

# **South Bay Union School District**

## **EDUCATIONAL TECHNOLOGY PLAN 2011-2014**

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# District Profile

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South Bay Union School District (SBUSD) is located in Imperial Beach, the most southwesterly city in the continental United States, and just minutes from the US/Mexican border. With an enrollment of over 7,700 SBUSD operates twelve K-6, and one charter K-8 school. In addition, the District provides an exemplary preschool program for approximately 800 children ages 3-5.

The District services a diverse student population, including a large number of Hispanics whose parents are mainly English language learners. Approximately 75% of the students are eligible to receive free or reduced lunch from the National School Meal Program.

The District's Technology Plan builds on a substantial existing commitment to marshal the necessary academic and material resources in order to address the needs of its students and families. South Bay students experience many challenges that place them at risk of failing to develop the basic language and learning skills that are the foundation of educational and career success. Technology provides various tools to both students and educators to overcome the disparity of access to resources enjoyed by more affluent school districts. For this reason, the District has made the use of technology an integral part of the educational program. The District has long accepted its need to provide students with access to advanced technology, regardless of parents' ability to provide access at home. South Bay Union School District was among the first Districts in California to place a computer in every classroom and to commit to using educational technology to enhance instructional activities, investing millions in technology since 1987.

Since the writing of the District's first formal technology plan in 1989, and with the enormous contribution of the Federal E-rate Technology Funding Program and other funding opportunities, many of the original infrastructure goals have been completed. Every classroom has the capability to access multimedia information and instructional resources via the Internet and cable television.

A key goal of the District's technology vision is to enable teachers and students in the classroom to control their own access to networked electronic resources through an integrated instructional system.

## **MISSION STATEMENT**

**“We are a purposeful community committed to the academic and social success of ALL students.”**

## **OUR CORE VALUES**

**Aim for Excellence**  
**Increase Interdependence**  
**Model Respect & Dignity**

# **SBUSD VISION OF THE PREFERRED FUTURE**

## **Students**

We seek to improve and influence the lives of our students in extraordinary ways. We begin by identifying each student's unique gifts and talents and learning needs. We believe in every student's potential and support every student with the highest expectations.

We are committed to academic excellence. We are committed to supporting every student's academic journey to proficiency in reading, writing, listening, speaking, mathematics, and acquisition of the English language. We are committed to teaching science, social studies, physical education and the arts to all students to open doors to future possibilities and to strengthen basic literacy connections.

We will continue to support bi-literacy and value the future academic, professional, and personal opportunities for bi-literate, bi-cultural individuals.

We will support each student's social/emotional/character journey as each student develops self-responsibility, respect for self and others, skills in problem-solving and solution-seeking, physical and emotional strength and resiliency, learning-to-learn skills and the capacity to demonstrate leadership and social responsibility.

## **Parents**

We value and are committed to developing our partnerships with parents in their children's academic learning and school experience. We are committed to embracing the partnerships available to us throughout the local and broader community that support our students' learning.

## **Staff**

We continue to attract and retain the highest quality employees – teachers and specialists, classified and confidential support staff, school and district administrators and leaders – who demonstrate the capacity to work as colleagues focused on teamwork, collaboration, solution-seeking, continuous learning and who also become accustomed to achieving outstanding results.

## **Facilities and Resources**

We seek to teach our students and work together in facilities that are aesthetically pleasing, student friendly, welcoming and are also efficiently and effectively maintained.

## **Work and Learning Environments**

We seek to create welcoming and respectful schools, offices, and work environments that support our core values of interdependence, inclusion, self-responsibility, life-long learning, respect and dignity for all, a culture of pervasive caring, compassion and commitment to excellence.

# Current SBUSD Goals and Priorities

The following District Goals assisted in guiding this Technology Plan

## 2010-2011 District Goals Outcomes that matter to ALL:

1. All schools will have an increase of 8% or more students scoring proficient or advanced (including all significant target groups) in ELA and Mathematics as measured on the CST.
2. Student target groups in every school will achieve or exceed the NCLB targets (using safe harbor steady improvement where appropriate).

English/Language Arts advanced)	67.6% or more (students at proficient or
Mathematics advanced)	68.5% or more (students at proficient or

3. Every student will advance one proficiency level this year as measured by performance on the District benchmark assessments, with the goal of 80% of students achieving and maintaining proficiency or advanced status by Grade 3.
4. All English Learner Target Groups will meet or exceed Title III AMAOs:
  - a. 54.6% English Learners will increase one CELDT level (AMAO I)
  - b. 18.7% English Learners enrolled less than five years will attain English proficiency as measured by CELDT (AMAO II)
  - c. 43.2% English Learners enrolled five or more years will attain English proficiency as measured by CELDT (AMAO II)

# Current SBUSD Goals and Priorities

The following District Priorities assisted in guiding this Technology Plan

## 2010-11 DISTRICT PRIORITIES

### **Approach Success through Agreed Upon Processes**

1. Focus on the District's Student Achievement Plan as the primary focus of the organization with a particular emphasis on the following:
  - a. Deepen collective efficacy in using Teach-4-Success instructional strategies.
  - b. Revise District vision statement for student success.
  - c. Revise Guaranteed and Viable Curriculum Standards and assessments to align with Common Core Standards.
  - d. Determine expectations for all curriculum areas – including physical education, the use of italics/cursive for written communication and the arts; Accelerate implementation of physical education.
  - e. Incorporate relevant patriotic, civic and service student outcomes that elevate social responsibility.
  - f. Use Southwest Teachers Association (SWTA) Consultation Council and Teach-4-Success Site Teams for advice, communication, and problem-solving on teaching and learning initiatives.
  - g. Continue work with WestEd in areas of strategic need and to assist in mid-year "data sweeps" for all schools.
  - h. Support the middle school program expansion at Nestor Language Academy Charter School. Determine possible expansion of 7<sup>th</sup> and 8<sup>th</sup> grades.
  - i. Expand implementation of the District's Positive Behavior System to all sites
2. Examine and revise appropriate Board Policies to assure alignment with recent legislation and other identified District processes.
3. Examine census data and determine what changes, if any, are needed for establishing Board seats in SBUSD related to California Voting Rights legislation.
4. Continue the revision process of the District's systems for employee growth and evaluation.

### **Develop Collective Efficacy and Strengthen the Organizational Culture**

5. Continue to promote trust, respect, and professionalism as we build a purposeful, interdependent community characterized by a positive culture and a friendly, customer-service orientation.
6. Support professional learning, coaching and feedback systems to assure the collective efficacy and success of all students, all staff, and all community members engaged in supporting the mission.
7. Continue respectful, transparent processes with SWTA and CSEA.
8. Implement strategies that enhance recognition and communication at all levels of the organization.

### **Demonstrate Wise Use of District Assets**

9. Provide factual information to staff and community regarding the District's Parcel Tax (Proposition O)
10. Implement Phase I of our Bond (Proposition X) facility program. Prepare Nestor, Berry, and Sunnyslope for Phase II and the Emory curb appeal project.
11. Install the last phase of Promethean Boards in all classrooms; continue professional development and support for effective use.
12. Establish a balanced District budget aligned with adopted Board priorities using a performance-based budget development process.

Teach-4-Success (T4S) is a collection of research based effective instructional strategies. They range from increasing student engagement, to stating an objective while teaching, to the use of graphic organizers. (Appendix B)

In 2007, State Superintendent of Public Instruction Jack O’Connell began an intensive effort to find ways to close the achievement gap that exists between successful students who are often white or Asian and financially well off, and struggling students who are too often poor, Hispanic, African American, or disabled. He is working with educators, researchers, business leaders, and other experts to find strategies that work, and visiting schools that are beating the odds and successfully closing the gap. Similarly at SBUSD, the quest of eradicating the achievement gap is a moral imperative.

Achievement results from the 2010 California Standards Test show that District-wide, 48% of our students scored proficient or above in English-language Arts and 59.1% of our students scored proficient or above in Math. But when these results are examined by subgroup, the achievement gap is pronounced.

<p style="text-align: center;"><b>Student Proficiency in English-language Arts by Subgroup*</b></p> <ul style="list-style-type: none"><li>• Hispanic 44%</li><li>• African American 51.9%</li><li>• White 63.5%</li><li>• Filipino 69.7%</li></ul>
<p style="text-align: center;"><b>Student Proficiency in Math by Subgroup*</b></p> <ul style="list-style-type: none"><li>• Hispanic 56.8%</li><li>• African American 50.8%</li><li>• White 70.5%</li><li>• Filipino 72.9%</li></ul>

Our District motto: “ALL STUDENTS, ALL OF US, ACHIEVING SUCCESS TOGETHER!” places a renewed sense of urgency to find solutions in closing the achievement gap at an accelerated pace.

### **District Educational Technology Planning Goals**

Throughout the development of the Educational Technology Plan, South Bay Union School District has placed priority on the following goals:

- Assure that all students and staff use technology as an integral tool to enhance the teaching and learning environment.
- Implement the use of technology to improve assessment and feedback capabilities regarding student academic progress in order to create truly data-driven classrooms in the District.
- Integrate technology into the curriculum, which has been aligned with the California State Frameworks and Academic Content and Performance Standards.
- Prepare students to be effective users of developing technologies throughout the 21<sup>st</sup> Century.
- To develop and implement a professional development program for staff to assure they are prepared to meet the demands of the 21<sup>st</sup> Century.
- Continue to strengthen Home-School communications by utilizing technology.

# **Executive Summary**

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South Bay Union School District's initial technology plan was generated in 1989. Much has been accomplished over the last twenty-one years. Our technology plan has been revised to provide the District with a map toward the integration of technology into the curriculum, as well as comply with requirements set forth by the No Child Left Behind Act through the Enhancing Education Through Technology (EETT) grant, and the Schools Libraries Division of the Universal Service Administrative Company, which oversees the E-Rate program providing subsidies for technology infrastructure and services.

## **STRUCTURE OF THE PLAN**

Activities associated with meeting these goals and objectives are divided into the nine main components within the plan: Plan Duration; Stakeholders; Curriculum; Professional Development; Infrastructure, Hardware, and Support Services; Funding and Budget; Monitoring and Evaluation of the Technology Use Plan; Collaboration with Adult Literacy Providers; and Effective Research-Based Methods and Strategies.

## **PURPOSE OF THE PLAN**

This Educational Technology Plan was developed to formalize and document how the South Bay Union School District (SBUSD) plans to use technology for instructional and administrative services, in an effort to support and improve student achievement over the next three years. The scope of the plan is District-wide, with emphasis placed on classroom integration of technology.

## **1. Plan Duration**

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This technology plan will guide South Bay Union School District's use of technology for the three-year period from July 1, 2011 through June 30, 2014. It serves as both the Enhancing Education through Technology (EETT) education technology plan and the E-rate plan for the District. This plan contains the goals, objectives, benchmarks, and time lines for all required criteria.

## 2. Stakeholders

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The SDUSD 2011-2014 Technology Plan was written foremost with the needs of students in mind. The needs of teachers, who will be the most frequent users of the technology, are addressed throughout the plan with regards to professional development, support, and expectations for levels of implementation. In addition, the needs of parents, families, and the community as a whole, were taken into consideration.

This technology plan development team was comprised of all relevant stakeholders including district administrators from instructional and technology services, site administrators, teachers, classified staff, and parents. The Leadership and Executive Teams worked together to plan, write, and revise this document. The following stakeholders were instrumental in producing the final product:

- Shelley Burgess, Assistant Superintendent, Educational Leadership
- Scott Buxbaum, Assistant Superintendent, Business Services
- Pearly Boone, Assistant Principal, Mendoza Elementary
- Melissa Griffith, Director II, West View Early Learning Center & Extended Learning Program
- Pamela Reichert-Montiel, Director, Educational Services
- Cynthia Sistik-Chandler, EdD -San Diego County Office of Education Reviewer
- Janet Wraight, Director, Information Management Systems (IMS)

The final draft of the plan was distributed to a larger technology planning committee for review and revisions. In addition, the plan was presented to the District PTA Council, District Advisory Committee (DAC), District English Learner Advisory Committee (DELAC), the Southwest Teachers Association (SWTA) Consultation Council, and the Leadership and Executive Teams for comments and guidance. The Board of Trustees reviewed the plan on January 27, 2011.

### The Technology Committee Members

NAME	POSITION	SITE/DEPARTMENT
Boone, Pearly	Assistant Principal	Mendoza Elementary
Camargo, Irene	Teacher	Nestor Charter
Chavira, José	Teacher	Mendoza Elementary
Cisneros, Karla	Teacher	Pence Elementary
Corrales, Estela	Resource Teacher	Nestor Charter
Dise, Dee	Parent	Nestor Language Academy
Frazier, Ruth	School Principal	Nicoloff Elementary
Griffith, Melissa	Director II	West View Early Learning Center & Extended Learning Program

<b>NAME</b>	<b>POSITION</b>	<b>SITE/DEPARTMENT</b>
Kennelly, Kris	Teacher	Central Elementary
McGurk, Maria	CSEA & Instructional Assistant	Central Elementary
Medina, Lourdes	Teacher	West View
Meyer, Jenni	Teacher	Oneonta Elementary
Mulhern, Gary	Network Supervisor	Information Management Systems (IMS)
Quiñones, Cheryl	CSEA & Clerk	Nicoloff Elementary
Reichert-Montiel, Pamela	Director	Educational Services
Serrano, Jessica	Technology Support Technician	Information Management Systems (IMS)
Swearingen, Ben	Teacher	Oneonta Elementary
Weaver, Linda	Technology Support Technician	Information Management Systems (IMS)
Wraight, Janet	Director	Information Management Systems (IMS)

### 3. Curriculum

#### 3a. Teachers' and students' current access to technology tools during school and after school hours

South Bay Union School District students and staff have access to technology both during the day and outside the school hours. All classrooms are connected to the Internet and to the district Intranet. All schools have library/media centers with a minimum of 10- networked computers. Thanks to Proposition X funding (provided by a local referendum passed November 4, 2008), all schools have or are scheduled to receive a separate computer lab. All classrooms and office areas are provided with upgraded phones with voice mail capability.

Most kindergarten through third grade and special education classrooms are equipped with a minimum of two Pentium IV (PIV) networked computers and a networked laser printer. Most 4th through 6th grade classrooms are equipped with a minimum of three PIV networked computers with CD recorders and DVD players and a networked laser printer (With exception in schools that have been modernized where desktop computers have been replaced by access to class sets of netbook computers.). All library-media centers have a minimum of ten PIV networked computers with DVD/CD recording capability.

The following chart shows multimedia computers per school and the location of computers used to support instruction, as per 2010 California Basic Education Data System (CBEDS) enrollment and District inventory records.

School	Student Enrollment	Total Multi-media Desktop computers	Number of Computers			
			In class-rooms	In library-media centers	In labs	Laptops/netbooks
Bayside	542	52	0	11	33	193
Berry	579	127	76	34	0	58
Central	601	97	64	11	10	83
Emory	703	109	83	13	0	68
Imperial Beach	845	125	66	15	11	102
Mendoza	958	165	120	2	21	73
Nestor	773	114	85	11	0	99
Nicoloff	874	156	98	2	35	115
Oneonta	506	60	0	17	33	55
Pence	643	122	69	2	37	207
Sunnyslope	552	108	81	13	0	198
West View	131	48	28	11	0	44
VIP Village	783	55	33	0	0	20
<b>DISTRICT TOTALS</b>	<b>8490</b>	<b>1338</b>	<b>803</b>	<b>142</b>	<b>180</b>	<b>1315</b>

**3a. (continued)**  
**After School Access**

Access to technology outside the regular school hours takes place in the After School Program at each of our school sites. These programs are provided through a partnership between the school district and the South County Boys and Girls Club. The intent of these programs is to give students an opportunity to develop literacy and math skills using web-based programs, local and server based software applications, digital and video cameras and video editing software for project-based learning experiences. The District employs two Educational Technology Assistants (ETA), who provide educational technology support five days a week to the Extended Learning Program.

