ANAHEIM
CITY SCHOOL DISTRICT
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Technology Plan
July 1, 2010 through June 30, 2015

INTRODUCTION

1a. Plan Duration Criterion

The Anaheim City School District strives to provide the technology infrastructure, hardware, staff development and technical support necessary to effectively integrate technology throughout the curriculum and support the District's vision and goals. This five year plan (July 1, 2010- June 30, 2015) will guide the District in utilizing the power of technology to enhance the teaching and learning process, facilitate student acquisition of California Academic Content Standards and National Education Technology Standards (NETS), provide efficient methods for assessment and diagnostics, and prepare information-literate students for the 21st century. The technology plan includes requirements for the Enhancing Education through Technology Grant, and includes references to all planned E-Rate projects for the duration of the plan.

2a. Stakeholders Criterion

A variety of District and community representatives were involved in the planning process for this document. Many will also be responsible for implementation of this plan, at the District and site level. The following chart describes the stakeholders and how each was involved in the planning process. For the writing of this plan, all stakeholders will be referred to by the abbreviated title in parenthesis following their official title below.

Name	Title	Role
Jeremy Davis	Instructional Technology Coordinator (Instr Tech Coord)	Planning, writing, implementation
Cory Robertson	Teacher on Special Assignment, Technology and Program Evaluations (TOSA Tech/Prog Eval)	Planning, writing, implementation
Jim Giordano	Systems and Network Manager (Sys & Network Mgr)	Planning, writing, implementation
Pam Ellis	Director, Program Evaluation (Director, PE)	Planning, implementation
Barry Bettger	Director, Technology and Information Services (Director, TIS)	Planning, implementation
Debbie Schroeder	Principal	Planning, implementation
Michael Saravia	Vice Principal	Planning, implementation
(name withheld by parent request)	Parent	Planning
(name withheld by parent request)	Parent	Planning
Megan Brown	Classroom Teacher	Writing review
Ray Hernandez	Classroom Teacher	Writing review
Omar Guillen	Parent Involvement Specialist	Review

CURRICULUM

3a. Teacher and student access to technology resources

Based on 2009 CBED data, the District started the 2009-2010 school year with a student/instructional computer ratio of 5:1 if only computers purchased in the 48 months ending 10/1/09 are counted. However, our District has adopted a policy of repurposing older machines, and accepting large donations of older computers from our county and local police department. We have utilized machines older than 48 months for math labs, primary labs, and other academically relevant purposes. Most classrooms in the District have at least five computers with Internet access. Additional funding sources/grants will be investigated to move toward a target ratio of 4:1 (< 48 months old) by 2015. Many schools are implementing wireless rolling labs to increase access to computers. The use of curriculum servers at each school has greatly increased the access to programs and management of data. The District encourages the purchase of LCD or DLP projectors in the classroom as well as document cameras as they expand and enhance the use of technology. As technology hardware is expanded at school sites, care will be given to ensure that all students (Special Education, GATE, English Language Learners, etc.) have equal access to instructional technology. *Anaheim Achieves* is an after school program based at all 24 sites which provides after school care for students. Anaheim Achieves utilizes computer labs for the after school program. *READ 180* software is used by teachers for intensive reading after school programs. Computers in the library and computer lab are available during school hours for student use. Classroom computers are available 15 minutes before school starts and 20 minutes after school ends at all sites, and often teachers allow students to continue use longer after school.

Most teachers are supplied with a laptop computer that can be used at school and home. All principals are supplied with a laptop computer for use at school and home.

All classrooms, K-6 are equipped with hardware necessary to receive 6 channels of curriculum-based instructional television, utilizing the District's FCC licensed Educational Broadband Service (EBS). The District has an annual contract with TOC (Telecommunications of Orange County), in addition to licenses from a variety of publishers to broadcast titles that align with District curriculum. All 6 broadcast channels are set up to deliver Video-on-Demand to all classrooms. Teachers schedule Video-on-Demand through the District website. The Video-on-Demand system permits the District to evaluate the use of the system and the success of specific programs.

In addition to classroom computers, students have access to the technology available in computer labs at each school. The Pupil Services Department utilized Community Based English Tutoring (CBET) funds to provide 32-station computer labs at multiple sites, and schools have utilized various funding sources to add multiple labs at every site. Twenty-two of our 24 schools have adopted the *ST Math* program by the MIND Institute which requires students in 6 grade levels to utilize the software for 45 minutes, twice a week. The District needed extra labs to accommodate the time requirements. The District looked to donation sources to add to our computer inventory, and we were able to build

11, 32-station computer labs for the *ST Math* program from donation sources. These labs also utilize *Rosetta Stone* language software for ESL classes and parent classes. Many schools incorporate the use of the labs within their after-school programs and intersession for students.

The school library media centers also provide a technology rich environment for students. Each library media center is currently equipped with two computers running *Destiny* for book checkout. Additional data drops for student catalog computers are available at each site. These computers allow for book selection and also have Internet access for student research. State Library funds were used to establish a web based central server which permits classroom access to the library checkout system.

3b. Use of hardware and software to support teaching and learning

Most classrooms have a minimum of four desktop computers for student use. Students use classroom computers on a daily basis, and get to use one of the site computer labs at least twice a week for 30 minutes. Some sites have added a second or third computer lab, and students at those sites can have up to four, 45 minute sessions each week. Most teachers have LCD projectors which are used daily for instruction.

A variety of technologies and software support and integrate with our District language arts program. Activities on the *Eduplace.com* website are used for front loading concepts before lessons and during flexible grouping to support reading, phonics, and vocabulary development. *Kidpix* and *TuxPaint* are used especially in the primary grades for story illustration and drawing to learn mouse skills, *Eduplace.com* games are used for spelling and vocabulary practice and concept mapping along with open source brainstorming software *Freemind*. *Read, Write and Type* and *Tuxtyping* reinforce primary phonics and spelling through keyboarding. Videos and animations accessed through *DiscoveryEducation.com* are integrated throughout all components of the language arts program and especially benefit the District's English Language Learners. *DiscoveryEducation.com* is utilized as an important part of mathematics, language arts, science, and social studies curriculum across district classrooms. *Microsoft Office* and *Open Office* productivity software are used to create word processing documents and presentations for the language arts curriculum. The District has purchased 5000 student email and blogging accounts with *Gaggle.net* for 4th and 5th grade students to be able to expand their language arts writing through publishing their work online for peer comment in a safe environment. Software is approved by the District Software Selection Committee, which is comprised of members of the District Technology Leadership Committee.

The District is looking into various Student Web Hosting portals such as *Kidswirl* that have created *Facebook*-like web portals for students who can log in and create and share media creations for other students to rate and critique. This adds another level of creativity to any curriculum area.

Curriculum Servers at each school site facilitate the use of programs that track student progress in reading and provide incentive systems. *Reading Counts* and *Scholastic*

Reading Inventory are being implemented at some schools, while other schools use *Accelerated Reader* and *STAR*. In compliance with NCLB, Scholastic's *Read 180* is being used for reading intervention at schools after the regular school day. Some schools have networked *Read Naturally* for reading intervention.

Schools across the District currently enhance the writing process through the use of a variety of technologies. Often teachers use video clips, animations, and pictures/graphics from a variety of websites to motivate students to brainstorm on writing topics. *Alpha Smarts* and *netbooks* are used in classrooms for composing word processing documents. Keyboarding is taught as part of the writing process using *Read, Write and Type* in grades 1-3 and *All The Write Type* or *KeyWords* (installed on *AlphaSmart* 3000's) in grades 4-6. Schools may rotate the *AlphaSmart* 3000's for whole class keyboarding using *KeyWords*.

Many technologies that support the District language arts program are used in specific ways to enhance ELD instruction. *DiscoveryEducation.com* and *Kidpix* are some of the technologies used for ELD. The *Rosetta Stone* software is used throughout the District for ELD as it emulates language immersion, provides feedback, and tracks progress in language acquisition.

