Networking:			
Equipment (Hubs, Routers, Servers, etc.)	\$5,000	\$5,000	\$5,000
Adm. Server Maintenance	\$1,260	\$1,323	\$1,390
Adm. Network Support	\$8,400	\$8,820	\$9,261
Network Administrator Staffing	\$69,872	\$73,365	\$77,034
Sub-Total: Networking	\$84,532	\$88,508	\$92,685
Software:			
Instructional (network & stand alone)	\$8,000	\$8,000	\$8,000
Administrative: Web2School	\$2,000	\$2,000	\$2,000
Clear Track 200	\$9,263	\$9,726	\$10,212
Manderin	\$6,343	\$6,660	\$6,993
EMAP Financial	\$15,548	\$16,325	\$17,142
Sub-Total: Software	\$41,154	\$42,711	\$44,347
Computers & Peripheral Devices:			
Computers (PC & Mini-Mainframes)			
Instructional:	\$3,000	\$10,000	\$10,000
Administrative:			
Peripherals (Printers, Monitors, etc.)			
Instructional:	\$10,000	\$5,000	\$5,000
Administrative:			
Sub-Total: Computers & Peripherals	\$13,000	\$15,000	\$15,000
Technical Computer Support Staffing			
Staff Training & Conference Expense:			
Model Schools Program	\$4,900	\$5,145	\$5,402
Student Learning-Virtual Field Trips	\$6,100	\$6,405	\$6,725
Distance Learning	\$14,400	\$15,120	\$15,876
Sub-Total: Training & Conference Expense	\$25,400	\$26,670	\$28,003
Total Expenditures	\$226,616	\$238,545	\$248,975

Infrastructure:

Hardware

The next large step in our Technology Plan is an IP Phone System and a wireless network. We are developing a building project that will include a Cisco IP phone system to replace our outdated analog phone system. This will require upgrades to our wiring closets to allow for PoE (Power over Ethernet). We will stay with analog phones in the classrooms, but in all the offices, we will install IP phone sets.

In conjunction with the IP phone system, we will also be installing a Cisco wireless network. This will allow us to have secured wireless internet access anywhere in the building. It will also give administrators the opportunity to carry a wireless phone with them throughout the building, always giving them the capability of answering their phone whenever they receive a call.

The other area we have moved into is in the use of interactive whiteboards. The school administration ran a pilot program during the second half of the 2007 school year in which the School received from Smart Technologies, 10-SB680 SmartBoards and 10-WS100 Airliner interactive tablets to use for a four month trial period with the option to purchase them at a reduced cost. The program was a success, and we purchased the initial 10 units and ordered an additional 12 for the 2007-2008 school year. This new teaching tool has been so well received by both teachers and students that we will continue adding additional SmartBoards over the next 3 years.

We also use the following reading assessment programs at the indicated grade levels:

Infrastructure:

Software

Renaissance Learning StarMath - provides a customized learning path that addresses each student's specific needs in math. Using multiple forms of assessment, the system gives educators a snapshot of information for use in reports, parent conferences, and in making instructional decisions. Remedial.

Renaissance Learning StarReader - provides a customized learning path that addresses each student's specific needs in reading. Using multiple forms of assessment, the system gives educators a snapshot of information for use in reports, parent conferences, and in making instructional decisions. Remedial.

Renaissance Learning Accelerated Reader - students take quizzes on selection of more than 35,000 titles. This program focuses attention on careful reading to improve critical thinking skills. Helps match students to appropriate reading level so each can be challenged without being frustrated. K-6.

In the area of assistive technology we have:

AlphaSmarts, with Write Out Loud software, used in some special education and remedial classrooms to allow students to word-process their writing projects. This is especially useful for those students who struggle with graphology.