In addition to the ETAs, the Library Media Technicians and/or Library Assistants staff the library/media centers after school. The Library Media Center schedules are provided below.

<b>School</b>	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>
Bayside	2:30-4:30	2:30-4:30		2:30-4:30
Berry	2:45-4:45	2:45-4:45		2:45-4:45
Central		3:30-5:30	3:30-5:30	
Emory	2:30-4:30	3:30-4:30	1:30-3:30	
Imperial Beach		3:15-5:15	3:15-5:15	3:15-5:15
Mendoza	3:30-5:30	3:30-5:30		3:30-5:30
Nestor	3:30-5:30	3:30-5:30		3:30-5:30
Nicoloff		2:30-4:30	2:00-4:00	2:30-4:30
Oneonta	2:45-4:45	2:45-4:45	2:45-4:45	
Pence		3:00-5:00	2:00-4:00	3:00-5:00
Sunnyslope		3:15-5:15		3:15-5:15

### **3b. District's use of hardware and software to support teaching and learning**

Results from the 2010 District Technology Survey indicated that staff and students regularly use technology. Student use includes word processing, presentations, research, and learning curricular content. Teacher use includes: electronic grading, lesson planning, researching, assessing student performance, lesson presentations, online attendance taking, and communicating with other staff and parents.

All District computers contain Microsoft Office 2003 Professional, consisting of Word, Excel, PowerPoint, and Access. Internet Explorer is the standard browser for Internet access. Microsoft Exchange is the District's e-mail, calendar, and scheduling program for electronic communication. Curriculum software available to all schools is Accelerated Reader, STAR Reading, and Imagine Learning for English language learners. Other available curriculum software that support the learning goals are Accelerated Math, Think Central (HSP Math), and Fast ForWord by Scientific Learning. (Descriptions of these programs are available in section 5 under electronic learning resources.)

All South Bay Union School District teachers have access to student assessment data stored in the web-based *DataDirector* management system. In addition, teachers have access to the District student information system for daily online attendance taking and access to student demographics, health history, and other pertinent student information.

All library-media centers use the web-based Follett software, *Destiny*, to catalog and manage inventory of textbooks, resource books and materials, and children's literature.

### **3c. District's curricular goals that are supported by the technology plan**

This technology plan is aligned with district curricular goals and with academic content standards for student achievement, based on the California State Content Standards and on the National Educational Technology Standards for Students and Teachers (N.E.T.S.)

**The overarching goal addressed in this section is to improve students' academic performance and attainment of content standards.**

**SBUSD has five performance objectives for all students:**

1. Increase student engagement through the use of technology
2. Increase academic performance on English Language Arts (ELA) and Mathematics state assessments through building background knowledge
3. Increase academic performance in reading and writing with vocabulary development as measured by California English Language Development Test (CELDT)
4. Increase student mastery of Mathematics standards as measured by the California Standards Test (CST)
5. Engage in problem based learning that requires the use of technology for resources and making connections beyond the classroom

**Goal 3c.1**

Increase student engagement for each classroom throughout the District. This will be measured by classroom observation utilizing the Teach for Success (T4S) protocol.

**Goal 3c.2**

Increase background knowledge for all students will be increased in order to make connections to new learning to increase student achievement as measured by the English Language Arts (ELA) California Standards Test (CST) and classroom observations.

**Goal 3c.3**

Vocabulary development for English Language Learners will be increased at all grade levels as measured by the California English Language Development Test (CELDT), student reading a writing performance, and classroom observations.

**Goal 3c.4**

Student mastery of Mathematics standards will be increased as measured by the Math California Standards Test (CST) and on-going formative assessments.

**Goal 3c.5**

Increase student involvement in the presentation and dissemination of problem based learning projects that require the integration and use of technology for research and connection to communities beyond the classroom.

<b>Goal</b>	<b>Plan &amp; Activities</b>	<b>Timeline</b>	<b>Person Responsible for Monitoring, Assessing, Reviewing</b>
<p><b><u>3c.1</u></b>  <b>Year 1</b>  <i>Increase the percentage of student engagement in each classroom throughout the District as measured by classroom observation utilizing the Teach for Success (T4S) protocol.</i></p>	<p>To increase student engagement to at least 50% in each classroom, the District will implement the use of responders and electronic whiteboards in all general and special education classrooms.</p> <p>*The 50% measurement will be based on classroom observation data collected twice a year during data sweeps.</p>	<p><b><u>2011-2012:</u></b>            Ensure the proper installation in all classrooms.            Support the use of responders through on-site teacher leaders.</p> <p>Investigate pricing plans for individual wireless hand held devices.</p>	<p>Director IMS, Educational Services, On-site teacher leaders</p>
<p><b>Year 2</b>  <i>Increase the percentage of student engagement in each classroom throughout the District as measured by classroom observation utilizing the Teach for Success (T4S) protocol.</i></p>	<p>To increase student engagement to 70% in each classroom, the District will implement the use of responders and electronic whiteboards in all general and special education classrooms.</p> <p>*The 70% measurement will be based on classroom observation data collected twice a year during data</p>	<p><b><u>2012-2013:</u></b>            Ensure the proper installation in all classrooms.            Support the use of responders through on-site teacher leaders.</p> <p>Pilot wireless hand held devices</p>	<p>Director IMS, Educational Services, On-site teacher leaders</p>

Goal	Plan & Activities	Timeline	Person Responsible for Monitoring, Assessing, Reviewing
	sweeps.	at either one school site or at one grade level in the District.	
<p><b>Year 3</b>  <i>Increase the percentage of student engagement in each classroom throughout the District as measured by classroom observation utilizing the Teach for Success (T4S) protocol.</i></p>	<p>To increase student engagement to 90% in each classroom, the District will implement the use of responders and electronic whiteboards in all general and special education classrooms.</p> <p>*The 90% measurement will be based on classroom observation data collected twice a year during data sweeps.</p>	<p><b>2013-2014:</b>            Ensure the proper installation in all classrooms. Support the use of responders through on-site teacher leaders.</p> <p>Expand pilot of wireless hand held devices or purchase District-wide, depending on available funds.</p>	<p>Director IMS, Educational Services</p>
<p><b>3c.2</b>  <b>Years 1 through 3</b>  <i>Build background knowledge for all students in all content areas.</i></p>	<p>To build background knowledge for all students in all content areas, the District will continue to provide access to <i>Discovery Education/United Streaming</i> for all teachers and students. Additionally, we will look at other effective resources that build background knowledge as they develop.</p>	<p><b>2011-2014:</b>            Renew licenses and continue with implementation and professional development for all teachers.</p> <p>Investigate additional resources as they are made available.</p>	<p>Educational Services, Extended Learning Program, United Streaming Representative, School Site Administrators</p>
<p><b>3c.3</b>  <b>Year 1</b>  <i>Increase vocabulary development for English Language Learners by 50% at all grade levels as measured by the CELDT and classroom observations.</i></p> <p>*Classroom observation data collected twice a year during data sweeps.</p>	<p>To increase vocabulary development for English Language Learners, the District will determine how to support the continued use of <i>Imagine Learning</i> licenses at each school site.</p>	<p><b>2011-2012:</b>            Engage in a study of the use of <i>Imagine Learning</i> at all school sites to identify the most effective implementation.</p>	<p>Educational Services Team, IMS Team, School Site Administrators</p>
<p><b>Year 2</b>  <i>Increase vocabulary development for English Language Learners by 70% at all grade levels as measured by</i></p>	<p>To increase vocabulary development for English Language Learners, the District will identify the most effective use of <i>Imagine</i></p>	<p><b>2012-2013:</b>            Duplicate the best implementation at all schools,</p>	<p>Educational Services Team, IMS Team, School Site Administrators</p>

Goal	Plan & Activities	Timeline	Person Responsible for Monitoring, Assessing, Reviewing
<p><i>the CELDT and by classroom observations.</i> *Classroom observation data collected twice a year during data sweeps.</p>	<p><i>Learning and duplicate that implementation.</i></p>	<p>including additional licenses and site support.</p>	
<p><b>Year 3</b> <i>Increase vocabulary development for English Language Learners by 80% at all grade levels as measured by the CELDT and by classroom observations.</i>  *Classroom observation data collected twice a year during data sweeps.</p>	<p>To increase vocabulary development for English Language Learners, the District will identify the most effective use of standards-based <i>Imagine Learning</i> and duplicate that implementation.</p>	<p><b><u>2013-2014:</u></b> Duplicate the best implementation at all schools, including additional licenses and site support.</p>	<p>Educational Services Team, IMS Team, School Site Administrators</p>
<p><b><u>3c.4</u></b> <b>Years 1 through 3</b> <i>Student mastery of Mathematics standards will increase 8% from the prior year, as measured by the Math California Standards Test (CST).</i></p>	<p>To increase student mastery of California Math standards, the District will continue to support the use of the adopted HSP Math textbook, including on-line resources available through <i>Think Central</i>, and any other appropriate web sites.</p>	<p><b><u>2011-2014:</u></b> Ensure teacher and student access to Think Central through user group assignments and updated passwords. Identify professional development needs, and differentiate support to teachers and school sites.</p>	<p>Educational Services, Academic Coaches</p>
<p><b><u>3c.5</u></b> <b>Year 1</b> <i>Increase use of technology for research presentations and connection to communities beyond the classroom while engaged in problem based learning projects.</i></p>	<p>Provide District support to various technology tools that students can integrate into their problem based learning projects, such as publishing, video conferencing, use of multi-media, photo and video production, on-line collaboration tools, etc.</p>	<p><b><u>2011-2012:</u></b> Engage all 6<sup>th</sup> grade students in problem based learning. One project to be completed over the course of the year.</p>	<p>IMS Team, Educational Services Team, Principals, Teachers</p>
<p><b>Year 2</b> <i>Increase use of technology for research presentations and connection to communities</i></p>	<p>Provide District support to various technology tools that students can integrate into their problem based learning</p>	<p><b><u>2012-2013:</u></b> Engage all 5<sup>th</sup> &amp; 6<sup>th</sup> grade students in problem based</p>	<p>IMS Team, Educational Services Team, Principals,</p>

<b>Goal</b>	<b>Plan &amp; Activities</b>	<b>Timeline</b>	<b>Person Responsible for Monitoring, Assessing, Reviewing</b>
<i>beyond the classroom while engaged in problem based learning projects.</i>	projects, such as publishing, video conferencing, use of multi-media, photo and video production, on-line collaboration tools, etc.	learning. One project to be completed over the course of the year.	Teachers
<b>Year 3</b> <i>Increase use of technology for research presentation and connection to communities beyond the classroom while engaged in problem based learning projects.</i>	Provide District support to various technology tools that students can integrate into their problem based learning projects, such as publishing, video conferencing, use of multi-media, photo and video production, on-line collaboration tools, etc.	<b><u>2013-2014:</u></b> Engage all 4 <sup>th</sup> -6 <sup>th</sup> grade students in problem based learning. One project to be completed over the course of the year.	IMS Team, Educational Services Team, Principals, Teachers

### **3d. Using technology to improve teaching and learning by supporting the district curricular goals**

#### ***Goal 3d.1***

Technology will be incorporated in classroom instruction as a means to increase student engagement as measured by classroom observations.

Classroom lessons will incorporate technology on a daily basis. This technology integration will be measured through weekly administrator observations and the completion of the District-created Technology Survey. Evidence of effective technology integration will include the following:

- Use of responders and electronic whiteboards (3c.1) by 50% of students by June 2012, 75% of students by June 2013, and 100% of students by June 2014.
- An increase in teacher implementation and comfort in using student responders, as reported on the District-created Technology Survey.
- Use of on-line resources (3c.2)

#### ***Goal 3d.2***

Technology will be infused into student learning to ensure mastery of academic content standards as measured by English Language Arts and Mathematics CST scores, formative assessments, and classroom observations.

Technology tools will be used to build background knowledge in all content areas to ensure mastery of academic content standards. This will be done primarily through the integration of *Discovery Education/United Streaming* content in all curricular areas. (3c.2) Evidence of effective integration of United Streaming will include the following:

- Teacher created lessons utilizing *Discovery Education/United Streaming* content in order for all students to access content standards. This will be measured by classroom observation teacher created flip charts.
- 4th – 6th grade student-created problem based learning projects that incorporate *Discovery Education/United Streaming* content in order to demonstrate mastery of grade level standards. These projects will be completed by 6<sup>th</sup> graders by June 2012, 5<sup>th</sup> graders by June 2013, and 4<sup>th</sup> graders by June 2014.

Vocabulary development for English Language Learners (ELL) will be enhanced through the use of standards-based *Imagine Learning*. English Language Learners participating in *Imagine Learning* instruction will be assessed regularly to measure academic growth in the area of English vocabulary development. (3c.3) In addition, data will be evaluated to ensure intervention is provided when students are not progressing adequately.

