MOTHER LODE UNION SCHOOL DISTRICT
District Technology Use Plan

1. PLAN DURATION

July 1, 2012 – June 30, 2015

2. STAKEHOLDERS

The Technology Committee is comprised of members representing a variety of District departments and sites. Members of the Committee collaborated on updating the Plan (that was originally approved in June 2009) using Google docs. The draft plan was submitted for review to the School Site Councils of Herbert Green Middle School and Indian Creek Elementary School, the two open school sites of the District. (Charles Brown Elementary School was reconfigured beginning with the 2010—2011 school year. Due to declining enrollment, students (depending on grade level) were moved to either Indian Creek Elementary School or Herbert Green Middle School. The El Dorado County Office of Education is currently operating several educational programs on the Charles Brown School campus.)

Input from the Herbert Green and Indian Creek School Site Councils was considered and included, as appropriate, by the Technology Committee in the final Plan. The following is a list of stakeholders involved in the development of the Technology Plan:

Ed Watkins – Principal, Indian Creek
Jason Harm – Principal, Herbert Green
Kirk Bebout – Assistant Principal, Herbert Green
Judy Bryant – Special Education Director
Mary Bist – Classified Management
Charlie Kirschenmann – Technology Consultant
Jeannette Lazio – Teacher
Shannon Taylor – Parent; Classified Employee
Julia Locatelli – Business Director
Tim Smith - Superintendent

3. CURRICULUM

3a. Description of teachers' and students' current access to technology tools both during the school day and outside of school hours.

All teachers at both schools have access to basic Microsoft products, Aeries Attendance Software, Internet, and streaming video through a staff computer in each classroom, also available before and after school. The elementary site has a computer lab which is available for teachers to use before, during, and after school with their class or groups of students. The middle school has two computer labs. One is used primarily for computer instruction while the other is available on a sign-up basis for teachers to bring in their classes. Outside the school day, students may use the labs and classrooms computers before and after

school programs.

Indian Creek Elementary School	
Total # of Computers for Instructional Use	**26**
Total # of Computers in Classrooms	**26**
Total # of Internet Connected Computers in Classrooms	**26**
Total # of Computers in Classrooms older than 48 months	**0**
Total # of Computers in Classrooms 48 months old or newer	**26**
Student to Computer Ratio - Computer 48 months or newer only	**30:1**
Total # of Computers in Computer Labs	**33**
Total # of Computers in Library/Media Center	**0**
Internet Access Connection Speed (DSL, T-1, >T-1)	**100 Mbps**
Before & After School Student Access to Computers – Days & Time	**7:30-8:45; 3:05 – 3:35 School Days**

Herbert Green Middle School	
Total # of Computers for Instructional Use	**23**
Total # of Computers in Classrooms	**26**
Total # of Internet Connected Computers in Classrooms	**26**
Total # of Computers in Classrooms older than 48 months	**3**
Total # of Computers in Classrooms 48 months old or newer	**23**
Student to Computer Ratio – Computers 48 months old or newer only	**23:1**
Total # of Computers in Computer Labs	**64**

Total # of Computers in Library/Media Center	**12**
Internet Access Connection Speed (DSL, T-1, >T-1)	**100 Mbps**
Before & After School Student Access to Computers – Days & Time	**7:00 – 7:30, 2:15 – 2:45 School Days**

3b. Description of the District's current use of hardware and software to support teaching and learning.

While the backbone of a high speed Internet and connectivity to all classrooms is available, hardware and software in the individual classrooms is limited. Technology is used to enhance instructional lesson plans, allow teachers and students access to the web, and a variety of local and Internet-based application software appropriate to the grade level.

Existing Electronic Learning Resources:

Desktop Computer Software
Adobe Acrobat, DVD and CD/RW software, Internet Explorer, Adobe Flash, Microsoft Office, QuickTime, Reflections for HP, Windows Media Player, WinZip, Trend AntiVirus, Windows 7

Learning Resources

Discovery Streaming:	Web-based instructional multimedia content repository for K-8
Read Naturally	Web-based reading program for grades K-8
Renaissance Learning:	Computer-based reading instruction application for grades K-8
Education City	Computer-based reading and math application for grades K-4
Study Island	Computer-based supplemental math/LA application for special needs
Success Maker	Computer-based reading and math application for grades 1-4
Data Director/Edusoft	Data collection service with scanner for teacher assessments
SchoolLoop	District-wide website host

3c. Summary of the District's curricular goals that are supported by this tech plan.

The existing California State Standards and the new California Common Core Standards will be used to insure the Technology Plan aligns and supports student learning and improving student performance. The District Local Education Agency Plan (LEAP) and the site level Single Plan for Student Achievement (SPSA) provide the specific details regarding student needs and actions to improve student achievement including current technology needs to accomplish student learning goals. Many of the SPSA learning goals and actions are dependent upon the use of technology to provide both analysis of learning and direct instructional support for students. These plans are used to guide the Technology Plan.

3d. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan for using technology to improve teaching and learning by supporting the District curricular goals.

Technology will be used to enhance instruction in grades K-8 in English/language arts (ELA) and math.

Goal 3d: Student achievement in grades K-8 in English/language arts and math will increase via improved teaching and learning utilizing technology to provide support for teaching the State Standards and District adopted instructional materials.

Objective 3d.1: All students in grades 2-8 will use e-learning devices (i.e., notepads, iPads) to improve their learning of the California Common Core Standards in ELA and math such that the percentage of students scoring proficient or advanced on the State assessment will increase by 3% each year, 2013-2015.
Year 1 Benchmark: By June 2013, students using technology specifically designed to enhance teaching and learning in ELA and math will improve their performance on the State assessment by an increase of 3% by scoring proficient or advanced over 2012.
Year 2 Benchmark: By June 2014, students using technology specifically designed to enhance teaching and learning in ELA and math will improve their performance on the State assessment by an increase of 3% by scoring proficient or advanced over 2013.
Year 3 Benchmark: By June 2015, students using technology specifically designed to enhance teaching and learning in ELA and math will improve their performance on the State assessment by an increase of 3% by scoring proficient or advanced over 2014.