Various technologies are also used to enhance the math curriculum and support the acquisition of math standards. *ST Math* is used to build comprehension of abstract math concepts and provide electronic manipulatives. *ST Math* is implemented at 22 of 24 school sites, across various grade levels at each site (K-6). *enVision SuccessNet* is the electronic version of our state-adopted math curriculum. *enVision* is used widely as a means to test comprehension, re-teach concepts, and track progress and *SuccessNet* is used to assess and track the acquisition of specific standards. *ST Math, enVision,* and *SuccessNet* are all programs that correlate with the District adopted math program and are used District-wide. Several schools are using *Accelerated Math* to track progress toward achieving math standards. *Excel and Calc (Open Office)* are used for teaching and reinforcing graphing skills required in the District K-6 math and science programs.

Instructional Television is a technology used throughout the District to support math, language arts, social studies and science standards. The Media Services department transmits an average of 39 titles per day with a total of 7094 videos ordered in the 2008-2009 school year. In 2008-2009, the system was used for over 2016 hours. Titles are scheduled on-demand by teachers via the District website, and then broadcast directly to their classroom over one of the 6 FCC-licensed Educational Broadband Service (EBS) channels allowing teachers to integrate valuable video media with K-6 classroom curriculum. In addition to Video-on-Demand, the District has a media check-out library with over 700 titles. The District website provides a searchable database of media titles. With the increased use of Discovery Education and more video titles being available on demand, physical video check-out has dropped down to an average of 90 videos a year.

Distance learning opportunities, including video conferencing through the Orange County Department of Education, are being utilized and tested at several school sites. Web 2.0 technologies such as *Skype* and *Wikis* are being used as well. These tools are being used

for virtual field trips, author talks, and collaborative projects sharing data with other students. Upper grade students are using the video editing and digital storytelling capabilities of *MovieMaker* and *Photostory3* to create video news reports, topic reports, and video books. Some schools are initiating the use of live morning announcement programs, allowing upper grade and GATE students the opportunity to write, transmit and deliver morning announcements. Teachers are encouraged to submit student and class created videos to contests such as the California Student Media Festival.

Web 2.0 technologies have allowed our district to look towards a future of web-based software with no need to load programs on 6500+ computers. As we move to web-based programs, we look to reduce the man hours needed to adopt a new program across the district. All software adopted from January 2010 forward must be web-based unless it is deemed vital to our success in educating children. Exceptions include software included with textbooks and adopted curriculum.

Our District Programmer has created a database system so teachers and administrators can track and analyze student achievement data in order to guide instruction. This system, called SMART (System for Managing, Archiving, and Retrieving Test Information) is being utilized by all teachers at all grade levels. CST data, as well as district benchmarks and other assessments are entered into the system which then generates reports for the teachers that can be used to modify and drive instruction. *AERIES* student information system is currently utilized to manage student information including enrollment history, attendance, demographics, discipline, program participation (GATE, ELD, Special Education, Title I, etc.), and language proficiency and assessment information. We are also utilizing ESGI (Educational Software for Guiding Instruction) in Kinder and 1st grade to assess student proficiency levels with basic grade level skills. Teachers utilize *Report Card Maker* to post standards-based report card information for all students.

Other software titles that are utilized by the district for various learning activities include: *www.studyisland.com, www.brainpop.com, www.educationcity.com, www.worldbookonline.com, Inspiration, Fast Math, Type to Learn, Windows XP, Harmony, CutePdf, TuxTyping, VLC media player, and Google Docs.*

3c. Summary of District Goals Supported by the Technology Plan

Classroom technology is used to enhance the teaching and learning process and assist all students in the acquisition of grade level California Academic Content Standards. The District utilizes technology across the curriculum; there is a focus on the integration of technology with language arts, English Language Development (ELD), math, and science standards.

Based on analysis of District performance on California Standardized Testing, we will specifically focus technology use for the duration of this plan on:

- Number Sense in grades K-3, moving to Algebraic Reasoning, and Problem Solving in grades 4-6
- Physical and Life Science
- Reading Comprehension, Academic Vocabulary, and Writing because of our significant ELD population

Specific software titles are reviewed and evaluated by a committee before they are approved for purchase. Websites are constantly being evaluated and suggested for use at trainings based on their alignment with and support of California Academic Content Standards.

A variety of technologies and software support and integrate with requirements of No Child Left Behind (NCLB) and specific goals of the Reading First Grant and Beginning Teacher Support and Assessment (BTSA).

District documents that address curriculum goals that were utilized in writing this plan: Single Plan for Student Achievement (24 individual plans), DAIT (District Assistance and Intervention Team) Plan, and the LEA (local education agency) Plan which covers all curriculum areas including ELL which was addressed in the Title III improvement plan addendum to the LEA Plan.

3d. Goals, Objectives, Benchmarks and Implementation Plan to Improve Teaching and Learning

Goal 3.d.1: All students will learn in a technology rich environment that supports a standards-based curriculum and results in continual improvement in student achievement.

Objective 3d.1: 100% of students will participate in weekly technology enhanced math lessons that improve learning of the state standards in core content as measured by overall improvements in state test scores and District benchmarks.

Benchmarks 3d.1

- **By June 2011, 60% of students will routinely participate in math lessons that integrate technology through *ST Math* or *enVision Math*.**
- **By June 2012, 70% of students will routinely participate in math lessons that integrate technology through *ST Math* or *enVision Math*.**
- **By June 2013, 80% of students will routinely participate in math lessons that integrate technology through *ST Math* or *enVision Math*.**
- **By June 2014, 90% of students will routinely participate in math lessons that integrate technology through *ST Math* or *enVision Math*.**
- **By June 2015, 100% of students will routinely participate in math lessons that integrate technology through *ST Math* or *enVision Math*.**

Implementation Plan 3d.1

What	When	Responsible	Evaluation-Modification
Teachers are trained on *ST Math and enVision Math* (See professional development objective 4b.1). P.I. school teachers are trained Year 1, then other teachers in subsequent years	Beginning July 2010, continuing through June 2015. Teachers are trained for 5 days. Trainings occur throughout each school year.	TOSA-Tech/Prog Eval, TOSA PD, Curr Spec/Math, Curr Spec/Intervention,	Training evaluations, teachers report back after use in classroom to help modify trainings for future years
Continue to increase grade level participation in *ST Math* grant. Each site has varying degrees of participation, with all working towards 6 grade levels participating by 2011-2012	July 2010 – June 2015, grade levels accessing the program are different at each site	Principals, Curr Spec/Math	Monitor grade levels participating at each school
Observe teachers utilizing technology for math instruction	Two informal observations yearly	Principals, TOSAs	Principal observation notes, TOSA observation notes, *ST Math* online usage logs
Ensure students complete EdTechProfile each year	Spring of each year	Technology Assistants, Instr Tech Coord	Use results of EdTechProfile to target students not using technology to assist them in math

<u>Objective 3d.2</u>: 100% of students will routinely utilize technology in language arts in order to improve learning of the state standards in core content as measured by overall improvements in state test scores and District benchmarks.