#### ***Goal 3d.3***

Technology will be incorporated as a means to connect students to communities beyond the classroom. Evidence of students' use of technology will be evident in their problem based learning outcomes. Students activities will be facilitated and monitored by teachers and site administrators throughout the problem based learning project. (3c.5) the time line for student participation in problem based learning is as follows:

- 6<sup>th</sup> grade students – June 2012
- 5<sup>th</sup> grade students – June 2013
- 4<sup>th</sup> grade students – June 2014

<b>Goal</b>	<b>Plan &amp; Activities</b>	<b>Timeline</b>	<b>Person Responsible for Monitoring, Assessing, Reviewing</b>
<p><b><u>3d.1</u></b>  <b><i>Technology will be incorporated in classroom instruction as a means to increase student engagement as measured by classroom observations.</i></b></p> <p>*Classroom observation data collected twice a year during data sweeps.</p>	<p>Classroom lessons will incorporate technology utilizing the responders, electronic whiteboards, and document cameras on a daily basis as measured by weekly administrator observations and the completion of the District-created Technology Survey.</p>	<p><b><u>2011-2012:</u></b>            Ensure the proper installation in all classrooms. Support the use of responders through on-site teacher leaders.</p> <p>Investigate pricing plans for individual wireless hand held devices.</p> <p><b><u>2012-2013:</u></b>            Ensure the proper installation in all classrooms. Support the use of responders through on-site teacher leaders.</p> <p>Pilot wireless hand held devices at either one school site or at one grade level in the District.</p> <p><b><u>2013-2014:</u></b>            Ensure the proper installation in all classrooms. Support the use of responders through on-site teacher leaders.</p> <p>Expand pilot of wireless hand held devices or purchase District-wide, depending on available funds.</p>	<p>IMS Services, Educational Services, On-site teacher leaders</p>
<p><b><u>3d.2a</u></b>  <b><i>Technology will be infused into student learning to ensure mastery of academic content standards as measured by ELA and Mathematics CST scores, formative assessments, and classroom observations.</i></b></p>	<p>Teachers will create lessons utilizing <i>Discovery Education/United Streaming</i> content at least three times a week in order for all students to access content standards and 4<sup>th</sup> – 6<sup>th</sup> grade students will participate in problem based learning projects that integrate <i>Discovery</i></p>	<p><b><u>2011-2014:</u></b>            Renew licenses and continue with implementation and professional development for all teachers.</p>	<p>Educational Services, Extended Learning Program, United Streaming Representative, School Site Administrators</p>

Goal	Plan & Activities	Timeline	Person Responsible for Monitoring, Assessing, Reviewing
	<i>Learning/United Streaming</i> content in order to demonstrate mastery of all grade level standards.		
<b><i>3d.2b</i></b> <b><i>Technology will be infused into student learning to ensure mastery of academic content standards as measured by the ELA CST and observations.</i></b>	Vocabulary development for ELLs will be enhanced through the use of standards-based <i>Imagine Learning</i> software as measured by the CELDT and informative assessments to determine academic growth in the area of English vocabulary development.  *Student assessments in <i>Imagine Learning</i> will be monitored to ensure adequate growth and pacing.	<b><u>2011-2012:</u></b> Continue use of <i>Imagine Learning</i> while analyzing data to determine most effective implementation <b><u>2012-2013:</u></b> Duplicate most effective implementation <b><u>2013-2014:</u></b> Duplicate most effective implementation including addition licenses and site support as needed	Educational Services Team, IMS Team, School Site Administrators
<b><i>3d.3</i></b> <b><i>Technology will be incorporated as a means to connect students to communities beyond the classroom.</i></b>	Students will have access to various multi-media tools for the purpose of integrating throughout their problem based learning. Such tools will include, but are not limited to: digital film, video conferencing, skypeing, blogging, website maintenance, etc.	<b><u>2011-2012:</u></b> 6 <sup>th</sup> grade students will participate in problem based learning <b><u>2012-2013:</u></b> 5 <sup>th</sup> grade students will participate in problem based learning <b><u>2013-2014:</u></b> 4 <sup>th</sup> grade students will participate in problem based learning	Educational Services Team, IMS Team, School Site Administrators

### **3e. Students' acquisition of technology and information literacy skills needed to succeed in the classroom and the work place**

#### ***Goal 3e.***

By June 2014, K-6th grade students will use technology to access, organize and apply information according to the curriculum and content area standards provided by the National Education Technology Standards (NETS) for students as measured by student work samples and/or records of practical assessment.

**Goal 3e.**

<b>K-2nd grade students will develop technological and information literacy skills that enhance the curriculum and utilize the CA State Content Standards.</b>
<b>Year 1 Activities</b>
50% of all K-2 <sup>nd</sup> grade students will learn basic word processing skills, such as copy, paste, and save. Students will be introduced to word processing, computer care, Internet information and safety.
<b>Year 2 Activities</b>
70% of all K-2 <sup>nd</sup> grade students will learn basic word processing skills, such as copy, paste, and save. Students will be introduced to word processing, computer care, Internet information and safety.
<b>Year 3 Activities</b>
85% of all K-2 <sup>nd</sup> grade students will learn basic word processing skills, such as copy, paste, and save. Students will be introduced to word processing, computer care, Internet information and safety.
<b>3rd-5th grade students will develop technological and information literacy skills that enhance the curriculum and utilize the CA State Content Standards.</b>
<b>Year 1 Activities</b>
50% of all 3rd through 5th grade students will receive instruction in word processing skills, for example inserting graphics, bullets, and text features. Students will be introduced to desktop publishing, Internet research, keyboarding, data collection, presentation software and how to save to a network folder. Computer ethics and safety will be discussed in all areas of the curriculum.
<b>Year 2 Activities</b>
70% of all 3rd through 5th grade students will receive instruction in word processing skills, for example inserting graphics, bullets, and text features. Students will be introduced to desktop publishing, Internet research, keyboarding, data collection, presentation software and how to save to a network folder. Computer ethics and safety will be discussed in all areas of the curriculum.
<b>Year 3 Activities</b>
85% of all 3rd through 5th grade students will receive instruction in word processing skills, for example inserting graphics, bullets, and text features. Students will be introduced to desktop publishing, Internet research, keyboarding, data collection, presentation software and how to save to a network folder. Computer ethics and safety will be discussed in all areas of the curriculum.

**Goal 3e.**

<b>6<sup>th</sup>-8<sup>th</sup> grade students will develop technological and information literacy skills that enhance the curriculum and utilize the CA State Content Standards.</b>		
<b>Year 1 Activities</b>		
50% of all 6 <sup>th</sup> through 8 <sup>th</sup> grade students will enhance their word processing skills by using advanced editing and formatting features, adding tables and hyperlinks. Students will be introduced to how to cite online resources and the correct format to use. Students will continue to use desktop publishing, keyboarding, data collection, and presentation software. Students will be introduced to web page design and spreadsheets. Computer ethics and safety will be emphasized.		
<b>Year 2 Activities</b>		
70% of all 6 <sup>th</sup> through 8 <sup>th</sup> grade students will enhance their word processing skills by using advanced editing and formatting features, adding tables and hyperlinks. Students will be instructed on how to cite online resources and the correct format to use. Students will continue to use desktop publishing, keyboarding, data collection, and presentation software. Students will be introduced to web page design and spreadsheets. Computer ethics and safety will be emphasized.		
<b>Year 3 Activities</b>		
85% of all 6 <sup>th</sup> through 8 <sup>th</sup> grade students will enhance their word processing skills by using advanced editing and formatting features, adding tables and hyperlinks. Students will be introduced to the proper way to cite online resources and the correct format to use. Students will continue to use desktop publishing, keyboarding, data collection, and presentation software. Students will be introduced to web page design and spreadsheets. Computer ethics and safety will be emphasized.		
<b>Evaluation Instrument(s): Data To Be Collected</b>	<b>Schedule for Evaluation</b>	<b>Program Analysis and Modification Process</b>
Collect samples of student work and/or practical assessment.	End of school year	Technology committee and site administrators will review student sample work and/or the records of the implemented projects.

### **3f. District's ethical use of information technology in the classroom (as stated in AB 307)**

It is the goal of the South Bay Union School District that all students, staff, and community members will learn about and put into practice the ethical use of information technology including copyright, fair use, plagiarism and the implications of illegal file sharing and/or downloading of inappropriate or copyrighted content. This IT goal will be achieved through:

- 1) Implementation of the Board approved Technology Acceptable Use Policy
- 2) Active application of specific Internet Safety curriculum
- 3) Biannual review of the curriculum by a district sub-committee

The South Bay Union School District has a Board approved Technology Acceptable Use Policy. This policy states that all students, staff, and community members who utilize technology resources on District computers follow specific procedures and guidelines when accessing Internet resources. All technology users receive a copy of the District's Acceptable Use brochure and contract to sign. Parents sign student contracts signifying their agreement to allow their child to access filtered Internet sites on District computers. All signed agreements, in English and Spanish, are kept on file in student cumulative folders or staff personnel files. Included in the Acceptable Use Policy are procedures to follow if unsafe Internet activities are suspected. Penalties for inappropriate use of District technology resources are outlined in the policy. The District will continue to follow the Board approved procedures for the duration of the technology plan.

An overview of the Acceptable Use Policy (AUP) will be provided to all staff during a staff meeting and an assembly will be held at each school site for students on a yearly basis. New students and staff will receive background information when signing the contract for the first time.

In addition, the ethical use of information, as stated in AB307, will be addressed in the context of student and parent education about Internet safety. More details are provided later in section 3g.

**Objective 3.f.1**

<b><i>By June 2014, over 75% SBUSD students will have been introduced to and will have demonstrated the understanding of the ethical use of information technology including: copyright, fair use, plagiarism and the implications of illegal file sharing and downloading.</i></b>				
<b>Year 1 Activities</b>				
By June of 2012, <b>60%</b> of SBUSD students will have been introduced to and demonstrated competency in the corresponding modules of the SBUSD Technology Ethics curriculum.				
<b>Year 2 Activities</b>				
By June of 2013, <b>70%</b> of SBUSD students will have been introduced to and demonstrated competency in the district created modules of the SBUSD Technology Ethics curriculum.				
<b>Year 3 Activities</b>				
By June of 2014, <b>75%</b> of SBUSD students will have been introduced to and demonstrated competency in the corresponding modules of the SBUSD Cyber Technology Ethics curriculum.				
<b>Implementation and monitoring for 3f.1</b>				
<b>Benchmark</b>	<b>Implementation Plan &amp; Activities</b>	<b>Responsible Person</b>	<b>Timeline</b>	<b>Monitoring &amp; Evaluation</b>
3.f.1	Devise SBUSD database component to document student proficiency in the ethical use of information	Director, Educational Services Director, IMS	October 2011	Present and receive feedback from District Technology Leadership Team
3.f.1	Develop SBUSD “Ethical Use of Information” program – for online or stand-alone computer-based training	Director, Educational Services Director, IMS Technology Sub-committee	November 2011	Program developed and presented to District Technology Committee
3.f.1	Presentation and implementation of program in staff development events – small group and locally held staff development events	Director, Educational Services Professional Development Leads	November 2011- June 2014	Professional development agendas and sign-in sheets, attendance is also logged into PD database
3.f.1	Students demonstrate competence in ethical use of information through SBUSD Tech Ethical survey.	Director, Educational Services Site Administrators	Bi- Annually and then ongoing through 2014	Students of SBUSD Tech Ethical survey conducted and presented to Leadership Team

### **3g. Student education about Internet safety (as stated in AB 307)**

It is the goal of the South Bay Union School District to ensure that all teachers, support staff, students, and parents are aware of the contents of AB307 that address internet safety. This may include, but is not limited to the use of social networking tools such as Facebook and Twitter, as well as websites such as YouTube. An understanding of internet safety and appropriate internet behavior is essential when students are engaged in the use of various technology tools, both at school and at home.

- A sub-committee of the technology committee will be formed to investigate programs such as *iSafe* and *Cybersmart* that present the contents of AB307 in a comprehensive way to teachers, students and parents.
  - The goal of the sub-committee will be to determine grade level specific content for AB307, realizing that what is addressed with 6<sup>th</sup> grade students would differ from that of kindergarteners.
  - An additional goal of the sub-committee will be to develop a format (handout, PowerPoint, flip chart) of the guidelines set forth in AB307 to be disseminated to all classroom teachers and instructional support staff at the beginning of every new school year.
  - SBUSD will offer professional development on AB307 to teachers and administrators. PD to include but not limited to:
    - How to monitor and implement the District's Acceptable Use Policy
    - Grade level appropriate lessons using a program such as *iSafe*, or similar program or resources such as *Cybersmart.org*.
    - Presentation materials to share at staff meeting and parent committee groups (ELAC, DELAC, DAC, PTA, PTA Council)
  - Data will be collected by each site administrator verifying the instruction of these guidelines and sent to the Director of Educational Services. Data to include lesson plans, attendance rosters, and sign-in sheets.

**Objective 3.g.1**

<b>By June 2014, over 75% SBUSD students will have been introduced to and will have demonstrated an understanding of internet safety.</b>				
<b>Year 1 Activities</b>				
By June of 2012, <b>60%</b> of SBUSD students will have been introduced to and demonstrated an understanding of internet safety.				
<b>Year 2 Activities</b>				
By June of 2013, <b>70%</b> of SBUSD students will have been introduced to and demonstrated an understanding of internet safety.				
<b>Year 3 Activities</b>				
By June of 2014, <b>75%</b> of SBUSD students will have been introduced to and demonstrated an understanding of internet safety.				
<b>Implementation and monitoring for 3f.1</b>				
<b>Benchmark</b>	<b>Implementation Plan &amp; Activities</b>	<b>Responsible Person</b>	<b>Timeline</b>	<b>Monitoring &amp; Evaluation</b>
3.g.1	Technology sub-committee to investigate programs such as iSafe and Cybersmart that present the contents of AB307 in a comprehensive way to teachers. Students, and parents	Director, Educational Services Director, IMS Technology Sub-Committee	October 2011	Make a program recommendation and receive feedback from District Technology Leadership Team
3.g.1	Develop SBUSD guidelines for the dissemination of the program that addresses AB307	Director, Educational Services Director, IMS Technology Sub-committee	November 2011	Guidelines presented to District Technology Committee for feedback
3.g.1	Professional Development provided on program that address AB307 for all staff	Director, Educational Services Professional Development Leads	November 2011- June 2014	Professional development agendas and sign-in sheets Attendance is also logged into PD database
3.g.1	Students to demonstrate competency in internet safety	Site Administrator	November 2011 – June 2014	Data collected by site administrator that includes lesson plans, attendance rosters, sig-in sheets, and assessments

### **3h. District policy/practices that ensure equitable technology access for all students.**

Increase student access to school technology resources during school hours as measured by records and monitored by teachers, library media technician and site administrator.

- By implementing the components within the technology plan, students will have access to advanced technology tools such as responders and electronic whiteboards during the instructional time. Use of these instructional tools will be monitored through teacher surveys and site administrator observations.
- Library Media Centers with a minimum of 10 multimedia computers will be accessible to students during the entire instructional day on a scheduled basis monitored by teacher and library media technician participation records. In addition, media carts containing 33 laptops/netbooks with wireless access points are available for checkout from all school libraries.
- During 2011-12 school year the IMS and Educational Services Departments will investigate pricing plans for individual handheld devices to later be piloted by specific school site or grade level teams in order to increase student access to technology resources during school hours.

**Goal 3h.**

<b>Goal</b>	<b>Activities</b>	<b>Person Responsible for Monitoring, Assessing, Reviewing</b>
<p><b>Year 1</b>  <i>Increase student access by 50% to school technology resources during school hours as measured by records and monitored by teachers, library media technician and site administrator.</i></p>	<p>By implementing the components within the technology plan, students will have access to advanced technology tools such as responders and electronic whiteboards during the instructional time.            Library Media Centers with a minimum of 10 multimedia computers will be accessible to students during the entire instructional day on a scheduled basis</p>	<p>Teacher lesson plans, administrator's observations, and library media technician schedules/participation records</p>
<p><b>Year 2</b>  <i>Increase student access by 60% to school technology resources after school hours as measured by the Extended Learning Program records.</i></p>	<p>The Extended Learning Program will continue to provide funding for the Educational Technology Assistants (ETA) to work with students after school on more advanced technology projects including video productions. Student projects created after school hours will be shared with other students, staff, and community as appropriate.</p>	<p>ETA schedule/participation records</p>
<p><b>Year 3</b>  <i>Increase student access by 80% to school technology resources after school hours as measured by the Extended Learning Program records.</i></p>	<p>The Extended Learning Program will continue to provide funding for the Educational Technology Assistants to work with students after school on more advanced technology projects including video productions. Student projects created after school hours will be shared with other students, staff, and community as appropriate. In addition, the library will be open extended hours to increase community use of computers and library resources. See Library Media Schedule in Section 3a.</p>	<p>ETA schedule/participation records            Library Media schedule</p>

### **3i. Technology use for efficient student record keeping and assessment to support teachers' efforts to meet individual student academic needs**

It is the goal of the South Bay Union School District to use technology, in various forms, to make student record keeping and assessment more efficient and supportive of teachers' efforts to meet individual student academic needs. Record keeping at all levels of the system contributes to the overall effectiveness and efficiency of the data and how it is used.

The school attendance secretary will maintain accurate student demographic records including home addresses, e-mail addresses and phone numbers for parent contact. District Assessment Supervisor will maintain standardized test results, and the district nurses and/or health clerk will maintain student health information.

