



Calipatria Unified School District

TECHNOLOGY PLAN

July 1, 2014 – June 30, 2017

SUPERINTENDENT

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Appendix I – Technology Plan Contact Information (Required)

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Executive Summary of Technology Plan

The technology goal for Calipatria Unified School District (CUSD) is to expand and enhance instruction, academic experience and connectivity to the broader world using technology in the classroom setting and for extended learning time beyond the regular school day. The district already has in place some outstanding uses of technology to support student learning. Our goal for the next three years is to ensure that every student and teacher has the access and skills to use available technology at its most optimal level and that our parents and school community become active participants in our technological advances.

Computer technology makes possible immediate feedback for students and teachers in the assessment and diagnosis of skill development and overall academic progress. CUSD has adopted several standards-based programs that incorporate feedback, diagnosis and focused instruction for these purposes. As technology and Internet connectivity become faster and more reliable, the school and staff look for additional opportunities to improve on each teacher's ability to focus appropriate instruction for each student. Computer software programs support the academic core standards and provide increased acquisition of grade level skills for students. Teachers are able to report to parents more accurately how their student is progressing in meeting standards.

As a result of improved and increased use of technology, teachers will focus instructional time on activities that support increased acquisition of academic skills for each student. Instruction will be enhanced through collaboration between CUSD staff and instructional support staff across the country. Instructional resources correlated to core standards will be readily available for all staff through Internet resources. In addition to focused instruction, students will use technology resources for research and presentation of their work. In three years, the district expects to have both students and teachers working on a daily basis with web-based instructional units, virtual field trips and distance learning opportunities.

In order for this broad vision to happen at CUSD, professional development, hardware and infrastructure, and software must be coordinated into a coherent plan to support the curriculum goals that the school has developed. The vision must be flexible enough to accommodate ever-changing technology and utilize resources in ways that will provide a continuing policy of monitoring and evaluation, in light of curriculum need and hardware capability. Funding must include resources to not only purchase but also maintain the increasingly complex technology that is in use in the classroom by both teachers and students.

District Overview

Calipatria Unified School District consists of four schools, Grace Smith School (in Niland, CA), Fremont Primary School, Bill E. Young Jr. Middle School, and Calipatria High School (in Calipatria, CA). The three schools in Calipatria are located on the same city block. Calipatria Unified School District is a Kindergarten through twelfth grade school district with an enrollment of 1,174 (CBEDS 2013) students. The student population is diverse with 86% Hispanic, 9% White, 3% African American, and 2% Multiple/Other Ethnicities, with all students participating in the National School Lunch Program due to the district's overall qualification for free and reduced lunch program. Thirty-five percent (35%) of the student population are identified as English Language Learners, with predominately primary language of Spanish. Seven or 7% of the student population qualify for special education related services. All schools qualify for Title One funding.

Calipatria Unified School District is a rural school district located in northern section of the Imperial County, East of the Salton Sea. Industries located in the proximity of the school district include agriculture, geo-thermal power plants, and the Calipatria State Prison. Approximately 62% of the workers are employed in lower wage retail trades or agricultural related jobs.

Descriptive Narrative

In three years, we anticipate a complete transformation in the educational program due to the Common Core State Standards and with equitable access to technology as a learning tool for students. Technology will be fully integrated into the curriculum as a method to help develop fundamental skills and improve the academic achievement of our students. They will access information, evaluate it, and use it effectively. Students will understand the importance of information; the ethical use of it and in so doing will become successful lifelong learners and be ready to enter the workplace or institute of higher education when they leave Calipatria Unified School District.

Technology Planning Team

As a small school district, CUSD works closely with all members of the instructional and support staff to provide technology resources that will promote an effective learning environment. The district relies heavily on technical support from one employee for computer and network maintenance and consultation with local computer support companies. The Imperial County Office of Education (ICOE) also provides many professional development opportunities for teachers and staff and provides information to the district to help make connections to further the use and availability of funding for technology development. As part of our technology plan, the Superintendent/designee serves as voting representative to the Imperial Valley Telecommunication Authority (IVTA), a county agency working to provide and maintain a high-speed telecommunication network for schools and government departments. The technology planning team includes members of the staff, community, and county staff. Outside technology providers were also consulted for internal networking needs.

Angelita Ortiz	-	Associate Superintendent, Curriculum & Instruction
Joe Derma	-	Principal (Calipatria High School)
Virginia Calsada-Medina	-	Principal (Bill E. Young Jr. Middle School)
Doug Kline	-	Principal (Grace Smith School)
Sue Casey	-	Principal (Fremont Primary School)
Corey Caston	-	Business Manager
David Gupton	-	Computer Science/Business
Joel Quintana	-	Computer Technician

Carlos Lara	-	Fremont Primary Teacher, GATE
Wendy Koon	-	Grace Smith Teacher
Margie Pizano	-	Board Member
Eddie Vega	-	Bill Young Teacher, Social Science
Edgar Rosales	-	Calipatria High Teacher, Mathematics

Parent/Student/Community Member:

Carlos Estrada	-	Parent
Barbara Ledesma	-	Student
Maria Nava-Froelich	-	City of Calipatria Council Member

Former Education Technology Plan Benchmark Review (Appendix H)

For the grant period ending June 30, 2014

1. Describe your district's progress in meeting the goals and specific implementation plan for using technology to improve teaching and learning as described in Section 3.d., Curriculum Component Criteria, of the EETT technology plan criteria described in Appendix C. (1-3 paragraphs)

The objective of Goal 1 has been met with all grade levels increasing their access to technology to help increase academic achievement. The district has successfully transitioned to AERIES.net and made available the Student and Parent Portal components allowing all students in Grades 9-12 access to monitor their academic achievement across all curriculum areas to monitor progress towards graduation. The objective of Goal 2 to use technology as an effective instructional tool to enhance the learning environment has not been met. English Learner students in grades 2-4 did not successfully use technology (multimedia technology and word processing software) to demonstrate their achievement. Additional professional development opportunities for staff and implementation of the new Common Core State Standards should make this goal attainable in the future.

2. Describe your district's progress in meeting the goals and specific implementation plan for providing professional development opportunities based on the needs assessment and the Curriculum Component goals, benchmarks and timeline as described in Section 4.b., Professional Development Component Criteria, of the EETT Technology Plan criteria described in Appendix C. (1-3 paragraphs)

The objective of Goal 1 to support staff to meet technology literacy proficiency was not met. The district and site administration have coordinated and provided training to staff to support the use of technology tools in the classroom, however sites did not complete 3 site-based in-services for 100% of their staff. Staff training has included Apple IPAD and apps and Internet-based tools such as DataDirector and AERIES ABI/AERIES.net. The objectives for staff to utilize technology in the classroom were partially met. Goal 1, to have staff design curriculum projects incorporating Internet-based and technology resources into all core areas was successful in Grades 4-12. However there continues to be a challenge to incorporate and design projects for students in Grades K-3. Goal 2 to have 100% of the staff using AERIES and DataDirector to monitor on-going student progress was met by Grades K-12 staff.

1. PLAN DURATION

This is a three year Technology Plan, starting July 1 of 2014 and ending June 30, 2017. This Calipatria EETT plan contains goals, benchmarks and timelines that cover all three years, and addresses the 30 criteria required for state approval. Its purpose is to guide the district's use of technology over this time period. The CUSD EETT Plan focuses on the goals, objectives, benchmarks and an implementation plan for components 3-7, all essential to integration of technology into the school curriculum.

- Curriculum Goals
- Professional Development
- Infrastructure, Hardware, Technical Support, and Software
- Funding and Budget
- Monitoring and Evaluation.

2. STAKEHOLDERS

The CUSD Technology Planning Team includes broad membership including administrators, teachers, students, parents, as well as community-based organizations and business representatives. The team meets annually to review overall district needs, with school site technology planning teams meeting regularly throughout the school year. School site technology planning teams serve as the lead resource group to drive recommendations for site needs to the district team. School site teams are the forum through which student needs are regularly addressed. Parents may serve on school site teams to bring an additional perspective to the unique needs of their school sites. In addition, district team members access community resources through meetings and email conversations to garner additional recommendations for incorporation into the overall plan development. The CUSD Technology Planning Team relies heavily on the secondary school involvement as key stakeholders to the district team, utilizing their ongoing school improvement activities as resources to identify and address technology needs of our future graduates. CUSD Technology Parents/Students/Community/Business members are nominated by the District Superintendent to serve for the duration of the current technology plan. Participation is voluntary. CUSD Technology Planning team includes:

Angelita Ortiz	-	Associate Superintendent, Curriculum & Instruction
Joe Derma	-	Principal (Calipatria High School)
Virginia Calsada-Medina	-	Principal (Bill E. Young Jr. Middle School)
Doug Kline	-	Principal (Grace Smith School)
Sue Casey	-	Principal (Fremont Primary School)
Corey Caston	-	Business Manager
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Carlos Lara	-	Fremont Primary Teacher, GATE
Wendy Koon	-	Grace Smith Teacher
Margie Pizano	-	Board Member
Eddie Vega	-	Bill Young Teacher, Social Science
Edgar Rosales	-	Calipatria High Teacher, Mathematics

Parents/Students/Community/Business Members

Carlos Estrada	-	Parent
Barbara Ledesma	-	Student
Maria Nava-Froelich	-	City of Calipatria Council Member

3. CURRICULUM COMPONENT

The current district goals are to integrate technology with all subject areas to support and focus instruction and assessment, so that all students will be able to attain a high level of academic success. The maximization of currently available hardware and software and working within the limits of Internet capacity and computer capability are a constant and often frustrating challenge for the school staff. Creating an atmosphere of collaboration within the school setting is essential for providing wide program use of current technology.

Needs & Resource Assessment

3a. Current Access and Availability of Technology Tools for Teachers and Students

A District network provides Internet connections for all classes from kindergarten to 12th grade. The computer configuration is a classroom hub-model with at least 3 computers and 1 printer available for student use in each classroom. All computers have CD ROM, sound and network capability. Each school site has at least 1 technology/media/library/resource center accessible for use. Staff and students may access these centers during the regular and extended school day learning programs. The school is continuously looking for new technology, either hardware or software, which will enhance student access and use of technology for improved learning experiences and academic achievement. Technology hardware other than basic computer systems available for use in classroom settings include: digital cameras, scanners, laptops, VCR/DVD & TV monitors, LCD projector, and basic overhead projectors. With few exceptions, all computers in the district utilize Microsoft Office applications for word processing, data processing, desktop publishing and presentations; Netscape or Internet Explorer for Internet Access; and Outlook Express for e-mailing. Language Arts courses are supported by Accelerated Reader, STAR Reading, DataDirector and Pearson/McDougal Littell core curriculum reference materials. Mathematics courses are supported by Accelerated Math, STAR Math, DataDirector, Houghton Mifflin/McDougal Littell/Holt core curriculum reference materials. Science, Social Science, Visual Arts, and Foreign Language courses all utilize Microsoft Office applications as well as specialized software to meet their individual department needs (i.e. AUTOCAD, Adobe PhotoShop, Adobe Illustrator). Student learning activities in the classroom require the ongoing development of their technology skills from writing simple one-paged reports to conducting web searches to developing and presenting multi-media presentations. Students are encouraged and challenged to enter into curricular competitions to showcase their technology skills in their learning. CUSD supports student involvement in county, regional, and state competitions.

CUSD believes that technology must be readily accessible in a way that meets the needs of all learners. To help achieve this goal, students (grades K-12) have access to classroom computers, as well as site-based computer labs. Networked instructional resources and peripheral devices (scanners, printers, digital cameras, and video cameras) are available to all students and teaching staff. Each school site supports extended school day technology access. Students have access to computer labs and media centers during lunch, before school, and after school, supervised by certificated staff. Instructional staff has the availability of checking out selected technology tools for use at home. The CUSD has increased the accessibility of parental monitoring of student achievement through the use of Internet-based programs directly linked into classroom activities (i.e. Accelerated Reader/Accelerated Math, AERIES.net).

3b. Current Use of Hardware and Software to Support Teaching and Learning

Currently, a variety of technology opportunities are available to students and teachers at the school. Time and training are major factors in the amount and quality of use of this technology in the classroom by both students and teachers. Students in all classes use technology on a daily basis. Teachers use a variety of technologies for daily instruction, based on training and accessibility. Current use of technology includes:

1. Internet
 - a. Research and information gathering by students and staff.
 - b. Use of teacher support information found on Internet education sites.
 - c. Web-based assessment for students.
 - d. Web page communications with parents and community.

2. Networked and local software for instruction and assessment within the classroom
 - a. Interactive instruction and assessment for reading, math, writing, grammar skills and literacy skills. These assessments are standards based and grade level aligned.
 - b. Computer-assisted learning in reading, math and other subject areas to reinforce and provide practice.
 - c. Daily use of computers by all students provides increased computer literacy and technology skills as students' progress through the grade levels.
 - d. Familiarity with programs and applications allows opportunities for peer and cross-age instruction. Students are able to take simple programs and use them for presentations.

3. Video resources to support teacher instruction
 - a. Use of real time or taped educational programs available in all subjects and grade levels.
 - b. Video and CD library include history, social science, and science topics.

4. Other Technology
 - a. Video recorders and TV monitors are permanently located in each classroom
 - b. LCD projectors are available for instructional use at each school site.
 - c. Scanners are available for instructional use at each school site.
 - d. Visual presenters are available for instructional use at each site (one per site).

Staff and students utilize computers on a daily basis. Student use includes word processing, spreadsheets, data processing, Internet research, assessment, publications, presentations, and learning curricular content. Staff use includes classroom management (grading, attendance, etc.) lesson planning, research, assessing students, content delivery, and communications with staff, students, and parents. Computer usage demands are increasing each year as staff becomes more proficient at incorporating technology-based projects and activities into the classroom and students become more proficient in their technology skills and meeting these technology-based demands in the classroom.

