School Union #69: Hope, Appleton, And Lincolnville

COMMUNITY BASED TECHNOLOGY PLAN

2014-2017

Contact:

Valorie Bemis, Technology Coordinator
Lincolnville Central School
valorie_bemis@fivetowns.net
207-763-3366
Approved by LCS on 4/7/14

Carol Waldron, Technology Coordinator
Hope Elem. & Appleton Village Schools
carol_waldron@fivetowns.net
207-785-4081
Approved by HES 4/14/14 and
AVS 4/28/14

TABLE OF CONTENTS

CurriculumMap, Scope and Sequence for each school available at:
http://www.fivetowns.net/lcs/TechInfo.cfm
http://www.hopees.u69.k12.me.us/doclibrary.html
http://www.appleton.u69.k12.me.us/htmlpages/doclibrary.html

Acceptable Use Policy available for each school at:
http://www.fivetowns.net/lcs/TechInfo.cfm
http://www.hopees.u69.k12.me.us/doclibrary.html
http://www.appleton.u69.k12.me.us/htmlpages/doclibrary.html

ACKNOWLEDGMENTS

District and Community Support

Joint Union #69 School Board

HES: Christine Alberi, Chairperson
Mike Pierce, Vice-Chairperson
Katherine Ryan
Brian Powers, Sr.

AVS: Elizabeth Sullivan, Chairperson
Caitlin Harrington, Vice Chairperson
Jessica Davis
Jennifer Guilfoyle
Deborah Keiran

LCS: Edmund Hartt, Chairperson
Michael Cummons
Becky Stephens
Christine Stevens
David Munson

Administration
Nancy J. Weed, Superintendent School Union #69
Paul Russo, Lincolnville School Principal
Gary Bosk, Appleton School Principal
Danielle S. Fagonde, Hope School Principal

Technology Committee Membership
Valorie Bemis Lincolnville School Technology Coord./Teacher
Carol Waldron Hope and Appleton Schools Technology Coord./Teacher
Caitlin Hunter AVS business-person
Jane Cummings LCS Parent
Rosemary Soule HES Parent
Barb Williams HES Teacher
Jimmy Blackman LCS Teacher
Than Porter AVS Teacher/Parent

1. COMMUNITY & PARENTAL INVOLVEMENT

Partnerships Chart			

Type of Partner	Name of Partner and Contact Information	Role in Development of the Technology Plan	Role in Supporting the Project
Parents	Jane Cummings LCS Rosemary Soule HES Than Porter AVS	Input	Community resources & PR
Businesses	Appleton Creamery: Caitlin Hunter	Input	Provide resources
Teachers	Barb Williams HES Jimmy Blackman LCS Than Porter AVS	Give input and assist implementation	Work with Tech Coord. to implement school-wide
Administration	3 Principals Superintendent	Give input & support Dev to Tech Coord.	Provide Time, Funds, Leadership
Community Groups	PTO/PTA Enrichment Group Adult Ed	Give input	Provide resources to support
Tech Coordinators	Val Bemis Carol Waldron	Collaborate & Collate info in process of revising old plan	Facilitate meetings Gather info Equip/Budget and documents Oversee the implementation of the Tech-related grants

There is one committee that helps determine the technology needs of Union 69's students.
The Technology Plan /Curriculum Committee:

- Develops the Technology Plan for School Union 69. Members are educators, community members, administrators, and technology coordinators.
- Meets to plan curriculum, discusses latest technology happenings, etc. The Technology Curriculum Committee consists of technology coordinators, educators representing each school, curriculum coordinator, and a community member.
- Collaborates with Fivetown Technology Curriculum representatives in creating a Fivetown Technology Curriculum.

2. VISION

Technology is a powerful teaching tool that promotes creativity, independent learning, communication, and problem-solving skills for students, staff, and members of the community. Computer technology must be readily available and routinely used by all students and staff in order to support and improve what they do. All students and staff will be comfortable and proficient at using technology. By creating a technology-rich environment, School Union #69 will provide a community of life-long learners with the skills necessary to succeed in a future characterized by constant change.

Mission Statement
The primary goal of School Union #69's Technology Plan is to provide the students and residents of the community with the best possible computers, peripherals, software, resources, information, and facilities available through a well-educated staff and continually updated equipment. We must teach 21st Century skills in an information-based, inquiry process which meets the demands of a new global age. We must recognize that technology is a tool for teaching in order to maximize learning in every curriculum, at every level of instruction.