Objective 3d.2: By June 2015, student performance K-8 will be measured regularly throughout the school year (formative assessment) using technology to administer the assessment and to monitor achievement. Timely assessment data will be used to inform and improve teaching and learning and determine interventions.
Year 1 Benchmark: By June 2013, teachers will utilize technology to monitor K-8 student achievement on formative District benchmark assessments in ELA and math.

Year 2 Benchmark: By June 2014, teachers will utilize technology to monitor K-8 student achievement on formative District benchmark assessments in ELA and math, as well as science and social studies/history.
Year 3 Benchmark: By June 2015, teachers will utilize technology to provide assessments and monitor K-8 student achievement on formative District benchmark assessments in ELA and math, as well as science and social studies/history.

Implementation Plan:			
Activities	**Timeline**	**Person(s) Responsible**	**Monitoring & Evaluation**
Instructional staff determines technology resources needed to enhance and improve teaching and learning in English/LA and math	2012-2013	principals and teachers	List of technology resources needed for a typical classroom is determined and approved
Staff development on improving teaching and learning by using technology, including e-learning devices	2012-2015	teachers and principals	training logs and observations of teachers
Provide e-learning devices for teachers and students, beginning with grades 2-8.	2012-2015	principals/ superintendent	Student utilizing devices
Implementation of technology resources into classrooms	2013-2015	tech support and teachers and principals	Equipment and software in classrooms
Evaluation Instrument(s) — Data To Be Collected: State Assessments	Data will be collected	Superintendent,	

Benchmark Assessments Anecdotal evidence of teachers Staff use of Data Director Student use of personal electronic devices	annually (summative) and during the year (formative) to evaluate the effectiveness of technology in improving student achievement	Principals and Teachers	

3e. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan detailing how and when students will acquire the technology skills and information literacy skills needed to succeed in the classroom and the workplace.

Goal 3e.1: All students will utilize technology in the core curriculum to develop information literacy skills and the technology skills necessary to succeed at the high school level. All students will be proficient with the National Educational Technology Standards (NETS*S) as necessary to support student achievement of state academic standards across the curriculum and for future success in our globally connected digital society.

Objective 3e.1: By 2015, all District students will be have experienced and become successful with grade-appropriate NETS*S activities.
Year 1 Benchmark: By June, 2013, 35% of students will have experienced and become successful with grade-appropriate NETS*S activities.
Year 2 Benchmark: By June, 2014, 70% of students will have experienced and become successful with grade-appropriate NETS*S activities.
Year 3 Benchmarks: By June, 2015, 100% of students will have experienced and become successful with grade-appropriate NETS*S activities.

Implementation Plan:			
Activities	**Timeline**	**Person(s)**	**Monitoring &**

		Responsible	Evaluation
By Fall 2012, all teachers will be trained in the proper implementation strategies for NETS*S standards based on grade level taught.	Fall 2012	Principals	Teachers' self assessed technology integration proficiency skills.
By Spring 2013 and each year thereafter, teachers will report on proper technology integration skills of the NETS*S standards based on grade level taught, and meet the percentage benchmarks stated above.	Spring 2013-2015	Principals	Classroom visits, lesson plan, unit plans, survey data.
Evaluation Instrument(s) — Data To Be Collected: Percentage of students achieving proficiency of NET-S standards when they move from the following grade level segments: K-2 3-5 6-8	Annually	Teachers	Tech Committee will review survey results

3f. List of goals and an implementation plan that describe how the District will address the appropriate and ethical use of information technology in the classroom so that students can distinguish lawful from unlawful uses of copyrighted works, including the following topics: the concept and purpose of both copyright and fair use; distinguishing lawful from unlawful downloading and peer-to-peer file sharing; and avoiding plagiarism. (AB 307)

Goal: By June 2015, all K-8 students will demonstrate the appropriate and ethical use of information from technology in the classroom so that students can distinguish lawful from unlawful uses of copyrighted works, including the following topics: the concept and purpose of both copyright and fair use; distinguishing lawful from unlawful downloading and peer-to-peer file sharing and avoiding plagiarism.

Implementation Plan:			
Activities	**Timeline**	**Person(s) Responsible**	**Monitoring & Evaluation**
Superintendent will select appropriate lesson plans to address the appropriate and ethical use of technology by students focusing on the topics listed in the Goal, using resources such as those available at CTAP	Fall 2012	Superintendent	Lessons located and distributed to Principals

(myctap.org/index.php/teaching-and-learning/ cybersafety-resources) and Common Sense Media (www.commonsensemedia.org)			
Teachers will instruct all students in the use of technology utilizing the lesson plans provided	Spring 2013 – 2015	Teachers	Student tests will be reviewed by site administrators.
Language Arts teachers will reinforce areas referenced in the Internet Use Agreement (fair use, plagiarism, copyright, lawful/unlawful downloading, peer to peer sharing, etc.) with students.	2012-2015	Teachers	Collect signed student Internet Use Agreement annually
Evaluation Instrument(s) — Data To Be Collected: Teachers collected tests and Use Agreements. Principals monitor use of lesson plans	2012 - 2015	Site Staff Principals	

3g. List of goals and an implementation plan that describe how the District will address Internet safety, including how to protect online privacy and avoid online predators. (AB 307)

Goal: By June 2015, all K-8 students will learn how to protect their privacy, identity and safety while online through the District's Cybersafety Curriculum.