Teaching and Learning

Students currently acquire technology and information literacy skills through daily use of technology throughout the school day at all grade levels. Daily student use of computers increases confidence and ability to maximize the potential of available technology. While providing initial direct instruction and introduction of new technology, classroom teachers often “step aside” and encourage inquiry, exploration and collaboration time within the classroom setting. Students reinforce their own technology skills as they provide support to other students through peer or cross-age instruction. Technology is also used in the following:

- Individual practice at computer stations and rotating learning centers
- Visual simulations – used to explain concepts in science and other subject areas
- Writer’s workshop uses word processing for writing, revising, editing and publishing written work
- Supplemental instruction for mathematics in grades K-12 using the Accelerated Math program to assess and provide work on an individual basis for specified math objectives aligned with state standards
- Students use multimedia programs to demonstrate completion of projects
- Diagnosis of student reading and math skills and progress, including teacher and parent reports
- Accelerated Reader program used in grades K-12 to test and provide feedback on reading level, comprehension, quantity and quality of independent reading.

Computer technology makes possible immediate feedback for students and teachers in the assessment and diagnosis of reading comprehension, math concepts, skill development and enhanced writing. CUSD has adopted several standards-based programs that incorporate diagnosis, feedback, instructional materials and focused instruction for these purposes. Renaissance Place is a software program designed to assist the district in building a continuum of objectives for K-12 students. Renaissance Place provides 5 curriculum and diagnostic tools for learning objectives in Mathematics and Language Arts. STAR Reading, STAR Math, Accelerated Reader, Accelerated Math, and English in a Flash. The program allows administrators and staff to develop curricular lessons to build student knowledge and enhance standards-based learning. Furthermore, it has been correlated to national standards, California state framework, California Common Core State Standards, and standardized tests. This program is presently being implemented district-wide. DataDirector has become an essential tool in the monitoring of student progress and overall school site academic achievement across the entire district. DataDirector allows the immediate feedback to staff to access student assessment results, including annual state testing and curriculum-based district assessments. The exam portions of DataDirector provides the flexibility for teachers to create local assessment tools with questions that may be open-ended, essay or performance-based. The program provides immediate feedback on student performance. In addition, site administrators can use these results to share and improve the overall instructional program. All of these computer software programs support the academic core content standards and provide increased acquisition of grade level skills for students. Teachers are able to report to parents more accurately how their students are progressing in meeting the state content standards.

Technology for Administration

The district currently uses the AERIES student database system to provide immediate access to student demographic information, assessment records, and attendance for the school. The AERIES system provides a comprehensive student database management system to track academic progress, categorical

program participation, and state/district assessment information. The AERIES ABI system was brought into the classroom in the 2009-2010 school year. AERIES ABI provided staff immediate access for attendance and grade reporting without leaving their classroom. In 2013-2014, Calipatria USD has upgraded to an Internet-based version, AERIES.net, which has allowed a broader range of access to student information for school, student, and parental use.

The district has adopted several instructional and assessment programs through Renaissance Learning and DataDirector. Renaissance Learning provides 4 programs for student assessment and supplemental instructional support: STAR Reading and STAR Math are the diagnostic and skill progress assessment tools; Accelerated Reader provides instructional support in the area of reading comprehension with Accelerated Math providing remediation support for specific mathematical concepts and skills. All of these programs require the keeping of individual student records and provide progress reports to teachers and administrators as students work on focus lessons. In addition, assessment reports provide ongoing monitoring and evaluation of programs which allows teachers and administrators to focus on the instructional improvement process to meet the needs of students, rather than record keeping. DataDirector allows for data management and reporting of all state wide assessment including the CELDT, CAHSEE, and STAR results in a convenient and practical package for all district site needs. CUSD was introduced to DataDirector through a consortium with the Imperial County Office of Education to support a county-wide effort to utilize technology to increase the ease of student assessment exchange. DataDirector is becoming an advantageous internet-based service impacting the monitoring of student and site-base achievement.

The district is continuing to improve home to school communication through the use of technology including access to school and district websites, school email service, SARC on-line, Homework Hotlines/ School Messenger systems, classroom internet-links, multi-media presentations for parental involvement activities, and school newsletters. All site administrators have immediate access to parents and the school and district staff via cell phone communications, increasing security and reinforcing safety for all students. School staff is encouraged to increase parental contact through the use of site technological resources available during after school hours. AERIES Parent and Student Portals were made accessible in 2013-2014, further increasing the link between student achievement and home to school communication.

3c. Curricular Goals and Standards Supported by This Plan

The plan's curricular goals are consistent with district goals and those identified in the District's Local Education Agency Plan, Local Control Accountability Plan, School Site Plans for Increased Student Achievement, and WASC plans (ESLRS). The district has taken a proactive stance to improve overall student achievement by demanding accountability from all staff, students, and parents. The district's primary academic focus centers upon each school meeting all Adequate Yearly Progress (AYP) goals, Academic Performance Index (API) targets, site plan annual objectives, annual performance goals for consolidated programs, Annual Measurable Achievement Objectives (AMAO) for English Learners, and goals/objectives for students with Individualized Education Program (IEP). The district has appropriately acquired sufficient instructional materials to address student needs. However the need for sustained professional development and instructional leadership are critical factors towards attaining these academic goals. For this reason, the district will continue to support the full implementation of all state-adopted standards-based core curriculum programs in grades K-12, as well as the district approved supplemental instructional programs designed to support and provide access to the core for all students. Integration of technology throughout this process can only enhance the outcomes. Analysis of district student

performance over the past three years has highlighted success with Language Arts performance, with Mathematics needing additional instructional support at all school sites. Disaggregated data pinpoints the need to further support students with high mobility (i.e. Migrant), language challenges (i.e., English Language Learners), specialized needs (i.e. students qualifying for special education services), and GATE students throughout all curriculum areas. Grade-level analysis pinpoints grades 4-6, 9-11 as showing marked decreases in student academic achievement among high mobility students. Attendance statistics demand the need for a timely and accurate account of daily student attendance, easily accessible in the classroom and linked to student performance. These statistics are major factors in the district's desire to increase the integration of technology into and across the curriculum.

3d. – 3j. Curriculum Goals Overview

Curriculum goals for CUSD have been reviewed and defined in the District Local Education Agency Plan, Local Control Accountability Plan, and the School Site Plans for Increased Student Achievement. A focus on improving English language arts and mathematics delivery and an overall standards-based core program drives CUSD instructional services and support. Integration of social science and science within the core is also part of the curriculum goals for the district. Ongoing monitoring of student progress within the core will help define areas of need to focus supplemental/intervention instruction and overall improvement process. The curriculum goals for technology, which will support the overall curriculum goals for content areas, are the following:

•3d Teachers and students will:

Use technology to improve teaching and learning to support district curricular goals

- *Teachers will integrate technology into lessons to improve teaching and learning*
- *Students will have access to technology and will increase academic achievement*
- *Technology will become an effective instructional tool to enhance the teaching/learning process and enrich the learning environment*
- *Technology will become an effective assessment tool to improve teaching and learning*

•3e Students will:

Acquire technological and information literacy skills to succeed in the classroom and the workplace

- *Students will be able to apply technology and information literacy skills in curriculum-based research projects.*

•3f The District will:

Address the appropriate and ethical use of information technology in the classroom

- *Teachers will be able to distinguish between lawful and unlawful uses of technology*
- *Students will be able to distinguish between lawful and unlawful uses of technology*

•3g Provide Internet safety education

- *Teachers will be able to protect online privacy and avoid online predators*
- *Students will be able to protect online privacy and avoid online predators*

●3h *Use technology to ensure equitable access for all students*

- *Technology tools will be used to support equitable access to increase student learning opportunities*

●3i *Use technology to improve student record keeping and assessment*

- *Technology will become an effective tool to support the instructional improvement process*

●3j *Use technology to effectively promote two-way communication between home and school*

- *The school staff will use technology to improve communications*
- *Technology will become a component of parental involvement activities*

3d. – 3j. Goals, Objectives, Benchmarks and Implementation Plan

3d. Clear goals, measurable objectives, annual benchmarks & implementation plan for using technology to improve teaching & learning by supporting CUSD curricular goals

Implementation Plan

Increased integration of technological resources will enhance the learning environment and allow instructional staff to improve the curriculum delivery system, support grade-level standards, and advance individual student's proficiency in technology. With the demands to meet annual yearly academic progress targets, the accessibility of a student database management system for instructional staff to monitor student progress will increase the opportunity to meet the needs of all students in a timely manner. In addition, the use of technology for students to self-monitor their progress in their academic courses, accrual of credits towards graduation, and performance on statewide testing will promote an increase in student achievement in the classroom as well as post-secondary educational goals. AERIES ABI will be the technology tool used to address this student outcome.

Computers will be used as tools to promote higher-order thinking skills (such as problem-solving, conceptual development, and critical thinking) among students. Students will be engaged in individual and group projects that incorporate technological tools to encourage collaborative, inquiry-based learning, as well as creative expression. Projects will incorporate the exploration of Internet resources (such as online databases, visual simulations, and informational web sites) to conduct research, the use of technology-based communications (e-mail, word-processing), and the use of desktop publishing and presentation software (including scanned images, video, animation, and audio). The goal is to integrate technology in order to effectively engage students in activities that promote critical thinking, analyzing, making inferences, and problem-solving.

Instructional software is used extensively by students at all grade levels, particularly for reading comprehension (*Accelerated Reader*), mathematical concept development (*Accelerated Math*), expansion of language and vocabulary skills (especially for English Language Learners). Educational software is reviewed, evaluated and recommended by CUSD teachers prior to purchase. Future instructional software purchases will: 1) expand the variety of educational programs available for grades K-12, 2) focus on

programs that provide individualized instruction for special needs and ELL students, and 3) include applications that help improve student communication skills (reading and writing), such as graphic organizer software, web editing software, and video editing software. Consideration of software/courseware to be adopted will follow the recommendations and guidelines of the California Learning Resource Network (CLRN) project, which contains an element of “tied to research” in order to be state approved and recommended for purchase and use.

The district will implement use of technology to improve teaching and learning to support the following curricular goals and objectives.

Goal # 1 of 2: Students will have access to technology to increase academic achievement		
Objective 1 of 1: By June, 2017, technology will be utilized by all students throughout all curriculum areas to meet annual progress towards graduation.		
Benchmarks		
End of year 1: By June 2015, 50% of all Grade 9-12 students will access and utilize technology to communicate with instructional staff in Language Arts core classes to submit 1 curriculum based project to meet annual progress towards graduation.		
End of year 2: By June 2016, 75% of all Grade 9-12 students will access and utilize technology to communicate with instructional staff in Language Arts core classes to submit 1 curriculum based project to meet annual progress towards graduation.		
End of year 3: By June 2017, 100% of all Grade 9-12 students will access and utilize technology to communicate with instructional staff in Language Arts core classes to submit 1 curriculum based project to meet annual progress towards graduation.		
Evaluation Instrument(s): Data To Be Collected & Position(s) Responsible	Schedule for Evaluation	Program Analysis and Modification Process
Student technology use survey Principal Technology use Logs Principal Staff and Student Training Logs Principal Purchase Orders Principal Graduation Progress Logs Counselor	January and June of each year	Bi-annual review of equipment utilization, hours of operation, and student proficiency with technology tools to demonstrate academic proficiency will be the basis for evaluation of this goal. Trainings and extended learning opportunities will be evaluated for effectiveness

Goal # 2 of 2: Technology will become an effective instructional tool to enhance the teaching/learning process, enrich the learning environment, and raise student achievement		
Objective 1 of 1: By June 2017, all English Learner (EL) students will use technology to demonstrate their achievement in the K-12 core content area of English Language Development.		
Benchmarks		
End of year 1: By June 2015, all grade 9-12 EL students will use multimedia technology and word processing software to complete at least one standards-based assignment in the core content area of English Language Development.		
End of year 2: By June 2016, all grade 6-12 EL students will use multimedia technology and word processing software to complete at least one standards-based assignment in the core content area of English Language Development.		

<p>End of year 3: By June 2017, all grade K-12 EL students will use multimedia technology and word processing software to complete at least one standards-based assignment in the core content area of English Language Development.</p>		
<p>Evaluation Instrument(s): Data To Be Collected & Position(s) Responsible</p>	<p>Schedule for Evaluation</p>	<p>Program Analysis and Modification Process</p>
<p>Lessons and Assessment Tools Teachers Classroom Observations Principals</p>	<p>January and June of each year</p>	<p>Integration of appropriate technology in teacher designed standard-based instructional tools plus student proficiency with technology tools to demonstrate academic proficiency will be the basis for evaluation of this goal. Administrators' observations and evaluations will be included as additional levels of the effectiveness of the integration of technology into the classroom. Trainings will be evaluated for effectiveness and modified as needed.</p>

3e. Clear goals, measurable objectives, annual benchmarks & implementation plan for how and when students will acquire technology & information literacy skills needed to succeed in the classroom and the workplace

Implementation plan

The integration of technology into the CUSD high school graduation requirements lends itself to the need to instruct and set literacy benchmarks for all grades. Currently, CUSD has no established information or technology literacy skills benchmarks. With the increased use of technology in recent core adoption materials, there is an imperative need to support the technology skill development of all K-12 students. The district will establish grade span literacy benchmarks to address the progressive learning of technology skills to support the increased academic demands students will have to achieve. Technology skills alone do not guarantee quality learning experiences or student success. Information literacy goes beyond having access to and knowledge of how to use a computer. Technology skills and information literacy skills involve a deeper understanding of how and where to find information, the ability to judge whether that information is meaningful, and how best that information can be incorporated to assigned work and ultimately into the workplace. Through early access to technology literacy training, the opportunities to expand technological resources in the district will increase as students build their proficiency and have the desire to explore advanced technology. The appropriate technology will be implemented for each grade level, curricular area and ability level. Technology will facilitate learning in state content standards and state student performance standards areas. Acquisition of instructional-based technology including word processing, spreadsheets, databases, research via computer, graphics, desktop publishing, internet access, e-mail, interactive electronic curriculum, and multimedia networks will be taught in core curriculum areas as appropriate for the grade level.