"To accomplish this, schools must be more than information factories; they must be incubators of exploration and invention. Educators must be more than information experts; they must be collaborators in learning, seeking new knowledge and constantly acquiring new skills alongside their students. Students must be fully engaged in school – intellectually, socially, and emotionally. This level of engagement requires the chance to work on interesting and relevant projects, the use of technology environments and resources, and access to an extended social network of adults and peers who support their intellectual growth." (National Education Technology Plan 2010)

It is our hope that all members of the community and school will be life-long learners and productive members of society. Expanding access to technology and using it to increase motivation for learning will assist in accomplishing this and much more.

Technology Beliefs

We believe technology is a powerful teaching tool that promotes creativity, independent learning, communication and problem solving skills for students, staff and members of the 21st Century community.

We believe computer technology must be readily available and routinely used by all students and staff in order to support and improve what they do.

We believe all students and staff should be comfortable with and proficient in using technology.

We believe technology significantly increases the resources available to the learner and extends the learning opportunities beyond the school walls in an increasingly global environment.

We believe on-going dialogue, training, and support are needed for all members of the community and school staff in order to maximize the use of technology,

We believe that all learners are empowered by independent and group use of computers and other technologies, and are united by opportunities to share resources and communicate in a global community.

3. GOALS & ACTION PLAN

Goal 1: The School Union #69 school community will continue to have the training, time and on-going support they need to help all students bridge from basic skills to transformative learning through technology.

1.a. *Action Step:*

A technology team composed of the building-based Technology Coordinators, and members of the Technology Plan team will continue to assess, plan and support the implementation of technology. The Technology Coordinators will facilitate, coordinate training and offer daily support with assistance from computer technicians. The building-based Technology Coordinators will assist teachers in integrating technology into the curriculum that is aligned with the Essential Learning Outcomes of Maine's Common Core of Learning standards through mentoring.

1.b. *Action Step:*

The building-based Technology Coordinators will take leadership roles in bringing technology into the Union #69 schools. Administrators will budget for professional development and needed classroom release time for staff to learn about and implement technology skills. Staff will develop methods for streamlining school tasks utilizing technology. Interschool communication including the School Union #69 Central Office, parents, students and community members, will be maintained and improved. There will be active participation in local, state, national or international web-based networks and technology projects. Professional growth plans will include acquisition of technology-

based skills. Teachers will demonstrate an understanding of ethical responsibilities needed to ensure the appropriate use of technology. The building-based Technology Coordinators will keep the network functioning and all hardware in good repair.

Goal 2: Access to up-to-date equipment, effective and engaging software, and on-line learning resources will be an integral part of the school's best practices in teaching & learning and will grow to be consistent across our Union #69 District.

2.a.   *Action Step:*

Curriculum development and revision practices will regularly address the integration of technology use in student learning activities. Choices for computer software and on-line learning resources will be guided by curriculum standards that foster higher-order thinking skills and transformative technology practices. Technology will play an integral role in devising and implementing differentiated instruction according to learning styles enabling teachers to maximize each student's growth and individual success by meeting each student where he or she is, and assisting in the learning process.
The key to fulfilling this effort is providing up-to-date equipment by participating in the MLTI project every 3-4 years. This participation makes new devices available for grades 6-8 and gives the ability to purchase MLTI devices that are phased out of the program for K-5 classrooms (regularly evaluated as stated under Section 4 - General Specs).

2.b.   *Action Step:*

Student academic skills will be enhanced through the use of digital information resources outside the classroom. Students will demonstrate the use of productivity tools to collaborate in constructing technology- enhanced models, prepare publications, and produce other creative works (as outlined in the K-8 Technology Curriculum Map).

2.c.   *Action Step:*

The bridging of education and technology will provide all students with a 21st Century foundation for increased thinking, creativity and problem solving skills through the use of effective and engaging software and on-line resources. Students will be able to use word-processing, database, spreadsheet, presentation, internet browsing applications, and a variety of other digital tools. Samples of their work will be displayed on the school websites with parental permission.

Goal 3: In supporting the goals of the school, technology will be used to enhance communication between schools, parents, students and community members.