Infrastructure:

Academic Software

APPLICATION	LOCATION
NutraKids: cafeteria management software. Tracks point-of-sale, student lunch accounts, menu planning, ordering, commodities, stock on hand.	Cafeteria
Web2School: student database maintains all student information, including demographics, attendance, schedule, progress, grades, etc.	Throughout school
EMAP: financial management software, payroll, budgeting	Business Office
Mandarin/OPAC: Library Circulation and card catalog software.	Library
ONLINE databases: various student and teacher research databases	Library
CLEAR TRACK 200 (Web-based): maintains complete data on all CSE students, their needs and accommodations	CSE Department
NYSSIS (New York State Student Identification System) : student testing data warehoused for the State Education Department	Guidance
Macromedia Studio 8: a suite of web authoring software. Includes Macromedia Dreamweaver, Macromedia Flash Professional, and Macromedia Fireworks.	Webmasters group & Web Design Class

During the three-year term of the Technology Plan, we will continue reviewing the latest trends in hardware and software. As per the Child Internet Protection Act (CIPA), schools must actively prevent inappropriate material reaching students via the Internet. We are currently using a Barracuda 310 Web Filter appliance to meet this mandate.

Technology Staffing Inventory

Name	FTE	Funding
Network Administrator/Technician		
Peter Lashomb	.8	In House
Instructional Coordinator		
Rod Hooper	.2	In House
District Teacher with Voluntary Duties		
Jim Buckley		
Mike Gault		
Jon Hogle		

TECHNOLOGY GUIDELINES FOR ACCEPTABLE STUDENT USE

We are pleased to offer the students of Edwards-Knox Central School access to the district computer network for Internet access. To gain independent access (the use of the Internet during a student's free time), all students must obtain parental permission and must sign and return this form to the School.

Access to the Internet will enable students to explore thousands of libraries, databases, and bulletin boards throughout the world. Families should be warned that some material accessible via the Internet may contain items that are illegal, defamatory, inaccurate, or potentially offensive to some people. While our intent is to make Internet access available to further educational goals and objectives, students may find ways to access other materials as well. We believe that the benefits to students from access to the Internet, in the form of information resources and opportunities for collaboration, exceed any disadvantages. Edwards-Knox Central School teachers who utilize the Internet for instruction will review the guidelines for its use. Parents and guardians should help set and convey the standards that their children should follow when using media and information sources. To that end, Edwards-Knox Central School supports and respects each family's rights to decide whether or not to apply for independent access. However, by not approving Internet access, a student's ability to research information will be limited.

Guidelines for Acceptable Use - Users are expected to follow these rules of network etiquette:

1. Users are to be polite and use appropriate language. Abusive and/or vulgar messages are not allowed.
2. Users are not to engage in illegal activities including sexually explicit material, gambling, and hate websites.
3. Users are not to reveal anyone else's address, phone number, or personal information out over the Internet.
4. Users cannot hold the district responsible for materials that he/she acquires on the network.
5. User's files are NOT private. The Network Administrator has access to all files.
 - 1 Any messages relating to or in support of illegal activities may be reported to the authorities.
6. Users are not to use the network in any way that will be disruptive to other users.
7. Users are not to access, alter, or destroy any files.
8. Users may access the network ONLY for educational intent.
9. Users are not to investigate, download, or play Internet games, use chat rooms (ICRs) or use Multi-Dimensions (MUDS).
10. Users are not to download or install any software to the computers.
11. Users are not to give out their username and password to anyone, nor are they to use another person's username and password to access the network.
12. Users will credit all materials in their work in keeping with copyright laws.
13. Users are not to employ the network for commercial purposes.
14. Users are to report any misuse of the system according to these rules to the administration.
15. Users are to treat the equipment with care and not abuse it.
16. Users are to follow printing guidelines and ask permission to print more than 25 pages or in color.
17. If you have any questions about using a computer not consistent with these guidelines, please ask a staff member.