The District will support the following goals, objectives and benchmarks for acquisition of technological and information literacy skills of students:

Goal # 1 of 1: Students will be able to apply technology and information literacy skills in curriculum-based research projects.		
Objective 1 of 1: By June 2017, 100% of all students in Grades 7-12 will appropriately apply technology and information literacy skills to satisfy curriculum-based research project objectives.		
Benchmarks		
End of year 1: By June 2015, 100% all students in Grades 11-12 will appropriately apply technology and information literacy skills to satisfy curriculum-based research project objectives in Social Science.		
End of year 2: By June 2016, 100% all students in Grades 9-12 will appropriately apply technology and information literacy skills to satisfy curriculum-based research project objectives in Social Science.		
End of year 3: By June 2017, 100% all students in Grades 7-12 will appropriately apply technology and information literacy skills to satisfy curriculum-based research project objectives in Social Science.		
Evaluation Instrument(s): Data To Be Collected & Position(s) Responsible	Schedule for Evaluation	Program Analysis and Modification Process
Research Project Objectives Teacher Research Project Results Teacher Student Survey Principal	January and June of each year	Site administration and site technology team will review student results to evaluate and determine the need for additional staff and student literacy training and software/hardware equipment. Modifications will be made as needed.

3f. Goals & an implementation plan that describes how CUSD will address the appropriate and ethical use of information technology in the classroom so teachers & students can distinguish lawful from unlawful uses of copyrighted works, including the following topics: the concepts and purpose of both copyright & fair use; lawful & unlawful downloading and peer to peer file sharing; & avoiding plagiarism.

Implementation plan

Recognizing the advances in technology, CUSD will provide course curricula in ethical and legal use of technology tools at all grade levels to educate students and staff about the concept, purpose, and the significance of the ethical use of information technology including copyright, fair use, plagiarism and the implications of illegal file sharing and/or downloading. CUSD instructional/teaching staff will provide appropriate grade level education to all students to ensure the appropriate and ethical use of information technology in the classroom. Staff will receive annual training on the appropriate and ethical use of information technology in the classroom and will integrate appropriate activities into their lesson plans. Students and parents will sign an Internet Use Agreement.

CUSD supports appropriate and ethical use of information technology with these goals and objectives:

Goal # 1 of 1: All students will be able to identify and distinguish between lawful and unlawful uses of technology.
Objective 1 of 1: By June 2017, all staff will be trained and 90% of all students in grades 4-12 will pass a

district designed grade-level technology survey on the ethical and legal uses of technology.		
Benchmarks		
End of year 1: By June 2015, 75% of all students in grades 9-12 will pass a district designed technology survey on the ethical uses of technology.		
End of year 2: By June 2016, 75% of all students in grades 5-12 will pass a district designed grade-level technology survey on the ethical uses of technology.		
End of year 3: By June 2017, all staff will be trained and 100% of all students in grades 4-12 will pass a district designed grade-level technology survey on the ethical and legal uses of technology.		
Evaluation Instrument(s): Data To Be Collected & Position(s) Responsible	Schedule for Evaluation	Program Analysis and Modification Process
Technology Survey Teacher Technology Survey Results Principal Ethics Staff Training Log Tech Staff	January and June of each year	Site administration and site technology team will review student results to determine needs for software/hardware equipment and staff/student literacy training on ethical and legal use of the Internet and make modifications as needed.

3g. Goals & an implementation plan to describe how CUSD will address Internet safety; including how students/teachers will be trained to protect online privacy & avoid online predators.

Implementation Plan

CUSD supports the need to educate students and staff about Internet safety education and follow CIPA guidelines. The district will provide appropriate grade level Internet safety education to all students to ensure the appropriate use of the Internet in the classroom as well as Internet safety education. Staff will receive annual training on the appropriate and ethical use of information technology in the classroom, including Internet safety education, and will implement appropriate grade level procedures in their lesson plans. This will include but not be limited to correct use of passwords and user names, classroom discussion on Internet safety, how to avoid online predators and cyber bullying, and acceptable use of social networking. CUSD will continue to enforce Internet filtering policies and spam/virus protection. Students and parents will sign an Internet Use agreement and student use of the Internet will be monitored by staff to assure procedures to protect online privacy and avoid online predators are followed grades K-12.

The District will implement Internet safety education for all students with these goals and objectives:

Goal # 1 of 1: Students will understand the importance of Internet Safety and use technology safely.
Objective 1 of 1: By June 2017, all teachers will teach internet safety. 90% of all students in grades K-12 will pass a district designed grade-level technology survey on Internet safety education.
End of year 1: By June 2015, all teachers will be trained and will include Internet safety in lessons. 75% of all students in grades 9-12 will pass a district designed technology survey on Internet safety education.
End of year 2: By June 2016, all teachers will be trained and will include Internet safety in lessons. 75% of all students in grades 5-12 will pass a district designed grade-level technology survey on Internet safety education.
End of year 3: By June 2017, all teachers will be trained and will include Internet safety in lessons. 90% of all students in grades K-12 will pass a district designed grade-level technology survey on Internet safety

education.		
Evaluation Instrument(s): Data To Be Collected & Position(s) Responsible	Schedule for Evaluation	Program Analysis and Modification Process
Technology Survey Teacher Technology Survey Results Principal Training Log Tech Staff	January and June of each year	Site administration and site technology team will review student results to determine needs for software/hardware equipment and staff/student literacy training on Internet Safety, and will monitor implementation of goals, objectives and benchmarks. Modifications will be made as needs are identified.

3h. Description of goals for district policy/practices that ensure equitable technology access for all students

Implementation Plan

With the high demands for direct instructional time, CUSD supports the need to expand access to technology resources beyond the classroom and regular instructional day, including before and after school and during lunch. As funding and personnel availability permit, technology will be made accessible to all students, teachers and other school staff in all subjects and in classrooms and alternative locations where instruction occurs. This will include provision of computers with Internet access and instructional software in every classroom, the Library/Media Center, and multiple labs. This affords access to learning by creating opportunities for remediation, intervention, and acceleration of grade level standards for all students. As expanded hours are available, the goal is also to provide staff with the appropriate training to support the technology needs of these students during these extended hours. Students with specialized needs (i.e. performing below grade level standards, receiving special education services, English Language Learners, students who are bussed to school, students with no technology access at home) have a need for technology resources which meet the demands of grade level instruction but are easily accessible at the students' instructional learning level. For some, mobile technology resources will provide immediate access in the classroom or the home. Through the review of adaptive technology resources the CUSD aims to address the specialized needs of this growing population of students. These measures are designed to increase learning opportunities for all students and improve overall student achievement.

The District will support the following goals, objectives and benchmarks for use of technology to ensure equitable access for all students:

Goal # 1 of 1: Technology tools will be used by school staff to support equitable access and increase student learning opportunities for all students.
Objective 1 of 1: By June 2017, site teams will review personnel availability and site technology instructional support materials and equipment to ensure materials are provided to meet the needs of identified students and to provide <u>all students</u> access to appropriate standards-based grade level instruction during the school day and beyond.
Benchmarks
End of year 1: By June 2015, site teams will review site technology instructional support materials and

equipment to ensure materials meet the needs of identified students to 1) access standards-based grade level instruction 2) recommend additional purchases to be acquired as needs are identified, and 3) recommend acquire additional purchases, and 4) as funds permit, add personnel hours as needed.		
End of year 2: By June 2016, site teams will review personnel availability, site technology instructional support materials and equipment to ensure materials meet the needs of identified students to access standards-based grade level instruction, recommend and acquire additional purchases and as funds permit, add personnel hours as needed to provide access to all students.		
End of year 3: By June 2017, site teams will review personnel availability and site technology instructional support materials and equipment to ensure materials are provided to meet the needs of identified students and to provide <u>all students</u> access to appropriate standards-based grade level instruction during the school day and beyond.		
Evaluation Instrument(s): Data To Be Collected & Position(s) Responsible	Schedule for Evaluation	Program Analysis and Modification Process
Site team review summaries Principals	January and June of each year	Integration of appropriate technology access, materials and personnel to support student achievement will be the basis for evaluation of this goal. Admin observations and evaluations will be included as additional levels to determine the effectiveness of the use of acquired technology and added staffing to support individuals with identified needs. Admin will monitor trainings, software/hardware purchases and software programs will be evaluated for effectiveness with modifications made as needed.

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

Implementation Plan

With the high demands for overall student achievement, staff must be supported via instructional leadership, classroom management and peer/mentor collaboration to bring forth positive impact upon student achievement throughout the process of improving the instructional program. CUSD is currently utilizing the AERIES student database system as a comprehensive student record keeping and assessment management tool. The AERIES system has successfully been brought into all classrooms for staff. By the end of the 2014 school year, with the improvement of networking capabilities in place, AERIES ABI is accessible by students and parents. The CUSD joined in a consortium with the Imperial County Office of Education to support a county-wide effort to utilize technology to increase the ease of the student assessment exchange. The DataDirector Program is the Internet-based service being utilized to achieve this goal. The acquisition of the Renaissance Program on-line services has also increased the

ongoing monitoring of student performance in Reading and Math. Staff will continue to be trained as needed and will use the data software to access student scores on local and state assessments and record and manage student grades in identified core curriculum areas.

The District will support implementation of the following goals, objectives and benchmarks for the use of technology as an effective assessment tool to improve teaching and learning:

Goal # 1 of 1: Technology will become an effective tool used by school staff to support the instructional improvement process			
Objective 1 of 1: By June 2017, 100% of the administrators and instructional staff will utilize the AERIES student database system and DataDirector to support assessment and academic progress monitoring in the instructional improvement process.			
Benchmarks			
End of year 1: By June 2015, 50% of the administrators and instructional staff will use AERIES.net to support assessment and academic progress monitoring in the instructional improvement process.			
End of year 2: By June 2016, 80% of the administrators and instructional staff will utilize the AERIES.net student database system and DataDirector to support assessment and academic progress monitoring in the instructional improvement process.			
End of year 3: By June 2017, 100% of the administrators and instructional staff will utilize the AERIES.net student database system and DataDirector to support assessment and academic progress monitoring in the instructional improvement process.			
Evaluation Instrument(s): Data To Be Collected & Position(s) Responsible		Schedule for Evaluation	Program Analysis and Modification Process
Assessment reports Purchase orders Staff Tech Survey Trainings	Principals Principals Principals Principals	January and June of each year	Bi-annual review of equipment utilization, assessment reports, and admin proficiency with technology tools to impact the instructional improvement process will be the basis for evaluation of this goal. Trainings, equipment purchases, and software programs will be evaluated for effectiveness and modifications made as needed.

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

Implementation plan

Increasing opportunities to improve the communication systems within the CUSD will ensure progress towards meeting federal and state guidelines to foster parental involvement throughout our educational system. Technology tools are assets and will be used for building networks of collaboration to ensure parents become active participants in the CUSD educational program. CUSD has provided all staff with an email account in order to support home to school communication. In addition, the introduction to AERIES ABI Parent and Student Portal allows parents and students to see their academic progress through this

technology tool. Currently, Calipatria High School is the most advanced site utilizing AERIES ABI site based tools. All sites have access to Parent or Student Portal. Possibilities for future implementation will be explored during implementation of the plan. Furthermore, providing parent trainings to access our curriculum-based website, school websites, and AERIES portal will support a learning environment for all members of our school community as we strive towards technological advancement in home to school communication.

CUSD supports the following goals, objectives and benchmarks for using technology to effectively promote two-way communication between home and school:

Goal # 1 of 2: Electronic communications will be used by the school staff to increase home to school communications.		
Objective 1 of 1: By June 2017, 100% of the school staff will have and utilize district internet-based assessment tools to provide student academic achievement information to parents.		
Benchmarks		
End of year 1: By June 2015, 100% of the school staff will have and utilize district emails to provide two-way communication with parents regarding classroom activities.		
End of year 2: By June 2016, 80% of the school staff will have and utilize district emails and Internet-based assessment tools to provide student academic achievement information to parents.		
End of year 3: By June 2017, 100% of the school staff will have and utilize district emails and Internet-based assessment tools to provide student academic achievement information to parents.		
Evaluation Instrument(s): Data To Be Collected & Position(s) Responsible	Schedule for Evaluation	Program Analysis and Modification Process
Parent Technology survey Principals Teacher survey Teachers Parent Contact Logs Teachers	January and June of each year	The site principal and school technology team will conduct a bi-annual review of staff proficiency with technology tools to impact home/school communication as well as analyze survey results. Trainings, parent survey results, and equipment purchases will be evaluated for effectiveness and modifications made as needed.

Goal # 2 of 2: Parents will be trained to utilize technology to support the instructional improvement process.		
Objective 1 of 1: By June 2017, each district school site will hold 3 annual technology trainings for parents to use internet tools to support the instructional improvement process.		
Benchmarks		
End of year 1: By June 2015, each district school site will hold 1 technology training for parents to build Internet literacy skills to support the instructional improvement process.		
End of year 2: By June 2016, each district school site will hold 2 technology trainings for parents to build Internet literacy skills to support the instructional improvement process.		
End of year 3: By June 2017, each district school site will hold 3 technology trainings for parents to build Internet literacy skills to support the instructional improvement process.		
Evaluation Instrument(s):	Schedule for	Program Analysis and

Data To Be Collected & Position(s) Responsible	Evaluation	Modification Process
Training Agendas and Sign Ins Principals Parent Technology survey Principals Teacher survey Teachers	June of each year	Annual review of parental involvement activities, parent participation, and staff proficiency with technology tools to impact home/school communication will be the basis for evaluation of this goal. Trainings, parent survey results, and equipment purchases will be evaluated for effectiveness and modifications made as needed.

3k. Monitoring and Evaluation:

In addition to data collection and analysis described under goals and objectives 3d through 3j, principals, in conjunction with their staff, school technology team members, and School Site Councils will annually review the benchmark and timeline plan developed for their school sites. These groups will provide recommendations to the principal for modification to their site plan and advisement for the district’s overall technology plan. Surveys, staff development goals, and technology logs will be the primary resources of evaluation tools. The principal, together with the technology coordinator, will monitor the implementation of the technology plan in all areas, thereby maintaining a consistent communication line to keep abreast of technology needs including computer maintenance and technical assistance. On an annual basis the principal will report to the CUSD technology planning team their site’s annual progress towards meeting the overall technology goals outlined in this plan. If parts of the plan are not being implemented according to the timeline, the Superintendent/designee/principal will take steps to make sure that this is corrected and/or go to the Board and stakeholders to revise the plan.