Implementation Plan:			
Activities	**Timeline**	**Person(s) Responsible**	**Monitoring & Evaluation**
Develop Internet Safety Section for Cybersafety Curriculum, using resources such as CTAP (myctap.org/index.php/teaching-and-learning/ cybersafety-resources) and Common Sense Media (www.commonsensemedia.org)	July 2012	Principal/Teachers	Program Curriculum

Distribute Cybersafety Curriculum	Fall 2012	Principals	Teacher Feedback
Implement Cybersafety Curriculum in classrooms	2012-2013	Teachers	Teacher/student survey
Evaluate Cybersafety Curriculum	May 2013	Teachers	Teacher/student survey
Refine and Monitor Cybersafety curriculum; continue to deliver to all students	August 2013-2015	Principals/Superintendent	Teacher/student survey
Evaluation Instrument(s) — Data To Be Collected: Teacher survey, student survey	2012-2015	Tech Committee	

3h Description of the District policy or practices that ensure equitable technology access for all students.

All students have full and equitable access to technology via classrooms, computer labs, and the school libraries. Access is provided before, during, and after school, and is available to all school populations including Hispanic and Latino, English Learners, White, Socioeconomically Disadvantaged, Students with Disabilities, GATE, etc. Both schools have computer labs (one at IC and two at HGMS) with over 30 workstations with Internet connectivity. Both school libraries have Internet connectivity, including student workstations at HGMS.

3i. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan to use technology to make student record keeping and assessment more efficient and supportive of teachers' efforts to meet individual student academic needs.

The District uses Data Director to track student assessment data. Teachers can disaggregate student information based on ethnicity, socioeconomic status, and testing level.

Goal 3i: By June 2015, all teachers will use online student information and data management systems to increase their ability to meet all students' academic needs.

Objective 3i.1: All teachers will utilize formative and summative assessments using Data Director in order to analyze student data to improve student achievement.

Year 1 Benchmark: All K-8 teachers will participate in trainings to become proficient with Data Director.
Year 2 Benchmark: All K-8 teachers will collaborate on Wednesdays to develop and use common formative and summative assessments through the use of Data Director.
Year 3 Benchmark: All K-8 teachers will continue to develop and use appropriate formative and summative assessments that correlate with the STAR test.

Implementation Plan:			
Activities	**Timeline**	**Person(s) Responsible**	**Monitoring & Evaluation**
Provide professional development for the use of Data Director	2012-2013	Principals	Teacher surveys
Development and refinement of formative and summative assessments	2012-2015	Principals/Teachers	Use of assessments
Give all sites the ability to access and scan assessments	2012-2013	Principals	Teacher inventory
Provide staff development throughout the school year for teachers to vertically align formative and summative assessments	2013-2015	Superintendent	Teacher/Principal survey and Blogs

Evaluation Instrument(s) — Data To Be Collected: Teacher and administrative surveys Teacher inventory Blog printouts	2013-2015	Tech Committee Teachers Principals Superintendent	

3j. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan to use technology to improve two-way communication between home and school.

District is currently using Aeries to bridge the communication gap between school and home. District teachers and administration uses Aeries for the student information system, grades, discipline, attendance, and Standardized test scores. The District has upgraded their website to SchoolLoop to improve communication to the school community. The new website allows for the webmaster to update and create a better web browsing experience for stakeholders. This provides easier updating and uploading of important information the school community is looking for.

Goal 3j: District will get 90% of teachers developing and updating their own class websites. These websites will increase communication between teacher and parent. Teachers will post and keep assignments and class activities updated on their own web pages.

Objective 3j.1: By June 2015, 90% of teachers will develop and keep their own class websites updated, including assignments and class activities.
Year 1 Benchmark: By June 2013, all teachers will have the necessary information to create their own websites, and 30 % of teachers will have created class websites.
Year 2 Benchmark: By June 2014, all teachers of grades 5-8 will have created and are maintaining their websites, bringing the percentage to 60% of all teachers.
Year 3 Benchmark: By June 2015, all teachers of grades K-4 will have created and are maintaining their websites, bringing the percentage to 90% of all teachers.

Implementation Plan:			
Activities Research and find host for teacher websites	**Timeline** Fall 2012	**Person(s) Responsible** Technology Consultant	**Monitoring & Evaluation** Quotes from vendors
Provide website design training for teachers of grades 5-8	2012-2013	Consultant	Teacher evaluations of training provided
Provide website design training for teachers of grades K-4	2013-2014	Consultant	Teacher evaluations of training provided
Continue advanced trainings for teachers to make their sites more interactive, easy to use, etc.	2013 - 2015	Consultant	Teacher Surveys
Evaluation Instrument(s) — Data To Be Collected: Teacher evaluations and surveys; Parent and student surveys Number of completed websites	2012 - 2015	Tech Committee	

3k.Describe the process that will be used to monitor the Curricular Component (Section 3d-3j) goals, objectives, benchmarks and planned implementation activities including roles and responsibilities.

The District Technology Committee will meet four times annually (August, November, February, May) to review the plan and monitor progress being made on the goals, objectives, benchmarks, and planned implementation activities including roles and responsibilities. Data collected will be analyzed and a progress report will be submitted to the board and school community annually.

4. PROFESSIONAL DEVELOPMENT

4a. Summary of teachers' and administrators' current technology skills and needs for professional development.

The District has 65 credentialed teachers, one superintendent, and three site administrators. Baseline data

established from local technology surveys identified the need for further instruction on effective methodologies that will increase the integration of technology across the curriculum. A majority of teachers and administrators feel they can adequately perform basic computer functions like Internet, email, and word processing skills. However, those who responded to a recent survey acknowledged a need for additional professional development through small group trainings.

Training Priorities

- Professional development in utilizing data management systems like STAR Reading and Data Director.
- Professional development in properly utilizing the AERIES Parent Portal and teacher developed websites to communicate with students and families.
- Professional development in utilizing effective instructional duties that increases student proficiency of the identified NETS*S skills.
- Professional development to build teacher proficiency skills in utilizing effective instructional practices with tools including iPads, Promethean boards, and student responders to support increasing student achievement in English/language arts and math.