The following are possible consequences depending on the severity of the offense and the impact it may have on others:

- 1 Loss of privileges for 30 days.
- 2 Loss of privileges for remainder of semester or 60 days.
- 3 Loss of privileges for remainder of the year or 90 days.
- 4 Students may be removed from the Network by the Network Administrator for inappropriate use of the network/Internet.
- 5 A discipline referral needs to be filled out by faculty/staff to report violations.

Additional disciplinary action may be determined at the building level for infractions that may violate existing practices (i.e. inappropriate language.) When applicable, law enforcement agencies may be involved.

EDWARDS-KNOX CENTRAL SCHOOL

TECHNOLOGY GUIDELINES FOR ACCEPTABLE STUDENT USE

Grades 3-12

User Agreement and Parent Permission Form – 2007-2008

As a user of the Edwards-Knox Central School computer network, I hereby agree to comply with the stated rules on the reverse side-communicating over the network in a reliable fashion while honoring all relevant laws and restrictions.

Student Name (please print)

Grade _____ Birth Date _____

Student Signature _____

As the parent or legal guardian of the student signing above, I grant permission for my son or daughter to use networked computer services at Edwards-Knox Central School as outlined in this document. I understand that my son or daughter will be held liable for the aforementioned violations.

Parent Name (please print)

Street Address

Town _____

Home Telephone

Parents' Signature _____ Date _____

In order to have your network account enabled, this form must be returned by Monday, September 15th to your homeroom teacher. Until this form is returned, you will not have access to our network.

Password: _____

Do not use your name, capital letters, blank spaces, symbols or punctuation marks.

Do use a combination of alpha-numeric characters.

Example: 2ning4ork

Choose a password you will remember. Avoid passwords longer than eight characters.

Revision 06/07

EDWARDS-KNOX CENTRAL SCHOOL

TECHNOLOGY GUIDELINES FOR ACCEPTABLE STUDENT USE

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Access to the Internet will enable students to explore thousands of libraries, databases, and bulletin boards throughout the world. Families should be warned that some material accessible via the Internet may contain items that are illegal, defamatory, inaccurate, or potentially offensive to some people. While our intent is to make Internet access available to further educational goals and objectives, students may find ways to access other materials as well. We believe that the benefits to students from access to the Internet, in the form of information resources and opportunities for collaboration, exceed any disadvantages. Edwards-Knox Central School teachers who utilize the Internet for instruction will review the guidelines for its use. Parents and guardians should help set and convey the standards that their children should follow when using media and information sources. To that end, Edwards-Knox Central School supports and respects each family's rights to decide whether or not to apply for independent access. However, by not approving Internet access, a student's ability to research information will be limited.

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- 3 Users are not to reveal anyone else's address, phone number, or personal information out over the Internet.
- 4 Users cannot hold the district responsible for materials that he/she acquires on the network.
- 5 User's files are NOT private. The Network Administrator has access to all files.
- 6 Any messages relating to or in support of illegal activities may be reported to the authorities.
- 7 Users are not to use the network in any way that will be disruptive to other users.
- 8 Users are not to access, alter, or destroy any files.
- 9 Users may access the network ONLY for educational intent.
- 10 Users are not to investigate, download, or play Internet games, use chat rooms (ICRs) or use Multi-Dimensions (MUDS).
- 11 Users are not to download or install any software to the computers.

- 12 Users are not to give out their username and password to anyone, nor are they to use another person's username and password to access the network.
- 13 Users will credit all materials in their work in keeping with copyright laws.
- 14 Users are not to employ the network for commercial purposes.

- 15 Users are to report any misuse of the system according to these rules to the administration.
- 16 Users are to treat the equipment with care and not abuse it.
- 17 Users are to follow printing guidelines and ask permission to print more than 25 pages or in color.
- 18 If you have any questions about using a computer not consistent with these guidelines, please ask a staff member.