Indicators of Success:

- Increase in technology use throughout the district to improve academic achievement.
- Increase in technology literacy for instructional staff, administrators, students, and parents.
- Increase in appropriate technology resource purchases to meet identified needs for improving academic achievement.
- Staff will utilize and integrate technology in the learning process to improve student achievement
- Students will be actively engaged in attaining annual goals and objectives of the technology plan
- Attainment of annual technology goals and objectives.

4. PROFESSIONAL DEVELOPMENT COMPONENT

School and district professional development goals focus on training and skills that support increased levels of student motivation and enhance instructional activities. The goal of technological professional development is to provide training for all staff, teachers and administrators, on the use and application of technology for the support of overall student achievement. Over the next three years, the goals will include activities that foster increased use of technology for direct instruction through the use of presentation software, interactive content units, Internet assessments and grade books, web page development and web-based lessons. Technology training will continue to support advanced computer skills, software reviews and use of online teacher education sites. Administrators will be involved in professional development in technology resources to support the overall district technology plan goals and will provide site-based leadership in the implementation of integrating new technology tools into the instructional improvement process. The professional development goals for technology will support the overall professional development goals for the district, as outlined in district and site based plans.

4a. Summary of teachers' & administrators' current technology proficiency & integration skills & needs for professional development

CUSD has supported and encouraged staff to actively develop and enhance their technology skills as measured by district created technology self-assessment surveys. As additional data demonstrating discrete skills that include the Commission on Teacher Credentialing Standards 9 and 16 proficiencies becomes available, it will be attached to this plan. Teacher and administrator use of technology as an instructional tool has increased over the past three years. School site administrators have utilized district weekly planning time to support the development of site staff technology skill proficiency. Site based trainings have primarily focused on email and Internet use to increase the skill proficiency of staff. Available information on current assessment of teachers' and administrators' proficiency is will be collected during the 2014-2015 school year as curriculum strategies to support common core standards will be reviewed and a needs assessment conducted,

In collaboration with Imperial County Office of Education, teachers and instructional support staff have also been given the opportunity to advance their skills in multimedia presentations, accessing model lesson plans, and delivery of classroom instruction. Unfortunately, a limited number of instructional staff have taken advantage of these learning opportunities. Similarly, administrators have been provided the opportunity to expand their technological skills and often have time constraints that limit their ability to attend trainings held during school days. Too often site administrators have been introduced to technology tools and then due to their administrative workload find it difficult to afford the time to deepen their knowledge and explore the uses of these tools at their school site. With the broad differentiation in skills, the following technology skills will drive the professional development goals for CUSD over the next three years for teachers, instructional support staff, and administrators. These skills have been selected to support CUSD overall professional development goals in student achievement and district and site plans.

The Ed Tech Profile was a component utilized at all sites in previous years. Since the staff has not yet completed the current self-assessment this year, the following table refers to data based upon observation and administrative evaluation and highlights the areas CUSD plans to concentrate on to address staff needs throughout the district. Additional discrete skills from CTC Standards 9 and 16 will be added as further Professional Development needs are identified.

Data based on observation and administrative evaluation to be addressed during plan implementation

Technology Skill	Target Group	Percent Currently Demonstrating Skill
Create instructional materials and/ or develop lesson plans using multimedia technology	Teachers	50-60%
Deliver classroom instruction utilizing online resources	Teachers	40-60%
Communicate with parents, peers, and students via email	Teachers	60-80%
	Administrators	100%
Monitor individual student progress using AERIES student database system	Teachers	50%
	Administrators	100%
Feel competent to instruct students in basic technology literacy skills	Teachers	50%-60%
Monitor classroom management activities utilizing technological resources	Administrators	50%

4b Clear goals, measurable objectives, annual benchmarks & implementation plan for providing professional development based on district needs assessment data (4a) & the Curriculum Component objectives (3d- 3j)

Professional Development Goals Overview

- The District will provide professional development opportunities based on teaching and administrative staff needs assessment:
 - Technology training will support and meet teaching and administrative staff needs to meet State professional technology proficiency standards.
- The District will provide professional development opportunities based on the curriculum component:
 - Teachers will enrich the learning environment by using technology in the classroom.
 - Teachers, instructional support staff, and administrators will become proficient in utilizing district technology tools (hardware, software, and multimedia projects) to design and create standards-based aligned curriculum projects in the English Language Arts, Mathematics and Science instructional improvement process.

Plan Implementation

The district recognizes that a comprehensive professional development program is integral to successful implementation of this plan. The Associate Superintendent will work closely with Principals, the District technology staff, Teacher Mentors and Technology Mentors in implementing a Professional Development Plan to address identified needs. The Professional Development component includes teacher training in

the use of technology hardware and appropriate software applications as an integral component of curriculum. The plan will provide for flexible training opportunities and modeling of effective use of technology in the classroom. The plan will also include teacher training in technology as a tool for developing standards-based assessments, analyzing data, monitoring progress, content delivery, grading/attendance, and communication with parents. In addition, resources will be used to prepare one or more teachers at each site to become technology leaders to support district and site professional development technology needs.

CUSD teachers will learn to effectively integrate technology into their instruction through ongoing professional development and will include technology lesson plans to support the curriculum component. During the 2012-2013 school year, the instructional staff at Grace Smith School successfully completed 3 days of training on the IPAD. The IPAD has now become a daily tool for staff to use with their students on Grace Smith campus. In addition, staff development provided by publisher approved technology trainers focuses on the role of the teacher to successfully deliver the on-line curriculum component of their educational software. K-12 teachers also participate in annual technology trainings to support classroom instructional practices provided by Imperial County Office of Education Technology staff. Continuing professional development in technology integration for grades K-12 will be provided through representatives from the San Diego and Imperial County Offices of Education based on the needs assessment data provided by the district technology self- assessments. District staff continues to support ongoing technology training to address academic progress in the core adopted instructional materials. As the district approves and adopts instructional materials aligned to the California Common Core State Standards, technology trainings required to successfully deliver all components of the adopted curriculum instructional materials will be provided. These trainings may include PowerPoint, media software applications, Google Tools, Digital Media, and on-line web-based tools.

Teachers will be trained, assisted, and supported in making the transition from traditional teaching methods to project-based instruction. In addition, teachers, instructional support staff, and administrators will develop proficiency in using technology tools such as e-mail, Internet-based resources, instructional software, digital media, and web-based communications to improve the quality of instruction and assessment.

Goals, Objectives and Benchmarks

Provide professional development opportunities based on staff needs assessment:

Goal #1: Technology training will support and meet school administrative and teaching staff needs to meet State technology proficiency standards.
Objective 1 of 1: By June 2017, 100% of teachers, instructional support staff, and administrators will have participated 3 site-based inservice sessions to learn to utilize technology and increase their technology literacy proficiency.
Benchmarks
End of year 1: By June 2015, 100% of teachers, instructional support staff, and administrators will complete 1 site-based technology training to increase their technology literacy proficiency in Microsoft PowerPoint.
End of year 2: By June 2016, 100% of teachers, instructional support staff, and administrators will complete 2 site-based technology trainings to increase their technology literacy proficiency in Microsoft PowerPoint, and Google Tools.

End of year 3: By June 2017, 100% of teachers, instructional support staff, and administrators will have participated in 3 site-based inservice sessions to learn to utilize technology and increase their technology literacy proficiency in Microsoft PowerPoint, Google Tools, and Digital Media.		
Evaluation Instrument(s): Data To Be Collected & Position(s) Responsible	Schedule for Evaluation	Program Analysis and Modification Process
Staff Tech Survey Staff/Principal Attendance records Tech trainers Training Agendas Tech trainers	January and June of each year	Annual review of technology self- assessment survey results will be the basis for evaluation of this goal. Trainings will be evaluated for their effectiveness and results used to plan future action and make modifications as needed.

The District will provide professional development opportunities based on Curriculum Component:

Goal 1 of 2: Teachers will enrich the learning environment by using technology in the classroom.		
Objective 1 of 1: By June, 2017, 100% of teachers grades K-12 will explore and incorporate technological resources into the learning environment to meet technology goals, and will utilize technology to design curriculum projects incorporating internet-based and/or technology resources into all core areas they instruct.		
Benchmarks		
End of year 1: By June 2015, 100% of teachers grades K-12 will explore and incorporate technological resources into the learning environment to meet technology goals, and will utilize technology to design curriculum projects incorporating internet-based and/or technology resources into Language Arts and Social Science core areas they instruct..		
End of year 2: By June 2016, 100% of teachers grades K-12 will explore and incorporate technological resources into the learning environment to meet technology goals, and will utilize technology to design curriculum projects incorporating internet-based and/or technology resources into all Mathematics and Science core areas they instruct.		
End of year 3: By June, 2017, 100% of teachers grades K-12 will explore and incorporate technological resources into the learning environment to meet technology goals, and will utilize technology to design curriculum projects incorporating internet-based and/or technology resources into all core areas they instruct.		
Evaluation Instrument(s): Data To Be Collected & Position(s) Responsible	Schedule for Evaluation	Program Analysis and Modification Process
Staff Tech Surveys Teachers/principal Lesson plans Teachers	January and June of each year	Annual review of technology self- assessment survey results will be the basis for evaluation of this goal. Trainings and lesson plans will be evaluated for their effectiveness and results used to make modifications as needed.

Goal #2 of 2: Administrators/teachers/technology coordinators will become proficient in utilizing district technology management tools to support the overall instructional improvement process.			
Objective 1 of 2: By June 2017, 100% of administrators and site technology coordinators will provide training to their instructional staff to utilize the AERIES student database system and DataDirector to monitor on-going student progress and adjust instruction to meet the needs of all students.			
Benchmarks			
End of year 1: By June 2015, 100% of administrators and site technology coordinators will provide training to their instructional staff to utilize the AERIES student database system and DataDirector to create quarterly benchmark exams aligned to Common Core State Standards to monitor on-going student progress and adjust instruction to meet the needs of all students in Language Arts.			
End of year 2: By June 2016, 100% of administrators and site technology coordinators will provide training to their instructional staff to utilize the AERIES student database system and DataDirector to create quarterly benchmark exams aligned to Common Core State Standards to monitor on-going student progress and adjust instruction to meet the needs of all students in Mathematics.			
End of year 3: By June 2017, 100% of administrators and site technology coordinators will provide training to their instructional staff to utilize the AERIES student database system and DataDirector to create quarterly benchmark exams aligned to Common Core State Standards to monitor on-going student progress and adjust instruction to meet the needs of all students in Social Science.			
AERIES Trainings/Sign Ins DataDirector Trainings/Sign Ins Quarterly Assessment Reports AERIES Accessibility Assessment Summaries	Principals Principals Teachers Tech Staff Principals	January and June of each year	Utilization of AERIES student database and DataDirector by administrators and staff to directly impact monitoring of on-going student progress will be the basis for evaluation of this goal. Trainings and software support will be evaluated for effectiveness and modified as needed.

Objective 2 of 2: By June 2017, 100% of Grade 5-12 teachers will be trained to access the AERIES student database system and DataDirector to monitor on-going student progress, adjust instruction to meet the needs of all students and will interface content assessment information with technology assessment programs to improve teaching and learning.			
Benchmarks			
End of year 1: By June 2015, 100% of Grade 5-12 teachers will be trained to utilize the AERIES student database system and DataDirector to monitor academic progress in English Language Arts.			
End of year 2: By June 2016, 100% of Grade 5-12 teachers will be trained to utilize the AERIES student database system and DataDirector to monitor academic progress in Mathematics.			
End of year 3: By June 2017, 100% of Grade 5-12 teachers will be trained to access the AERIES student database system and DataDirector to monitor on-going student progress, adjust instruction to meet the needs of all students and will interface content assessment information with technology assessment programs to improve teaching and learning in English Language Arts and Mathematics.			
AERIES Trainings/Sign Ins DataDirector Trainings/Sign Ins Quarterly Assessment Reports AERIES Accessibility	Principals Principals Teachers Tech Staff	January and June of each year	Utilization of AERIES student database and DataDirector by administrators/teachers/staff to directly impact monitoring of on-

Assessment Summaries	Principals		going student progress will be the basis for evaluation of this goal. Trainings and software support will be evaluated for effectiveness and modified as needed.
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4c. Process that will be used to monitor Professional Development (4b) planned implementation, including roles & responsibilities

In addition to data collection and analysis described under goals, objectives and benchmarks in 4b, (pages 21-24), principals, in conjunction with their site technology coordinators, teachers, and instructional support staff, and school site councils will annually review the benchmarks and timeline plan developed for each school site to determine how effective the school was in meeting goals established. These groups will provide recommendations to the principal for modification to their site plan and input for the district’s overall technology plan. Surveys, staff development goals, and technology logs will be the primary resources of evaluation tools. The principal, together with the Associate Superintendent, will annually monitor the implementation of the technology plan in all areas, thereby maintaining an on-going communication line to keep abreast of technology needs including computer maintenance and technical assistance. The principal will monitor implementation and progress annually 1) to ensure all staff members update their skills inventory on the district self-assessment each year and 2) to assess current technology skills and determine future professional development needs. Principals will report their site’s progress towards meeting the overall technology goals outlined in this plan on an annual basis to the CUSD technology planning team. If components of the plan are not being implemented according to the timeline, the Superintendent/designee/principal will take steps required to ensure that appropriate modifications are made and/or go to the District Board and stakeholders to revise the plan.

5. INFRASTRUCTURE, HARDWARE, TECHNICAL SUPPORT AND SOFTWARE COMPONENT

5a. Existing hardware, Internet access, electronic learning resources, and tech support already in the district that will be used to support the Curriculum and Professional Development components (Sections 3 and 4) of the plan.

Calipatria Unified School District has category 5e and category 6 cables to their computers using Cisco switches connected to a 2 gigabyte fiber backbone. Grace Smith School connects to Calipatria Unified School District via a T-1 line. All of the other schools connect to CHS through the fiber optic network. The district is participating in the Imperial Valley Telecommunications Authority (IVTA) that supports the networking of all schools and government agencies through high-speed fiber optics network. The Imperial County Office of Education provides Internet access via this fiber optic connection. Imperial County Office of Education provides web-filtering services to all computers students use. Students and parents must sign an Internet use agreement that informs parents and students of the risk involved in internet use.