3.a. *__Action Step:__*

Utilizing technology (i.e. a school web site, web-based Student Information System, and e-mail) for communication between schools, students and the community will increase school-community contacts. Support for each school will increase because of parents' easy access to school information. Each school will be viewed as a technology resource to the community. The schools will enhance the human resources of the community and those resources will, in turn, enhance the quality and quantity of instructional opportunities.

4. IDENTIFYING NECESSARY TECHNOLOGY

Network:

The networking infrastructure of School Union 69 schools consists of three local area networks, one for each school, with a fiber-optic connection to the Maine School and Library Network for internet and e-mail services. The district shares an e-mail system utilizing First Class software and a Student Information System server via MSAD#28 and the CSD to cover all five towns. All libraries use Kelowna Software's L4U catalog software, accessible to students, staff and communities on the 1-2 library catalog computers, all computers in the school and at home computers via web-based capabilities.

Hardware in Classrooms:

All Union 69 schools have networked mobile carts with 40 (HES); 45 (AVS) 25 (LCS) computers, several network accessible laser printers (color & black and white), at least one scanner, CD-ROM drives, at least twelve digital cameras, digital video cameras, DVD/VHS players with televisions, media projectors, and Smartboards. The mobile carts and 1:1 laptops provide access to computers for all teachers and students during the day and limited student access after school hours. All teachers in the district have laptop computers. LCS has 1:1 laptops in grades 3-5; HES and AVS are 1:1 in grade 4-5. In addition, all 3 schools have MLTI laptops (provided to 6th through 8th grade teachers and students.)

Staff and students have the use of a variety of effective and engaging software, including educational resources, simulations and productivity software**.** Wireless access is available throughout all schools. We are always searching for and evaluating high quality digital resources for our students. We make every effort to budget for licenses for every level so that we can have consistency across all schools.

As equipment becomes out-dated, every 4 years we will look at re-purposing, replacing or upgrading it according to the specifications outlined below. Participation in the MLTI program allows us to meet this standard.

General Specs for Computers and printers:
Future technology purchases in Union #69 will contain a minimum of 2.4 GHz Intel Core 2 Duo processor, with 2 GB RAM, 250 GB hard drive, Super Drive, wireless network card and USB capabilities or better. The screens are 11 inch minimum. Every classroom has access to a network printer and/or copier.

Technology Personnel:
Valorie Bemis   Lincolnville Central School Technology Coordinator/Teacher
Carol Waldron   Hope and Appleton School Technology Coordinator/Teacher
Caitlin Hunter & Brittney Hammond Computer Technicians Hope, Appleton, Lincolnville and the Central Office

Description of the level of on-going technical support the district will provide:
Currently, there are two full-time Technology Coordinators/Teachers (1 per 200-300 students). One is at the Lincolnville School, the other at the Hope and Appleton schools. Eventually, each school should have a full-time Technology Coordinators/Teacher to effectively work with teachers to integrate and support technology on daily basis. One district technician works three days a week and services the Lincolnville school 1 per 300 computers). Technician support in Hope and Appleton (two and one half days each) is available at a ratio of 1 per 300 computers. Technical support for the Central Office is provided by the Technology Coordinators on an as-needed basis.

5. COLLABORATION WITH ADULT LITERACY SERVICE PROVIDERS

Collaboration with adult literacy service providers: The Fivetowns Adult Education Program provides adult literacy for the entire five-town region (Camden, Rockport, Hope, Appleton, and Lincolnville). They are able to utilize each school's facilities, including some laptops, to provide instruction including but not limited to word-processing, basic computer skills, e-mail, and internet use for local participants. Instructors collaborate as-needed with local Technology Coordinators to establish appropriate procedures for logging in, creating accounts, sharing documents, etc.

Parental Involvement: In addition to the school newsletter, each school currently utilizes it's web page and e-mail to communicate with parents. Most teachers have taken advantage of this opportunity to create their own page for specific classroom-based events and homework. We encourage and support teachers in maintaining some type of

web presence via Portaportal, Teacher Web, blogs, iWeb, etc. Lincolnville students and parents in grades 3-8, and Hope and Appleton students and parents in grades 6-8, are able to access assignments and grades by logging into the Powerschool public website. We intend to continue to explore expansion to other grades. NWEA cumulative results are distributed to parents in Fall and Spring reports.