*DataDirector* assists schools in the implementation of district benchmarks and classroom assessments that delivers rapid results, improves the reliability of assessment programs, and connects assessment to instructional decisions. In addition, on-line report cards are stored and accessed on a trimester basis. The District contract with *DataDirector* will be renewed on a yearly basis. Teachers are required to access student assessment reports on an on-going basis, usually every six (6) weeks, for review with both grade level teams and site administrators. Various reports are generated and printed for the purpose of data analysis.

#### **Goal 3i.1 Record Keeping and Assessments: DataDirector**

##### **Year 1 Goal**

By Year 1, 90% or more of teachers will use the District provided student data management systems to maintain student record keeping, formative and summative assessments, electronic grading and online daily attendance as measured by data management system records. Such records will be shared at the 6-week benchmark assessment meetings and used in student report cards and progress reports.

##### **Year 2 Goal**

By Year 2, 95% or more of teachers will use the District provided student data management systems to maintain student record keeping, formative and summative assessments, electronic grading and online daily attendance as measured by data management system records. Such records will be shared at the 6-week benchmark assessment meetings and used in student report cards and progress reports.

##### **Year 3 Goal**

By Year 3, 100% of teachers will use the District provided student data management systems to maintain student record keeping, formative and summative assessments, electronic grading and online daily attendance as measured by data management system records. Such records will be shared at the 6-week benchmark assessment meetings and used in student report cards and progress reports.

### **Goal 3i.2 Online Student Information System:**

#### **Genesis**

##### **Year 1 Goal**

90% or more of classroom teachers will utilize the on-line student information system to take daily attendance, view student health information/parent contact information, demographics, instructional programs, and analyze attendance trends for reporting purposes as measured by attendance secretary, site administrator, and Student Services. The Student Services and Educational Services Departments will monitor the information entered into Genesis that pertains to instructional programs. Support will be provided to sites when necessary if staff are not maintaining accurate records.

##### **Year 2 Goal**

95% or more of classroom teachers will utilize the on-line student information system to take daily attendance, view student health information/parent contact information, demographics, instructional programs, and analyze attendance trends for reporting purposes as measured by attendance secretary, site administrator, and Student Services. The Student Services and Educational Services Departments will monitor the information entered into Genesis that pertains to instructional programs. Support will be provided to sites when necessary if staff are not maintaining accurate records.

##### **Year 3 Goal**

100% of classroom teachers will utilize the on-line student information system to take daily attendance, view student health information/parent contact information, demographics, instructional programs, and analyze attendance trends for reporting purposes as measured by attendance secretary, site administrator, and Student Services. The Student Services and Educational Services Departments will monitor the information entered into Genesis that pertains to instructional programs. Support will be provided to sites when necessary if staff are not maintaining accurate records.

### **Goal 3i.3. Standards-based Grading and Student Assessment Management System**

##### **Year 1 Goal**

90% or more of teachers, support staff and administrators will operate the standards-based electronic grading and student assessment management system to collect and analyze student performance data, utilize the data to improve classroom instruction and student achievement, and compile information into the on-line report card. The Educational Services Department will put out an annual survey to staff to determine that additions and/or revisions need to be made to the information contained in the Student Assessment Management System.

##### **Year 2 Goal**

95% or more of teachers, support staff and administrators will operate the standards-based electronic grading and student assessment management system to collect and analyze student performance data, utilize the data to improve classroom instruction and student achievement, and compile information into the on-line report card. The Educational Services Department will put out an annual survey to staff to determine that additions and/or revisions need to be made to the information contained in the Student Assessment Management System.

### **Year 3 Goal**

100% of teachers, support staff and administrators will operate the standards-based electronic grading and student assessment management system to collect and analyze student performance data, utilize the data to improve classroom instruction and student achievement, and compile information into the on-line report card. The Educational Services Department will put out an annual survey to staff to determine that additions and/or revisions need to be made to the information contained in the Student Assessment Management System.

### **3j. Utilizing technology to improve two-way communication between home and school**

It is the goal of the South Bay Union School District that all school sites, District departments, and specialized programs, such as instrumental music and extended learning, use technology to improve two-way communication between home and school. The two major forms of technology that the District has put into place to ensure this goal are the District Website and the Automated Notification System.

#### **Goal 3j.1 School Websites**

District schools will create and maintain school websites to enhance two-way communication between home and school as measured by observation and staff surveys, and monitored by district and site administrator.

#### **Year 1 Goal**

By Year 1, the district will identify lead teacher at each site to assist in maintaining the current school website. Lead teacher will receive professional development to support such maintenance. Lead teachers will provide site staff with a minimum of two professional development workshops (in September 2011 and January 2012) to learn how to upload documents and update their classroom web pages.

#### **Year 2 Goal**

By Year 2, 13 school sites will have fully updated and regularly maintained school websites. Lead teacher will support site staff and classroom teachers in maintaining their web pages. The District Technology Leadership Team, comprised of the Assistant Superintendent of Educational Leadership, Director of IMS, Director of Educational Services, Director of West View Early Learning Center, and a Principal Representative, will review each school's website on a quarterly basis.

#### **Year 3 Goal**

By Year 3, all classroom teachers will have fully updated and regularly maintained classroom web pages. The District Technology Leadership Team will review each school's website on a quarterly basis. Site administrators will be informed at the first quarter of any web pages that are not being kept up to date and a plan would be developed to support specific teachers throughout the year.

### **Goal 3j.2 Automated Notification System: ConnectEd**

All school sites will have access to the automated notification system to enhance communication between home and school as monitored by the site and district administrators. Communication will be provided to parents in both English and Spanish, when applicable.

#### **Year 1 Goal**

All school site secretaries, site and district administrators will utilize the automated notification system to send emergency communications, surveys, and community outreach notifications to parents in an effort to improve awareness, increase involvement, and audit communication on a regular basis. Daily, automated attendance notifications will be sent to parents/guardians of students who have an unverified absence on that day.

#### **Year 2 Goal**

The use of this automated notification system will be extended to additional site staff and special programs. Reports of the system's use will be run bi-annually to assess specific sites or departments that may need support in fully implementing the system's features.

#### **Year 3 Goal**

Regular use of the automated notification system will be maintained to ensure the highest level of home to school communication. Reports of the system's use will be run bi-annually to assess specific sites or departments that may support in fully implementing the system's features. In addition, hard copies of ConnectEd messages will be kept by site administrators for use in future compliance reviews related to parent communication and involvement.

### **3k. Monitoring of Curriculum Component process, roles and responsibilities**

South Bay Union School District Educational Services and IMS Department will monitor and ensure the utilization and implementation of goals and objectives stated in this Plan. The Assistant Superintendent of Educational Leadership, Director of Educational Services and Director of IMS will coordinate and facilitate four meetings a year to analyze progress, determine modifications and update the Plan as needed. In addition, the District Newsletter will contain regular technology updates.

Facilitated by the Assistant Superintendent of Educational Leadership and Director of Educational Services, the district T4S team, which is composed of site leadership teams (lead teachers, academic coaches, site administrators), coordinators and directors, will provide feedback regarding the curriculum component of the Technology Plan. They will maintain a strong connection with the District Technology Committee, providing direction in any necessary revisions.

The Assistant Superintendent of Educational Leadership, Director of Educational Services and Director of IMS will oversee technology/curriculum assimilation at all sites and monitor all categorical programs to ensure compliance. They will work with other departments, such as Student Services, to ensure compliance with all policies and regulations. District Coordinators and Academic Coaches will assist with support and monitoring of instruction that pertains to English Learners, GATE, Extended Learning Programs and Special Education.

**Goal 3k.**

<b>Monitoring Activity</b>	<b>Person Responsible</b>	<b>Timeline</b>
Site visitations/observations of lesson design, instruction and student engagement using technology in all classrooms and library media centers Monitor curriculum assimilation at school The development of curriculum and pacing schedule	District Technology Committee members, Assistant Superintendent of Educational Leadership, Director of Educational Services, Director IMS, Site Administrators, and Lead Teachers	Monthly
Check and monitor development of district approved software list Assess pilot projects based on student success and achievement gains	Educational Services and IMS Departments	Biennially
District Technology Committee meets regularly to analyze progress, determine modifications and update the Plan as needed.	Assistant Superintendent of Educational Leadership, Director of Educational Services and Director IMS Services	Quarterly
Administer District Technology Survey	Director of Educational Services and Director of IMS	Annually
Administer topic specific surveys to evaluate professional development, determine next steps, and/or areas of need	Director of Educational Services	On-going

## 4. Professional Development

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### 4a. Teachers' and administrators' current technology skills and needs for professional development

In November 2010, a District-wide needs assessment was conducted through an on-line District Technology Survey. Results are used to plan professional development around identified needs. South Bay Union School District currently has 342 credentialed teachers, 13 principals, 2 assistant principals, and 1 administrative intern, who are affected by the contents of the Technology Survey. The findings represent a total of 153 or 43% participants, which include teachers, principals, and assistant principals.

The District Technology Survey indicated the following:

- 52.8% of teachers shared discomfort with the use of ActiVotes or ActivExpressions
- 40% of the teachers who have access to ActiVotes/ActivExpressions stated they never use them
- 37.1% of teachers are uncomfortable with using netbooks with students
- 49.7% of the respondents indicated they would like District-sponsored Professional Development to support their use of technology in the classroom
- 75.9% of the respondents indicated they would like site-sponsored Professional Development to support their use of technology in the classroom
- 61.4% of the respondents would like release time to plan for the use of technology in the classroom
- 92% of the respondents indicated they do not use their classroom web page
- Respondents indicated a need for the following Professional Development:
  - Creation of Promethean board flip charts – 70.1%
  - Use of ActiVotes/ActivExpressions – 61.1%
  - Maximizing the use of Think Central – 58.3%
  - Maintaining and Utilizing the Classroom web page – 48.6%
  - Use of Discovery Education/United Streaming – 45.1%
- 50.7% of the respondents indicated that they submit online technology work orders 2-3 times per year
- 28.5% of the respondents indicated they submit online technology work orders monthly
- The majority of online technology work orders submitted in the past year were for the following:
  - Printer problems – 54.9%
  - Problems with the Promethean board – 47.2%
  - Not connecting to Network – 31.7%

The findings indicated that even though we have access to technology in the schools and classrooms to enhance our lessons and instruction, there is still the lack of skills and experience to apply technology to meet students' educational needs. In addition, there appears to be a lack of understanding technology basics that would assist teachers in resolving small problems that they encounter in the classroom, rather than waiting for on-line technology work orders to go through. This survey helped to identify the areas in greatest need of professional development.

#### 4. b. Technology Staff Development Opportunities

Staff development opportunities will be provided to SBUSD teachers and administrators to meet the goals and objectives of the SBUSD Technology Plan. Enhancing Education through Technology (EETT) funds allocate 25% to be used for professional development. SBUSD has a strong history of providing staff development opportunities through district-sponsored trainings, during the school day as well as after-school day staff development opportunities. SBUSD teachers, staff and administrators will continue to receive training in the National Education Technology Standards (NETS-T), Interactive Whiteboard Systems SmartBoard, emerging technology components, Internet skill development, Discovery Education video resources, student data systems and other technologies to successfully implement the goals and objectives of this SBUSD Technology Plan.

**Goal 4.b. SBUSD teachers and administrators will increase technology and information literacy skills to accelerate student academic achievement.**

##### *Objective 4.b.1*

***By June 2014, over 80% of SBUSD classroom teachers and administrators will show competence in the National Educational Technology Standards for Teachers and Administrators (NETS-T and NETS-A). The standards include specific skills addressing the social, legal, ethical, and human issues in educational technology (i.e. copyright, fair use, internet safety, plagiarism.)***

##### **Year 1 Activities**

By June of 2012, **70%** of SBUSD classroom teachers/administrators will show competency in the National Educational Technology Standards for Teachers (NETS-T).

##### **Year 2 Activities**

By June of 2013, **75%** of SBUSD classroom teachers/administrators will show competency in the National Educational Technology Standards for Teachers (NETS-T).

##### **Year 3 Activities**

By June of 2014, **80%** of SBUSD classroom teachers/administrators will show competency in the National Educational Technology Standards for Teachers (NETS-T).

##### **Implementation and monitoring for 4.b.1**

<b>Benchmark</b>	<b>Implementation Plan and Activities</b>	<b>Responsible Person</b>	<b>Time Line</b>	<b>Monitoring and Evaluation</b>
4.b.1	Plan professional development Seminars and events to introduce NETS-T and NETS-A requisite skills to classroom teachers and administrators.	Tech Coordinator Resource Teachers Technology TOSA(s)	Ongoing through 2010	Exit Assessment and checklist developed
4.b.1	Develop evidence of competence in NETS-T and NETS-A through staff development events and site visitations	Tech Coordinator Technology Principals Teachers	Reviewed quarterly and thru. 2014	Teachers work reviewed by Principals
4.b.1	Conduct ongoing staff development training in local, classroom and facilitated workshops	Tech Committee Members and various vendors	Presented ongoing in classrooms and quarterly trainings	Checklist and survey conducted annually

**Objective 4.b.2**

***By June 2014, over 80% of SBUSD classroom teachers and administrators will complete at least four days of professional development in order to increase their effective use of technology for classroom instruction and home-to-school communication.***

**Year 1 Activities**

By June of 2012, **55%** of SBUSD classroom teachers and administrators will receive four full days of professional development in the implementation of various systems to develop and increase the effectiveness of classroom instruction and home-to-school communication.

**Year 2 Activities**

By June of 2013, **65%** of SBUSD classroom teachers and administrators will receive four full days of professional development in the implementation of various systems to develop and increase the effectiveness of classroom instruction and home-to-school communication.

**Year 3 Activities**

By June of 2014, **70%** of SBUSD classroom teachers and administrators will receive four full days of professional development in the implementation of various systems to develop and increase the effectiveness of classroom instruction and home-to-school communication.

**Implementation and monitoring for 4b.2**

<b>Benchmark</b>	<b>Implementation Plan and Activities</b>	<b>Responsible Person</b>	<b>Time Line</b>	<b>Monitoring and Evaluation Activities</b>
4.b.2	Develop a professional development plan, including a calendar, that consists of a minimum of four full days of professional development that supports teachers and administrators in increasing their effective use of technology for classroom instruction and home-to-school communication	Director, Educational Services Director, IMS School Site Lead Teachers	August through September 2011	Plan developed and presented to District Technology Leadership Team Calendar made public to all staff
4.b.2	Implement professional development plan	Director, Educational Services Director, IMS School Site Administrators School Site Lead Teachers	Reviewed biannually and ongoing through June 2014	Evaluation criteria presented to Educational Services Department and the District Technology Committee

#### **4c. Monitoring process for Professional Development component**

Professional Development for teachers, administrators, and classified staff is overseen by the Assistant Superintendent of Educational Leadership, Director of Educational Services and the Director IMS. Educational Services and IMS will oversee data analysis of district programs and professional development.

In addition to the above mentioned benchmarks, evaluations will be collected and/or on-line surveys will be completed after each professional development. Data will be analyzed to determine the next steps in providing the most effective trainings for teachers and administrators.

Administrators will complete AB 430 Module 3 training and are recommended to attend teacher trainings. Professional development for administrators will also be provided at Principal Team meetings facilitated by the Assistant Superintendent of Educational Leadership.