Classrooms within the district have a minimum of three multimedia computers that have access to the Internet and local servers. The computers are equipped with CD-ROMS, sound cards and network cards. Schools have access to Accelerated Math and Reader programs in addition to various grade level programs. Language Arts courses are supported by Accelerated Reader, STAR Reading, Reading/Language Performance Series, and Houghton Mifflin/McDougal Littell core curriculum reference materials. Mathematics courses are supported by Accelerated Math, STAR Math, Math Performance Series, Houghton Mifflin/McDougal Littell core curriculum reference materials. Science, Social Science, Visual Arts, and Foreign Language courses all utilize Microsoft Office applications as well as specialized software to meet their individual department needs (i.e. AUTOCAD, Adobe PhotoShop, and Adobe Illustrator).

All classrooms have multiple network connections of either Cat5e or Cat 6 cable installed. Network cable is utilized through our campuses for telephone communications via Voice-over-IP technology. Telephones are located in all offices and classrooms for all sites. Coax cable has been installed in classrooms at the high school with the intention to facilitate school broadcast of announcements, local television, etc. Currently each class has a minimum of three internet connections. The High School has the ability to participate in distance learning activities, and video conferences. The district has a Web and E-mail server. Televisions, LCD projectors, Laptops, video cameras, wireless systems and portable computers are available for teachers to check out and use in their classrooms. The local area network is sufficient to handle current needs. Electrical capacity is sufficient for current needs and the near future.

Cell phones have been provided to administrators and key personnel as necessary. The district has purchased a district wide anti-virus protection program that is installed on every district computer and is managed through the site servers. A central alarm system is in place in various offices and classes. All classrooms/labs are kept locked after hours.

Hardware:

- The classrooms, labs, and all offices operate in a Windows PC environment.
- All of the computers at CUSD are multimedia capable having a CD-ROM and Internet access.

- The current ratio of multimedia computers to students is at least 1 computer for every 10 students.
- A digital video education program is in the design process to address Common Core State Standards. A computer, digital camera, and software are utilized for this purpose.

Technical Support: The District is committed to sustaining the schools' technology resources and telecommunications infrastructure including system maintenance, upgrading, and technical support. The CUSD Board of Trustees acknowledges the critical role of technology in education and has strongly supported the creation of the infrastructure. CUSD has made a long-term commitment to ensuring the allocation of funds necessary to purchase, upgrade and maintain technological resources. As previously mentioned, the District supports one full-time position to support technology in the district. They are available during school hours and summers. Additionally, several of the staff is proficient in doing basic troubleshooting.

Staff development, in the use of technology, has been provided by ICOE and teachers at the local sites. Each school in the district has staff members who are technologically proficient and assist with staff training in both group and individual settings.

In order to promote the successful integration of technology-based instruction, students and teachers must be able to rely on an effective technical infrastructure and on prompt technical support. CUSD has collaborated with the Imperial County Office of Education to design a reliable infrastructure. Internet access is provided via a fiber optic connection through the Imperial County Office of Education. The district employs one full-time and one part-time technician to provide troubleshooting and technical support. In addition, trained staff members serve as site "technology experts", providing assistance and support to students and staff.

Assistance in purchase of new equipment: The district technician and technology resources (i.e., Imperial County Office of Education Technology staff and school site technology resource teachers) provide input on new equipment resources.

Assistive technologies for special-needs students: There is a software program for the visually impaired installed on multiple computers called JAWS (Job Access With Speech). It provides assistance for the visually impaired to access information from a Windows computer. This program is provided by the Imperial County Office of Education.

Outside Technology Resources are available at the local library. There are two multimedia computers with Internet access for patrons. The Steps of Success Program has local computer labs available to the youth after school.

Classrooms within the district have a minimum of three multimedia computers that have access to the internet and local servers. The computers are equipped with CD-ROMs, sound cards and network cards. Computers are consistently evaluated and replaced accordingly.

The local area network is sufficient to handle current needs. The District upgraded the network switches to increase the network back-bone to gigabit speeds. Smaller network switches have been purchased for certain classrooms throughout the district to allow for expandability. Electrical capacity is sufficient for

current needs and the near future. We continuously purchase surge protectors and battery backup systems for vital systems and servers. As our campuses have expanded within the realm of technology, wireless equipment has been setup to allow Internet and network access to remote areas around the schools. This will allow untethered network access for laptops and PDA devices in areas such as gyms, boardrooms, libraries and other recreational facilities throughout our campuses. iPods, utilizing our wireless network, allow our Physical Education instructors access to online attendance, grades and reporting while still being able to supervise students in the gym or outdoor areas.

The district has incorporated Voice-over-IP technology into its network infrastructure to maintain a uniformed phone system throughout our sites. The district has used cell phones to ensure the availability of administrators and key personnel.

As administrative tasks have become more complex and time critical, VPN access has been implemented for administration and other key personnel to allow them remote access to the district's network. This will assist in providing support to other staff via remote management.

CUSD continues to provide staff development in the area of technology, including whole site training and individual teacher training. The district's technology staff provides staff support in the provision of direct student services e.g., the Accelerated Reader Program. Optimal usage of technology during instruction time is also facilitated by the technology staff.

The relationship between existing technology and specific implementation needs is described in the following section.

5b. Description of technology hardware, electronic learning resources, networking & telecommunications infrastructure, physical plant modifications & technical support needed to implement the plan

District needs encompass building on the current resources described in 5a. As our campuses have expanded within the realm of technology, wireless equipment has been set up to allow Internet and network access to remote areas around the schools.

Routine maintenance and testing must be done to insure the consistency and integrity of the fiber optic backbone. Older fiber optic lines and/or routes will need to be recertified, tested and possibly replaced (as needed) to insure maximum connectivity. This will require the proper equipment and training for our technology staff.

To maximize existing technology CUSD needs include:

- Purchase of surge protectors and battery backup systems for vital systems and servers
- Evaluation and replacement of computers
- Maintenance and testing of the fiber optic backbone
- Untethered network access for laptops and PDA devices
- Continued professional development including whole site training and individual teacher training.
- Technical support for all technology aspects of plan implementation.

District minimum standards for purchase of new computers: Classroom computers will have at least 1GB of Ram, 160 GB hard drives, CDR/DVD-ROM drives, Ethernet connections, and a 3 year warranty is recommended

List of the hardware needed to support and maintain current and future infrastructure needs:

2014-2015	<ul style="list-style-type: none"> ✓ 50-60 replacement computers ✓ Upgrade computers to Windows7 (or comparable OS) ✓ Upgrade Servers (BYMS and Fremont) ✓ Computer Supplies & Replacement Components ✓ Interactive classroom response systems & whiteboards ✓ LCD Projectors and mounting equipment ✓ Upgrade/Additional Video Surveillance equipment (as needed) ✓ Centralized alarm system
2015-2016	<ul style="list-style-type: none"> ✓ 50-60 replacement computers ✓ Computer Supplies & Replacement Components ✓ New Servers (Virtual server, Email, communications, etc.) ✓ Upgrade/Additional Video Surveillance equipment (as needed) ✓ Upgrade/Additional Wireless equipment (as needed) ✓ Upgrade/Additional Phone system equipment ✓ Infrastructure (switches, internal connections) upgrades
2016-2017	<ul style="list-style-type: none"> ✓ 50-60 replacement computers ✓ Computer Supplies & Replacement Components ✓ New server upgrades (e.g. Student Data Management System, DNS, DHCP, Web, & various application services) ✓ Upgrade/Additional Video Surveillance equipment (as needed) ✓ Interactive Multimedia for Instructional use (whiteboards, etc.) ✓ Mass Network Storage Array ✓ Internal Web services ✓ Video Conferencing systems

In summary, technology needs include new Multimedia computers, network switches to allow expandability within certain classrooms, and wireless equipment. Computers and other items to be acquired in the next three years are listed in the goals, objectives and benchmarks of 6b Funding and Budget on pages 38-39.

Electronic learning resources, networking & telecommunications infrastructure, physical plant modifications & technical support needed

As explained in the goals and objectives in 5c pages 30-35:

- Infrastructure components including communication servers, network infrastructure and classroom switches to insure maximum connectivity throughout our network will be in assessed and added as needed during plan implementation.
- CUSD will provide a high speed Internet connection and wireless connectivity for all district sites through Imperial Valley Communications Network and high speed Internet connections to allow use of wireless technology tools (such as tablets/IPADS) and online resources including video conferencing and distance learning for all school sites.

- Input from teachers, administrators and other instructional staff will be the basis for identifying technology tools needed to enhance the integration of technology into the curriculum.

Specific needs are described in 5d pg 35 and in 6 Funding and Budget, pgs 36-40. In summary:

- Inventories will be made to determine specific needs for technology hardware and software for instructional value to support common core based instruction in Language Arts, Mathematics and Science.
- School staff will review available technology hardware and software for instructional value to support common-core based instruction.
- Software and hardware in the classrooms will be acquired, upgraded and maintained to meet instructional needs throughout the implementation process.
- Technical support is essential throughout plan implementation. As needs are identified, funding will be sought to provide additional hours for technology assistants and classified employees who currently provide technical support.
- The district will also collaborate with county resources to access the most reliable information to maintain an effective networking system capable of addressing the district's technology use and needs.
- District technology staff will receive appropriate training to provide the technical support to maintain the network and will also actively participate in ICOE Technology network advisory meetings.

5c. List of clear annual benchmarks & a timeline for obtaining the hardware, infrastructure, learning resources & technical support required to support components described in 5b

CUSD is committed to improving the technology infrastructure to accommodate present and future network needs. This upgrade includes future plans mentioned in 5a and 5b (plus the investigation of newer technologies such as interactive classroom media devices and tablet computers). It is our goal to maintain and/or upgrade infrastructure to meet curricular and professional growth goals, to integrate technology into each classroom and into each subject area of the curriculum; to make computers accessible to all students; to maintain and upgrade technology resources in a timely and cost effective way, and to purchase additional software needed to carry out staff development and curriculum goals. Goals, objectives and benchmarks for implementation of the plan follow.

Goals for obtaining the needed technical support to support Technology Plan components:

Goal # 1 of 1: Provide on-site technical support on an on-going basis
Objective 1 of 1: By June 2017, the integrity and capacity of the school computers will have been upgraded to meet student needs and technology staff will be trained to maintain the integrity and capacity of school computers system through on-going collaboration with the ICOE Technology Department.
Benchmarks
End of year 1: By June 2015, 100% of district technology staff will be trained to troubleshoot basic hardware and networking problems for upgrades to Windows 7 OS for all site computer labs.
End of year 2: By June 2016, 100% of district technology and site technology staff will be trained to troubleshoot basic hardware and networking problems for upgrades to Windows 7 OS for all site computers.
End of year 3: By June 2017, the integrity and capacity of the school computers will have been upgraded to meet student needs and staff will be trained to maintain the integrity and capacity of school computers

system through on-going collaboration with the ICOE Technology Department.		
Evaluation Instrument(s): Data To Be Collected & Position(s) Responsible	Schedule for Evaluation	Program Analysis and Modification Process
Site administrators District Technician - service records (District office personnel) Staff Tech Survey	On-going reports to site administrator Yearly online and site surveys	Site administrator will work with District Technology staff to evaluate school technical support needs.

Goal # 1 of 3: Provide high speed Internet access connections for all school sites.		
Objective 1 of 1: By June, 2017, CUSD will provide a high speed Internet connection and wireless connectivity for all district sites through Imperial Valley Communications Network and high speed Internet connections to allow use of wireless technology tools (such as tablets/IPADS) and use of online resources including video conferencing and distance learning for all.		
Benchmarks		
End of year 1: By June 2015, CUSD will provide a high speed Internet connection and wireless connectivity through Imperial Valley Communications Network and high speed Internet connections to allow use of online resources including video conferencing and distance learning for Calipatria High and Bill Young Middle School.		
End of year 2: By June 2016, will provide a high speed Internet connection and wireless connectivity for all district sites through Imperial Valley Communications Network and high speed Internet connections to allow use of online resources including video conferencing and distance learning for all.		
End of year 3: By June, 2017, CUSD will provide a high speed Internet connection and wireless connectivity for all district sites through Imperial Valley Communications Network and high speed Internet connections to allow use of wireless technology tools (such as tablets/IPADS) and online resources including video conferencing and distance learning for all school sites.		
Evaluation Instrument(s): Data To Be Collected & Position(s) Responsible	Schedule for Evaluation	Program Analysis and Modification Process
IVTA meeting notes/handouts Record of video conferencing & distance learning activities (District office personnel) Staff evaluation (Site principal) Staff Tech Survey school summaries	End of each school year, as appropriate during IVTA meetings.	The site administrator will participate as agency representative to IVTA and will regularly report progress on high- speed access to staff, SSC and school board.

Goal # 2of 3: Update District Internet Use policies		
Objective 1 of 1: By June 2017, Internet Use policies will be updated on a yearly basis and communicated to students, teachers and the community.		
Benchmarks		
End of year 1: By June 2015, the school staff will work with ICOE support staff to update current Internet policies for all users of district equipment.		
End of year 2: By June, 2016, Internet Use Policies will be included in the teacher and student handbooks. Internet Use Policies will be posted in each classroom.		
End of year 3: By June 2017, Internet Use policies will be updated on a yearly basis and communicated to students, teachers and the community.		