4b. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan for providing professional development opportunities based on your District needs assessment data (4a) and the Curriculum Component objectives (sections 3d through 3j) of the plan.

Goal 4b: All teaching staff will integrate technology into the core curriculum utilizing effective instructional strategies to enhance student achievement and to meet state standards.

Objective 4b.1: During the course of this plan, both sites will develop a professional development plan during collaboration days that includes individual technology skills development and actions needed to increase technology integration in the classroom for improving student achievement in ELA and math, as well as meeting all benchmarks set out in Sections 3d through 3j above.
Year 1 Benchmark: By June 2013, District will develop a technology integration checklist based on the ISTE NETS-T to help guide all staff in their technology proficiency growth goals. District will review professional development goals and support a plan at each site to assist teaching staff with their growth plans—each growth plan will include technology integration for the purpose of increasing student achievement in ELA and math, information literacy, ethical use of technology, Internet safety, use of student data systems, and best practices for home-school communication using technology tools including iPads, student response systems, and Promethean boards.
Year 2 Benchmark: By June 2014, District will review professional development goals and support a plan at each site to assist teaching staff with their growth plans based on Objective 4b.1 and the results of Year 1 Benchmark professional development sessions.
Year 3 Benchmark:

By June 2015, District will utilize the professional development goals to plan and execute appropriate trainings that increase their capacity to integrate technology throughout all grade levels and curriculum.

District will review professional development goals and support a plan at each site to assist teaching staff with their growth plans based on Objective 4b.1 and the results of Year 2 Benchmark professional development sessions.

Implementation Plan: District technology committee will work with site administrators and teacher leaders to develop and implement appropriate technology trainings based on needs assessment surveys to support increasing students' achievement in ELA and math, and addressing benchmarks set out in Sections 3d-3j above.

Activities	**Timeline**	**Person(s) Responsible**	**Monitoring & Evaluation**
Staff will take local needs assessments based on ISTE formats and then develop teacher development plans that will increase their competency to integrate technology across the curriculum with particular focus on ELA and math, including effective integration of iPads, student response systems, and Promethean boards. Training in Internet safety, ethical use, student data analysis, parent and home communication will also be provided.	Annually starting July 1, 2012 - June 30, 2015	Principals	Teacher Goals and Objectives Meetings.
Training opportunities will be provided based on plans and survey data submitted to site administrators.	Ongoing, starting July 1, 2012 - June 30, 2015	Principals and leadership teams.	Training agendas, handouts, weblinks, etc.
All faculty will be given the opportunity to take advantage of additional professional development opportunities when the budget allows: Site-based learning, online trainings and conferences.	Ongoing, starting July 1, 2012 - June 30, 2015	Principals and leadership team.	Certificates of attendance or completion
Evaluation Instrument(s) — Data To Be Collected: All teachers will take EdTech Profile or similar proficiency survey based on ISTE NETS-T standards annually to determine skill development and training needs.	Annually	Site administrators and leadership team.	

Reviewed by Tech Committee			

4c. Describe the process that will be used to monitor the Professional Development (Section 4b) goals, objectives, benchmarks, and planned activities including roles and responsibilities.

Site administrators and District technology team will review all aspects of 4b, and collect the percentage of staff participation and completion of growth plans. Data from evaluation feedback will be shared with site administrators. Sites will develop a report on progress and make a presentation to the Superintendent in the annual report to the Board. Each report will include any needed modifications needed or purchases needed to continue the implementation of each site's professional development plan.

5. INFRASTRUCTURE, HARDWARE, TECHNICAL SUPPORT, AND SOFTWARE

5a. Describe the existing hardware, Internet access, electronic learning resources, and technical support already in the District that will be used to support the Curriculum and Professional Development Components of the plan.

Existing Hardware:

The District has four sites (Herbert Green, Indian Creek, Charles Brown, and District Office) connected from the MDF located at the District Office. These sites are connected with fiber and layer 3 switches. The District maintains a total of approximately eight core switches and 30 other switches. The District has about 325 desktop computers and 14 servers.

Existing Internet Access:

Opte-Man at all sites and fiber in all buildings. One school site and the District office have wireless access with only four access points covering both campuses.

Existing Electronic Learning Resources:

Desktop Computer Software

Adobe Acrobat, DVD and CD/RW software, Internet Explorer, Adobe Flash, Microsoft Office, QuickTime, Reflections for HP, Windows Media Player, WinZip, Trend AntiVirus, Windows 7

Learning Resources

Discovery Streaming:	Web-based instructional multimedia content repository for K-8
Read Naturally	Web-based reading program for grades K-8
Renaissance Learning:	Computer-based reading instruction application for grades K-8
Education City	Computer-based reading and math application for grades K-4
Study Island	Computer-based supplemental math/LA application for special needs
Success Maker	Computer-based reading and math application for grades 1-4
Data Director/Edusoft	Data collection service with scanner for teacher assessments

SchoolLoop District-wide website host

Existing Technical Support:

One contracted Tech Support Consultant who is responsible for all aspects of micro-computer support, software, and infrastructure.

5b. Describe the technology hardware, electronic learning resources, networking and telecommunications infrastructure, physical plant modifications, and technical support needed by the District's teachers, students, and administrators to support the activities in the Curriculum and Professional Development Components of the plan.

Hardware Needed:

In order for us to get our computer to student ratio to 3:1 we will need 383 Internet capable devices. Twelve mobile carts of 32 devices would be ideal since there are not any available classrooms that can be converted to stand alone labs. In order to reach our goals for student achievement for Language Arts and Mathematics, 10 sets of classroom responses systems will be required. We will need to purchase 51 Promethean Active Boards to equip all classrooms in District. 51 iPads need to be purchased for each teacher in District.

Electronic Learning Resources Needed:

Aeries.net (newest version that is Internet based)

Networking and Telecommunications Infrastructure Needed:

To support the above stated goals, the District will need to upgrade all wired and wireless bandwidth to accommodate Internet capable devised at Indian Creek and Herbert Green.