Agendas and sign-in sheets will be collected for all District and site level professional development events. In addition, a general technology survey (much like the survey collected in November 2010) will be administered twice a year to help guide the professional development plan.

## 5. Infrastructure, Hardware, Technical Support, and Software

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

The District provides a technology infrastructure that includes: local and wide area networks connecting every classroom and office area in the 14 individual schools to a centralized blade server and SAN at the Education Center, to the Internet and central application servers for administrative applications; a set of standard software applications for students and teachers; and technology assistance for all equipment repair and troubleshooting. Current data and voice provisioning at South Bay Union School District (SBUSD) school sites is as follows:

- Cisco VoIP solution incorporating Call Manger, Unity and Emergency Responder
- One OPTEMAN 20 MB data circuit to each school site
- One OPTEMAN 20MB connection to San Diego County Office of Education

The cabling plant for the majority of district classroom data/voice drop locations are comprised of the following:

- Two CAT 5e or 6 UTP data cables
- One CAT 5e or 6 UTP voice cable
- 4-strand Multi-Mode optical fiber cable
- One Bi-Directional 750-MGhz coaxial CATV cable per outlet drop

The cabling plant for two recently modernized classroom data/voice drop locations are comprised of the following:

- Six CAT 6 UTP data/voice cables
- One Bi-Directional 750-MGhz coaxial CATV cable per outlet drop

Each site has a Main Distribution Facility (MDF), a Minimum Point Of Entry (MPOE) and various numbers of Intermediate Distribution Facility (IDF), dependent upon campus layout and distances. The distribution method between MDF and IDF locations is a Gigabit fiber-optic Ethernet backbone with up to 1 GB copper from the IDF to the classroom. Hot Standby Routing Protocol (HSRP) is used at each campus for redundant data transmissions from the edge routers to the Education Center's Core router/switch infrastructure. Each IDF provides data/voice connectivity for edge devices in classrooms. These devices include desktop work stations, laptop docking stations, Interactive whiteboards, network printers, smaller data switches, and wireless access points. The general layout of each site is a "hub and spoke" layout, with the Education Center acting as the hub for all outlying sites. Internet access is achieved by connecting the Education Center to the San Diego County Office of education (SDCOE). The SDCOE acts as SBUSD's Internet Service Provider (ISP) utilizing a 20MB connection via separate OPTEMAN circuit. Current Network Operating Systems (NOS) consist of several virtualized Windows 2008 servers with a few stand-alone, independent Windows 2003 servers, all running on IBM or HP hardware platforms.

In non-modernized schools District funds support the maintenance of a minimum of two networked computers with a 15” flat panel monitor and networked laser printer in all K-3 regular and special day classrooms and a minimum of three networked computers with 15” flat panel monitors and networked laser printer in all 4-6 grade classrooms. All K-6 classrooms have a laptop computer (for teacher use) with CD/DVD player/recorder, docking station, document camera, interactive whiteboard and student responders. Some classrooms have a wall-mounted television set with external DVD/VCR player to project cable TV programs, VHS tapes or DVDs, and computer images via a Scan Converter from a classroom computer. Individual schools utilize site funds to purchase LCD projectors, document cameras, and laptop/desktop computers for special use. Wireless laptop carts containing 33 netbook computers have been purchased for instructional use at all sites. Two recently modernized schools have a computer lab consisting of 33 desktop computers, interactive whiteboard, document camera and networked printer. Five other schools have technology labs containing 20-33 desktop computers. All school library/media centers have a minimum of 10 networked desktop computers and networked printer for student/staff/community use.

South Bay Union School District utilizes Microsoft Active Directory to manage users and resources within the District, integrate with Exchange email, and maintain network security through management of authentications and setting up group policies. iVisions is used for asset inventory and license tracking. Current Network Management Software consists of Nercordia NetMRI network infrastructure software and IPSwitch What’s Up Gold. Anti-virus software signature updates are pushed out to individual servers and computer stations.

The District maintains a combined centralized and decentralized policy regarding the acquisition of electronic learning resources. The District provides administrative systems and guidance on standardization of desktop applications. Certain applications are used Districtwide and paid for by the District. (Details in Funding and Budget Section) Sites are encouraged to secure the necessary resources to support the needs of students and staff at their specific locations.

Based on multi-year contracts the service provider for both voice and data is AT&T. In addition to the VoIP system the District has plain old telephone service (POTS lines), 1MBs, and Centrex for specific purposes including emergency back-up lines. The District receives long distance services through AT&T, Internet access through the San Diego County Office of Education, and cellular services through Verizon. All classroom and office areas are provided phone service with voicemail capability. The standard telephone system is a Cisco VoIP solution comprised of Call Manager, Unity and Emergency Responder. A Cisco model 7911 phone set is located in each classroom, models 7941 or 7961 are located in office and administration areas throughout the District. In addition, all District administrators and some support staff are provided cellular phones and services.

Some school sites and Education Center offices may not have sufficient electrical capacity for future technology. The District has formed a Master Facilities Planning committee to investigate the future needs to support the goals and activities of the Curriculum and Professional Development Components of this technology plan as well as the business needs of the District.

The IMS Division consists of the Director, Network Supervisor, two Information Systems Analysts, Data Systems Specialist-Telecommunications, two Computer Technicians, and two Technology Support Technicians. The Educational Services Division supports two Educational Technology Assistants (ETAs) whose main focus is to promote the integration of technology in the instructional setting.

A detailed chart of technology equipment at each school site is attached as Appendix A. A summary list of current resources and technical support is presented below.

<p><b>Information and Data Processing Resources</b></p>	<p><b>Windsor’s iVisions Financial/Human Resources Systems:</b> General ledger, accounting, budget preparation, purchasing, warehouse inventory, fixed assets, human resources, payroll, position control, maintenance work order management</p> <p><b>GeneSIS Student Information System:</b> Registration, attendance, discipline, medical, English Language Learner (ELL) data; a portion of GeneSIS is utilized by teachers for daily online attendance, seating chart management, student health record access, and access to other pertinent student information</p> <p><b>SPEDFORMS:</b> Web-based management system used to create Individualized Educational Plans (IEP) for special education students</p> <p><b>CRS Substitute Management System (Subfinder)</b></p> <p><b>Lunchbox Child Nutrition System:</b> Point of sale stations, management and reporting of sale transactions and entitlement</p> <p><b>Destiny Library Management System</b></p> <p><b>Internet Web access, Proxy, DNS, Email Services</b></p> <p><b>Cisco Unity:</b> Voicemail management system</p> <p><b>M86:</b> Web content filtering</p> <p><b>Cisco ASA 5520:</b> Firewall, content filtering(Email, web malware via Trend Micro module)</p> <p><b>Netcordia NetMRI &amp; IPSwitch What’s Up Gold:</b> Network management Software</p> <p><b>Connect-ED:</b> Automated notification system</p> <p><b>OPRA:</b> Online Technology/Maintenance/Transportation Work Order System</p> <p><b>Schoolwires:</b> Web hosting services</p> <p><b>Data Director:</b> Standards-based assessment solution to collect, analyze and act on student performance data to improve classroom instruction and student performance</p> <p><b>Transfinder:</b> Bus routing and mapping application</p> <p><b>Time Clock Pro:</b> Transportation staff work hour management tool</p> <p><b>Easy Bus:</b> Bus maintenance system</p> <p><b>Blackberry Server/Software:</b> Email &amp; calendaring synchronization to smart phones</p>
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<p><b>Electronic Learning Resources</b></p>	<p><b>Renaissance Learning Applications:</b> STAR Reading, STAR Math, Accelerated Reader, Accelerated Math, English in a Flash, Math Facts, Fluent Reader, Accelerated Vocabulary</p> <p><b>Kidsway:</b> Preschool discovery software</p> <p><b>Imagine Learning:</b> Program for English learner students to learn both basic and academic vocabulary, including valuable cross-curricular words common to social studies, science, and math.</p> <p><b>Compass Learning:</b> Assesses students' understanding of key objectives and automatically prescribes a personalized learning path</p> <p><b>Scientific Learning, Fast ForWord:</b> strengthens brain processing and builds academic skills for all learners</p> <p><b>Microsoft Office Professional:</b> Word, Excel, PowerPoint, Access, Publisher</p> <p><b>Kidspiration/Inspiration:</b> Writing tool software</p> <p><b>Type to Learn:</b> Keyboarding practice</p> <p><b>Adobe PhotoShop Elements:</b> Photo editing/presentation software</p> <p><b>Adobe Premier Elements:</b> Video editing/presentation software</p> <p><b>Think Central:</b> On-line HSP Math resources for teachers, parents, and students, including an interactive student text and standards based math games</p> <p><b>Scott Foresman Digital Path:</b> Web and DVD based supplemental software for District adopted History-Social Science program</p> <p><b>Houghton Mifflin Lesson Planner:</b> Assists in lesson planning and pacing</p> <p><b>Discovery United Streaming:</b> Web-based audio/video content to build background knowledge</p> <p><b>BrainPop:</b> Web-based student lessons on grade level standards</p> <p><b>Promethean Planet/Promethean World:</b> Online resources for classroom integration of technology using the interactive whiteboard and student responders</p>
<p><b>Technical Support</b></p>	<p>Local and wide area network support</p> <p>Server installation, maintenance, replacement/upgrade, and management</p> <p>Web management/posting additions/deletions, changes, post office management, browser proxy services, anti-virus/security, and web content filtering</p> <p>Customer support for all hardware and software products</p> <p>Telephone system design, programming, installation and support in partnership with AT&amp;T</p> <p>Cable television support</p> <p>Data and voice cable installation and support</p> <p>Computer and audiovisual equipment evaluation, recommendation, and installation</p> <p>Research, recommendation, installation of software applications on District servers</p> <p>Network and stand-alone printer installation and support</p> <p>Technology equipment repair</p> <p>Training on district equipment and software applications</p> <p>District-wide wireless network support</p>

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

South Bay Union School District believes that technology resources should be available for students and staff to support the goals and activities of the Curriculum and Professional Development Components of this technology plan. Lack of technology resources should not be permitted to limit the District's delivery of its instructional program. The technology staff strives to provide high-speed, state-of-the-art, seamless delivery of instructional resources to every classroom in the District.

Some of the infrastructure needed to implement the technology plan is already in place. However, the District will continue to expand, upgrade and repair the infrastructure components as necessary. These components include, but are not limited to:

- A wiring plant, power supply, and environmental control facilities in every building where data, voice, and video services are required
- Electronic equipment to interconnect buildings within each school and between the school site and the Education Center; this includes managed, secure wireless network equipment
- Servers and other equipment to provide communication services over voice, video, and data transmissions
- Data servers for storage of student and teacher electronic folders and files
- Reliable, safe intranet/Internet service of sufficient bandwidth, with email for all staff members
- Computer labs(fixed or mobile) for classes or groups to take online assessments, work on projects, search the Internet, develop technology and information literacy skills, work on courseware and intervention software
- Computers (full function or thin client) in libraries and labs where students can work individually on projects, word processing, technology and information literacy skills, and/or intervention software
- Sufficient printing capacity for students, teachers, administrative and support staff
- A dedicated teacher laptop computer in each classroom so teachers can access administrative software, Electronic Learning Resources, and email daily
- Presentation stations in labs, libraries, and classrooms (including laptop computers, interactive whiteboards and student responders and/or document cameras, LCD projectors, and laptop computers on carts)
- Up-to-date phone systems for two-way communication between school and home

- Curriculum software to provide students and teachers with tools that can enhance the learning process and improve student achievement
- Administrative software systems to give administrators and teachers tools to monitor and steer students toward achieving academic goals and meeting State and Federal requirements, effectively manage District resources for their efficient use, and plan as well as anticipate future needs in order to make decisions that will provide for the fulfillment of those needs
- Competent technical and instructional technology support staff
- Services provided by telecommunication companies in order to transport voice, video, and data transmission over long distances between the Education Center and school sites, as well as access to the Internet through the San Diego County Office of Education

The District will establish and evaluate an approved software list for all purchases by schools based on the core adoptions and State-approved materials in all curricular areas. District representatives will annually evaluate resources to ensure they continue to support the long-term objectives of the Technology Plan and will determine the feasibility of acquiring additional electronic resources to support improvements in student achievement.

As long as funding is available, the District will continue to support the current technical support staff, which includes the Director, Network Supervisor, two Information Systems Analysts, Data Systems Specialist-Telecommunications, two Computer Technicians, and two Technology Support Technicians. Most repairs will continue to be addressed in-house with minimal consultant or implementation support from outside service providers. The Educational Technology Assistants (ETAs) will continue to provide instruction on the use and integration of technology resources in the instructional setting.

A summary list of needed technology infrastructure and resources is presented below.

<b>Hardware/Networking &amp; Telecommunications Infrastructure/Physical Plant Modifications</b>	<ul style="list-style-type: none"> <li>• Increase provisioning of District wide Internet access services to support increased bandwidth requirements/demands</li> <li>• Ensure classroom presentation stations (including computers, interactive whiteboards student responders and/or document cameras and LCD projectors) are installed in every classroom</li> <li>• Expand electrical capability as needed in schools and Education Center to meet the technical equipment needs</li> <li>• Provide wireless hand held devices</li> <li>• Expand wireless network equipment and services as needed to support wireless hand held devices</li> </ul>
<b>Information and Data Processing Resources</b>	<ul style="list-style-type: none"> <li>• Identification and implementation of new web-based online grade book</li> <li>• Implementation of new Child Nutrition system</li> <li>• Creation and maintenance of District website and school/department web pages including a system for teachers to post lesson plans, homework assignments, classroom activities calendar, classroom procedures and rules, bulletins and other communication to parents and community</li> </ul>

<b>Electronic Learning Resources</b>	<ul style="list-style-type: none"><li>• Renaissance Learning Applications hosted on Renaissance Place website</li><li>• <i>Discovery/United Streaming</i> licensing</li><li>• <i>Imagine Learning</i> licensing</li><li>• <i>Fast ForWord</i> licensing</li><li>• Online resources including Think Central and other appropriate websites</li><li>• Multi-media tools including photo and editing production and online collaboration tools</li><li>• Microsoft Office Professional licensing for new computer purchases and upgrade existing computers as needed</li><li>• Upgrades to curriculum software as needed</li></ul>
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**5c. List of clear benchmarks and a timeline for obtaining the hardware, infrastructure, and learning resources and technical support required to support the other plan components as identified in Section 5b.**

The benchmarks and timelines for obtaining the identified resources to support the technology plan are listed below. Note that the following are dependent on the acquisition of funding, including E-rate, grants, and the Educational Technology Voucher Program.