Evaluation Instrument(s): Data To Be Collected & Position(s) Responsible	Schedule for Evaluation	Program Analysis and Modification Process
Superintendent/designee/Principal, New policy adopted by the school board	Annually	Policy reflects technology change in use

Goal # 3 of 3: Replacement of infrastructure for various network services		
Objective 1 of 1: By June 2017, The District will have completed the replacement/upgrade of critical infrastructure equipment including communication switches to insure maximum connectivity throughout our network		
Benchmarks		
End of year 1: By June 2015, the District will seek funding to update infrastructure components including communication servers, network infrastructure and classroom switches.		
End of year 2: By June 2016, the District will have completed the replacement of communication servers and network switches.		
End of year 3: By June 2017, the District will have completed the replacement/upgrade of critical infrastructure equipment including communication switches to insure maximum connectivity throughout our network.		
Evaluation Instrument(s): Data To Be Collected & Position(s) Responsible	Schedule for Evaluation	Program Analysis and Modification Process
Superintendent/designee/Principal, will oversee the replacement of equipment on a annual basis	June of each year of implementation	Policy reflects technology change in use

Goals for obtaining the needed learning resources to support Technology Plan components:

Goal # 1 of 3: Provide upgraded software to support administrative and instruction needs and maintain software through upgrades and acquisition of new software products.		
Objective 1 of 1: By June 2017, software and hardware for the classrooms will be acquired, upgraded and maintained to meet instructional needs.		
Benchmarks		
End of year 1: By June 2015, an inventory of all school technology hardware and software will be completed. Evaluations and bids for all software and hardware will begin.		
End of year 2: By June 2016, inventories will be updated and purchase of equipment will begin.		
End of year 3: By June 2017, software and hardware in the classrooms will be acquired, upgraded and maintained to meet instructional needs.		
Evaluation Instrument(s): Data To Be Collected & Position(s) Responsible	Schedule for Evaluation	Program Analysis and Modification Process
Technology Hardware & Software Inventories (District office personnel).	A bi-annual update of inventory will be done prior to September and April of each school years	Inventory will be reviewed on an ongoing basis to reflect current level of new technology availability and needs for upgraded software.

Goal # 2 of 3: Investigate and provide technology to enhance instruction in the classroom		
Objective 1 of 1: By June 2017, technology to enhance instruction in the classroom will have been purchased and will be used on a regular basis to support integration of technology into the curriculum.		
Benchmarks		
End of year 1: By June 2015, school staff will review available technology hardware and software for instructional value to support common-core based instruction in Language Arts. Purchasing will be planned for following school year.		
End of year 2: By June 2016, school staff will review available technology hardware and software for instructional value to support common-core based instruction in Mathematics. Purchasing will be planned for following school year.		
End of year 3: By June 2017, school staff will review available technology hardware and software for instructional value to support common-core based instruction in Social Science. Purchasing will be planned for following school year.		
Evaluation Instrument(s): Data To Be Collected & Position(s) Responsible	Schedule for Evaluation	Program Analysis and Modification Process
Staff needs review data Equipment purchases through modernization project. Site administrators are responsible for managing staff development.	Instructional hardware and software will be evaluated on a yearly basis or as information becomes available during the year. School staff will review strengths and weaknesses of proposed equipment.	Manufacturers or school users will be contacted to provide either additional information or a demonstration of hardware. One classroom will serve as a pilot for new equipment prior to decision to purchase for additional classrooms.

Goal # 3 of 3: The district will participate with county agencies to provide connection to and maintenance of high speed connectivity for the school		
Objective 1 of 1: By June 2017, CUSD will connect to, provide and maintain high speed bandwidth via the IVTA Fiber Optic Network.		
Benchmarks		
End of year 1: By June 2015, the district will continue to be a participating agency in the Imperial Valley Telecommunications IVTA Network.		
End of year 2: By June 2016, the district will continue to be a participating agency in the Imperial Valley Telecommunications IVTA Network.		
End of year 3: By June 2017, the IVTA fiber network will provide and maintain high-speed bandwidth for the district.		
Evaluation Instrument(s): Data To Be Collected & Position(s) Responsible	Schedule for Evaluation	Program Analysis and Modification Process
IVTA invoices, meetings, agendas and minutes shall be reviewed by Technology Coordinator and/or other administration directly involved in technology planning.	Prior year notice will be required to withdraw from IVTA as a participating agency.	On going review of progress via monthly IVTA meetings.

Annual Benchmarks and Timeline for plan components identified in section 5b.

In addition to the following timeline, specific action steps are described in the benchmarks on pages 38 through pages 40 in section 6, Funding and Budget.

2014-2015

Hardware	Replace 10 obsolete computers per site Computer Supplies & Replacement Components (Hard Drives, Removable Storage Units, Network Cards, etc) 25-30 computers for BYMS Computer Lab Lab Replacement(s) – CH Lab 2 (RM#26) 2 classroom sets of interactive response systems Additional Alarm system zones for CHS Video Conferencing equipment
Infrastructure/ Networking	Continue using ICOE as internet service provider Annual Service Contracts & Upgrades (Cisco, Anti-virus, etc.) Wireless Infrastructure in public access areas (Gyms, Cafeterias, Boardrooms, and Meeting areas) UPS Service Contracts – Renewal
Electronic Learning Resources: Software/ Courseware	Microsoft Office licensing additions/upgrades Begin deploying Windows 7 <i>or equivalent</i> Upgrade Telephone system management software Annual Renaissance Place Licenses Aeries software - Renewal Content based software
Person(s) Responsible	CNE & Principals

2015-2016

Hardware	Replace 10 obsolete computers per site Computer Supplies & Replacement Components (Hard Drives, Removable Storage Units, Network Cards, etc) Mounted Projectors in all <u>Core Content</u> classrooms - BYMS Upgrade security cameras for all sites Upgrade Alarms systems Portable WIFI phones Lab Replacement(s) – FPS Lab, BYMS and CHS Library Switch upgrades / Infrastructure / Communications servers
Infrastructure/ Networking	Continue using ICOE as internet service provider Annual Service Contracts & Upgrades (Cisco, Anti-virus, etc.) Extended Wireless coverage throughout campus areas
Electronic Learning Resources: Software/ Courseware	Microsoft Office licensing additions/upgrades Upgrade all computers to Office 2007 <i>or equivalent</i> Decommission Windows XP OS (Reached EOL as of April, 2014) Annual Renaissance Place Licenses Aeries Service Contracts

	Content based software
Person(s) Responsible	CNE & Principals

2016-2017

Hardware	Replace 10 obsolete computers per site Lab Replacement(s) – GSS Lab, CHS Lab1 Computer Supplies & Replacement Components (Hard Drives, Removable Storage Units, Network Cards, etc) Virtual Server Configurations Replace Core servers (DNS, DHCP, Web, Email, Data management, etc) Additional security cameras for all sites Mounted Projection Systems in site meeting areas (cafeteria, library, gym) Interactive Multimedia for Instructional use (whiteboards, etc.)
Infrastructure/ Networking	Continue using ICOE as internet service provider Annual Service Contracts & Upgrades (Cisco, Anti-virus, etc.) Extend Wireless throughout all campus areas
Electronic Learning Resources: Software/ Courseware	Microsoft Office licensing additions/upgrades Annual Renaissance Place Licenses Aeries Service Contracts Content based software Online Courseware
Person(s) Responsible	CNE & Principals

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

In addition to specific benchmarks, timeline of activities, roles and responsibilities described in the goals, objectives benchmarks and implementation plan in 5b and 5c, pages 28-35, CUSD will work cooperatively with the Imperial County Office of Education, Instructional and Business Technology Departments to monitor and evaluate the capacity and usefulness of hardware and software at the district. Using the expertise of ICOE, the district will purchase and maintain connectivity and equipment to meet the needs of students in the classrooms and school staff. The district will review equipment and hardware needs during yearly budget evaluations and approvals of the governing board. The School Site Council will review and approve school categorical budgets, which include equipment purchases and maintenance costs. As a participant with the Imperial Valley Telecommunication Network, CUSD will collaborate with other participating agencies to assure high-speed connectivity to all agencies and work to maintain the network with the network administrator, ICOE.

6. FUNDING AND BUDGET COMPONENT

6a. List of Established and Potential Funding Sources

CUSD has a high level of technology resources for its size. Over the past 10 years major funding has come from State and Federal technology grants. The District is committed to providing students with the latest technology while maintaining at least a 1:10 computer/student ratio. During implementation, CUSD hopes to lower the ratio as funds permit. The District has consistently allocated funding for upgrading computer technology. A technology support technician works 40 hours per week to maintain computers and the network and to teach staff and students.

Funding Sources:

- General fund
- State and Federal block grants – when available
- E-rate funding
- State technology grants

Established Funding Source
Microsoft Voucher GPV
Microsoft Voucher SV
Title 1
E-rate discounts district average
Other federal and state funding as available
General Fund as Available
Potential Funding Source
One-time Block Grants
Local Donations
Content based funding or donations

Cost Savings Strategies:

- Software purchased through K-12 voucher dollars receives a substantial discount.
- The district relies on the advice of the Imperial County Office of Education that provides assistance with any hardware and infrastructure purchases
- Computers will be purchased with 3-year maintenance plans so that repair is not usually an added expense
- Grant opportunities are regularly sought
- Calnet contract and E-rate funding provide substantial discounting and funding sources for equipment

Funding and Budget Needs:

- Develop consistent funding sources and allocate a percentage of annual budgets for technology
- Develop community partnerships to leverage costs
- Provide for additional technical support if additional technology is added

The budgets for the next three years are as follows:

6b. Estimate Annual Implementation Costs for the Term of the Plan

CUSD recognizes the importance of providing funds required to support implementation of the curricular, professional development, infrastructure, hardware, technical support and electronic learning resource needs described in detail throughout this plan. The following table addresses the total cost of ownership and reflects reasonable estimates based on current and future costs for plan implementation from July 1, 2014, to June 30, 2017.

Budget Code	Year 1	Year 2	Year 3	Justification for Expenses
1000 Certificated employees	\$1,728	\$1,850	\$2,040	Technology Assistant(s)
2000 Classified employees	\$60,587	\$62,907	\$65,308	Technology Staff Salary
3000 Employee Benefits	\$17,001	\$17,511	\$18,036	Technology Staff Benefits
4000 Materials & Supplies	\$35,378	\$37,954	\$39,402	Data/Assessment System, Content Based programs, software to support common core based instruction in Language Arts, Mathematics and Science, Aeries Software, Renaissance Place, CAHSEE Prep, etc.
5000 Other Services & Operating Expenses	\$25,250	\$25,500	\$30,000	Connectivity Charges Hardware/Network maintenance Professional Development Contract Services
6000 Equipment	\$60,500	\$71,250	\$75,150	Replacement Computers & Servers, Switches, Projectors, Wireless equipment, Surveillance hardware, etc.
Total	\$200,444	\$216,972	\$229,936	

Goals, Objectives, & Benchmarks:

Goal # 1 of 2: Utilize local community resources (including County-wide) and develop industry partnerships to leverage costs of upgrades to and replacement of technology resources.		
Objective 1: Identify potential sources of partnerships outside immediate local area		
Objective 2: Develop a parent/community committee to develop partnerships		
Objective 3: Acquire revenue from partnerships		
Benchmarks		
End of year 1: A committee will be formed and potential sources identified.		
End of year 2: 5% of technology hardware and infrastructure funding acquired through partnerships.		
End of year 3: 10% of technology funding acquired through partnerships.		
Evaluation Instrument(s): Data To Be Collected & Position(s) Responsible	Schedule for Evaluation	Program Analysis and Modification Process
Superintendent/designee/principal will evaluate data collected through surveys and meetings with local businesses and possible resources	Bi-annually	Superintendent/designee/principal will analyze progress and make necessary changes with assistance of stakeholders

Goal #2 of 2: Maximize use of State and Federal funding and grants whenever possible		
Objective 1: With the assistance of Imperial County Office of Ed, identify populations where funding sources are not being utilized and prepare and submit three grants by June, 2017.		
Benchmarks		
End of year 1: Submit one grant.		
End of year 2: Submit one grant.		
End of year 3: Submit one grant.		
Evaluation Instrument(s): Data To Be Collected & Position(s) Responsible	Schedule for Evaluation	Program Analysis and Modification Process
Superintendent/designee/principal will confirm submission of one grant each year with copies of completed grants on file.	Bi-annually	Superintendent/designee/principal will analyze progress and identify additional funding sources with assistance of stakeholders

6c. District Replacement Policy for Obsolete Equipment

District minimum standards for obsolescence:

The district will continue to follow minimum standards for obsolescence by implementing a replacement policy and providing funds to replace obsolete classroom/lab computers each year of the plan. Currently, hardware is upgraded and maintained to match or exceed its current needs. When equipment can no longer be upgraded, it is then replaced with a more current higher-end machine. Obsolete hardware is then placed in another area (e.g. another classroom, student work area, etc.) where it can be fully utilized by either staff or students. No hardware will be discarded until it becomes either damaged or completely incompatible with our needs in every capacity. Damaged parts are kept at a centralized storage location

where their serial numbers are recorded and data is wiped from memory before being properly discarded. Working hardware that has simply become too outdated for use within our district is kept in storage until it can be recorded, identified as surplus and cleaned. The technology staff will keep records of obsolete equipment and manage surplus and removal of said equipment through proper recycling avenues.

Goal #1: District will develop a policy for equipment obsolescence and provide funds to support it.		
Objective 1: Develop district policy on obsolescence		
Objective 2: Provide funds to replace obsolete classroom/lab computers each year.		
Benchmarks		
End of year 1: Policy is in place and technology funding is budgeted for replacement.		
End of year 2: Technology funding is budgeted for replacement and items purchased as needed per site.		
End of year 3: Technology funding is budgeted for replacement and items purchased as needed per site.		
Evaluation Instrument(s): Data To Be Collected & Position(s) Responsible	Schedule for Evaluation	Program Analysis and Modification Process
Records of obsolete equipment Superintendent/designee/principal will collect/maintain records for obsolete equipment to be replaced	Annually each year of implementation	Technology Coordinator will gather data, make analysis and report to Board. Adjustments will be made with assistance of stockholders

Goals relating to policies for equipment obsolescence:

Goal # 1 of 1 Provide high capacity computers for classroom use		
Objective 1 of 1: By June, 2017 technology equipment standards and guidelines for obsolete equipment will be utilized and equipment upgraded or replaced to meet software and instructional needs.		
Benchmarks		
End of year 1: By June 2015, the district will adopt technology equipment standards and guidelines for obsolete equipment. By July 2015, technology hardware and software inventories will be revised.		
End of year 2: By June 2016, guidelines will be revised as needed, and inventories updated.		
End of year 3: By June 2017, software and hardware in the classrooms will be upgraded and obsolete equipment replaced to meet instructional needs.		
Evaluation Instrument(s): Data To Be Collected & Position(s) Responsible	Schedule for Evaluation	Program Analysis and Modification Process
Technology hardware & Software Inventories (District office personnel) Equipment guidelines adopted by school district (School administrators.)	A yearly update of inventory will be done prior to September of each school year.	Inventory and equipment guidelines will be reviewed on an ongoing basis reflective of new technology availability and software basis.