<u>Benchmarks 3d.2</u>

- **By June 2011, 40% of students will utilize technology such as Web 2.0 tools, Office productivity software, keyboarding software, and thought organization software in language arts lessons.**
- **By June 2012, 55% of students will utilize technology such as Web 2.0 tools, Office productivity software, keyboarding software, and thought organization software in language arts lessons.**
- **By June 2013, 70% of students will utilize technology such as Web 2.0 tools, Office productivity software, keyboarding software, and thought organization software in language arts lessons.**

- **By June 2014, 85% of students will utilize technology such as Web 2.0 tools, Office productivity software, keyboarding software, and thought organization software in language arts lessons.**
- **By June 2015, 100% of students will utilize technology such as Web 2.0 tools, Office productivity software, keyboarding software, and thought organization software in language arts lessons.**

Implementation Plan 3d.2

What	**When**	**Responsible**	**Evaluation-Modification**
Teachers implement web 2.0 technologies such as *Wikis, Gaggle*, and *Kidswirl* in language arts lessons	Beginning July 2010, continuing through June 2015. Teachers offered training 5 times a year	Instr Tech Coord, Curr Spec/Rdg-LangArts	Observations, teacher evaluations of various software effectiveness, *wiki* logs, student blog postings
Students utilize *Freemind* for brainstorming and concept mapping, *TuxTyping* for keyboarding skills, and Office Productivity Software for writing	Beginning July 2010, continuing through June 2015	Teachers, Instr Tech Coord, Curr Spec/Rdg-LangArts, TOSA-Tech/Prog Eval	Classroom observations, teacher evaluation of software effectiveness, student writing samples
Teachers use *wikis* to collaborate on best practices in language arts	July 2010 – June 2015	Teachers, Technology Assistants, TOSAs	Monitor grade levels participating at each school
Observe teachers utilizing web 2.0 technologies for language arts instruction	One informal observation annually	Principals, TOSAs	Principal observation notes, TOSA observation notes, *Wikis*
Ensure teachers and students complete EdTechProfile	Spring of each year	Technology Assistants, Instr Tech Coord	Use results of EdTechProfile for students and teachers to target teachers still uncomfortable with technology integration and classrooms not receiving technology instruction

<u>Objective 3d.3</u>: 100% of students will routinely participate in science lessons ~~(~~utilizing online multimedia and/or classroom response systems~~)~~ that improve

learning of the state standards in core content as measured by overall improvements in state test scores and District benchmarks.

Benchmarks 3d.3

- **By June 2011, 40% of students will routinely participate in science lessons that integrate technology through *Discovery Education* and/or classroom response systems.**
- **By June 2012, 55% of students will routinely participate in science lessons that integrate technology through *Discovery Education* and/or classroom response systems.**
- **By June 2013, 70% of students will routinely participate in science lessons that integrate technology through *Discovery Education* and/or classroom response systems.**
- **By June 2014, 85% of students will routinely participate in science lessons that integrate technology through *Discovery Education* and/or classroom response systems.**
- **By June 2015, 100% of students will routinely participate in science lessons that integrate technology through *Discovery Education* and/or classroom response systems.**

Implementation Plan 3d.3

What	**When**	**Responsible**	**Evaluation-Modification**
Continuing teacher training on *Discovery Education* and *Quizdom* classroom response systems.	Beginning July 2010, continuing through June 2015 with courses being offered at TIS and at staff meetings each year.	TOSA-Tech/Prog Eval, TOSA PD, Curr Spec/Field Trips (Science) Instr Tech Coord	Training evaluations, teachers report back after use in classroom to help modify trainings for future years
Record model lessons with *Quizdom* to be played on District video broadcasting service	July 2010 – June 2015	TOSA-Tech/Prog Eval, Instr Tech Coord	Monitor usage of videos
Monitor use *Discovery Education* student accounts across District including completed assignments and number of student video downloads	On-going	TOSA-Tech/Prog Eval, Instr Tech Coord	*Discovery Education* student account logs
Observe students utilizing *Discovery* and *Quizdom* during Science instruction	One informal observation annually, teachers	Principals, TOSAs	Principal observation notes, TOSA observation

	to inform principals of Discovery and *Quizdom* use to help plan daily classroom walkthroughs		notes, *Discovery* usage reports
Ensure teachers and students complete EdTechProfile	Spring of each year	Technology Assistants, Instr Tech Coord	Use results of EdTechProfile for students and teachers to target teachers still uncomfortable with technology integration and classrooms not receiving technology instruction

3e. Students acquire technology and information literacy skills

Information literacy is vital to students being able to conduct research and to do almost any project or assignment involving information. As encyclopedias and books get replaced with smart phones and netbooks, students will be looking to the Internet for any information they need whether in school or in life. ACSD will be making a specific and concentrated effort to teach information literacy skills to all students. The Instructional Technology Coordinator is currently working with the Orange County Department of Education on State Library and Information Literacy Standards for K-12. Even if these standards are not adopted state-wide, the K-6 standards will be adopted by ACSD in Spring of 2010. Many of these skills will be taught through mandatory grade level technology projects that will be created by October of the 2010-2011 school year for piloting and District launch.

To ensure maximum and appropriate student access to the Internet, parents receive Board-approved information and forms. At the beginning of every school year parents receive the *Parent-Student Rights and Responsibilities* handbook, which includes a section on *Use of the Internet.* All classroom teachers distribute the *Rules for Student Use of District Internet* consent form which parents are required to sign before students may use the Internet in the classroom, and before student work, photos, or videos can be posted online. Primary and upper grade lessons that introduce students to the proper use of the Internet are available to teachers on the District Intranet. Parents are also informed that the district does filter Internet content for inappropriate material and is very diligent in upgrading our filtering software to be completely compliant with the Child Internet Protection Act (CIPA).

GOAL 3e.1: All students will acquire technology and information literacy skills needed to succeed in the classroom and workplace.

Objective 3e.1: By June 2015, all exiting sixth graders with 7 years concurrent enrollment in ACSD will meet or exceed District standards for information literacy.

Benchmarks 3e.1:

- **By June 2011, 10% of exiting 6th graders will have completed the mandatory District technology projects and shown proficiency in information literacy.**
- **By June 2012, 30% of exiting 6th graders will have completed the mandatory District technology projects and shown proficiency in information literacy.**
- **By June 2013, 50% of exiting 6th graders will have completed the mandatory District technology projects and shown proficiency in information literacy.**
- **By June 2014, 70% of exiting 6th graders will have completed the mandatory District technology projects and shown proficiency in information literacy.**
- **By June 2015, 100% of exiting 6th graders will have completed the mandatory District technology projects and shown proficiency in information literacy.**

Implementation Plan 3e.1

What	When	Responsible	Evaluation-Modification
Utilize State Library and Information Literacy Standards if adopted by the state in Winter 2010. If not, ACSD will adopt the standards for District use	Spring, 2010	District Board of Education, Technology Director, Instr Tech Coord	List of Library and Information Technology Standards, board agenda item adopting the standards for ACSD
Form project committee of teachers, administrators, and technology assistants to research and develop grade-level based projects	July 2010-September 2010	Instr Tech Coord, TOSA-Tech/Prog Eval, Technology Director	Report to Technology Leadership Committee Review of grade-level projects by TLC Acceptance of projects by TLC for use in District classrooms
Create timeline, documents, trainings, and online screenshot trainings for all 7 projects	September 2010	Instr Tech Coord, TOSA-Tech/Prog Eval	Report to Project Committee for approval of timeline and trainings Report to TLC

Introduce projects to pilot school, provide training to site teachers, have teachers evaluate projects and training	October 2010	Instr Tech Coord, TOSA-Tech/Prog Eval, principal, Teachers	Report to Project Committee, teacher evaluation of process and projects for modifications
Evaluate timeline, projects, and training for improvements and modifications	December 2010	Instr Tech Coord, TOSA-Tech/Prog Eval,	Report to Project Committee with any modifications made before implemented district-wide
Introduce projects to entire District as a voluntary 1st year project.	January-May 2011	Instr Tech Coord, TOSA-Tech/Prog Eval, principals, Technology Assistants	Report to Technology Director, teacher evaluations of project success, modifications made based on results of teacher feedback
Offer multiple modes of training to all teachers, principals encourage teachers to attend in-person staff development	In-person trainings to be offered at TIS twice a year, with screenshot recordings of the trainings to be available on demand	Instr Tech Coord, TOSA-Tech/Prog Eval, principals, teachers	Training evaluations
Make projects mandatory for all ACSD students	October 2012	Instr Tech Coord, TOSA-Tech/Prog Eval, teachers, principals,	Principal observations, teacher evaluations, student project portfolios
Modify projects to keep up with technology and curriculum changes	Annually, July-September, 2012-2015	Instr Tech Coord, TOSA-Tech/Prog Eval, Technology Director	Annual review by Project Committee with input from teachers and principals

3f. Appropriate and Ethical use of Information Technology in the Classroom

From June 2009 to October 2009, ACSD convened a cybersafety committee to establish a curriculum for teaching online etiquette, copyright legalities, social networking, cyberbullying awareness, and other online safety topics. The committee members included: Instructional Technology Coordinator, Technology Director, Program Evaluation Director, principals, vice-principals, and the Pupil Services Director. The

committee decided to incorporate all aspects of cybersafety, lawful and unlawful use of copyrighted works and information technology, and online etiquette into our "Second Step" character education program. This program is already in use in our District, and teaches character building topics and scenarios that work perfectly with our online topics. Copyright rules, unlawful downloading, peer-to-peer file sharing, file sharing, and plagiarism all can be taught during units on stealing and cheating. Teachers spend 20 minutes a week on this program, and this curriculum is currently being modified for cybersafety and online etiquette.