Category	Benchmarks and Timelines	Person Responsible
<b>2011-2012</b>		
<b>Hardware/Networking &amp; Telecommunications Infrastructure/Physical Plant Modifications</b>	Increase provisioning of District wide Internet access service to support increased bandwidth requirements/demands	Director IMS, Network Supervisor, San Diego County Office of Education, AT&T Project Manager
	Install classroom presentation stations, including laptop computers, interactive whiteboards and student responders as needed	Educational Services Director, Coordinator of Extended Learning, Purchasing Director, Director IMS
	Expand electrical capability as needed in all schools and Education Center to meet the technical equipment needs	Director IMS, Facilities and Maintenance Director and Staff
	Expand, upgrade and/or repair cabling plants as required. Coordinate with Facilities Department, where and when classroom and office expansion/upgrades/repairs are needed	Director IMS, Network Supervisor, Facilities Director, outside cabling vendor as needed
	Plan, budget, conduct bidding process (if required) to apply for E-rate funding and award contract to vendor to supply District with network services and hardware to upgrade and/or replace obsolete or broken equipment. Select sites for upgrade according to need or likelihood of obtaining E-rate subsidies	Director IMS, Network Supervisor, Purchasing Director, Equipment vendor
	Provide wireless hand held devices for pilot program	Director IMS, Site Administrator, Approved Service Provider
	Expand wireless network equipment and services as needed to support wireless hand held devices	IMS Staff, Approved Service Provider
	<b>Information and Data Processing Resources</b>	Plan, purchase and implement a new Child Nutrition system
Plan, purchase, and deploy E-rate approved Web Hosting services beginning July 1, 2011		District Superintendent, Director IMS, ETAs, Site Administrators, Site Lead Teacher, Department Lead

<b>Category</b>	<b>Benchmarks and Timelines</b>	<b>Person Responsible</b>
<b>2011-2012</b>		
	Identify and implement web-based online grade book	Director IMS, Educational Services Director, Select Site Representatives
<b>Electronic Learning Resources</b>	Purchase Renaissance Learning hosted services for all school sites	Educational Services Director, Purchasing Staff
	Purchase <i>Discovery/United Streaming</i> licensing for all school sites	Educational Services Director, Purchasing Staff
	Purchase Imagine Learning licenses as needed for program expansion	Educational Services Director, Site Administrator, Purchasing Staff
	Purchase/install hardware and licensing for Fast ForWord	Site Administration, IMS staff, Vendor
	Purchase multi-media tools including photo and video production and online collaboration tools	Educational Services Director, IMS Director, Purchasing Staff
	Purchase and install Microsoft Office Professional licensing for new computer purchases and upgrade existing versions as needed	Technology Services staff, Site or Department Administrator
	Identify, purchase, install/upgrade curriculum software as needed	IMS Staff, Educational Services Director, Site Administrators
<b>Technical Support</b>	Maintain and train technology staff to provide technical support, consulting, equipment standards, equipment set-up, advanced troubleshooting	Director IMS, Network Supervisor
	Maintain and train the Educational Technology Assistants to provide instructional technology support and training to District students, staff, and community members	Director IMS, ETAs, San Diego County Office of Education training staff, outside trainers

<b>Category</b>	<b>Benchmarks and Timelines</b>	<b>Person Responsible</b>
<b>2012-2013</b>		
<b>Hardware/Networking &amp; Telecommunications Infrastructure/Physical Plant Modifications</b>	Increase provisioning of District wide Internet access service to support increased bandwidth requirements/demands	Director IMS, Network Supervisor, San Diego County Office of Education, AT&T Project Manager

<b>Category</b>	<b>Benchmarks and Timelines</b>	<b>Person Responsible</b>
<b>2012-2013</b>		
	Install classroom presentation stations, including laptop computers, interactive whiteboards and student responders as needed	Educational Services Director, Coordinator of Extended Learning, Purchasing Director, Director IMS
	Expand electrical capability as needed in all schools and Education Center to meet the technical equipment needs	Director IMS, Facilities and Maintenance Director and Staff
	Expand, upgrade and/or repair cabling plants as required. Coordinate with Facilities Department, where and when classroom and office expansion/upgrades/repairs are needed	Director IMS, Network Supervisor, Facilities Director, outside cabling vendor as needed
	Plan, budget, conduct bidding process (if required) to apply for E-rate funding and award contract to vendor to supply District with network services and hardware to upgrade and/or replace obsolete or broken equipment. Select sites for upgrade according to need or likelihood of obtaining E-rate subsidies	Director IMS, Network Supervisor, Purchasing Director, Equipment vendor
	Provide wireless hand held devices for designated students	Director IMS, Site Administration, Approved Service Provider
	Expand wireless network equipment and services as needed to support wireless hand held devices	IMS Staff, Approved Service Provider
<b>Information and Data Processing Resources</b>	Plan, purchase, and deploy E-rate approved Web Hosting services beginning July 1, 2012	District Superintendent, Director IMS, ETAs, Site Administrators, Site Lead Teacher, Department Lead
<b>Electronic Learning Resources</b>	Purchase Renaissance Learning hosted services for all school sites	Educational Services Director, Purchasing Staff
	Purchase <i>Discovery/United Streaming</i> licensing for all school sites	Educational Services Director, Purchasing Staff
	Purchase Imagine Learning licenses as needed for program expansion	Educational Services Director, Site Administration, Purchasing Staff
	Purchase/install hardware and licensing for Fast ForWord program	Site Administration, IMS Staff, Vendor
	Purchase multi-media tools including photo and video production and online collaboration tools	Educational Services Director, IMS Director, Purchasing Staff
	Purchase and install Microsoft Office Professional licensing for new computer purchases and upgrade existing versions as needed Identify, purchase, install/upgrade curriculum software as needed	Technology Services staff, Site or Department Administrator IMS Staff, Educational Services Director, Site Administrators

<b>Category</b>	<b>Benchmarks and Timelines</b>	<b>Person Responsible</b>
<b>2012-2013</b>		
<b>Technical Support</b>	Maintain and train technology staff to provide technical support, consulting, equipment standards, equipment set-up, advanced troubleshooting	Director IMS, Network Supervisor
	Maintain and train the Educational Technology Assistants to provide instructional technology support and training to District students, staff, and community members	Director IMS, ETAs, San Diego County Office of Education training staff, outside trainers

<b>Category</b>	<b>Benchmarks and Timelines</b>	<b>Responsible Party</b>
<b>2013-2014</b>		
<b>Hardware/Networking &amp; Telecommunications Infrastructure/Physical Plant Modifications</b>	Increase provisioning of District wide Internet access service to support increased bandwidth requirements/demands	Director IMS, Network Supervisor, San Diego County Office of Education, AT&T Project Manager
	Install classroom presentation stations, including laptop computers, interactive whiteboards and student responders as needed	Educational Services Director, Coordinator of Extended Learning, Purchasing Director, Director IMS
	Expand electrical capability as needed in all schools and Education Center to meet the technical equipment needs	Director IMS, Facilities and Maintenance Director and Staff
	Expand, upgrade and/or repair cabling plants as required. Coordinate with Facilities Department, where and when classroom and office expansion/upgrades/repairs are needed	Director IMS, Network Supervisor, Facilities Director, outside cabling vendor as needed
	Plan, budget, conduct bidding process (if required) apply for E-rate funding, and award sales contract to network equipment vendor to supply District with network hardware to replace obsolete or broken equipment. Select sites for upgrade according to need or likelihood of obtaining E-rate subsidies	Director IMS, Network Supervisor, Purchasing Director, Equipment vendor
	Provide wireless hand held devices for designated students	Director IMS, Site Administrators, Approved Service Provider
	Expand wireless network equipment and services as needed to support wireless hand held devices	IMS Staff, Approved Service Provider

Category	Benchmarks and Timelines	Responsible Party
<b>2013-2014</b>		
<b>Information and Data Processing Resources</b>	Plan, purchase and deploy E-rate approved Web Hosting services beginning July 1, 2013	District Superintendent, Director IMS, Site Administrators, Site Leads, Department Leads
<b>Electronic Learning Resources</b>	Purchase <i>Renaissance Learning</i> hosted services for all school sites	Educational Services Director, Purchasing Department
	Purchase <i>Discovery/United Streaming</i> licensing for all school sites	Educational Services Director, Purchasing Staff
	Purchase <i>Imagine Learning</i> licenses as needed for program expansion	Educational Services Director, Purchasing Staff
	Purchase/installed hardware and licensing for Fast ForWord	Site Administration, IMS Staff, Vendor
	Purchase multi-media tools including photo and video production and online collaboration tools	Educational Services Director, IMS Director, Purchasing Staff
	Identify, purchase, install/upgrade curriculum software as needed	IMS Staff, Educational Services Director, Site Administration
<b>Technical Support</b>	Maintain and train technology staff to provide technical support, consulting, equipment standards, equipment set-up, advanced troubleshooting	Director IMS, Network Supervisor
	Maintain and train the Educational Technology Assistants to provide instructional technology support and training to District students, staff, and community members	Director IMS, ETAs, San Diego County Office of Education training staff, outside trainers

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

The Director of IMS will hold primary responsibility for monitoring implementation of Section 5 of the Technology Plan.

All purchase orders for computer hardware and software, including those originating at the teacher and school level, must be approved by the Educational Services Director (for appropriateness in instruction), the IMS Director (for compatibility with District equipment and standards) and the Director of Fiscal Services (for appropriate funding source).

All purchases will follow the standard District protocol. Purchasing places the orders; materials are received at the warehouse and documented through the Purchasing Department. Processing includes coding, marking, stamping, and recording in the fixed asset inventory system. Software is received and processed through Purchasing and sent to IMS Department for installation.

Twice a year the IMS Director and Network Supervisor will meet with members of the District Technology Committee to monitor the technology plan progress at a more detailed level. Issues concerning deadlines, technical difficulties encountered while deploying or using technology resources, discovery of new resources not considered before, formation of subcommittees or pilot sites to examine new products, will be some of the discussion topics.

Members of the Technology Committee, which is composed of teachers, classified support staff, volunteers, parent and community members from all school sites, will serve as liaisons with school and District administration, teachers, and school planning committees. Communications concerning plan implementation, progress of projects under the plan, financial responsibilities and expectations assigned to the school sites will be relayed by committee members to ensure participation of all stakeholders in the execution of the technology plan.

## 6. Funding and Budget Component Criteria

The South Bay Union School District Board of Trustees embraces its responsibility to deliver a sound educational program to its community within available resources. To that end, it has established the following values to guide the budget process.

We value establishing a balanced budget focused on the following goals:

1. Increasing student achievement for all students as we close achievement gaps among student sub groups.
2. Retaining the highest quality staff through competitive total compensation and working conditions.
3. Delivering a guaranteed and viable curriculum for all mandated programs, particularly in the areas of math, language arts, science, and social studies.
4. Assuring the health, welfare, and safety of our students.
5. Maintaining enrichment programs as much as possible including instrumental music, VIP, and magnet programs.
6. Maintaining safe facilities in compliance with state and federal regulations.
7. Maintaining our commitment to technology as a critical educational tool.
8. Maintaining a viable district infrastructure using technology.
9. Planning for the long-term needs of the system including furniture, equipment, and vehicle replacement.
10. Establishing a balanced budget incorporating the following into the process:
  - a. Engaging in an open and honest dialogue among the staff, community, and ourselves.
  - b. Making budget decisions in a timely and systemic manner.
  - c. Making targeted reductions to the budget when necessary.
  - d. Maintaining a budget reserve of 5%.

### 6a. List established and potential funding sources

All technology objectives are and will be obtained through current and potential funding resources at South Bay Union School District including school site funds. These include, but are not limited to:

DISTRICT LEVEL	SITE LEVEL
<ul style="list-style-type: none"> <li>• General Fund – Unrestricted</li> <li>• State Lottery – Unrestricted</li> <li>• Community Redevelopment Funding</li> <li>• Special Reserve Fund (Fund 17)</li> <li>• Special Reserve Fund (Fund 40)</li> <li>• Cafeteria Fund (Fund 13)</li> </ul> <p><u>Categorical Funds Including:</u></p> <ul style="list-style-type: none"> <li>• Instructional Materials Fund Realignment Program (IMFRP)</li> </ul>	<ul style="list-style-type: none"> <li>• Unrestricted Site Discretionary Funds</li> <li>• Site Donations (PTA, etc.)</li> </ul> <p><u>Categorical Funds Including:</u></p> <ul style="list-style-type: none"> <li>• Title I</li> <li>• EIA (Economic Impact Aid)</li> <li>• QEIA (Quality Education Investment Act – Only Schools that Qualify)</li> <li>• SLIP (School &amp; Library Improvement Program)</li> </ul>

<b>DISTRICT LEVEL</b>	<b>SITE LEVEL</b>
<ul style="list-style-type: none"> <li>• K-12 Technology Voucher Program</li> <li>• E-Rate Discounts/Reimbursements General Obligation Bond (GO)</li> <li>• EIA (Economic Impact Aid)</li> <li>• SLIP (School &amp; Library Improvement Program)</li> <li>• EETT, Title II Part D, Formula</li> <li>• Title I</li> <li>• Title III, LEP</li> <li>• Instructional Materials, Library Materials, and Education Technology Grant</li> <li>• Education Technology</li> <li>• Grants and Community Partnerships</li> <li>• ASES Grant</li> <li>• State Modernization Fund</li> <li>• Restricted Maintenance Account (RMA)</li> <li>• Home to School Transportation (HTST)</li> <li>• Special Education Transportation (SET)</li> </ul>	<ul style="list-style-type: none"> <li>• Title III, LEP</li> <li>• State Lottery (Prop. 20)</li> </ul>

Through the Federal E-Rate program the District receives approximately 85% discount on all telecommunications services and some infrastructure services/equipment. The California Teleconnect Fund Program provides an additional 50% discount on remaining basic telecommunications services after E-Rate discounts are applied. The Enhancing Education Through Technology (EETT) formula grant, established by the Federal government as part of the No Child Left Behind, Public Law, 107-110, Title II, Part D, section 2401 will provide the District with approximately \$8,000 during the 2010-2011 school year. The future of EETT funding after the 2010-2011 school year is unknown.

In addition to the funding sources identified above, the District has allocated a portion of its school modernization funding for the upgrade of cabling and electrical systems, communication equipment and networking services. The District has formed a Long Range Facility Master Plan committee to assess the current instructional setting and make recommendations for future upgrades to the facilities. Part of the Master plan involves a General Obligation (G.O.) bond to help assist with the current funding shortfalls.

Neither District nor school funding resources will be adequate to achieve all the goals in this technology plan. Options for reducing costs include maintaining standards for hardware and software, hardware and software purchase agreements, CalSAVE licensing purchases, leasing if cost-effective, thin client technology, and coordination of network and telecommunication upgrades with the E-Rate cycle. CTAP Region 9 may provide professional development opportunities and consultant services free or for a minimal charge. Hardware warranties will be extended when possible to support potential technical equipment replacement/repair needs.

## 6b. Estimated annual implementation costs for the term of the plan

The following chart breaks down estimated costs associated with any needed hardware, infrastructure needs, electronic resources, professional development, and technical support. Please note: All of the figures are estimates and will only be spent once funding becomes available.