In addition, parents and community members are occasionally invited to the schools for technology events where students showcase their projects with a variety of multimedia resources including Kid Pix Slide Show, PowerPoint, Keynote, Inspiration, and iMovie projects.

As a result of the MLTI Laptop Program, we require parents to participate in technology training for take-home use of the student laptops. Family Orientation sessions are held each year of the program to familiarize parents and interested community members with the program, in general, and proper care and maintenance necessary for take-home use of a laptop. The Technology Coordinator and MLTI Lead Teacher demonstrate a sampling of the laptop applications, with examples of how they integrate into the students' curricula. Online safety basics are also presented to students and families during this session. HAL schools have also installed an OpenDNS roaming internet filter which meshes with the in-school version of filtering for increased safety for at-home and community use.

6. STRATEGIES FOR IMPROVING ADADEMIC ACHIEVEMENT & TEACHER EFFECTIVENESS

Being involved in the MLTI laptop initiative for 6th, 7th and 8th grade students and staff, enables us to receive a variety of resources based on current research which we continually share with all staff as they move from the Substitution level to the Redefinition level as described in Dr. Ruben Puentedura's SAMR model (Substitution, Augmentation, Modification, and Redefinition). This blends well with the professional development efforts our schools have invested in with Robert Marzano's Taxonomy.

Recently, NWEA and AIMSWeb testing has been implemented successfully district-wide and is providing timely reports regarding student achievement and needs to teachers for classroom planning. Maine's Smarter Balance online testing in 2015 will be another facet to our data collection tools. Data driven decision-making is highly emphasized across grade levels and is currently supported by Lexia Learning Systems (HAL), Everyday Math Deluxe eSuite (HAL), ALEKS (AVS & HES), and KeySkills (LCS). This has raised the bar of expectations for teachers across the board and increased their ability to use technology to inform instruction.

The training provided at various after school and summer Technology Institutes has further enabled HAL teachers to expand their effectiveness in using technology to increase academic achievement.

7. **INTEGRATION OF TECHNOLOGY WITH CURRICULA, INSTRUCTION, & ASSESSMENT**

Curriculum objectives begin at the Kindergarten level and are expanded throughout the subsequent grade levels. (See current updates to the Technology Curriculum Scope & Sequence on each school's website, Curriculum Driven Technology Goals section, and Professional Development Goals section) Students become more proficient in technological skills as they learn to navigate new software programs and websites, integrate new topics, and develop more challenging projects. Staff have continually progressed in implementing the Maine Learning Results: Parameters for Essential Instruction and technology as a means to integrate both into the classroom curriculum. This practice will guide them in the on-going transition to the Common Core State Standards.

Technology Coordinators and classroom teachers are working together as a team to plan, prepare and deliver instruction for various classroom subjects/projects, as well as to design assessment rubrics based on local curriculum standards, ISTE standards for technology education and the Maine Learning Results: Parameters for Essential Instruction. District-wide, standards-based performance assessments are being given via NWEA in Fall and Spring, Smarter Balance online testing is replacing MDOE's NECAP assessments in the Fall and AIMSweb which is on-going throughout the year. WIATT is used by the special education department throughout the year to document student progress.

On-going class and teacher consultation with the Technology Coordinator via e-mail, during teacher planning time, after school, and/or in grade level team meetings help facilitate the integration process. Younger students use laptop carts at least three times a week and older students with 1:to 1 access use laptops daily to work toward these goals. All schools have a flexible schedule in place where classes can utilize longer blocks, or multiple successive class days for longer-term project completion.