6d. Process to monitor Ed Tech funding, implementation costs and new funding opportunities and to adjust budgets as necessary

The process for monitoring progress regarding funding and budget decisions involves district and site level decision-making. The district Technology Plan and each school’s Site Plan will guide technology acquisitions and determine what funding sources will be used to support identified expenditures. Site plans will be updated and approved by School Site Councils and the Board of Trustees on a yearly basis.

The Superintendent/designee/principals will assess progress in making planned acquisitions and review identified funding source budgets to determine where funds are available/not available. Based on the evaluation of needs, the status of resources, and availability of funds, the team will notify stakeholders and make Plan modifications as needed.

Timeline of Suggested Action Steps and Benchmarks for Funding and Budget component:

Action Step	Person Responsible	Completion Date
Develop and implement annual budgets for the term of the plan (3 years).	Superintendent/designee /principal	July each year
Identify established and potential funding sources, present and future.	Superintendent/designee /principal	July each year
Identify potential sources of partnerships outside immediate local area	Superintendent/designee /principal	July each year
Form a parent/community committee to develop partnerships as potential sources for funding.	Superintendent/designee /principal	June 2015
Acquire 5% of technology hardware and infrastructure funding through partnerships.	Superintendent/designee /principal	June 2016
Acquire 10% of technology funding through partnerships.	Superintendent/designee /principal	June 2017
Consider additional options for reducing costs.	Superintendent/designee /principal	January / July each year
Plan for the replacement of obsolete equipment.	Superintendent/designee /principal	July each year
Purchase hardware needed to implement the plan	Superintendent/designee /principal	July each year
Purchase necessary software articulated in curriculum and professional growth components	Financial secretary and Superintendent/designee /principal	January / July each year
Provide for ongoing technical support.	Superintendent/designee /principal	July each year
Provide training and coaching for staff	Superintendent/designee /principal	July each year
Utilize a feedback loop to monitor and improve progress.	Superintendent/designee /principal	July each year
Analyze progress and make necessary changes with assistance of stakeholders	Tech coordinator and Superintendent/designee / principal	July each year

7. MONITORING AND EVALUATION COMPONENT

7a. Process for evaluating the plan's overall progress & impact on teaching & learning

The district Technology Planning Team understands that implementing and managing a successful and engaging technology-integrated, standards-based curriculum will require time, patience, planning, encouragement, leadership, and ongoing monitoring and evaluation. The district is committed to investing the time, resources, training, support and leadership necessary to provide students and staff with an exemplary, technology-based learning environment.

Data will be collected from staff, students, and parents throughout the school year in accordance with the technology plan's evaluation timelines described in 3d-3k, pgs 10-19; 4b, c, pgs 21-25; 5c,d, pgs 32-34; 6b-d, pgs 38-40. The current practice for monitoring and evaluation of all school programs and services is to have each site review their progress in the spring of the current year with appropriate school staff and committees/councils. During the review process recommendations for improvement are documented and considered for the following school year. The school site councils are actively involved in the planning and budgeting of school programs and services and are key in the monitoring of site plans. Together, the principals and the School Site Councils develop school site plans for student achievement that will set a positive tone for growth. The CUSD Technology Plan sets out goals that are crucial components in this improvement process. Surveys, staff development agendas, and technology logs will be the primary resources of evaluation tools. Site principals will lead the school site technology teams in ongoing analysis of needs and progress towards meeting technology goals and objectives. School site technology planning teams serve as advisors to the district Technology Planning Team and to their local School Site Councils. All data (feedback) collected via the technology planning teams and site principals during the evaluation process will be used formatively to refine or modify the goals, objectives and benchmarks, as needed. Summative evaluation reports will be compiled from all sites and made available to the site, District, and CDE as requested.

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

The CUSD Technology Planning Team meets annually to review overall district needs, with school site technology planning teams meeting regularly throughout the school year. School site technology planning teams serve as the lead resource group to drive recommendations for site needs to the district team. Principals in conjunction with their school technology team members and site councils will bi-annually review the benchmark and timeline plans developed for their school sites. The principal, together with the Assistant Superintendent, will monitor the implementation of the technology plan in all areas, thereby maintaining a consistent communication line to keep abreast of technology needs including computer maintenance and technical assistance. The principal on an annual basis will report to the CUSD technology planning team their site's annual progress towards meeting the overall technology goals outlined in this plan. The district technology coordinator will collaborate with district staff in managing and overseeing the technical aspects of the plan. The implementation plan and benchmarks in components 3, 4, 5 and 6 of this plan give the time frame in which each objective will be implemented and evaluated.

Timeline of Suggested Benchmark / Action Steps for Curriculum component: The Superintendent and Principals will monitor the implementation of the timelines. In addition to implementation/action steps described in 3d-3j, the following will be completed to monitor success of the plan.		
Implementation/ Action Step	Person(s) Responsible	Annual Dates
Assess and report technology equipment and infrastructure available to be used to accomplish curriculum, professional development and technology goals.	Technology Director	July
Assess and report software available to be used to accomplish curriculum, professional development and technology goals.	Technology Director	July
Assess and provide funding as available to meet identified needs for curriculum, professional development and technology goals.	Financial secretary Superintendent/designee principals	Jan July
Review the school district's curricular goals as presented in various district and site comprehensive planning documents.	Associate Superintendent, Principals	August
Review test scores and authentic assessment results from previous school year to determine level of success in implementing previous year's goals and objectives.	Associate Superintendent, Principals	August
Design professional development plan to support yearly goals and objectives, and schedule activities to support the curriculum component.	Associate Superintendent, Principals	August
Develop and publish a technology access plan / schedule to ensure adequate and equitable access for successful completion of curriculum, professional development and technology goals.	Associate Superintendent, Principals	August
Identify or develop appropriate age/grade level activities to ensure accomplishment of yearly curriculum and technology objectives	Teachers	Sept- June
Implement and assess activities, including surveys, to ensure accomplishment of yearly curriculum and technology objectives	Teachers	Sept- June
Conduct quarterly data analysis to identify and disseminate best practices and areas for next best steps.	Principals, Tech Director Teachers	Aug, Nov, Feb, May

7c. Process and frequency of communicating evaluation results to tech plan stakeholders:

All data (feedback) collected during the evaluation process will be used formatively to refine or modify the goals, objectives and benchmarks developed for the technology plan. Feedback will also be used to complete a summative evaluation of the Plan. These evaluation reports will be presented annually to the Board of Trustees and made available to stakeholders representing the site, District, and CDE as appropriate. As deemed necessary, revisions to the plan, based on evaluation results, will be guided under the direction of the Superintendent/designee. The district technology coordinator will collaborate with district staff in managing and overseeing the technical aspects of the plan and will disseminate information to all stakeholders on a quarterly basis.

8. EFFECTIVE COLLABORATIVE STRATEGIES WITH ADULT LITERACY PROVIDERS TO MAXIMIZE THE USE OF TECHNOLOGY

Calipatria Unified School District is committed to expanding and enhancing instruction, academic experience and connectivity to the broader community using technology in the classroom setting and for extended learning beyond the regular school day. Calipatria Unified School District works jointly with local adult literacy providers (CUSD Community-Based English Tutoring Program) and Imperial Valley Regional Occupational Program (IVROP) to collaborate on programs and services which will complement and/or enhance the technology plan. Each of these providers are involved as members or collaborators in the planning of services and programs falling under the Technology Plan. Agreements have been reached in collaboration with adult literacy providers which will allow access to the computer labs in the district to expand technology access. Community-Based English Tutoring participants have access to the computer lab at Calipatria High School and the computers in the classes in which they meet. Becoming computer literate is part of the CBET program responsibilities that the instructor has to provide. IVROP adult programs have been provided on district facilities in the past. Collaboration will continue between the Calipatria USD and IVROP to provide trainings, educational/career workshops, and technology access to support adult literacy projects. The district will continue to search for other funding sources that may be utilized to maximize the use of technology.

9. EFFECTIVE, RESEARCHED-BASED METHODS AND STRATEGIES

Student learning is the primary focus of the district's instructional program. Quality teaching is the main mechanism in assuring that student learning is achieved. Quality teaching can be enhanced by utilizing technology management that has proven to be successful in providing staff with strategies and methodologies that enhance student performance. Technology based on relevant research and effective practices provides the teaching staff with the tools necessary to reinforce instructional delivery of content standards being taught from state adopted textbooks.

9a. Relevant Research To Support The Plan's Curricular and Professional Development Goals:

1. Technology integration within all subject areas to support learning and instruction

Research supports the district philosophy of technology integration to enhance learning and instruction by facilitating inquiry, exploration and collaboration within the classroom setting (see Curriculum section, page 5).

Computers will be used as tools to promote higher-order thinking skills (such as problem-solving, conceptual development, and critical thinking) among students. Students will be engaged in individual and group projects that incorporate technological tools to encourage collaborative, inquiry-based learning, as well as creative expression. Projects will incorporate the exploration of Internet resources (such as online databases, visual simulations, and informational web sites) to conduct research, the use of technology-based communications (e-mail, word-processing), and the use of desktop publishing and presentation software (including scanned images, video, animation, and audio). The goal is to integrate technology in order to effectively engage students in activities that promote critical thinking, analyzing, making inferences, and problem-solving.

- The integration of technology into instruction is most effective “when students and teachers take advantage of its sophistication and versatility to support higher-order thinking and conceptualization” (Ringstaff and Kelley, 2002). Best practices in this category come from organized classroom projects in which student teams are presented with a real-life problem or issue to address. Such projects are often cross-curricular, combining skills from the core subjects of mathematics, language arts (writing), science, and social studies, as well as the arts. These projects typically incorporate technology tools such as e-mail, Internet resources, spreadsheets (including charts and graphs), presentation software (such as *PowerPoint*), scanners, digital cameras, and video editing system (Ringstaff and Kelley, 2002).
- Technology offers a means to differentiate instruction, motivate students, improve instruction, provide visual cues, and improve learning (O’Neil & Perez, 2003; Shoffner, de Oliveira & Angus, 2010). The integration of purposeful technology-driven curriculum is important for student achievement and career success after high school. Reliable access to Internet, mobile devices, social media, Web 2.0, tablets, and other technology resources provide students with opportunities to practice the critical thinking and problem solving skills they will need to succeed in life after high school. According to Mullen & Wedwick, “Being literate no longer only involves being able to read and write. The literate of the twenty-first century must be able to download, upload, rip, burn, chat, save, blog, Skype, IM, and share” (Mullen & Wedwick, 2008). The American Association of School Librarians (AASL) states, “Multiple literacies, including digital, visual, textual, and technological, have now joined information literacy as crucial skills for this century” (AASL, 2007). Therefore, an emphasis on exposing students to multiple technologies will promote the deep critical thinking and problem solving skills that they will need to be college and career ready. Students will not be fully prepared to meet the challenges and expectations of society unless schools prepare them to be technologically competent and information literate (Vedra, 2004). Although learning to use multiple technologies is important, an emphasis must be placed on learning technology in the context of the core curriculum being taught. According to Hall, Nix & Baker (2013), the most effective way to develop technology skills is to provide opportunities for practice in the context of the subject that the student is studying. This creates a smoother, more motivational learning experience and teaches students the practical application of different technology tools.

CUSD teachers will learn to effectively integrate technology into their instruction through ongoing professional development. District, county, and state resources will be utilized to maximize professional development opportunities. Long distance learning, including webcasts, video/teleconferencing, will be considered as optional methods of training. Continuing professional development in technology integration for grades K-12 will be provided through representatives from the San Diego and Imperial County Offices of Education based on the needs assessment data provided by the district technology self- assessments.

Teachers will be trained, assisted, and supported in making the transition from traditional teaching methods to project-based instruction. In addition, teachers and staff will develop proficiency in using technology tools such as e-mail, Internet-based resources, instructional software, digital media, and web-based communications to improve the quality of instruction and assessment.

- It is easy for teachers to fall into the trap of using technology just to be using it which makes technology rather than content the focal point. Therefore, educators need to make sure that technology is enhancing the learning process and is not a randomly chosen means of instruction. Technology should promote and improve student learning and should not be used just for the sake of keeping students busy. “Technology is integrated when it is used in a seamless manner to support and extend curriculum objectives and to

engage students in meaningful learning" (Dias, 1999). Staff development is a key component of integrating technology. Unfortunately, teachers are not always knowledgeable about how to effectively integrate technology and are often unable to employ strategies that cultivate effective technology skills. Teachers must be capable of providing opportunities for students to be actively engaged in learning with technology to improve learning outcomes. A positive perception of technology use, coupled with positive experiences using the technology, encourage teachers to integrate technology into their instruction. Positive perceptions and experience can support teachers' view of technology as an intrinsic part of pedagogy and curriculum rather than a supplemental component (Shoffner, 2009).

Therefore, technology professional development should concentrate on building teachers' capacity for developing 21st century skills in their students and integrating technology effectively into class instruction to improve student performance. The same interactive and engaging instructional techniques that teachers are expected to use in the classroom should also be used in educating the teachers. The opportunity exists, through an effective professional development curriculum, to develop teachers that are more enabled to integrate technology and provide them with more support to make their efforts successful. "Self-efficacy will have the greatest influence on intention to use emerging educational technology" (Ball & Levi, 2008). Professional development should be continuous with a focus on implementation that improves student performance.

2. Software for instruction and assessment within the classroom

Instructional software is used extensively by students at all grade levels, particularly for reading comprehension (*Accelerated Reader*), mathematical concept development (*Accelerated Math*), expansion of language and vocabulary skills (especially for English Language Learners). Educational software is reviewed, evaluated and recommended by CUSD teachers prior to purchase.

Future instructional software purchases will: 1) expand the variety of educational programs available for grades K-12, 2) focus on programs that provide individualized instruction for special needs and ELL students, and 3) include applications that help improve student communication skills (reading and writing), such as graphic organizer software, web editing software, and video editing software. Consideration of software/courseware to be adopted will follow the recommendations and guidelines of the state California Learning Resource Network (CLRN) project, which contains a element of "tied to research" in order to be state approved and recommended for purchase and use.