	2011-2012	2012-2013	2013-2014	Funding Source
<b>Hardware/Network &amp; Telecommunications Infrastructure/Physical Plant</b>				
Electrical capability expansion	TBD	TBD	TBD	RMA/GO Bond/Modernization
Cabling Plant upgrade/expansion/repair	TBD	TBD	TBD	Modernization/GO Bond/E-Rate
Misc. Network equipment replacement and/or repair	\$40,000	\$75,500	\$28,000	General Fund/Lottery
Classroom presentation systems-including laptop computer, electronic whiteboard, student responders	\$80,000	\$40,000	\$20,000	Extended Learning/Site Categorical/K-12 Voucher
Wireless network equipment and support	\$17,453	\$17,453	\$17,453	General Fund/E-Rate
Student computers in labs	\$99,435	\$99,435	\$99,435	Fund 40/Fund 17/Lottery/GO Bond
<b>Information and Data Processing Resources</b>				
Web-based Financial/Human Resources System	\$48,304	\$48,304	\$48,304	General Fund
Web-based Student Information System	\$62,000	\$62,000	\$62,000	General Fund
Child Nutrition System Service	\$61,929	\$6,065	\$6,065	Fund 13
Web Hosting and Content Management Service	\$26,616	\$26,616	\$26,616	E-Rate/Inst & Lib Material
Online Tech/Maintenance/Transportation work order system	\$1,612	\$1,612	\$1,612	
Destiny Library & textbook software	\$7,880	\$7,880	\$7,880	District Categorical
Student Transportation Management System	\$3,200	\$4,600	\$4,600	HTST
<b>Electronic Learning Resources</b>				
Renaissance Place Web Hosting Services	\$47,412	\$47,412	\$47,412	District Categorical
<i>Discovery/United Streaming Licensing Fee</i>	\$25,440	\$25,440	\$25,440	District Categorical
<i>Imagine Learning</i> Licensing \$760 per student	TBD	TBD	TBD	District Categorical
Microsoft Professional Licensing	\$42,432	\$42,432	\$42,432	Fund 17/Fund 40/General Fund
Student Assessment Management System	\$51,184	\$45,184	\$43,284	District Categorical
<b>Professional Development</b>				
Staff (subs, extra duty)	\$20,240	\$25,600	\$30,250	District/Site Categorical
Training Costs (outside service providers)	\$6,795	\$8,260	\$9,460	District/Site Categorical
Educational Technology Assistants	\$10,000	\$10,000	\$10,000	District/Site Categorical

<b>Technical Support</b>				
Technology Support Salaries and Benefits	\$940,090	\$968,293	\$997,341	General Fund/Fund 40/Ed Tech
Technical Consulting Services	\$13,000	\$13,000	\$13,000	General Fund/Lottery
<b>Administrative Systems/Network Maintenance</b>				
NetMRI Enterprise Maintenance	\$28,862	\$28,862	\$28,862	General Fund
IPSwitch What's Up Gold Maintenance	\$857	\$857	\$857	General Fund/Lottery
M86 Web Filtering Appliance, licensing, filtering	\$0	\$0	\$23,878	General Fund
CRS Subfinder System	\$3,500	\$3,500	\$3,500	General Fund
Cisco Equipment maintenance contracts and services	\$41,574	\$42,400	\$42,400	E-Rate/General Fund/Lottery
Connect-ED system maintenance	\$32,227	\$32,227	\$32,227	District Categorical(EIA)
Stanley Convergent Security(Tech Labs, Tech Shop, Warehouse	\$1,344	\$1,344	\$1,344	General Fund
DeepFreeze Maintenance	\$607	\$0	\$607	General Fund
<b>Telecommunications (Voice/Data Network)</b>				
Applicable voice & data circuits, lines, and services as described in Section 5	\$453,565	\$476,300	\$488,450	E-Rate/General Fund
				E-rate/General Fund
Communication Radio Service	\$23,400	\$23,400	\$23,400	Extended Learning
Cellular Service	\$43,777	\$62,875	\$67,379	E-rate/General Fund
<b>Yearly Estimated Totals</b>	<b>\$2,234,735</b>	<b>\$2,246,851</b>	<b>\$2,253,488</b>	

### 6c. Description of the district's replacement policy for obsolete equipment

The District has created a multi-phase technology equipment replacement plan based on District needs and E-rate funding cycles. The SBUSD Board of Trustees approved phases I & II. Both phases will include partial replacement of the oldest District desktop computers with the latest Windows operating system and Microsoft Office Professional Suite and office networked laser printers.

A comprehensive replacement cycle is currently being investigated and results will become the determining factor for obsolete software and equipment. Currently, end of life (EOL) is determined by usability and industry standards. In other words, if the IMS Department cannot obtain resources for said software and equipment through proper and expedient channels, the product will be determined to be obsolete. When equipment and software are determined obsolete by the IMS Department, necessary support and maintenance will be at the department/school site expense. Currently all desktop computers are purchased with a five-year warranty. Laptop computers are purchased with a three-year warranty. Servers are purchased with three or five year warranties depending on the costs of the warranty.

The adopted district policies for surplusing and legal disposal of electronic equipment will be followed. Redeployment of old or obsolete equipment will be determined by department/ school site need based on past and current support records maintained by the Technology Services Department. If no immediate needs are determined, allocation of older equipment will be a first come, first served basis. The availability of equipment will be announced to designated personnel on site and a written request will be made by each site designee. All movement of equipment is tracked via transfer of equipment forms and recorded in the equipment fixed asset inventory database.

## 6d. Monitoring process for Funding and Budget

<b>Individual Responsible</b>	<b>Responsibilities</b>	<b>Feedback Loop</b>
Site Administrators	<ul style="list-style-type: none"> <li>• Review site budgets</li> <li>• Work with site based planning teams to determine site technology needs and priorities</li> <li>• Budget to meet those needs and priorities as appropriate</li> </ul>	<ul style="list-style-type: none"> <li>• Provide progress and needs assessed to District Technology Committee</li> <li>• Submit recommended Technology Plan changes to District Technology Committee</li> </ul>
Director IMS	<ul style="list-style-type: none"> <li>• Approve all Technology Purchase Orders</li> </ul>	<ul style="list-style-type: none"> <li>• Prepare annual report to Assistant Superintendent Business Services</li> </ul>
Categorical Administrators	<ul style="list-style-type: none"> <li>• Review for appropriate spending</li> </ul>	<ul style="list-style-type: none"> <li>• Report to other stakeholders as appropriate</li> </ul>
Fiscal Services Accountants	<ul style="list-style-type: none"> <li>• Budget checks</li> </ul>	<ul style="list-style-type: none"> <li>• Approval sent to purchasing</li> </ul>

## 7. Monitoring and Evaluation

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

Data will be collected from both teachers and students every quarter, semester, or year as appropriate to the ongoing analysis of needs and progress toward meeting goals and objectives. The following table shows the data to be collected, the collection method, frequency of collection and the measurement methods to be used.

<b>Data to be collected</b>	<b>Collection Method</b>	<b>Frequency</b>	<b>Measurement</b>
<b>Technology (students)</b>			
Student proficiency in technology addressed in curriculum section	Teacher surveys	Annually	Review surveys, classroom observations
Student Work - 4 <sup>th</sup> - 6 <sup>th</sup> Grade Problem Based Learning Projects that integrate technology	Review of student problem based learning projects	Ongoing throughout the year  Annually	PBL Rubrics (These rubrics are currently being developed.)
<b>Academics (students)</b>			
Standardized Test (CST)	Paper / pencil tests	Annually	Review state reports
Guaranteed and Viable Curriculum Benchmark Assessments	Student tests are scanned into Districtwide student data management systems	6-8 Weeks	Review data reports
STAR Accelerated Reader	Computer based	Bi-annually	Review computer generated reports
<b>Technology (staff)</b>			
Participation in district training sessions	Sign-in sheets, evaluation forms	Bi-annually	Review sign-in sheets and evaluation forms
Percentage of teachers reaching proficiency on various technology tools	Staff technology survey (SurveyMonkey)	Annually	Review results

Data and feedback collected through the monitoring and evaluation process will be used to analyze success toward the completion of the plan's goals or whether it is necessary to modify the goals and benchmarks. A summative report will be generated from this information, twice a year, to share with all stakeholder groups.

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

The District Technology Leadership Team, made up of the Assistant Superintendent of Educational Leadership, the IMS Director, the Director of Educational Services, Director of West View Early Learning Center and Extended Learning, and Principal Representative will meet bi-annually to review progress of the plan and write a summative report to be shared with all stakeholder groups (Technology Committee, Executive Team, District English Learners Advisory Committee (DELAC), District Advisory Committee (DAC), PTA Council, Principal Team, and SWTA Consultation Council). In addition, the Director of Information Systems will provide technical and hardware updates and needs for modification in the infrastructure to ensure continual implementation of the plan.

<b>Date</b>	<b>Evaluation Process</b>	<b>Person Responsible</b>
January 2012	Review implementation of Technology Plan. Write summary report of what has been completed and what still needs to be done. Share with all stakeholder groups.	District Technology Leadership Team
June 2012	Review implementation of Technology Plan. Write summary report of what has been completed and what still needs to be done. Share with all stakeholder groups. Report to Board of Trustees if necessary.	District Technology Leadership Team
January 2013	Review implementation of Technology Plan. Write summary report of what has been completed and what still needs to be done. Share with all stakeholder groups.	District Technology Leadership Team
June 2013	Review implementation of Technology Plan. Write summary report of what has been completed from the three-year plan and what needs to be completed in the final year. In addition, identify areas in need for 2014-2017 Educational Technology Plan. Share with all stakeholder groups.	District Technology Leadership Team
September 2013	Identify objectives and goals for the 2014-2017 Educational Technology Plan.	District Technology Committee
March 2014	Submit the 2011-2014 Educational Technology Plan to the California Department of Education.	District Technology Leadership Team

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

All data and feedback collected through the evaluation process will be used to modify goals and benchmarks. This information will be used to develop summative evaluations of the plan's progress toward the attainment of set goals and benchmarks. This report will be shared with all stakeholder groups (Technology Committee, Executive Team, District English Learners Advisory Committee (DELAC), District Advisory Committee (DAC), PTA Council, Principal Team, and SWTA Consultation Council) two to four weeks after the evaluation report is completed (see table above.) This window of time allows for presentations of the results at regularly scheduled committee meetings throughout each school year addressed in the plan (2011-2014). In addition, the implementation of the Technology Plan will be featured in the District Newsletter each quarter.

## **8. Effective Collaborative Strategies with Adult Literacy Providers to Maximize the Use of Technology**

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**8a. 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.)**

Approximately 55% of SBUSD students are English Language Learners (ELL). Many of these students have parents who need to develop skills in speaking, reading, and writing in English. Efforts by the district to address these needs have taken several forms. The Community Based English Tutoring (CBET) partnership with Sweetwater Union High School District provides opportunities, using adult education programs to help develop adult literacy. These programs help focus on developing English Language skills through a variety of programs, including computer-assisted instruction.

In addition, the Educational Services Department provides parents of English language learners with the opportunity to increase their English literacy skills through interactive technology. Small electronic devices are available for check-out through site English Learner Advisory Committees (ELAC) and the District English Learner Committee (DELAC). The devices focus on English Language Development standards moving participants through various real life scenarios in which English literacy and the ability to communicate effectively are essential. The cost of these electronic devices includes professional development for all users.

## **9. Effective, Research-Based Methods and Strategies**

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

Technology is a critical element used by district teachers and administrators to increase student achievement in standard based instruction. All instructional programs, strategies, and resources, whether site based or District wide, are selected on the bases of proven success to effectively and efficiently increase student achievement.

#### **Computer-Assisted Instruction (CAI)**

Technology is being woven into the fabric of instruction more each year. For both teachers and students, having functioning computers in every classroom is becoming as important as having textbooks. The district's effort to support the integration of technology into the classroom with software that produces higher student achievement on standard based reading and math assessments is supported by several major studies. Students using computer-assisted instruction demonstrate significant gains in academic performance (Sivin-Kachala & Bialo, 2000; Kulik, 1994).

Software that most successfully fulfills the need to increase student performance uses the Teaching and Learning Cycle (TLC). Within the cycle a student is diagnosed, prescribed a course of action, provided instruction, assessed, and prescribe the next course of action. In comparison studies with conventional instruction, students who received CAI with TLC programs were more likely to retain what they learned. (Kulik & Kulik, 1987; Rupe, 1986).

There are several programs used in the District that are TLC designed. They include Accelerated Reader, Accelerated Math, Imagine Learning, and FastForward.

#### **Technology Tools for Problem Solving and Critical Thinking**

SBUSD provides opportunities for students to use technology as a tool for critical thinking and problem solving. Word processing software assists students as they think through problems and create original ideas through the use of graphic organizers. This use of graphic organizers is supported in research (Marzano, 2001).

Further, software that supports creative activities that lead to higher order thinking skills directs the learner into problem solving and critical thinking scenarios. (Ringstaff & Kelly, 2002) Software and equipment that is used throughout the district to support this type of learning includes, but is not limited to, PowerPoint, digital cameras, and digital camcorders.

The Problem Based Learning (PBL) Projects addressed in this plan will require students to use such technology tools for research, presentation purposes, and to make connections to communities beyond the classroom.

#### **Integrating Technology into Instruction**

The District realizes that the power of technology to increase student learning will not occur until it becomes fully integrated into the teaching and learning environments of our classrooms. This integration of instructional strategies can only occur when teachers participate in professional development that builds their capacity to use the technology tools available to them. This capacity building is necessary in order for the school culture to shift from an environment of isolated classroom instruction to a true Professional Learning Community (PLC). (DuFour & Eaker, 1998; Ringstaff & Kelley, 2002)

## **Accessibility**

“Technology must be readily available in a way that it meets the needs of all learners.”

(The Knowledge Loom: The Practices, 2000)

Technology needs to be available for all members of our learning community; students, teachers, administrators, and parents. South Bay Union School District continues to make enhancements the District Web Site to increase the amount of information, resources, and support available to all stakeholder groups. In addition, this plan focuses on providing support to school site staff to ensure the maintenance of both the site level web page, and individual classroom teacher’s so students and parents can access information relevant to their child’s particular educational experience.

## **Technical Infrastructure and Support**

“The school district has 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).

The District will provide the infrastructure needed to support the plan’s goals in Curriculum and Staff Development components. Most of the infrastructure needed to implement the plan is already in place. The District provides a technology infrastructure that includes: local and wide area networks connecting every classroom and office area in the 13 individual schools to a local file server, the Education Center, the Internet, and central application servers for administrative applications; a set of standard software applications for students and teachers; and technology assistance for all equipment repair and troubleshooting. The District is standardized on IBM servers and Cisco network equipment. A team of technicians provide support with online work orders and equipment maintenance to all school sites and departments. In addition, two Educational Technology Assistants (ETAs) are focused on promoting the integration of technology in the instructional setting. The District will continue to expand, upgrade, and repair the infrastructure components as necessary in order to keep up with the constantly changing needs that technology demands. The technology staff strives to provide high-speed, state-of-the-art, seamless delivery of instructional resources to every classroom in the District.

## **Staff Development, Essential for Successful Technology Integration**

“Teachers trained in how to use technology use it more often and in ways that result in student gains.” (Mann & Shafer, 1997)

“Teachers need training, assistance, and support in making the transition from traditional methods of teaching to technology-based instruction.” (Ringstaff & Kelly, 2002)

The goal of the South Bay Union School District’s Technology Plan is to increase student achievement through the integration of technology. It is imperative to prepare staff to integrate technology into all facets of the instructional environment so that it eventually becomes a constant in all classrooms. Furthermore, it is a goal that the role of technology be obvious throughout daily instruction, classroom management, including student engagement, and assessment in all content areas. The Professional Development section of this plan outlines opportunities for all staff to improve their technology skills and integration strategies, as well as increase their knowledge and understanding of new software, resources and equipment.

## **Technology Leadership**

“Leadership is the single most important factor affecting the successful integration of technology. Schools that have made the most progress are those with energetic committed leaders” (SEIR\*TEC, 2002).

To bring about the most effective and efficient technology integration district and site administrators are committed to the district’s vision that technology needs to become a major variable in how we address daily instruction, classroom management, including student engagement, and assessment in all content areas.

District leadership teams, principals, and assistant principals are provided continuous professional development opportunities through AB430 Module 3 and through site based and District professional development facilitated by the Departments of Educational Services and Information Systems. In addition, lead technology teachers at each site have been identified and receive on-going professional development to support their sites. Principals are to encourage their staff to take advantage of technology professional development opportunities as well as model through their own use of technology at regularly scheduled staff meetings and grade level planning days.