Physical Plant Modifications Needed:

As the goals are met and technology becomes more prevalent at sites, construction of secure site locations may be necessary.

Technical Support Needed:

The District needs a full time IT person to keep all technology up and running at both schools sites and the District Office.

5c. List of clear annual benchmarks and a timeline for obtaining the hardware, infrastructure, learning resources and technical support required to support the other plan components as identified in Section 5b.

Goal: By Spring of 2015, we will have purchased 10 sets of student response systems, 12 mobile carts of 32 Internet capable devices, 51 iPads, and 51 Promethean Boards to support improving student achievement in English/language arts and math.

Year 1 Benchmark: By spring of 2013, we will have purchased three sets of student response systems, four mobile carts of 32 Internet capable device, and 17 iPads, and 17 Promethean Boards.		
Recommended Actions/Activities	**Timeline**	**Person(s) Responsible**
Research the most cost effective student response system	Fall 2012	Tech Consultant
Develop and create teacher survey asking which platform of Internet connected device to purchase	Fall 2012	Tech Consultant
Purchase four mobile cart of Internet capable devices	Fall 2012-Spring 2013	Superintendent
Purchase three sets of student response systems	Fall 2012-Spring 2013	Superintendent
Purchase 17 iPads and 17 Promethean Boards	Fall 2012-Spring 2013	Superintendent

Year 2 Benchmark: By spring of 2014, we will have purchased three more sets of student response systems, four Internet cable device mobile carts, and 17 more iPads and Promethean boards.		
Recommended Actions/Activities	**Timeline**	**Person(s) Responsible**
Purchase three sets of student response systems	Spring 2014	Superintendent
Purchase four carts of Internet cable devices	Spring 2014	Superintendent
Purchase 17 iPads and 17 Promethean Boards	Spring 2014	Superintendent

Year 3 Benchmark: By spring of 2015 we will have purchased four more sets of student response systems, four mobile carts of 32 Internet capable devices, and 17 more iPads and Promethean boards.		
Recommended Actions/Activities Purchase four sets of student response systems	**Timeline** Fall 2015	**Person(s) Responsible** Superintendent
Purchase 1 mobile cart of Internet capable devices	Fall 2015	Superintendent
Purchase 1 mobile cart of Internet capable devices	Spring 2015	Superintendent
Purchase 17 iPads and 17 Promethean Boards	Spring 2015	Superintendent

5d. Describe the process that will be used to monitor Section 5b & the annual benchmarks and timeline of activities including roles and responsibilities.

District Technology Committee will complete annual reports of progress made towards goals and benchmarks. The Committee will meet to incorporate and prioritize technology needs in order to create a budget built around these needs.

6. FUNDING AND BUDGET

6a. List of established and potential funding sources.

Established Funding Sources:
Unrestricted General Fund
Flex Funding
Microsoft Settlement
EIA
Title 1
MAA
Lottery

Potential Funding Sources:

Developer Fees
Modernization Funds
Outside Grants

Local Fundraising

6b. Estimate annual implementation costs for the term of the plan.

Budget Category	Item Descriptions	Est. Year 1 Cost	Est. Year 2 Cost	Est. Year 3 Cost	E-rate Eligible Amount
1000-1999 Certificated Salaries	Extra time for teachers to attend trainings ($27 x 2 x 50) Substitutes for Teachers to attend training during work year ($100 x 2 x 50)	$2,700 $10,000	$2,700 $10,000	$2,700 $10,000	
2000-2999 Classified Salaries	We currently contract for services that are traditionally held by classified employees.	0	0	0	
3000-3999 Employee Benefits	Payroll costs associated with staff trainings stated above	$2,000	$2,000	$2,000	
4000-4999 Materials & Supplies	Variety of tech related supplies	$2,000	$2,000	$2,000	
5000-5999 Other Services & Operating Expenses	AERIES – student information system Data Director – student assessment Internet filtering/blocking/SPAM 30 hour per week IT Support Web hosting Consultants for prof. development	$5,750 $9,500 $7,930 $50,000 $0 7,000	$5,750 $9,500 $7,930 $50,000 $0 2,000	$5,750 $9,500 $7,930 $50,000 $0 2,000	
6000-6999 Equipment	Promethean Board ($3,500 each; 51 total) IPads for teachers ($600 each; 51 total) Mobile carts w/ 32 notebooks ($20,000 each, 12 total) Student Response System ($3,200 per set of 32; 10 total)	$59,500 $16,200 $80,000 $9,600	$59,500 $16,200 $80,000 $9,600	$59,500 $16,200 $80,000 $12,800	

TOTAL		$262,180	$257,180	$263,380	

6c. Describe the District's replacement policy for obsolete equipment.

Excerpts from our Board Policy 3270:

> *When any District-owned instructional materials, equipment, supplies, or other personal property becomes unusable, obsolete, or no longer needed, the Superintendent or designee shall notify the Governing Board, provide an estimated value, and recommend whether the items be sold or disposed of by one of the methods prescribed in law and administrative regulation. Upon approval by the Board, the Superintendent or designee shall arrange for the sale or disposal of these items.*
>
> *Instructional materials may be considered obsolete or unusable when they:*
>
> *1. Have been replaced by more recent editions or new materials selected by the Board and have no foreseeable value in other instructional areas*
> *2. Are not aligned with the District's academic standards or course of study*
> *3. Contain information rendered inaccurate or incomplete by new research or technologies*
> *4. Contain demeaning, stereotyping, or patronizing references to any group of persons protected against discrimination by law or Board policy*
> *5. Are damaged beyond use or repair*
>
> *The Superintendent or designee shall establish procedures to be used when selling equipment for which the federal government has a right to receive all or part of the proceeds. These procedures shall ensure a reasonable amount of competition so as to result in the highest possible revenue.*

The District funds the replacement of obsolete equipment on a rotational basis, and within District financial constraints.