All subjects will be taught starting in February of 2010. Topics are taught at appropriate grade levels as part of the "Second Step" curriculum. All students will complete the full curriculum by the end of sixth grade.

GOAL 3f.1: All students will receive training in lawful and unlawful use of copyrighted works, fair use, illegal downloading, plagiarism, and peer to peer file sharing.

Objective 3f.1: 100% of students will participate in monthly character development lessons and scenarios that inform students of lawful and unlawful use of copyrighted works, fair use, illegal downloading, plagiarism, and peer to peer file sharing.

Benchmarks 3f.1

- **By June 2011, 60% of students will participate in monthly lessons and scenarios on the appropriate and ethical use of information technology based on their grade level.**
- **By June 2012, 70% of students will participate in monthly lessons and scenarios on the appropriate and ethical use of information technology based on their grade level.**
- **By June 2013, 80% of students will participate in monthly lessons and scenarios on the appropriate and ethical use of information technology based on their grade level.**
- **By June 2014, 90% of students will participate in monthly lessons and scenarios on the appropriate and ethical use of information technology based on their grade level.**
- **By June 2015, 100% of students will participate in monthly lessons and scenarios on the appropriate and ethical use of information technology based on their grade level.**

Implementation Plan 3f.1

What	When	Responsible	Evaluation-Modification
Cybersafety curriculum created by Cybersafety Committee and integrated into Second	January 2010-June 2011	Cybersafety Committee, selected site principals, selected site teachers	Principal observations, Teacher feedback on success of curriculum

Step curriculum will be piloted and evaluated to prepare for 2010-2011 school year			Any modifications to be made by Cybersafety Committee before implementation district-wide
Introduce curriculum to full District for mandatory implementation at all grade levels	August 2011 – October 2011	Cybersafety Committee, principals	Feedback from teachers, principals collected through District survey, teacher logs of dates when lessons were taught
Continuously update material as new cybersafety and ethical technology use resources become available	Annually	Cybersafety Committee	Annual review of curriculum by the Cybersafety Committee, Feedback by teachers and principals
Observe teachers utilizing cybersafety and ethical technology use curriculum	Annually	Principals, vice-principals	Principal observations Report to Cybersafety Committee

3g. Internet Safety and Online Privacy

Internet safety is being included in the committee work mentioned in 3f. The integration into "Second Step" as well as the implementation plan listed above is identical, as teachers will be teaching cybersafety alongside lawful and unlawful use of copy written works, as well as cyberbullying, social networking, Instant Messaging, email etiquette, not giving personal information online, illegal downloading and file sharing, fair use rules, and inappropriate online content. The district leverages E-Rate funds to provide Gaggle.net licenses to those teachers who wish to use student email services with their students. Gaggle provides safe and filtered email, blogging, and instant messaging tools for students and teachers.

The District has started informing parents of our District cybersafety policies, as well as offering trainings during PTA meetings, DELAC (District English Learners Advisory Committee) meetings, and other site-based parent meetings. The District plans to continue to offer these trainings as well as getting the cybersafety policies into the hands of all parents.

GOAL 3g.1: All students will be taught about and participate in learning scenarios on cybersafety, online privacy, personal information, online predators, social networking, and cyberbullying.

Objective 3g.1: 100% of students will participate in monthly character development lessons and scenarios that inform students of cybersafety, online privacy, social networking, avoiding online predators, and cyberbullying.

Benchmarks 3g.1

- **By June 2011, 60% of students will participate in monthly lessons and scenarios on cybersafety, online privacy, social networking, avoiding online predators, and cyberbullying.**
- **By June 2012, 70% of students will participate in monthly lessons and scenarios on cybersafety, online privacy, social networking, avoiding online predators, and cyberbullying.**
- **By June 2013, 80% of students will participate in monthly lessons and scenarios on cybersafety, online privacy, social networking, avoiding online predators, and cyberbullying.**
- **By June 2014, 90% of students will participate in monthly lessons and scenarios on cybersafety, online privacy, social networking, avoiding online predators, and cyberbullying.**
- **By June 2015, 100% of students will participate in monthly lessons and scenarios on cybersafety, online privacy, social networking, avoiding online predators, and cyberbullying.**

Implementation Plan 3g.1

What	When	Responsible	Evaluation-Modification
Cybersafety curriculum will be created by Cybersafety Committee and integrated into Second Step curriculum	January 2010-July 2010	Cybersafety Committee, selected site principals, Teachers	Technology Leadership Committee
Principals will receive training on cybersafety curriculum	August 2010	Inst Tech Coord	Principals, Director TIS
Cybersafety curriculum will be piloted at 2 sites	September 2010 – December 2010	Principals, Teachers	Principal observations
Evaluation of Cybersafety curriculum at 2 sites by committee,	September 2010 – December 2010	Cybersafety Committee, selected site principals, Teachers	Teacher observations, teacher reports to committee,

teachers, and site administrators			principal observation notes
Introduce curriculum to full District for mandatory implementation at all grade levels at first staff meeting of the year, offer video trainings on Video on Demand system	January 2011 – June 2011	Cybersafety Committee, principals	Feedback from teachers, principals collected through District survey
Continuously update material as new cybersafety and ethical technology use resources become available	Annually	Cybersafety Committee	Minutes of meetings, copy of curriculum
Observe teachers utilizing cybersafety and ethical technology use curriculum	Annually	Principals, vice-principals	Principal observations

GOAL 3g.2: All parents will be made aware of District cybersafety policies and resources for ensuring safe home network usage.

Objective 3g.2: 100% of parents will have received District policies on cybersafety and will have had the opportunity to attend training on cybersafety at home.

Benchmarks 3g.2

- **By June 2011, 100% of parents will have received District policies on cybersafety and 30% will have had the opportunity to attend training on cybersafety at home.**
- **By June 2012, 100% of parents will have received District policies on cybersafety and 50% will have had the opportunity to attend training on cybersafety at home.**
- **By June 2013, 100% of parents will have received District policies on cybersafety and 70% will have had the opportunity to attend training on cybersafety at home.**
- **By June 2014, 100% of parents will have received District policies on cybersafety and 90% will have had the opportunity to attend training on cybersafety at home.**
- **By June 2015, 100% of parents will have received District policies on cybersafety and 100% will have had the opportunity to attend training on cybersafety at home.**

Implementation Plan 3g.2

What	When	Responsible	Evaluation-Modification
Cybersafety curriculum created by Cybersafety Committee and integrated into Second Step curriculum will be given to parents by mail and email	September, 2011 and annually each September, giving policies and procedures to new parents	Cybersafety Committee, principals, Director of Communications	Principal emails, Director of Communications emails and mail logs
Offer "How to be safe online at home" trainings at DELAC, PTA, and site parent meetings	Ongoing, starting September 2011 and offered monthly through the end of the plan	Cybersafety Committee, principals, TOSA-Tech/Prog Eval, Instr Tech Coord	Meeting attendance records, records of schools participating
Continuously update material as new cybersafety and ethical technology use resources become available	Annually	Cybersafety Committee	Annual review of "Second Step" curriculum, Meeting minutes, Comparison copies of new and old curriculum
Provide links to current information on cybersafety and District policies on the District website	Annually	TIS, Media Svcs Spvr, Director of Communications	Archived web pages, number of hits on cybersafety web links and pages

3h. Equitable Technology Access for All Students

As discussed in the narrative section 3a, the District is currently striving to lower our computer to student ratio. We accept donations, and when donations number 20 or more, they make economical sense to our District. We do not receive information on the date of purchase of these donated machines so we are unable to account for them as being purchased less than 48 months ago, but we repurpose them into the appropriate classroom or lab setting based on the specifications of the donated machines. We have been able to build or maintain 18 computer labs with donated machines, all running Windows XP and our grade-level appropriate software titles. In 2009, the District adopted the use of netbooks for student labs and mobile labs, and completed the bid process successfully for 10" netbooks. We look forward to adding multiple rolling labs of netbooks over the next 5 years. Students have access to computers during the school day in their classrooms, during assigned lab hours, and before and after school if their teacher is present in the room.