8. TECHNOLOGY TYPE & COSTS/COORDINATION WITH FUNDING RESOURCES

Goals	Activities	Hardware	Software	Costs	Funding source
1. The School Union #69 school community will continue to have the training, time and on-going support they need to help all students bridge from basic skills to transformative learning ~~learn~~ through technology.	The Technology Coordinator/Teacher will facilitate and coordinate training and offer daily support. They will also assist teachers in integrating technology into the curriculum and aligned with the Maine Learning Results (transitioning to Common Core State Standards) through mentoring. The building Technology Coordinator/Teacher will take a leadership role in bringing technology into their school. Administrators will budget for professional development and needed classroom release time for staff to learn and implement technology skills. Technology Coordinators /Teachers will keep the network functioning and all hardware in good repair.	New Server @LCS		Salaries of existing staff Maintain level of support for each school based on current staffing Curr. Hourly rate per teacher for 75 teachers (afterschool/evening training) $1000/school	Local budget Local budget Local budgets and grants Local budgets
2. Access to up-to-date equipment, effective and engaging software, and on-line learning resources will be an integral part of the school's best practices in teaching & learning and will grow to be consistent across our Union #69 District.	Curriculum development and revision practices will regularly address the integration of technology use in student learning activities. Choices for computer software and on-line learning resources will be guided by curriculum standards that support RTI, as well as foster higher-order thinking skills. Students will use word processing, database, spreadsheet, presentation, communication and internet browsing applications as part of their daily curriculum.	Lease or purchase, as needed, to maintain current staff and student access.	To be selected yearly and upgraded as needed.	Software costs to be determined (Online subsc. = $35/student ALEKS; Everyday Math $108 each level; Discovery Education annual subscription ($800-$1200/yr)	Local budgets Local budgets
3. In supporting the goals of the school, technology will be used to enhance communication between schools, parents, students and community members.	Using the schools' web sites, PowerSchool website, and FirstClass e-mail, the communication between schools and the public will increase school-community contacts.	Powerschool/FirstClass Annual Maintenance fee approx $2500 per school	TeacherWeb subscriptions @ HES & AVS $35/teacher	Salaries of existing staff and Curr./IT services for PowerSchool approx. $15,000 among the three schools.	Local budgets

9. SUPPORTING RESOURCES

Sustainability Chart

.

Type of Support Provided (Examples)	Individual(s) Responsible (Person(s) or Job Title(s))	Plan for Providing This Support
Ongoing equipment maintenance, repair, and replacement. To support NWEA and WIATT testing, a Windows system is required.	Technology Coordinator/Teacher, District Technicians & Administration	Day-to-day repairs and replacement parts will be purchased on an as needed basis. Semi-annual cleaning and updating of systems. (Technician) Replacement/upgrade/re-purposing of out-dated equipment every 4 years.
Technical support provided during school hours	Technology Coordinator/Teacher & Administration	2 District Technicians: 1 full-time and 1 part-time (3 days per week) to facilitate all 3 schools and assist with the Central Office
Technical support outside school hours	Technology Coordinator/Teacher via phone and e-mail	Technology Coordinator/Teacher via phone and e-mail
Professional development	Technology Coordinator/Teacher	Summer Technology Integration Institutes (utilizing ISTE standards for delivering professional development) Skill-specific technology content in mini-workshops after school, as needed. Courses relating to designing teaching strategies and learning environments that maximize student learning with technology during after school hours, meeting weekly (On-site & On-line) University classes Technology Conferences & Workshops National Education Computer Conference (every 3 years) for Tech. Coord./Teachers Scheduled Union #69 Technology workshops during the year Individual consultation/training Teaming with Classroom teachers to facilitate and model integration techniques/activities

MLTI Laptop Initiative Materials:

Dweck, Carol S. <u>Mindset: The New Psychology of Success</u>. New York: Ballentine Books, 2008.

Kelly, M.G. <u>National Educational Technology Standards for Teachers.</u> Eugene, OR: International Society for Technology in Education (ISTE), 2008.

Kelly, M.G. <u>National Educational Technology Standards for Students.</u> Eugene, OR: International Society for Technology in Education (ISTE), 2008.

Marzano, Robert J. <u>The Art and Science of Teaching and Learning: A Comprehensive Framework for Effective Instruction</u>. Alexandria, VA, ASCD, July 2, 2007.

Ricci, Mary Cay. <u>Mindsets in the Classroom.</u> Waco, TX: Prufrock Press Inc., 2013.

<u>Transforming American Education: Learning Powered by Technology</u>. National Educational Technology Plan 2010. Washington, DC., U.S. Department of Education Office of Educational Technology, 2010.

Puentedura, Dr. Ruben R. <u>Transformation, Technology, and Education. (2006)</u>, http://www.hippasus.com/rrpweblog/archives/000025.html, April 7, 2011.

Other School Resources:

NorthWest Evaluation Association. 5885 Southwest Meadows Rd., Suite 200, Lake Oswego, OR 97035.