The following are possible consequences depending on the severity of the offense and the impact it may have on others:

- 1 Loss of privileges for 30 days.
- 2 Loss of privileges for remainder of semester or 60 days.
- 3 Loss of privileges for remainder of the year or 90 days.
- 4 Students may be removed from the Network by the Network Administrator for inappropriate use of the network/Internet.
- 5 A discipline referral needs to be filled out by faculty/staff to report violations.

Additional disciplinary action may be determined at the building level for infractions that may violate existing practices (i.e. inappropriate language.) When applicable, law enforcement agencies may be involved.

EDWARDS-KNOX CENTRAL SCHOOL

TECHNOLOGY GUIDELINES FOR ACCEPTABLE STUDENT USE

Pre-Kindergarten – Grade 2

User Agreement and Parent Permission Form – 2007-2008

As a user of the Edwards-Knox Central School computer network, I hereby agree to comply with the stated rules on the reverse side-communicating over the network in a reliable fashion while honoring all relevant laws and restrictions.

Student Name (please print) _____

Grade _____ **Birth Date** _____

Student Signature _____

As the parent or legal guardian of the student signing above, I grant permission for my son or daughter to use networked computer services at Edwards-Knox Central School as outlined in this document. I understand that my son or daughter will be held liable for the aforementioned violations.

Parent Name (please print) _____

Street Address _____

Town _____

Home Telephone _____

Parents' Signature _____ **Date** _____

In order to have access to the network, **this form must be returned by Monday, September 15th** to your teacher. Children in Pre-Kindergarten – Grade 2 will not have individual accounts but will be logged onto the network by their teacher provided that this form has been turned in with parental approval.

Staff Survey (Completed on CPS Systems)

- 1 Create new files or directories
 - A None
 - B Some
 - C Experienced
 - D I want to learn more
- 2 Find and Open existing files and documents
 - A None
 - B Some
 - C Experienced
 - D I want to learn more
- 3 Create and save documents in different file formats
 - A None
 - B Some
 - C Experienced
 - D I want to learn more
- 4 Create, Edit, and print out various documents, spreadsheets, Power P
 - A None
 - B Some
 - C Experienced
 - D I want to learn more
- 5 Copy a CD to computer
 - A None
 - B Some
 - C Experienced
 - D I want to learn more
- 6 Burn a CD from computer
 - A None
 - B Some
 - C Experienced
 - D I want to learn more
- 7 Understand basic computer terminology (RAM, Memory, Hard Drive, Input Processes, Mega-Byte, Giga-Byte)
 - A None
 - B Some
 - C Experienced
 - D I want to learn more

- 8 Understand how to save files to disk, network drive, flash drive and
- A None
 - B Some
 - C Experienced
 - D I want to learn more
- 9 I am able to perform simple troubleshooting tasks, minimizing depend support
- A None
 - B Some
 - C Experienced
 - D I want to learn more
- 10 The level of my experience with word processing is...
- A None
 - B Some
 - C Experienced
 - D I want to learn more
- 11 My experience with copying and pasting text
- A None
 - B Some
 - C Experienced
 - D I want to learn more
- 12 My experience with using templates
- A None
 - B Some
 - C Experienced
 - D I want to learn more
- 13 My experience with inserting graphics and clip art files
- A None
 - B Some
 - C Experienced
 - D I want to learn more
- 14 My experience with using spell checker
- A None
 - B Some
 - C Experienced
 - D I want to learn more

- 15 My experience with inserting tables and hyperlinks
- A None
 - B Some
 - C Experienced
 - D I want to learn more
- 16 My experience with setting page settings (fonts, margins, page break)
- A None
 - B Some
 - C Experienced
 - D I want to learn more
- 17 The level of my experience with working with any spreadsheets is...
- A None
 - B Some
 - C Experienced
 - D I want to learn more
- 18 My experience with entering text or numbers into cells
- A None
 - B Some
 - C Experienced
 - D I want to learn more
- 19 My experience with inserting rows and columns is
- A None
 - B Some
 - C Experienced
 - D I want to learn more
- 20 My experience with sorting columns
- A None
 - B Some
 - C Experienced
 - D I want to learn more
- 21 My experience with creating charts from spreadsheet data
- A None
 - B Some
 - C Experienced
 - D I want to learn more