Access to technology takes on many more meanings than simple student to computer ratios. By installing LCD projectors in most classrooms, training students and teachers on home use of Discovery Education, purchasing document cameras for many rooms,

purchasing wireless tablets, and looking to other engaging technologies, ACSD has enhanced student access beyond computer ratios.

GOAL 3h.1: All students will have appropriate access to all technologies necessary to support the curricular goals of the District Technology Plan.

Objective 3h.1: By June 2015, 90% of schools in ACSD will achieve a ratio of 4 students to 1 computer and will increase access to other technologies that enhance teaching/learning by 25% (over June 2010 levels) as measured by District School Site Technology Inventories

Benchmarks 3h.1:

- **By June 2011 school site inventories will reflect at least a 5:1 student to computer ratio, and a 5% increase in other technologies (over June 2010 levels) that increase student access.**
- **By June 2012 school site inventories will reflect at least a 5:1 student to computer ratio, and a 10% increase in other technologies (over June 2010 levels) that increase student access.**
- **By June 2013 school site inventories will reflect at least a 5:1 student to computer ratio, and a 15% increase in other technologies (over June 2010 levels) that increase student access.**
- **By June 2014 school site inventories will reflect at least a 4:1 student to computer ratio, and a 20% increase in other technologies (over June 2010 levels) that increase student access.**
- **By June 2015 school site inventories will reflect at least a 4:1 student to computer ratio, and a 25% increase in other technologies (over June 2010 levels) that increase student access.**

Implementation Plan 3h.1

What	When	Responsible	Evaluation-Modification
Update *School Site Technology Inventories*.	Annually June 2010-2015	Instr Tech Coord, Technology Assistants; TIS staff	Annual report to District Technology Committee; school site inventories
Continue to work with local agencies to acquire large quantity donations.	Ongoing	Instr Tech Coord, Sys & Network Mgr	Annual report to District Technology Committee; school site inventories
Continue to purchase mobile labs, computers, and replacement parts as necessary to maintain and decrease student	Ongoing	Principals, TIS Staff, Instr Tech Coord	Annual report to District Technology Committee; school site inventories

to computer ratio.			
Continue to refresh LCD projectors and increase purchase of document cameras to ensure all classrooms have access to both technologies	Ongoing	Principals, TIS Staff	Annual report to District Technology Committee; school site inventories

3i. Utilize technology to make student record keeping and assessment more efficient

The District has made tremendous progress in using technology to facilitate student assessment and diagnostics, and to track progress towards meeting content standards. *AERIES* is currently utilized to manage student information including enrollment history, attendance, demographics, discipline, program participation (GATE, ELD, Special Education, Title I, etc.), and language proficiency and assessment information. *AERIES* was recently upgraded to version 5.0. Our District's SMART (System for Managing, Archiving and Retrieving Test Information) system expands *AERIES* capabilities by adding curriculum standards, District Common Assessment recording, student mastery records, and state test history (STAR and CELDT). Education Software for Guiding Instruction program (*ESGI*) is used for all of our kindergarten and first grade classrooms. This allows teachers to assess their students and receive instant access to disaggregated data for grouping and tracking progress towards meeting the content standards assessed in each unit skills test. The ability to bring together this information enables staff to access complete student profiles to prescribe individual student instruction, to analyze program effectiveness, and to implement staff development that is more closely aligned with diagnosed needs. All teachers have been trained on the use of the SMART system. By July 2010, all assessment data for language arts, math, science, and social studies will have bee inputted into the SMART system.

Data collection, analysis and reporting are still largely completed at the District level utilizing specialized scanning software. However, as teachers gain the power of entering and accessing information locally through SMART, they are using the data to guide instruction and track progress. SMART is accessible by all teachers, administrators, and support staff to enter scores, view assessment data, and create dynamic groupings. Through SMART, teachers are able to view assessment information for math and language arts.

All state assessments are scanned and scored through state contracted services. Test data is returned to the District in an electronic text format for use in local data analysis applications. The ability to quickly retrieve, aggregate and disaggregate this information is necessary for proper student placement, program evaluation, and to assure alignment of

local and state standards. The SMART system is the central repository for archiving and tracking this information.

At the classroom level, teachers use a variety of networked software to manage assessment data. *Reading Counts, Accelerated Reader, Read 180,* and *enVision SuccessNet* are all used for this purpose.

Through the use of *Qwizdom* and *Discovery Education,* teachers are able to create and analyze assessments for their grade-level science standards. Teachers utilize *Qwizdom*'s pre-created science assessments to consistently monitor their students' progress through grade level standards. Many teachers also make use of *Qwizdom*'s powerful and feature-rich test creation feature to construct their own assessments, both original and as an extension of the assessments provided through state adopted curriculum. *Discovery Education* provides teachers with multimedia examples such as video, images, and text features from which they can build online assessments to track and record students' acquisition of the grade-level science standards.

The District uses *SEIS* for writing IEPs in special education. *Report Card Maker*, electronic report card software, is accessible by teachers from home. Quick links enable teachers to easily organize standards into lesson plans by linking from the District website to the state content standards.

GOAL 3i.1: Technology will be used District-wide to make student record keeping and assessment more efficient and supportive of individual student needs.

Objective 3i.1: By June 2015, all ACSD schools will enhance student record keeping and assessment utilizing standardized technologies/software.

Benchmarks 3i.1:

- **By June 2011, 60% of all teachers will adjust their daily instruction based on grade level collaboration and review of data collected through SMART.**
- **By June 2012, 70% of all teachers will adjust their daily instruction based on grade level collaboration and review of data collected through SMART.**
- **By June 2013, 80% of all teachers will adjust their daily instruction based on grade level collaboration and review of data collected through SMART.**
- **By June 2014, 90% of all teachers will adjust their daily instruction based on grade level collaboration and review of data collected through SMART.**
- **By June 2015, 100% of all teachers will adjust their daily instruction based on grade level collaboration and review of data collected through SMART.**

Implementation Plan 3i.1-

What	When	Responsible	Evaluation-Modification
Create assessment input fields and reports for all District	July, 2010	P&E Director; programmer/analyst; Curriculum Specialist	Annual teacher-feedback survey and committees to

assessments		Program Evaluations; TOSA-Tech/Prog Eval	determine use and additional features
Train administrators and Curriculum Coaches on data analysis and generating reports	Summer, 2010	P&E Director; programmer/analyst	Annual technology report; teacher feedback from training
Meet with committee of teachers to evaluate use of system and future additions.	January, 2011 - Ongoing	Director; P&E, Director C&I; Curr Spec/Prog Eval; Curr Spec Curr & Instr; TOSA-Tech/Prog Eval	Software evaluation results for SMART.
Principals and site coaches report back on teacher use of SMART system to drive instruction	January 2011 and ongoing	Principals, Site Coaches	Specific observation form dedicated to instructional modification from SMART data to be filled out and returned to Director, Program and Evaluations

3j. Utilize technology to improve two-way communication between home and school

ACSD maintains a television studio in order to create educational programming for our students and our community. Videos are created for distribution on our website, as well as on the City of Anaheim's local station channel 3.