6d. Describe the process that will be used to monitor Ed Tech funding, implementation costs and new funding opportunities and to adjust budgets as necessary.

The District adopts its annual budget in June of each year for the subsequent school year, which runs from July 1 through June 30th. During the development of the budget, all revenue sources are evaluated and adjusted according to newest projections. At this time, all areas of the District are evaluated in terms of expenditure needs, including the need for replacement equipment, additional or reduced staffing support, cost of living adjustments, etc. The Board takes formal action to update these projections in December and March of each year. The technology needs of the District are included in this budget development and planning process.

7. MONITORING AND EVALUATION

7a. Describe the process for evaluating the plan's overall progress and impact on teaching and learning.

The site principals will report quarterly on the plan's overall progress to the Technology Committee. The impact on teaching and learning will be based on improvement in student learning in English/language arts and math using the State assessment system and District benchmark assessments. In addition, anecdotal data will be collected from the teaching staff regarding the impact that technology is having on teaching and learning.

7b. Schedule for evaluating the effect of plan implementation.

The Technology Committee with meet quarterly to monitor the plan's progress and provide an annual report regarding the effect of the plan to the Board in June.

7c. Describe the process and frequency of communicating evaluation results to tech plan stakeholders.

The Technology Committee will provide an annual report to the Board in June. The report will be shared with the school sites via their School Site Councils at their September meeting. Copies of the report will be posted on the District website in June.

The site representative or principal will provide quarterly updates on progress being made on the plan to the School Site Council via their regular meetings.

The Technology Committee will make annual modifications to the Plan based on the results of the measurable effects of the Plan and stakeholder input. Modifications to the plan will be made in May of each year of the Plan.

8. COLLABORATIVE STRATEGIES WITH ADULT LITERACY PROVIDERS

If the District has identified adult literacy providers, describe how the program will be developed in collaboration with them. (If no adult literacy providers are indicated, describe the process used to identify adult literacy providers or potential future outreach efforts.)

The District does not provide adult literacy services as a K-8 District. We provide our parents with information on programs offered by the community college and high school District. However, we see ourselves as a community partner, and thus we remain open to collaboration, which may include outreach, facilities for classes, staffing for classes, and use of equipment.

9. EFFECTIVE, RESEARCHED-BASED METHODS AND STRATEGIES

9a. Summarize the relevant research and describe how it supports the plan's curricular and professional development goals.

"Education technology can help improve student achievement. Studies and research indicate that the impact of technology prove most powerful when focused on specific, measurable educational objectives, such as improved literacy."(Mann, D. Shakeshaft, C. Becker, J.Kottkamp, R. 1999. Ibid. Weglinsky, Harold. 1998)

"In addition, students demonstrate higher levels of motivation and engagement when using technology,

which also contributes to improved achievement."(12 Sivin-Kachala, J. 1998. CEO Forum Year 4 Report)

"Because many new technologies are interactive, it is now easier to create environments in which students can learn by doing, receive feedback and continually refine their understanding and build new knowledge," according to Chapter Nine of How People Learn: Technology to Support Learning. www.nap.edu/books/0309070368/html/

In its 2008 final report, "Foundations for Success," www2.ed.gov/about/bdscomm/list/mathpanel/report/final-report.pdf) the National Mathematics Advisory Panel recommended technology to freshen up a tired curriculum, noting that "technology-based drill and practice and tutorials can improve student performance in specific areas of mathematics." The report cited studies that show teaching computer programming to students can support the development of particular mathematical concepts, applications and problem-solving skills.

The National Mathematics Advisory Panel points out that technologically driven tutorials are successful when they're designed to help specific populations of students meet specific goals. For this reason, it warns teachers to be careful that the software they use has been proven successful for students like theirs.

9b. Describe the District's plans to use technology to extend or supplement the District's curriculum with rigorous academic courses and curricula, including distance-learning technologies.

Technology will be used to provide academic interventions, extension learning experiences, enhanced teaching, and daily access to the core curriculum for all District learners throughout the school day, including before and after school. Distance learning technologies may be explored and possibly offered by the District, when feasible. The District's plan now includes the use of electronic learning devices for all students to facilitate learning, engagement, motivation and electronic text materials. Staff is learning about the latest teaching technologies and experimenting with some that will improve their ability to deliver the core curriculum now and in the future.

Appendix C – Criteria for EETT Funded Technology Plans

1. PLAN DURATION CRITERION	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
The plan should guide the district's use of education technology for the next three to five years. (For a new plan, can include technology plan development in the first year)	1	The technology plan describes the districts use of education technology for the next three to five years. (For new plan, description of technology plan development in the first year is acceptable). Specific start and end dates are recorded (7/1/xx to 6/30/xx).	The plan is less than three years or more than five years in length. Plan duration is 2012-15.
2. STAKEHOLDERS CRITERION **Corresponding EETT Requirement(s): 7 and 11 (Appendix D).**	**Page in District Plan**	**Example of Adequately Addressed**	**Not Adequately Addressed**
Description of how a variety of stakeholders from within the school district and the community-at-large participated in the planning process.	1	The planning team consisted of representatives who will implement the plan. If a variety of stakeholders did not assist with the development of the plan, a description of why they were not involved is included.	Little evidence is included that shows that the district actively sought participation from a variety of stakeholders.