22 My experience with creating formulas

- A None
- B Some
- C Experienced
- D I want to learn more

23 The level of my experience with working with Power Point is...

- A None
- B Some
- C Experienced
- D I want to learn more

24 My experience with developing an electronic slide show

- A None
- B Some
- C Experienced
- D I want to learn more

25 My experience with adding themes to a slide show

- A None
- B Some
- C Experienced
- D I want to learn more

26 My experience with changing settings on how slides transition during

- A None
- B Some
- C Experienced
- D I want to learn more

27 My experience with developing a slide show using sound and graphics

- A None
- B Some
- C Experienced
- D I want to learn more

28 My experience with developing a Moodle interactive task

- A None
- B Some
- C Experienced
- D I want to learn more

29 The level of my experience with using email is...

- A None
- B Some
- C Experienced
- D I want to learn more

30 My experience with sending new email messages

- A None
- B Some
- C Experienced
- D I want to learn more

31 My experience with looking up email addresses

- A None
- B Some
- C Experienced
- D I want to learn more

32 My experience with using other features in Imail (contacts, calendar

- A None
- B Some
- C Experienced
- D I want to learn more

33 My experience with using different options to forward, reply, reply

- A None
- B Some
- C Experienced
- D I want to learn more

34 My experience with attaching files to email messages

- A None
- B Some
- C Experienced
- D I want to learn more

35 My experience with setting up my own distribution lists

- A None
- B Some
- C Experienced
- D I want to learn more

Page 6

36 The level of my experience with using a web browser is...

- A None
- B Some
- C Experienced
- D I want to learn more

37 My experience with searching for information online

- A None
- B Some
- C Experienced
- D I want to learn more

38 My experience with creating favorites or bookmarks

- A None
- B Some
- C Experienced
- D I want to learn more

39 My experience with saving and printing pages from the Internet

- A None
- B Some
- C Experienced
- D I want to learn more

40 My experience with copying text of pictures to other documents

- A None
- B Some
- C Experienced
- D I want to learn more

41 My experience with using search engine / services to check for plagi

- A None
- B Some
- C Experienced
- D I want to learn more

42 My experience with using Adobe Acrobat to view PDF files online

- A None
- B Some
- C Experienced
- D I want to learn more

Page 7

43 The level of my experience with using image editing software is...

- A None
 - B Some
 - C Experienced
 - D I want to learn more
- 44 My experience with cropping pictures
- A None
 - B Some
 - C Experienced
 - D I want to learn more
- 45 My experience with resizing images
- A None
 - B Some
 - C Experienced
 - D I want to learn more
- 46 My experience with saving image files in other formats
- A None
 - B Some
 - C Experienced
 - D I want to learn more
- 47 My experience with printing pictures from my computer using iPhoto
- A None
 - B Some
 - C Experienced
 - D I want to learn more
- 48 My level of experience with Web2School is...
- A None
 - B Some
 - C Experienced
 - D I want to learn more
- 49 My level of experience with Gradebook
- A None
 - B Some
 - C Experienced
 - D I want to learn more

- A None
 - B Some
 - C Experienced
 - D I want to learn more
- 51 My experience with setting up and using projectors with my computer
- A None
 - B Some
 - C Experienced
 - D I want to learn more
- 52 My experience with using a digital camera or video camera
- A None
 - B Some
 - C Experienced
 - D I want to learn more
- 53 My experience with setting up and using a wireless laptop
- A None
 - B Some
 - C Experienced
 - D I want to learn more
- 54 My experience with using a scanner
- A None
 - B Some
 - C Experienced
 - D I want to learn more
- 55 My experience with using CPS
- A None
 - B Some
 - C Experienced
 - D I want to learn more
- 56 My experience with using PolyCom/Virtual Field trip
- A None
 - B Some
 - C Experienced
 - D I want to learn more