ACSD utilizes an auto-caller system that can be utilized by school sites to automatically call parents (in the parents' home language) when a child is absent, or when an important District announcement needs to be made.

The ACSD website communicates information important to employees, parents and other community members. It provides access to District and state academic standards, professional development opportunities, personnel forms, School Accountability Report Cards, messages from the District, links to school and teacher websites, and ways to communicate with District personnel. The website also includes information specific to departments, programs, District calendars and events, website resources, and additional information relevant to the community. The District website also has a "Families" section that includes family technology resources with links to cybersafety websites, free home web-filters, and free open source software. We also conduct parent meetings with our site PTA and District parent groups to teach home cybersafety. School websites have direct links to all staff emails for parent communication.

Classroom websites are developed by individual teachers for use in the classroom and access from home. Classroom websites are either developed as a part of our District site

with our current web hosting provider, or as a classroom wiki with student access to editing monitored by the teachers. Wikis are being used as a teacher website and parent communication tool. The District will continue to work with teachers in order to get wider acceptance and use. Parents can leave comments on all areas of the classroom wikis, and teachers can respond on the wikis or through email.

Parents are encouraged to visit our website, as well as communicate by phone, email, or by leaving comments on classroom wikis.

GOAL 3j.1: Technology will be used District-wide to make teachers and administrators more accessible to parents.

Objective 3j.1: 50% of ACSD teachers will create and maintain a classroom website that will be utilized for two-way communication between home and school through email or wiki comments.

Benchmarks 3j.1:

- **By June 2011, 10% of teachers will have created and will maintain a classroom website that will be utilized for two-way communication between home and school through email or wiki comments.**
- **By June 2012, 20% of teachers will have created and will maintain a classroom website that will be utilized for two-way communication between home and school through email or wiki comments.**
- **By June 2013, 30% of teachers will have created and will maintain a classroom website that will be utilized for two-way communication between home and school through email or wiki comments.**
- **By June 2014, 40% of teachers will have created and will maintain a classroom website that will be utilized for two-way communication between home and school through email or wiki comments.**
- **By June 2015, 50% of teachers will have created and will maintain a classroom website that will be utilized for two-way communication between home and school through email or wiki comments.**

Implementation Plan 3j.1

What	When	Responsible	Evaluation-Modification
Mandatory training of at least two staff members per school and department on creating and editing web pages	July – October 2011	Media Svcs Spvr, Instr Tech Coord, TOSA-Tech/Prog Eval	Teacher training evaluations, teacher and school websites
Site training of all teachers on editing web pages or *wikispaces*	Offered twice a year	Media Svcs Spvr, two site staff members who came to initial training	Number of teacher web pages created, training evaluations

Advanced trainings on *wikispaces* and website building offered on-site and at TIS	Offered twice a year	Media Svcs Spvr, Instr Tech Coord	Number of advanced features on teacher websites
Ensure teachers utilize web pages to communicate with parents through comments and responses	Ongoing	School principals, Technology Assistants, Media Svcs Spvr	Track use of comments and number of hits on teacher websites

3k. Monitoring and Evaluation of Goals, Benchmarks, and Objectives

ACSD strives to constantly improve technology integration in all areas of the curriculum. Besides ongoing monitoring of student progress by classroom teachers and site principals, a number of District staff positions are dedicated to specific curriculum areas. Curriculum Specialists for each subject area, the Director of Curriculum and Instruction, the Director of Technology and Information Services, the Director of Program Evaluations, the Instructional Technology Coordinator, the TOSA for Technology and Program Evaluation, school principals, the Media Services Supervisor and others will be responsible for specific sections as listed in the implementation plans for each subsection of this curriculum section. They are able to observe teachers, modify curriculum, and monitor many of the technology benchmarks and goals of the technology plan and make recommended changes for better student achievement. Reports from teacher and principal observations, inventory systems, Board reports, testing data from the state and District, and Technology Committee Reports will all be evaluated for progress towards meeting the curriculum benchmarks. The Director of Technology, Director of Curriculum and Instruction, Director of Program Evaluations, and the Instructional Technology Coordinator will all be involved in monitoring student progress and adjusting programs as necessary to ensure goals are met. Please note in sections 3d through 3j in the tables that we have responded to the monitoring and evaluation component of each section.

A number of committees have been formed or will be formed in order to implement this technology plan.

Committee Name	Responsible Leader
Technology Leadership/ Software	Director, TIS
Cybersafety	Instr Tech Coord
Grade Level Technology Projects	Instr Tech Coord

PROFESSIONAL DEVELOPMENT

4a. Summary of current technology skills

Along with funding of the physical infrastructure comes recognition of the equally important funding and support for the human infrastructure—staff development of teachers, support staff, and administrators. Our professional development programs align training in the use of technology with curricular goals outlined in the first section of the plan.

Design of District professional development opportunities in technology are based on needs assessments of technology integration skills for teachers and administrators. The EdTech Profile is completed every year by all administrators and an average of 84% of District teachers. For the 2008-2009 school year, 79% of teachers completed the survey, and 85% of administrators completed the survey. On average, teachers rated themselves on the border of intermediate and proficient at 2 out of 3 in computer knowledge and skills, while on average administrators rated themselves proficient at 2.25 out of 3. We are extremely encouraged that the basic computer skills have increased significantly over the time of the last technology plan. Basic skills do not need to be a significant focus of our professional development.

On average, both teachers and administrators rated themselves as middle intermediate (1.5 out of 3) on CCTC Program Standards 9 (Using Technology in the Classroom) and 16 (Using Technology to Support Student Learning). Because of this intermediate number, we looked deeper into the specific substandards to help guide our professional development program.

- Teachers are least skilled in:
    - Standard 9h demonstrating competence in the use of electronic research tools and the ability to assess the authenticity, reliability, and bias of the data gathered and Standards
    - Standard 16b interacting and communicating with other professionals through a variety of methods, including the use of computer-based collaborative tools to support technology enhanced curriculum
    - Standard 16f using computer applications to manipulate and analyze data as a tool for assessing student learning and for providing feedback to students and their peers
    - Standard 16g demonstrating competence in evaluating the authenticity, reliability, and bias of the data gathered, determines outcomes, and evaluates the success or effectiveness of the process used, monitoring and reflecting upon the results of using technology in instruction and adapts lessons accordingly.
- Administrators are least skilled in:
    - Standard 9a considering the content to be taught and selecting appropriate technological resources to support, manage, and enhance student learning in relation to prior experiences and level of academic accomplishment

- Standard 16g Demonstrating competence in evaluating the authenticity, reliability, and bias of the data gathered, determines outcomes, and evaluates the success of effectiveness of the process used, monitoring and reflecting upon the results of using technology in instruction and adapts lessons accordingly
- Standard 16d designing, adapting, and using lessons which address the students' needs to develop information literacy and problem solving skills as tools for lifelong learning
- Standard 16f using computer applications to manipulate and analyze data as a tool for assessing student learning and for providing feedback to students and their peers.

These needs, as well as the curriculum goals in section 3, will be the guiding force in developing our Professional Development Plan.

4b. Professional development opportunities based on needs assessment and curricular goals

The professional development plan will be focused on supporting the curriculum goals in this technology plan while integrating the needs listed in section 4a including data gathering and analysis, data driven decision-making, information literacy, professional communication and collaboration, modifying lessons based on data and technology, and selecting the most appropriate technology resources to support student learning. With math, science, and language arts being the main focus of the Curriculum section, we will be offering professional development in many technology areas that will enhance and transform the standards-based teaching currently occurring at our schools.