3. CURRICULUM COMPONENT CRITERIA Corresponding EETT Requirement(s): 1, 2, 3, 8, 10, and 12 (Appendix D).	**Page in District Plan**	**Example of Adequately Addressed**	**Example of Not Adequately Addressed**
a. Description of teachers' and students' current access to technology tools both during the school day and outside of school hours.	1-3	The plan describes the technology access available in the classrooms, library/media centers, or labs for all students and teachers.	The plan explains technology access in terms of a student-to-computer ratio, but does not explain where access is available, who has access, and when various students and teachers can use the technology.
b. Description of the district's current use of hardware and software to support teaching and learning.	3	The plan describes the typical frequency and type of use (technology skills/information literacy/integrated into the curriculum).	The plan cites district policy regarding use of technology, but provides no information about its actual use.
c. Summary of the district's curricular goals that are supported by this tech plan.	3	The plan summarizes the district's curricular goals that are supported by the plan and referenced in district document(s).	The plan does not summarize district curricular goals.
d. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan for using technology to improve teaching and learning by supporting the district curricular goals.	3-6	The plan delineates clear goals, measurable objectives, annual benchmarks, and a clear implementation plan for using technology to support the district's curriculum goals and academic content standards to improve learning.	The plan suggests how technology will be used, but is not specific enough to know what action needs to be taken to accomplish the goals.

e. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan detailing how and when students will acquire the technology skills and information literacy skills needed to succeed in the classroom and the workplace.	6-7	The plan delineates clear goal(s), measurable objective(s), annual benchmarks, and an implementation plan detailing how and when students will acquire technology skills and information literacy skills.	The plan suggests how students will acquire technology skills, but is not specific enough to determine what action needs to be taken to accomplish the goals.

f. List of goals and an implementation plan that describe how the district will address the appropriate and ethical use of information technology in the classroom so that students can distinguish lawful from unlawful uses of copyrighted works, including the following topics: the concept and purpose of both copyright and fair use; distinguishing lawful from unlawful downloading and peer-to-peer file sharing; and avoiding plagiarism	7-8	The plan describes or delineates clear goals outlining how students will learn about the concept, purpose, and significance of the ethical use of information technology including copyright, fair use, plagiarism and the implications of illegal file sharing and/or downloading (as stated in AB 307).	The plan suggests that students will be educated in the ethical use of the Internet, but is not specific enough to determine what actions will be taken to accomplish the goals.
g. List of goals and an implementation plan that describe how the district will address Internet safety, including how to protect online privacy and avoid online predators.	8-9	The plan describes or delineates clear goals outlining how students will be educated about Internet safety (as stated in AB 307).	The plan suggests Internet safety education but is not specific enough to determine what actions will be taken to accomplish the goals.

h. Description of or goals about the district policy or practices that ensure equitable technology access for all students.	9	The plan describes the policy or delineates clear goals and measurable objectives about the policy or practices that ensure equitable technology access for all students. The policy or practices clearly support accomplishing the plan's goals.	The plan does not describe policies or goals that result in equitable technology access for all students. Suggests how technology will be used, but is not specific enough to know what action needs to be taken to accomplish the goals.
i. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan to use technology to make student record keeping and assessment more efficient and supportive of teachers' efforts to meet individual student academic needs.	9-10	The plan delineates clear goal(s), measurable objective(s), annual benchmarks, and an implementation plan for using technology to support the district's student record-keeping and assessment efforts.	The plan suggests how technology will be used, but is not specific enough to know what action needs to be taken to accomplish the goals.
j. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan to use technology to improve two-way communication between home and school.	10-12	The plan delineates clear goal(s), measurable objective(s), annual benchmarks, and an implementation plan for using technology to improve two-way communication between home and school.	The plan suggests how technology will be used, but is not specific enough to know what action needs to be taken to accomplish the goals.
k. Describe the process that will be used to monitor the Curricular Component (Section 3d-3j) goals, objectives, benchmarks, and planned implementation activities including	12	The monitoring process, roles, and responsibilities are described in sufficient detail.	The monitoring process either is absent, or lacks detail regarding procedures, roles, and responsibilities.

roles and responsibilities.			

4. PROFESSIONAL DEVELOPMENT COMPONENT CRITERIA Corresponding EETT Requirement(s): 5 and 12 (Appendix D).	**Page in District Plan**	**Example of Adequately Addressed**	**Example of Not Adequately Addressed**
a. Summary of the teachers' and administrators' current technology proficiency and integration skills and needs for professional development.	12-13	The plan provides a clear summary of the teachers' and administrators' current technology proficiency and integration skills and needs for professional development. The findings are summarized in the plan by discrete skills that include CTC Standard 9 and 16 proficiencies.	Description of current level of staff expertise is too general or relates only to a limited segment of the district's teachers and administrators in the focus areas or does not relate to the focus areas, i.e., only the fourth grade teachers when grades four to eight are the focus grade levels.
b. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan for providing professional development opportunities based on your district needs assessment data (4a) and the Curriculum Component objectives (Sections 3d through 3j) of the plan.	13-14	The plan delineates clear goals, measurable objectives, annual benchmarks, and an implementation plan for providing teachers and administrators with sustained, ongoing professional development necessary to reach the Curriculum Component objectives (sections 3d through 3j) of the plan.	The plan speaks only generally of professional development and is not specific enough to ensure that teachers and administrators will have the necessary training to implement the Curriculum Component.

c. Describe the process that will be used to monitor the Professional Development (Section 4b) goals, objectives, benchmarks, and planned implementation activities including roles and responsibilities.	14	The monitoring process, roles, and responsibilities are described in sufficient detail.	The monitoring process either is absent, or lacks detail regarding who is responsible and what is expected.