- Access to multiple technologies gives teachers the ability to differentiate instruction for diverse learners. Differentiation is modified instruction that helps students with diverse academic needs and learning styles master the same challenging academic content. Tomlinson (2000) points out that "efforts to differentiate are most successful when they are combined with the use of high-quality curriculum, research-based instructional strategies, well-designed activities that address the needs and interests of students, active learning, and student satisfaction with the lesson." When teachers differentiate instruction, they vary not only the materials students use but also the way students interact with them. Keck and Kinney assert that once teachers learn the needs of their students and incorporate strategies to meet those needs into their instruction, differentiation ensures "equity in the learning process" (2005, p. 15). Although it requires attention, skill, and commitment to its use, differentiated instruction is a practical and attainable method of facilitating learning and academic growth in all students. Therefore, access to multiple technologies that assess, instruct and reinforce concepts provide teachers with valuable resources to differentiate instruction and increase positive student learning outcomes.

Computer technology makes possible immediate feedback for students and teachers in the assessment and diagnosis of reading comprehension, math concepts, skill development and enhanced writing. The district has adopted several instructional and assessment programs through Renaissance Learning and DataDirector. Renaissance Learning provides 4 programs for student assessment and supplemental instructional support: STAR Reading and STAR Math are the diagnostic and skill progress assessment tools; Accelerated Reader provides instructional support in the area of reading comprehension with Accelerated Math providing remediation support for specific mathematical concepts and skills. All of these programs require the keeping of individual student records and provide progress reports to teachers and administrators as students work on focus lessons. In addition, assessment reports provide ongoing monitoring and evaluation of programs which allows teachers and administrators to focus on the instructional improvement process to meet the needs of students, rather than record keeping. DataDirector allows for data management and reporting of all state wide assessment including the CELDT, CAHSEE, and STAR results in a convenient and practical package for all district site needs. CUSD was introduced to DataDirector through a consortium with the Imperial County Office of Education to support a county-wide effort to utilize technology to increase the ease of student assessment exchange. DataDirector is becoming an advantageous internet-based service impacting the monitoring of student and site-base achievement. These computer software programs support the academic core content standards and provide increased acquisition of grade level skills for students. Teachers are able to report to parents more accurately how their students are progressing in meeting the state content standards.

- “Standards-based teaching and learning has been embraced in the U.S., and well-defined national, state, and local standards are emerging. A well-conceived assessment component must be included in all curriculum areas. Just as educators prepare lessons to accommodate diverse learning styles and intelligences; there is an equal and related need to develop multiple measures of assessment to truly determine what students know.” (The Knowledge Loom: The Practices, 2000).
- Access to multiple forms of technology helps teachers differentiate for special populations including ELL, gifted, and special education students. According to Jelfs & Richardson (2010), learning disabled students are more likely than those without a declared disability to believe that digital skills are important, and that they will use the skills they have acquired in their personal life. It is possible that these students already see technology as something that can help with problems resulting from their disability, so are more likely to regard digital literacy skills as important. The study suggests that using technology with learning disabled students has benefits because they often value this modality as a means to facilitate personal social interactions and are therefore more open to using technology as a means to collaborate with others in the learning environment.

Proven Methods for Technology Management:

1. Access and Availability

CUSD believes that technology must be readily accessible in a way that meets the needs of all learners. To help achieve this goal, students (grades K-12) have access to classroom computers, as well as site-based computer labs. Networked instructional resources and peripheral devices (scanners, printers, digital cameras, and video cameras) are available to all students and teaching staff.

- “To be used effectively, technology must be readily accessible in a way that meets the needs of all learners. This includes both ready access to hardware, software, and connectivity, as well as ready access to content and ideas being expressed” (The Knowledge Loom: The Practices, 2000).
- Blended learning also addresses the new digital age student. Research has shown that blended learning can enhance and expand the skills of the 21st century digital learner. According to Jukes, Kelly, and McCain (2008) this transformation has created major shifts in higher order thinking skills; changes in the ways students learn, think, and act; the amount of knowledge that can be accessed; and the applications to the global world. The authors state that schools must offer more choices to reflect the new digital age student.

2. Technical Infrastructure and Technical Support

In order to promote the successful integration of technology-based instruction, students and teachers must be able to rely on an effective technical infrastructure and on prompt technical support. CUSD has collaborated with the Imperial County Office of Education to design a reliable infrastructure. Internet access is provided via a fiber optic connection through the Imperial County Office of Education. The district employs a fulltime technician to provide troubleshooting and technical support. In addition, trained staff members serve as site “technology experts”, providing assistance and support to students and staff.

- “Increased use of technology in the school requires a robust technical infrastructure and adequate technical support. If teachers are working with a technology infrastructure that realistically cannot support the work they are trying to do, they will become frustrated. School district have the responsibility to create not only nominal access to computers and electronic networks, but access that is robust enough to support the kinds of use that can make a real difference in the classroom” (Honey, Culp & Spielvogel, 1999).

3. Time, Support and Encouragement

The Technology Planning Team understands that implementing and managing a successful and engaging technology-integrated, standards-based curriculum will require time, patience, planning, encouragement, leadership, and ongoing monitoring and evaluation. The district is committed to investing the time, resources, training, support and leadership necessary to provide students and staff with an exemplary, technology-based learning environment.

- “Truly integrating technology into teaching and learning is a slow, time-consuming process that requires substantial levels of support and encouragement for educators. The Apple Classroom of Tomorrow studies (Dwyer et. al, 1991) of what happens in technology-rich environments have shown that teachers go through predictable stages in their use of technology, and that this process takes from three to five years. We have also started to notice that there seems to be a correlation between the amount and level of technical assistance we provide and movement along the continuum of technology integration; i.e., the schools that receive the most attention are making the most progress” (SEIR*TEC, 2002).
- Positive perceptions and experience can support teachers’ view of technology as an intrinsic part of pedagogy and curriculum rather than a supplemental component (Shoffner, 2009).
- The opportunity exists, through an effective professional development curriculum, to develop teachers that are more enabled to integrate technology and provide them with more support to make their efforts successful. “Self-efficacy will have the greatest influence on intention to use emerging educational technology” (Ball & Levi, 2008). Professional development should be continuous with a focus on implementation that improves student performance.

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The Effect of Research on the Development of Curriculum and Professional Development Models and Strategies

In an effort to increase student achievement, the district has sought to develop education technology models and strategies that are based on effective research. As described in the research cited above, these models and strategies include:

1. Technology integration within all subject areas to support learning and instruction
2. Use of software for instruction and assessment
3. Appropriate access to technology-based instructional resources and peripherals
4. Reliable infrastructure and equipment
5. Research-based instructional resources (CLRN-approved)
6. Ongoing technical support
7. Professional development that includes time, planning, encouragement, and leadership
8. Ongoing monitoring and evaluation of the technology-integration plan

9b. Development and Utilization of Innovative Strategies to Deliver Rigorous Academic Courses Including Distance Learning:

The district's innovative strategies for using technology are coherently aligned to deliver rigorous academic courses and curriculum for all the students. The technology utilized is intended to complement and supplement the core academic program by providing other means of instruction that will assist all students to learn the state content standards and help them achieve to their maximum potential. With research-driven, standards-based innovative learning solutions that provide choices to help teachers manage student performance, personalize learning, and connect communities of learners, technology delivery ensures that curriculum solutions are easily integrated into the curriculum and ensures every student is on a personalized learning path toward meeting state and national standards. Technology strategies also ensure that distance learning is available particularly because CUSD is in an area that would not otherwise have access to such courses or curricula due to geographical distances or insufficient resources.

The district's goal to have the technology plan fully implemented would allow the district personnel to deliver more specialized and/or rigorous academic programs by utilizing the following technology based learning activities:

1. As previously mentioned, CUSD is unable to offer the wide variety of rigorous academic courses and curricula, especially AP and Honors courses, available to students at larger urban districts. Distance learning would afford students, in our district, an opportunity to take AP classes or Honors courses through APEX Learning and the University of California Berkeley Extension. For small school districts such as CUSD distance learning would greatly enhance the student's ability to obtain all the courses necessary that would better enhance the student's ability to enter a college or university of his/her choice.
2. CUSD encourages its teachers to be lifelong learners. Online courses have provided teachers and administrators with an alternative method for earning college credits, taking courses for professional growth, or simply pursuing an educational interest. Videoconferencing has been used to connect teachers with professional development workshops from California Department of Education, San Diego County and Imperial County Office of Education as well as with professional meetings, trainings and college classes at distant locations. The district intends to expand the use of desktop videoconferencing (utilizing IP videoconferencing) throughout the district, for both instructional and professional development purpose. On-Line learning would also afford students the ability to take web-cast courses from other high schools in the area when those courses are not provided by the local high school.
3. District is collaborating via IVTA and San Diego County Office of Education to gain access to instructional programs via the Instructional Television (ITV) channel. A detailed schedule of educational programming is provided monthly by SDCOE. Depending on the scheduled time slot for the ITV broadcast of a desired program, teachers may either show a program "live" or videotape the program for later use (as per "fair use" policies). The San Diego County Office of Education's ITV department has converted from a single analog channel to more than twenty digital channels. This will allow the expansion of programming to include not only standards-based instructional videos, but also specialized channels that are focused on such topics as professional development for classified and certificated staff, hot topics of interest to parents, resources for ELL students and parents, and post-secondary educational opportunities.

Appendix C – Criteria for EETT Technology Plans

A technology plan needs to “Adequately Address” each of the following criteria:

- Appendix C must be attached to the technology plan with “Page in District Plan” properly cross-referenced and completed.

1. PLAN DURATION CRITERION	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
<i>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)</i>	4	The technology plan describes the LEA 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). The plan must include a specific start and end date (7/1/xx to 6/30/xx).	The plan is less than three years or more than five years in length.
2. STAKEHOLDERS CRITERION Corresponding EETT Requirement(s): 7 and 11 (Appendix D).	4		
<i>Description of how a variety of stakeholders from within the school district and the community-at-large participated in the planning process.</i>	4	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 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).	5		
a. Description of teachers' and students' current access to technology tools both during the school day and outside of school hours.	5	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.	6-8	The plan describes the typical frequency and type of use (technology skills/information and 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.	8-10	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.	10-12	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.	12-13	The plan delineates clear goals, measurable objectives, 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 and teachers can distinguish lawful	13-14	The plan describes or delineates clear goals outlining how students and teachers will learn about the concept, purpose, and significance of the ethical use of information technology including copyright, fair use, plagiarism and the	The plan suggests that students and teachers 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.

<p>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</p>		<p>implications of illegal file sharing and/or downloading.</p>	
<p>g. List of goals and an implementation plan that describe how the district will address Internet safety, including how students and teachers will be trained to protect online privacy and avoid online predators.</p>	<p>14-15</p>	<p>The plan describes or delineates clear goals outlining how students and teachers will be educated about Internet safety.</p>	<p>The plan suggests Internet safety education but is not specific enough to determine what actions will be taken to accomplish the goals of educating students and teachers about Internet safety.</p>
<p>h. Description of or goals about the district policy or practices that ensure equitable technology access for all students.</p>	<p>15-16</p>	<p>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.</p>	<p>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.</p>
<p>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.</p>	<p>16-17</p>	<p>The plan delineates clear goals, measurable objectives, annual benchmarks, and an implementation plan for using technology to support the district's student record-keeping and assessment efforts.</p>	<p>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.</p>
<p>j. List of clear goals, measurable objectives,</p>	<p>17-19</p>	<p>The plan delineates clear goals, measurable</p>	<p>The plan suggests how technology will be used, but is</p>

annual benchmarks, and an implementation plan to use technology to improve two-way communication between home and school.		objectives, annual benchmarks, and an implementation plan for using technology to improve two-way communication between home and school.	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 roles and responsibilities.	19	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.
4. PROFESSIONAL DEVELOPMENT COMPONENT CRITERIA Corresponding EETT Requirement(s): 5 and 12 (Appendix D).	20		
a. Summary of the teachers' and administrators' current technology proficiency and integration skills and needs for professional development.	20	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 Commission on Teacher Credentialing (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	21-25	The plan delineates clear goals, measurable objectives, annual benchmarks, and an implementation plan for providing teachers and administrators with sustained, ongoing professional development	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.

assessment data (4a) and the Curriculum Component objectives (Sections 3d - 3j) of the plan.		necessary to reach the Curriculum Component objectives (sections 3d - 3j) of the plan.	
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.	25	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).	26		
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.	26-28	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 telecommunications infrastructure, physical plant modifications, and technical support	28-30	The plan provides a clear summary and list of the technology hardware, electronic learning resources, networking and telecommunications infrastructure, physical plant modifications, and technical support the district will need	The plan includes a description or list of hardware, infrastructure, and 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

needed by the district's teachers, students, and administrators to support the activities in the Curriculum and Professional Development components of the plan.		to support the implementation of the district's Curriculum and Professional Development components.	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 identified in Section 5b.	30-35	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.	35	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)	36		
a. List established and potential funding sources.	36-37	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.	37-38	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, 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.	38-39	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 to adjust budgets as necessary.	40	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.
7. MONITORING AND EVALUATION COMPONENT CRITERIA Corresponding EETT Requirement(s): 11 (Appendix D).	41		
a. Describe the process for evaluating the plan's overall progress and impact on teaching and learning.	41	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.	41-42	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.	42	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.

<p>8. EFFECTIVE COLLABORATIVE STRATEGIES WITH ADULT LITERACY PROVIDERS TO MAXIMIZE THE USE OF TECHNOLOGY CRITERION Corresponding EETT Requirement(s): 11 (Appendix D).</p>	43		
<p>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.)</p>	43	<p>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.</p>	<p>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.</p>
<p>9. EFFECTIVE, RESEARCHED-BASED METHODS, STRATEGIES, AND CRITERIA Corresponding EETT Requirement(s): 4 and 9 (Appendix D).</p>	43		
<p>a. Summarize the relevant research and describe how it supports the plan’s curricular and professional development goals.</p>	43-49	<p>The plan describes the relevant research behind the plan’s design for strategies and/or methods selected.</p>	<p>The description of the research behind the plan’s design for strategies and/or methods selected is unclear or missing.</p>

<p>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.</p>	<p>49-50</p>	<p>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).</p>	<p>There is no plan to use technology to extend or supplement the district's curriculum offerings.</p>
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