Classes will integrate with District-wide programs and grants such as BTSA, No Child Left Behind and EETT or ARRA grants if received. Some classes will be built around integrating technology into curricular standards, while other classes will focus on information literacy, web 2.0, data gathering and analysis, and other areas of improvement identified in 4a. By June 30, 2015:

1. Every teacher in the District will have had 5 full days of professional development on our technology-heavy adopted math curriculum,
2. 30% of our teachers and 100% of our administrators will have taken an 8 week Web 2.0 course called "The Global Classroom" focusing on online productivity software, building a professional learning network, and online communication and collaboration,
3. 270 hours of "open lab" time will have been offered for one-on-one technology tutoring,
4. 270 hours of specific technology professional development classes will have been offered on topics ranging from beginning *PowerPoint* and using *Discovery Education* for science to online data analysis tools and social bookmarking,
5. Our Technology TOSA and Instructional Technology Coordinator will have visited every school a minimum of 10 times in order to deliver technology professional development to the entire staff,

6. Every teacher will have had the opportunity to access online professional development videos through an outside vendor,
7. All professional development courses will have been recorded and posted to our website for teachers and parents to review and learn on their own time,
8. All teachers will have had the opportunity to further their knowledge and understanding of the District SMART system for analyzing student data, as well as record keeping software like Report Card Maker,
9. Directors and Cabinet members will have technology professional development tailored to group needs based on an assessment.

As discussed in the Curriculum section, ACSD will be developing one grade-level based project or assignment that every student in the District must complete each year. As these projects are developed, classes will be designed to ensure all teachers have the opportunity to learn all aspects of the projects.

All District personnel will be offered instruction in using software for administrative purposes. Office personnel and administrators will be provided training using technology to increase job efficiency. Trainings will be offered related to individual departments based on a needs assessment.

To accommodate year round scheduling, technology classes will be offered on an ongoing basis utilizing a variety of days, times, and formats. In addition to training labs at the District level, school computer labs allow for onsite training. The expanded availability of wireless laptops further enhances flexibility in training. The District's Educational Broadband Service (EBS) is often utilized for staff development. The Technology and Information Services (TIS) department develops and broadcasts programs on use of new technologies, curriculum best practices, and curriculum content.

In addition to the Instructional Technology Coordinator and the TOSA for Technology and Program Evaluation, school site Technology Assistants will provide onsite professional development in technology integration. Each school will have at least a part-time Technology Assistant to assist in the dissemination of District level information related to the integration of technology and will coordinate with other teacher leaders that support specific curricular areas.

GOAL 4b.1: Teachers will seamlessly integrate technology throughout the instructional process.

Objective 4b.1: Teachers will receive five days of training on the adopted Math Curriculum, including one full day on digital and technology components. Administrators will receive four hours of training on the technology components.

Benchmarks 4b.1:

- **By June 2011, 60% of teachers and 30% of administrators will have been trained on the digital and technology components of the math adoption.**

- **By June 2012, 70% of teachers and 50% of administrators will have been trained on the digital and technology components of the math adoption.**
- **By June 2013, 80% of teachers and 70% of administrators will have been trained on the digital and technology components of the math adoption.**
- **By June 2014, 90% of teachers and 80% of administrators will have been trained on the digital and technology components of the math adoption.**
- **By June 2015, 100% of teachers and 100% of administrators will have been trained on the digital and technology components of the math adoption.**

Implementation Plan 4b.1

What	When	Responsible	Evaluation-Modification
Teachers will receive one week of SB472 training on math adoption technology components	Annually August – June 2011 – 2015 to ensure all teachers have had 5 days by the end of the plan	TOSA-Tech/Prog Eval, Curr Spec/Math, Curr Spec/Intervention, principals	Annual report to Director, Curriculum and Instruction, Training Evaluations, Attendance logs principal report on informal observations
Substitutes will be provided for all teachers for 5 days of training	As above	Human Resources Specialist, Office Coordinators (24)	Report on number of teachers trained, substitute records
Administrators will receive 5 full days of AB430 Math technology training	Ongoing as needed for new administrators, initial training done in 09/10 school year	TOSA-Tech/Prog Eval, Curr Spec/Math	Attendance logs

***Please see benchmark 3d.1 for classroom implementation.**

<u>Objective 4b.2</u>: Teachers will receive professional development in integrating *Discovery Education* and/or classroom response systems to enhance science lessons.

<u>Benchmarks 4b.2:</u>

- **By June 2011, 50% of teachers will have received professional development in *Discovery Education* and/or classroom response systems.**
- **By June 2012, 60% of teachers will have received professional development in *Discovery Education* and/or classroom response systems.**
- **By June 2013, 70% of teachers will have received professional development in *Discovery Education* and/or classroom response systems.**
- **By June 2014, 85% of teachers will have received professional development in *Discovery Education* and/or classroom response systems.**

- **By June 2015, 100% of teachers will have received professional development in *Discovery Education* and/or classroom response systems.**

Implementation Plan 4b.2

What	When	Responsible	Evaluation-Modification
Each teacher will receive training on *Discovery Education* and/or classroom response systems	Beginning June 2010, ongoing through 2015	TOSA-Tech /Prog Eval, Science Curriculum Specialist, Instr Tech Coord, principal	Training attendance logs and evaluations, tracking usage of *Discovery Education* via their website, classroom use observations
Model lessons utilizing classroom response systems will be taught at all sites	Once a year for all classrooms	TOSA-Tech /Prog Eval, Instr Tech Coord	Teacher evaluation of lesson, principal observations
District will host "Day of Discovery" in connection with *Discovery Education* to provide advanced staff development	Each Spring, 2011-2015	Instr Tech Coord	Session evaluations, tracking, *Discovery* Website use statistics

***Please see benchmark 3d.3 for classroom implementation.**

<u>Objective 4b.3</u>: Teachers will receive professional development on integrating grade-level appropriate technology into the language arts curriculum (blogging, online writing, podcasting, etc).

<u>Benchmarks 4b.3</u>

- **By June 2011, 20% of teachers will have received professional development on integrating technology into the language arts curriculum.**
- **By June 2012, 40% of teachers will have received professional development on integrating technology into the language arts curriculum.**
- **By June 2013, 60% of teachers will have received professional development on integrating technology into the language arts curriculum.**
- **By June 2014, 80% of teachers will have received professional development on integrating technology into the language arts curriculum.**
- **By June 2015, 100% of teachers will have received professional development on integrating technology into the language arts curriculum.**

Implementation Plan 4b.3

What	When	Responsible	Evaluation-Modification
Technology department will offer after-school training for teachers in *Gaggle.net* safe student blogging, wikis, online student productivity software, *Microsoft Office*, open source software for language arts	July – June 2011 – 2015 (At least bi-monthly during the 5 years)	TOSA-Tech/Prog Eval, Instr Tech Coord, Media Svcs Spvr, Technology Director, principals	Annual report to Director, Curriculum and Instruction and Technology Director of number of teachers trained, training survey, attendance logs, principal observation of classroom use
Technology department will record screencasts of all above professional development trainings to be accessed by all staff members.	As above	TOSA-Tech/Prog Eval, Instr Tech Coord, Media Svcs Spvr, Technology Director	Number of downloads of training videos, teacher evaluation of usefulness of videos
Administrators will attend language arts specific technology trainings	As above	TOSA-Tech/Prog Eval, Instr Tech Coord, Media Svcs Spvr, Technology Director, principals	Annual report to Director, Curriculum and Instruction and Technology Director, training survey, attendance logs, principal observation of use in the classroom
Administrators will encourage staff to attend language arts technology integration training, and sign up for language arts technology integration trainings during staff meetings	As above	TOSA-Tech/Prog Eval, Instr Tech Coord, Media Svcs Spvr, Technology Director, principals	Report to Administration on who attended which classes, principal observation of technology use in language arts

***Please see benchmark 3d.2 for classroom implementation**

<u>Objective 4b.4</u>: Teachers and administrators will receive staff development that empowers them to integrate Information Literacy concepts and skills throughout the curriculum.