- A None
 - B Some
 - C Experienced
 - D I want to learn more
- 58 My experience with basic SmartBoard
- A None
 - B Some
 - C Experienced
 - D I want to learn more
- 59 My experience with advanced features of using the SmartBoard
- A None
 - B Some
 - C Experienced
 - D I want to learn more
- 60 My experience with Elmo and its use
- A None
 - B Some
 - C Experienced
 - D I want to learn more
- 61 My experience with airliner/interwrite and its use
- A None
 - B Some
 - C Experienced
 - D I want to learn more
- 62 My experience with using basic computer skills with my students
- A None
 - B Some
 - C Experienced
 - D I want to learn more
- 63 My experience with using basic Internet with my students
- A None
 - B Some
 - C Experienced
 - D I want to learn more

64 My experience with using EKCS software with my students (Accelerated Naturally, Pearson)

- A None
- B Some
- C Experienced
- D I want to learn more

65 My experience with using Web learning tools (Reading A-Z, Writing A-Island)

- A None
- B Some
- C Experienced
- D I want to learn more

Student Assessment File to Monitor Progress

Student Name: _____

	Achievement Date & Initials	Introduce	Reinforce	Master/ Maintain
Identify and use the parts of a computer		Pre-K	K-4	5-12
Keyboard familiarity (enter/return, spacebar, arrow keys, etc.)		Pre-K	K-4	5-12
Use the mouse (point, click, double, click, drag)		Pre-K	K-4	5-12
Open a software program		Pre-K	K-4	5-12
Quit a software program		K	1-4	5-12
Recognize icons and their functions		K	1-4	5-12
Open, close, and restore windows		K	1-4	5-12
Use the scroll bar		K	1-4	5-12
Use correct posture at the computer		K	1-4	5-12
Open and close a file		1	2-4	5-12
Create and name files		1	2-6	7-12
Log in using username and password		3	4	5-12
Perform touch typing		4	5	6-12
Use correct finger reaches from home row to top/bottom row keys		4	5	6-12
Use function and numeric keys		4	5-6	7-12
Use keypad to key numbers		4	5-6	7-12
Use "save as" appropriately		4	5-6	7-12
Create and use a structure of files and folders		4	5-6	7-12
Uses basic terms in reference to computer technology (ie. port, disk drive, CD- drive, etc.)		4	5-6	7-12
Print documents to specific network printers		4	5-6	7-12
Access and save to network folder, hard drive, floppy disk, CD-ROM, or flash drive		4	5-6	7-12
Delete files and folders		4	5-6	7-12
Use online help		5	6	7-12
Multitask by opening and using two programs at once		5	6	7-12
Use find command to locate files and folders		6	7-8	9-12

Cont. P.2

Ethical, Legal & Social Concerns	Achievement Date & Initials	Introduce	Reinforce	Master/ Maintain
Collaborate with other classmates as a team member		K	1-6	7-12
Demonstrate appropriate behavior when using computers		K	1-6	7-12
Demonstrate proper care of computer media and media devices		K	1-6	7-12
Respect the privacy of other's work		K	1-6	7-12
Understand and respect copyright laws. Model legal and ethical behaviors when using technology involving self and others		5	6	7-12