10. STEPS TO INCREASE ACCESSIBILITY

Students with Special Needs:
     The Individuals with Disabilities Education Act, a federal law passed in 1975 and re-authorized in 1990, mandates that all children receive a free, appropriate public education regardless of the level or severity of their disability. It provides funds to assist states in the education of students with disabilities and requires that states make sure that these students receive an individualized education program based on their unique needs in the least restrictive environment possible. P.L. 94-142 also provides guidelines for determining what related

services are necessary and outlines a "due process" procedure to make sure these needs are adequately met. In order to address the needs of these identified students, SELPA (Special Education Local Plan Area**)** will evaluate and suggest software and hardware to help meet each child's unique needs.

This district, through the IEP process and Chapter 504 meetings, keeps up to date with assistive technology access and use of technology in the following ways:

1. Programs through the Talking Books Program at the Maine State Library which lends tape players and recorded books for students both at home and the school setting. Audiobooks via Librivox.org and local libraries are available for student use with laptops.
2. The National Library Service for the Blind and Dyslexic, a service to which Lincolnville subscribes, provides texts and other recorded materials for students.
3. Within the IEP process, students with disabilities, when cited in their IEPs, are provided access to laptops for word-processing for in-class writing work.
4. A variety of software, including talking and word predicting word processing programs, assist students with disabilities with their written work.
5. Talking and visually oriented websites, which contain subject matter are available to students whose disabilities warrant it.

The district accesses the services of the Maine Department of Education's Maine CITE Coordinating Center to make the necessary adaptations to computers (switches and interfaces) to make them accessible for students who are physically disabled.

11. PROMOTION OF VARIOUS CURRICULA & TEACHING STRATEGIES THAT INTEGRATE TECHNOLOGY

Union #69 will seek to promote the integration of technology in all curriculum areas through a three-prong approach—providing close specialist integration support, identification of "best practices" by classroom teachers, and seeking outside resources.

We currently have two Technology Coordinator/Teachers spread over three buildings. Each one has practical classroom experience integrating technology in instruction. Their common experience enables them to have greater influence and credibility with their client teacher population as they work to move technology from the once-a-week lab model to one of seamless immersion.

Union #69 encourages teacher feedback for "best practices" during Professional Learning Community and/or staff meetings, and informally. When teachers believe

they have a method, practice, or strategy that works in their room for integrating technology, they will be encouraged to showcase this procedure.

Finally, Union #69 will seek models and practices from other educational institutions or commercial sources. Union #69 is always looking for the best and most creative ways to engage its students. When we find resources, we will take every opportunity to bring these resources to our faculty either directly or through a teach-the-teacher model.

12. **PROFESSIONAL DEVELOPMENT**

The administration encourages all staff to participate in technology based in-service workshops, conferences and courses. We are attempting to provide some of these resources in "just in time" teachable moments as well as in our weekly classes and teacher consultation (or modeling) with the Technology Coordinator in the lab and classrooms.

Personal technology skills continue to be enhanced individually and enable further classroom integration during subsequent school years. Continuing to obtain funding so all three schools' teachers can attend with pay is key to further success in technology integration.

Technology Coordinators/Teachers will need to continue to remain up-to-date with their skills and knowledge in this rapidly changing world of technology. It is imperative that they participate in online webinars, take university level courses, and annually attend ACTEM meetings/conferences, MLTI meetings/trainings, APPLE professional workshops, and the National Educational Computing Conference (every 3 years) to properly facilitate coordination and integration of the various media, automation and data-collection systems in this district.

13. INNOVATIVE DELIVERY STRATEGIES

Various funds provide the encouragement for development and use of innovative strategies for delivery of specialized or rigorous courses and curricula through the use of technology as follows:

- On-line courses/webinars
- Off-site University Classes
- Conferences/Workshops
- After-school skills based, mini-workshops
- Summer Technology Institute ~~with participants paid for their time~~
- Individual consultation/training

14. ACCOUNTABILITY MEASURES

Technology Coordinators/Teachers need to meet quarterly to monitor & coordinate integration activities across the district for consistency. They will meet semi-annually to provide overall management and coordination of the Technology Plan; it's funding and budget; and staff development. Annually, they will monitor and evaluate progress toward the goals and timeline in order to modify the implementation of the Technology Plan as necessary and plan appropriate Professional Development.

Documentation of professional development will include the amount of money spent which is reflected in budgets and the number/percentage of school personnel receiving professional development.