5. INFRASTRUCTURE, HARDWARE, TECHNICAL SUPPORT, AND SOFTWARE COMPONENT CRITERIA Corresponding EETT Requirement(s): 6 and 12 (Appendix D).	**Page in District Plan**	**Example of Adequately Addressed**	**Example of Not Adequately Addressed**
a. Describe the existing hardware, Internet access, electronic learning resources, and technical support already in the district that will be used to support the Curriculum and Professional Development Components (Sections 3 & 4) of the plan.	15	The plan clearly summarizes the existing technology hardware, electronic learning resources, networking and telecommunication infrastructure, and technical support to support the implementation of the Curriculum and Professional Development Components.	The inventory of equipment is so general that it is difficult to determine what must be acquired to implement the Curriculum and Professional Development Components. The summary of current technical support is missing or lacks sufficient detail.
b. Describe the technology hardware, electronic learning resources, networking and	15-16	The plan provides a clear summary and list of the technology hardware, electronic learning	The plan includes a description or list of hardware, infrastructure, and

telecommunications infrastructure, physical plant modifications, and technical support needed by the district's teachers, students, and administrators to support the activities in the Curriculum and Professional Development Components of the plan.		resources, networking and telecommunications infrastructure, physical plant modifications, and technical support the district will need to support the implementation of the district's Curriculum and Professional Development Components.	other technology necessary to implement the plan, but there doesn't seem to be any real relationship between the activities in the Curriculum and Professional Development Components and the listed equipment. Future technical support needs have not been addressed or do not relate to the needs of the Curriculum and Professional Development Components.
c. List of clear annual benchmarks and a timeline for obtaining the hardware, infrastructure, learning resources and technical support required to support the other plan components as identified in Section 5b.	16-18	The annual benchmarks and timeline are specific and realistic. Teachers and administrators implementing the plan can easily discern what needs to be acquired or repurposed, by whom, and when.	The annual benchmarks and timeline are either absent or so vague that it would be difficult to determine what needs to be acquired or repurposed, by whom, and when.
d. Describe the process that will be used to monitor Section 5b & the annual benchmarks and timeline of activities including roles and responsibilities.	18	The monitoring process, roles, and responsibilities are described in sufficient detail.	The monitoring process either is absent, or lacks detail regarding who is responsible and what is expected.

6. FUNDING AND BUDGET COMPONENT CRITERIA Corresponding EETT Requirement(s): 7 & 13, (Appendix D)	**Page in District Plan**	**Example of Adequately Addressed**	**Example of Not Adequately Addressed**
a. List established and potential funding sources.	18	The plan clearly describes resources that are available or could be obtained to implement the plan.	Resources to implement the plan are not clearly identified or are so general as to be useless.
b. **Estimate annual implementation costs for the term of the plan.**	18-19	Cost estimates are reasonable and address the total cost of ownership, including the costs to implement the curricular, professional development, infrastructure, hardware, technical support, and electronic learning resource needs identified in the plan.	Cost estimates are unrealistic, lacking, or are not sufficiently detailed to determine if the total cost of ownership is addressed.
c. **Describe the district's replacement policy for obsolete equipment.**	19-20	Plan recognizes that equipment will need to be replaced and outlines a realistic replacement plan that will support the Curriculum and Professional Development Components.	Replacement policy is either missing or vague. It is not clear that the replacement policy could be implemented.
d. **Describe the process that will be used to monitor Ed Tech funding, implementation costs and new funding opportunities and**	20	The monitoring process, roles, and responsibilities are described in sufficient detail.	The monitoring process either is absent, or lacks detail regarding who is responsible and what is expected.

to adjust budgets as necessary.			

7. **MONITORING AND EVALUATION COMPONENT CRITERIA** Corresponding EETT Requirement(s): 11 (Appendix D).	**Page in District Plan**	**Example of Adequately Addressed**	**Example of Not Adequately Addressed**
a. Describe the process for evaluating the plan's overall progress and impact on teaching and learning.	20	The plan describes the process for evaluation using the goals and benchmarks of each component as the indicators of success.	No provision for an evaluation is included in the plan. How success is determined is not defined. The evaluation is defined, but the process to conduct the evaluation is missing.
b. Schedule for evaluating the effect of plan implementation.	20	Evaluation timeline is specific and realistic.	The evaluation timeline is not included or indicates an expectation of unrealistic results that does not support the continued implementation of the plan.
c. Describe the process and frequency of communicating evaluation results to tech plan stakeholders.	20-21	The plan describes the process and frequency of communicating evaluation results to tech plan stakeholders.	The plan does not provide a process for using the monitoring and evaluation results to improve the plan and/or disseminate the findings.

8. EFFECTIVE COLLABORATIVE STRATEGIES WITH ADULT LITERACY PROVIDERS TO MAXIMIZE THE USE OF TECHNOLOGY CRITERION Corresponding EETT Requirement(s): 11 (Appendix D).	**Page in District Plan**	**Example of Adequately Addressed**	**Example of Not Adequately Addressed**
If the district has identified adult literacy providers, describe how the program will be developed in collaboration with them. (If no adult literacy providers are indicated, describe the process used to identify adult literacy providers or potential future outreach efforts.)	21	The plan explains how the program will be developed in collaboration with adult literacy providers. Planning included or will include consideration of collaborative strategies and other funding resources to maximize the use of technology. If no adult literacy providers are indicated, the plan describes the process used to identify adult literacy providers or potential future outreach efforts.	There is no evidence that the plan has been, or will be developed in collaboration with adult literacy service providers, to maximize the use of technology.

9. EFFECTIVE, RESEARCHED-BASED METHODS, STRATEGIES, AND CRITERIA Corresponding EETT Requirement(s): 4 and 9 (Appendix D).	**Page in District Plan**	**Example of Adequately Addressed**	**Not Adequately Addressed**
a. Summarize the relevant research and describe how it supports the plan's curricular and professional development goals.	21	The plan describes the relevant research behind the plan's design for strategies and/or methods selected.	The description of the research behind the plan's design for strategies and/or methods selected is unclear or missing.
b. **Describe the district's plans to use technology to extend or supplement the district's curriculum with rigorous academic courses and curricula, including distance-learning technologies.**	22	The plan describes the process the district will use to extend or supplement the district's curriculum with rigorous academic courses and curricula, including distance learning opportunities (particularly in areas that would not otherwise have access to such courses or curricula due to geographical distances or insufficient resources).	There is no plan to use technology to extend or supplement the district's curriculum offerings.

APPENDIX J – TECHNOLOGY PLAN CONTACT INFORMATION

Education Technology Plan Review System (ETPRS)

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