Word Processing Skills	Achievement Date & Initials	Introduce	Reinforce	Master/ Maintain
Identify intended use of word processing program		5	6	7-12
Change font, size, style, and color of text		5	6	7-12
Center text		5	6	7-12
Set page orientation (portrait and landscape)		5	6	7-12
Select, insert, and delete text		5	6	7-12
Cut, copy, and paste text		5	6	7-12
Insert clip art		5	6	7-12
Insert date format and page numbers		5	6	7-12
Insert bullets and numbers		5	6	7-12
Use find and replace/change command to replace text		5	6	7-12
Insert symbols		5	6	7-12
Use thesaurus		5	6	7-12
Add footnotes/endnotes		5	6	7-12
Change page setup		5	6	7-12
Create and Format Tables		5	6	7-12
Create Columns		5	6	7-12
Add Header or Footer		5	6	7-12
Spell and Grammar Check Document		5	6	7-12

Cont. P.3

Graphics and Multimedia	Achievement Date & Initials	Introduce	Reinforce	Master/Maintain
Name and use paint and draw tools		5	6	7-12
Add a picture		5	6	7-12
Cut, copy, and paste pictures		5	6	7-12
Resize pictures		5	6	7-12
Add and edit text		5	6	7-12
Move and delete slides		5	6	7-12
Change slide layout		5	6	7-12
Import and embed audio and graphics		5	6	7-12
Use templates, wizards, and backgrounds		5	6	7-12
Create hyperlinks		5	6	7-12
Use transitions and timing		5	6	7-12
Create animations		5	6	7-12
Create presentation using PowerPoint		5	6	7-12
Create presentation using Storybook		5	6	7-12
Create presentation using Movie Maker		5	6	7-12

Spreadsheet	Achievement Date & Initials	Introduce	Reinforce	Master/Maintain
Identify intended use of a spreadsheet		5	6	7-12
Navigate in a spreadsheet		5	6	7-12
Identify cells, columns, and rows		5	6	7-12
Add and edit data		5	6	7-12
Insert/delete columns and rows		5	6	7-12
Manage and communicate information		5	6	7-12
Use to solve problems		5	6	7-12
Create a spreadsheet		5	6	7-12
Produce graphs and charts		5	6	7-12
Use sum command and simple formulas		6	7-12	
Use fill down/across		6	7-12	
Use functions		6	7-12	

Cont. P.4

Database	Achievement Date & Initials	Introduce	Reinforce	Master/Maintain
Identify intended use of a database		6	7-12	
Navigate in a database		6	7-12	
Use a database to solve problems		6	7-12	
Insert, modify, and delete a field		6	7-12	
Insert, modify, and delete a record		6	7-12	
Add and edit data		6	7-12	
Manage and communicate information		6	7-12	
Search data		6	7-12	
Sort data		6	7-12	
Create a database		6	7-12	
Create a form		6	7-12	
Create a query		6	7-12	
Create and modify a report		6	7-12	

	Achievement Date & Initials	Introduce	Reinforce	Master/Maintain
Use online library databases and e-books		4	5-6	7-12
Demonstrate appropriate behavior for Internet and e-mail use		5	6	7-12
Identify the parts of an email message		5	6	7-12
Send and receive email		5	6	7-12
Reply to an email message		5	6	7-12
Correctly attach files and send files by e-mail		5	6	7-12
Use appropriate programs to open attached e-mail files		5	6	7-12
Navigate teacher chosen web site		5	6	7-12
Access internet sites by using pre-set internet bookmarks		5	6	7-12
Add an internet bookmark		5	6	7-12
Enter a URL		5	6	7-12

Internet and Research Tools

	Achievement Date & Initials	Introduce	Reinforce	Master/ Maintain
Use internet toolbar to navigate		5	6	7-12
Use hyperlinks to navigate		5	6	7-12
Acquire appropriate information online (text, audio, video, databases, graphics, etc)		5	6	7-12
Utilize online learning management systems (blackboard, moodle, etc)		5	6	7-12
Use electronic reference tools		5	6	7-12
Evaluate acquired information for validity and usefulness		5	6	7-12
Perform simple web searches		5	6	7-12
Develop multi-media presentations with sources cited		5	6	7-12
Apply technology tools for research, information analysis, and problem solving in content learning		5	6	7-12