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

The South Bay Union School District currently has high expectations for all students and is continuously focused on increasing the rigor of instruction in all content areas. The current use of interactive whiteboards has not only increased the demands on students to stay fully engaged in the learning, but has also increased teacher’s accessibility to web-based resources that increase the depth in which content standards are introduced and taught. Teachers have access to video streaming, video conferencing, and file sharing. As school sites become more proficient in the regular maintenance of their websites, academic resource links can be provided within the context of course outlines and homework assignments. Professional development will be provided at the District level, through a “trainer of trainer” or “lead teacher” model to ensure the maintenance of website information and resources. Lead teachers will assist their specific school sites to keep the information up to date.

Fourth through six grade students will participate in Problem Based Learning (PBL) Projects that will require students to make connections to communities beyond the classroom. These connections may be made through technology tools such as desktop video conferencing, blogging, on-line collaboration tools, interactive websites, and more. Students will have access to resources, as well as instruction from their classroom teachers, and Educational Technology Assistants, on the use of such tools. Professional development opportunities will be made available to support teachers in implementation. Rubrics will be developed to assess student projects. Rubrics will be adjusted as needed to ensure that the expectations are developmentally and grade level appropriate, yet rigorous enough to push students to extend beyond their comfort zone. It is our plan to incorporate such projects into the Service Learning requirement established by the SBUSD Board of Trustees for all upper-grade students.

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## Appendix A

### List of Technology Equipment by School Site

<b>School</b>	<b><u>Total</u> Classroom s</b>	<b><u>Total</u> Computers (Desktops Laptops Netbooks)</b>	<b><u>Total</u> Laptops Netbooks</b>	<b><u>Total</u> Interactive Whiteboard Equipment (*Description Below)</b>	<b><u>Total</u> Wireless Access Points</b>	<b><u>Total</u> Accelerated Math Scanner Count</b>
<b>Bayside</b>	28	245	193	29	20	4
<b>Berry</b>	24	185	58	25	22	29
<b>Central</b>	24	180	83	27	28	12
<b>Emory</b>	27	177	68	28	26	15
<b>Imperial Beach</b>	33	227	102	34	30	14
<b>Mendoza</b>	36	238	73	40	29	35
<b>Nestor</b>	36	213	99	31	26	14
<b>Nicoloff</b>	32	271	115	34	39	25
<b>Oneonta</b>	21	115	55	22	24	10
<b>Pence</b>	30	329	207	34	26	17
<b>Sunnyslope</b>	26	306	198	28	30	19
<b>West View</b>	6	92	44	10	20	2
<b>VIP Village</b>	20	75	20	4	16	0

\*Interactive whiteboard equipment consists of the following: Mounted adjustable interactive whiteboard with attached projector, speakers and associated AV cabling, classroom set of Student Responders, document camera, and laptop docking station for teacher laptop

## Appendix B

# Teach for Success Protocol Instrument

## South Bay Union School District

Mark indicates attribute was present/observed and evidenced by recorded data.

### Selected Instructional Strategies

#### Standards/Objectives Communicated to All Students

The teacher demonstrates *all* of the following attributes:

- Aligns the teaching/learning objectives to state standards and district guaranteed viable curriculum (GVC), district pacing guide, and/or is based on what students need to know and be able to do at the correct level of difficulty
- Displays standards/objectives in student-friendly language to inform students of what they need to know and be able to do
- Explicitly states or refers to the standards/objectives during the lesson
- Uses the District approved text and materials as the primary instructional resource
- Stays focused on the lesson objective to avoid slowdowns and digressions

#### Instructional Scaffolding and Formative Assessment to Assist and Support Student Understanding

The teacher demonstrates *any or all* of the following attributes:

- At least one of the following techniques was observed:
- Explicitly explains and models the learning
- Provides teacher-led practice on the learning
- Uses formative assessment to determine instructional needs of all students
- Provides small group instruction based on formative assessment results

#### Academic Vocabulary Instruction

The teacher demonstrates *all* of the following attributes:

- Displays the academic vocabulary word(s) from the lesson
- Explicitly introduces or reviews the academic vocabulary by defining, demonstrating, or showing how each term is used within the context of the learning
- Engages students to do three of the following with the academic vocabulary being emphasized: listen to, look, say, read, demonstrate or write during the learning
- Directs or tells students to verbally use the academic vocabulary related to the objective in their conversation

#### Reinforces Effort of Students or Provides Specific Feedback to Students

The teacher demonstrates *any or all* of the following attributes:

- Acknowledges students for their efforts or provides reinforcement for an accomplishment
- Explains specifically what students are doing that is correct
- Explains specifically what students are doing that is incorrect and how to correct it

### Student Engagement Throughout the Learning

#### Student Engagement

The teacher demonstrates *all* of the following attributes:

- Elicits (directs) student(s) to be engaged in the academic learning related to the displayed standard/objective
- Elicits (directs) 85 percent or more of the students to be engaged in the academic learning at the same time
- Makes student engagement mandatory by ensuring that 85 percent or more of the students are engaged throughout the learning  
(*Determining 85%: 44-38 $\leq$ 6 37-31 $\leq$ 5 30-24 $\leq$ 4 23-17 $\leq$ 3 16-10 $\leq$ 2 9-3 $\leq$ 1*)

#### Selected Student Engagement Strategies

The teacher demonstrates *any or all* of the following to have students elaborate, reflect, predict, describe or discuss the learning:

- Engages students to identify similarities or differences
- Engages students to summarize
- Engages students to take notes
- Engages students to create a nonlinguistic representation of the learning
- Engages students to complete an advance organizer
- Engages students to respond in writing

# Teacher for Success Protocol Collection Form

Teacher: \_\_\_\_\_ School: \_\_\_\_\_ Grade: \_\_\_\_\_ Date: \_\_\_\_\_

Start Time: \_\_\_\_\_ End Time: \_\_\_\_\_ # of Students: \_\_\_\_\_ Observer: \_\_\_\_\_

Displayed Standard/Objective: \_\_\_\_\_

Time:	Teacher	Students	S	E
Time:			E	
			E 85+	
			M 85+	
Time:			E	
			E 85+	
			M 85+	
Time:			E	
			A 85+	
			M 85+	

**Determining 85%:** 44-38 ≤ 6    37-31 ≤ 5    30-24 ≤ 4    23-17 ≤ 3    16-10 ≤ 2    9-3 ≤ 1

Education Technology Plan Review System (ETPRS)  
Contact Information

County & District Code: 37-68395

School Code (Direct-funded charters only): \_\_\_\_\_

LEA Name: South Bay Union School District

\*Salutation: Mr. Ms. Dr.

\*First Name: Janet

\*Last Name: Wright

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\*Required information in the ETPRS

**Appendix C – Criteria for EETT Technology Plans**

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

- EETT Requirements are listed on Appendix D - EETT Technology Plan Requirements
- Appendix C must be attached to the technology plan with “Page in District Plan” properly cross-referenced and completed.

1. <b>PLAN DURATION CRITERION</b>	<b>Page in District Plan</b>	<b>Example of Adequately Addressed</b>	<b>Example of Not Adequately Addressed</b>
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)	<b>7</b>	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 (7/1/11 to 6/30/14).	The plan is less than three years or more than five years in length.
<b>2. STAKEHOLDERS CRITERION</b> Corresponding EETT Requirement(s): <b>7 and 11 (Appendix D).</b>	<b>Page in District Plan</b>		
Description of how a variety of stakeholders from within the school district and the community-at-large participated in the planning process.	<b>8-9</b>	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.
<b>3. CURRICULUM COMPONENT CRITERIA</b> Corresponding EETT Requirement(s): <b>1, 2, 3, 8, 10, and 12 (Appendix D).</b>	<b>Page in District Plan</b>		
<b>a. Description of teachers’ and students’ current access to technology tools both during the school day and outside of school hours.</b>	<b>10-11</b>	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>b. Description of the district’s current use of hardware and software to support teaching and learning.</b>	<b>12</b>	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.
<b>c. Summary of the district’s curricular goals that are supported by this tech plan.</b>	<b>12-16</b>	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.
<b>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.</b>	<b>17-19</b>	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.
<b>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.</b>	<b>19-21</b>	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.
<b>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 from unlawful uses of copyrighted works, including the following topics: the concept and</b>	<b>22</b>	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 implications of illegal file sharing and/or downloading.	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><b>purpose of both copyright and fair use; distinguishing lawful from unlawful downloading and peer-to-peer file sharing; and avoiding plagiarism</b></p>			
<p><b>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.</b></p>	<p><b>22</b></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><b>h. Description of or goals about the district policy or practices that ensure equitable technology access for all students.</b></p>	<p><b>23-24</b></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><b>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.</b></p>	<p><b>24-26</b></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><b>j. List of clear goals, measurable objectives, annual benchmarks, and</b></p>	<p><b>26-27</b></p>	<p>The plan delineates clear goals, measurable objectives, annual benchmarks, and an</p>	<p>The plan suggests how technology will be</p>

<p><b>an implementation plan to use technology to improve two-way communication between home and school.</b></p>		<p>implementation plan for using technology to improve two-way communication between home and school.</p>	<p>used, but is not specific enough to know what action needs to be taken to accomplish the goals.</p>
<p><b>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.</b></p>	<p><b>27-28</b></p>	<p>The monitoring process, roles, and responsibilities are described in sufficient detail.</p>	<p>The monitoring process either is absent, or lacks detail regarding procedures, roles, and responsibilities.</p>
<p><b>4. PROFESSIONAL DEVELOPMENT COMPONENT CRITERIA</b> Corresponding EETT Requirement(s): 5 and 12 (Appendix D).</p>	<p><b>Page in District Plan</b></p>		
<p><b>a. Summary of the teachers' and administrators' current technology proficiency and integration skills and needs for professional development.</b></p>	<p><b>29</b></p>	<p>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.</p>	<p>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.</p>
<p><b>b. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan for providing professional development opportunities based on your district needs</b></p>	<p><b>30-32</b></p>	<p>The plan delineates clear goals, measurable objectives, annual benchmarks, and an implementation plan for providing teachers and administrators with sustained, ongoing professional development necessary to reach the Curriculum Component objectives (sections 3d - 3j) of the</p>	<p>The plan speaks only generally of professional development and is not specific enough to ensure that teachers and administrators will have the</p>

<p><b>assessment data (4a) and the Curriculum Component objectives (Sections 3d - 3j) of the plan.</b></p>		<p>plan.</p>	<p>necessary training to implement the Curriculum Component.</p>
<p><b>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.</b></p>	<p><b>33</b></p>	<p>The monitoring process, roles, and responsibilities are described in sufficient detail.</p>	<p>The monitoring process either is absent, or lacks detail regarding who is responsible and what is expected.</p>
<p><b>5. INFRASTRUCTURE, HARDWARE, TECHNICAL SUPPORT, AND SOFTWARE COMPONENT CRITERIA</b> Corresponding EETT Requirement(s): 6 and 12 (Appendix D).</p>	<p><b>Page in District Plan</b></p>		
<p><b>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 &amp; 4) of the plan.</b></p>	<p><b>34-37</b></p>	<p>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.</p>	<p>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.</p>
<p><b>b. Describe the technology hardware, electronic learning resources, networking and telecommunications infrastructure, physical plant modifications, and technical support needed by the district's teachers, students, and administrators to support</b></p>	<p><b>38-40</b></p>	<p>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 to support the implementation of the district's Curriculum and Professional Development</p>	<p>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</p>

<p><b>the activities in the Curriculum and Professional Development components of the plan.</b></p>		<p><b>components.</b></p>	<p>between the activities in the Curriculum and Professional Development Components and the listed equipment. Future technical support needs have not been addressed or do not relate to the needs of the Curriculum and Professional Development Components.</p>
<p><b>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.</b></p>	<p><b>41-45</b></p>	<p><b>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.</b></p>	<p>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.</p>
<p><b>d. Describe the process that will be used to monitor Section 5b &amp; the annual benchmarks and timeline of activities including roles and responsibilities.</b></p>	<p><b>45-46</b></p>	<p><b>The monitoring process, roles, and responsibilities are described in sufficient detail.</b></p>	<p>The monitoring process either is absent, or lacks detail regarding who is responsible and what is expected.</p>
<p><b>6. FUNDING AND BUDGET COMPONENT CRITERIA</b> Corresponding EETT Requirement(s): 7 &amp; 13, (Appendix D)</p>	<p><b>Page in District Plan</b></p>		
<p><b>a. List established and potential funding sources.</b></p>	<p><b>47-48</b></p>	<p>The plan clearly describes resources that are available or could be obtained to implement the plan.</p>	<p>Resources to implement the plan are not clearly identified or are so general as to be useless.</p>
<p><b>b. Estimate annual implementation costs for the term of the plan.</b></p>	<p><b>49-50</b></p>	<p>Cost estimates are reasonable and address the total cost of ownership, including the costs to</p>	<p>Cost estimates are unrealistic, lacking, or are not</p>

		implement the curricular, professional development, infrastructure, hardware, technical support, and electronic learning resource needs identified in the plan.	sufficiently detailed to determine if the total cost of ownership is addressed.
<b>c. Describe the district's replacement policy for obsolete equipment.</b>	<b>50-51</b>	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.
<b>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.</b>	<b>51</b>	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.
<b>7. MONITORING AND EVALUATION COMPONENT CRITERIA</b> Corresponding EETT Requirement(s): 11 (Appendix D).	<b>Page in District Plan</b>		
<b>a. Describe the process for evaluating the plan's overall progress and impact on teaching and learning.</b>	<b>52</b>	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>b. Schedule for evaluating the effect of plan implementation.</b>	<b>53</b>	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.
<b>c. Describe the process and frequency of communicating evaluation results to tech plan stakeholders.</b>	<b>53</b>	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.
<b>8. EFFECTIVE COLLABORATIVE STRATEGIES WITH ADULT LITERACY PROVIDERS TO MAXIMIZE THE USE OF TECHNOLOGY CRITERION</b> Corresponding EETT Requirement(s): 11 (Appendix D).	<b>Page in District Plan</b>		
<b>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.)</b>	<b>54</b>	The plan explains how the program will be developed in collaboration with adult literacy providers. Planning included or will include consideration of collaborative strategies and other funding resources to maximize the use of technology. If no adult literacy providers are indicated, the plan describes the process used to identify adult literacy providers or potential future outreach efforts.	There is no evidence that the plan has been, or will be developed in collaboration with adult literacy service providers, to maximize the use of technology.
<b>9. EFFECTIVE, RESEARCHED-BASED METHODS, STRATEGIES, AND CRITERIA</b> Corresponding EETT Requirement(s): 4 and 9 (Appendix D).	<b>Page in District Plan</b>		
<b>a. Summarize the relevant research and describe how it supports the plan's curricular and professional</b>	<b>55-57</b>	The plan describes the relevant research behind the plan's design for strategies and/or methods selected.	The description of the research behind the plan's design for strategies and/or

<b>development goals.</b>			methods selected is unclear or missing.
<b>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.</b>	<b>57</b>	The plan describes the process the district will use to extend or supplement the district's curriculum with rigorous academic courses and curricula, including distance learning opportunities (particularly in areas that would not otherwise have access to such courses or curricula due to geographical distances or insufficient resources).	There is no plan to use technology to extend or supplement the district's curriculum offerings.