<u>Benchmarks 4b.4</u>

- **By June 2011, 20% of teachers will have received professional development on information literacy and teaching information literacy skills.**
- **By June 2012, 40% of teachers will have received professional development on information literacy and teaching information literacy skills.**
- **By June 2013, 60% of teachers will have received professional development on information literacy and teaching information literacy skills.**
- **By June 2014, 80% of teachers will have received professional development on information literacy and teaching information literacy skills.**
- **By June 2015, 100% of teachers will have received professional development on information literacy and teaching information literacy skills.**

Implementation Plan 4b.4

What	When	Responsible	Evaluation-Modification
Technology department will offer after-school training to teachers in advanced Internet searching, information literacy skills, and safe Internet searching	Five times per year, July – June 2011 – 2015	TOSA-Tech/Prog Eval, Instr Tech Coord, Media Svcs Spvr, Technology Director, principals	Annual report to Director, Curriculum and Instruction and Technology Director on number of teachers attending, principals observe use in the classroom
Technology department will record screencasts of all above professional development trainings to be accessed by all staff members.	Five times per year, July – June 2011 – 2015	TOSA-Tech/Prog Eval, Instr Tech Coord, Media Svcs Spvr, Technology Director, principals	Annual report to Director, Curriculum and Instruction and Technology Director, principals observe use in the classroom
Administrators will receive information literacy training during leadership meetings	Three times per year, July – June 2011 – 2015	TOSA-Tech/Prog Eval, Instr Tech Coord, Media Svcs Spvr, Technology Director, principals	Annual report to Director, Curriculum and Instruction and Technology Director, principals observe use in the classroom
Administrators will	Annually July –	TOSA-Tech/Prog	Annual report to

encourage staff to attend information literacy technology integration training, and sign up for information literacy technology integration trainings during staff meetings	June 2011 – 2015	Eval, Instr Tech Coord, Media Svcs Spvr, Technology Director, principals	Director, Curriculum and Instruction and Technology Director, principals observe use in the classroom

***Please see benchmark 3e.1 for classroom implementation.**

<u>Objective 4b.5</u>: The District will develop one mandatory curriculum-based student technology project for each grade-level. Once developed, teachers will either need to show proficiency in teaching the skills of the project or receive professional development on the skills involved in the project.

<u>Benchmarks 4b.5</u>:

- **By June 2011, 20% of teachers will have shown proficiency in their grade-level skills project or have received professional development for teaching the project.**
- **By June 2012, 40% of teachers will have shown proficiency in their grade-level skills project or have received professional development for teaching the project.**
- **By June 2013, 60% of teachers will have shown proficiency in their grade-level skills project or have received professional development for teaching the project.**
- **By June 2014, 80% of teachers will have shown proficiency in their grade-level skills project or have received professional development for teaching the project.**
- **By June 2015, 100% of teachers will have shown proficiency in their grade-level skills project or have received professional development for teaching the project.**

Implementation Plan 4b.5

What	**When**	**Responsible**	**Evaluation-Modification**
Form committee of teachers, administrators, and technology assistants to research and develop grade-level based projects	July 2010-August 2010, meet at least bi-annually to review and monitor projects 2011-2015	Instr Tech Coord	Report to Technology Director and Curriculum Director, List of Projects, meeting minutes
Committee develops grade-level based projects for each grade level	August 2010	Instr Tech Coord	Report to Technology Director and Curriculum Director, List of Projects, meeting minutes
Create timeline,	September 2010	TOSA-Tech/Prog	Review by Project

documents, trainings, and online screenshot trainings for all 7 projects		Eval, Instr Tech Coord	Committee for evaluation and modifications, adjustments to project timelines and anticipated output.
Introduce projects to pilot school, provide training to site teachers	October 2010	TOSA-Tech/Prog Eval, Instr Tech Coord, principals	Progress report to Project Committee
Evaluate timeline, projects, and training for improvements and modifications	December 2010	TOSA-Tech/Prog Eval, Instr Tech Coord	Evaluation report from pilot school to Project Committee for review
Introduce projects to entire District as a voluntary 1st year project.	January-May 2011	TOSA-Tech/Prog Eval, Instr Tech Coord, principals, Technology Assistants, Project Committee	Report to Technology Director, teacher evaluations, Online project process survey, classroom visits, random sample of projects
Offer multiple modes of training to all teachers, principals encourage teachers to attend in-person staff development	In-person trainings offered at TIS 3 times a year, online video training available 24/7	TOSA-Tech/Prog Eval, Instr Tech Coord, principals, teachers	Training evaluations, sample projects for other teachers to see, training attendance logs, training video download logs
Make projects mandatory for all ACSD students	October 2012	TOSA-Tech/Prog Eval, Instr Tech Coord, principals, teachers	Principal observations, teacher evaluations, student portfolios
Modify projects to keep up with technology and curriculum changes	Annually, July-September, 2012-2015	TOSA-Tech/Prog Eval, Instr Tech Coord, Technology Director, Project Committee	Feedback from teachers about projects, sample projects for evaluation of inclusion of technology, modify projects for curriculum changes

4c. Process used to monitor the Professional Development goals, objectives, benchmarks, and implementation plan

All of the above objectives and benchmarks are based on providing professional development of some type across all five years of this plan. Those in charge of each aspect of the implementation plan will be responsible for giving results to the evaluators through various reports, teacher sign-in sheets, video download frequency, and web hits. Teachers and administrators who attend trainings will be asked to evaluate each training, so the evaluators can help the responsible individuals modify the trainings as necessary. Curriculum Specialists in the areas of math, science, and language arts will work with the Instructional Technology Coordinator and TOSA in order to develop all trainings and monitor progress in their particular curriculum areas. The Technology Director and the Director of Curriculum and Instruction will be responsible for ensuring that the correct percentage of teachers and administrators have attended trainings and increase the numbers of trainees in subsequent years to ensure all benchmarks are satisfied by the end of the plan. The Instructional Technology Coordinator, teachers, principals, and Technology TOSA will be responsible for making sure the mandatory grade-level projects are being accomplished and are appropriately aligned with curriculum standards. During the course of the 5 years, as technology changes, the projects will need to be modified to keep up with the changes by the project committee. The Project Committee which is comprised of: the Technology Director, Instructional Technology Coordinator, Curriculum and Instruction Director, Curriculum Specialists, and Technology TOSA will meet bi-annually to monitor progress of all goals. Formal and informal observations by principals, vice-principals, Technology TOSA, Instructional Technology Coordinator, and Curriculum Specialists will be utilized to determine if trainings are being implemented in the classroom. Site administrators will be responsible for ensuring the implementation is occurring. Please see section 4b for further information on monitoring and evaluation.

INFRASTRUCTURE, HARDWARE, TECHNICAL SUPPORT, & SOFTWARE

The purpose of this section of the plan is to outline the actual technology support and systems, which are required to fulfill the curricular and staff development goals of the Technology Plan.

5a, Describe the existing technology hardware, electronic learning resources, networking and telecommunications infrastructure and technical support.

Network Infrastructure
The District has made great strides in establishing a robust infrastructure utilizing E-Rate funding beginning with E-Rate Year 1 in 1998. The District will continue to apply for E-Rate funding to maintain existing infrastructure, to expand wireless LAN and broadband access, and to support modernization projects. The District has leveraged over $30 million of E-Rate funding since 1998. The District Office houses numerous network devices, which provide services throughout the District. Aeries District Integration (DI) server runs the student information system (SIS) in which the school offices connect via a client application and the classrooms via a web browser. The e-mail server provides Internet based e-mail (Outlook Web Access) and storage for all e-mail accounts. The 8e6 server enables firewall protection and content filtering in compliance with the Children's Online Privacy Protection Act. In addition, virtualization of several file sharing servers, and DNS and DHCP servers are housed at the District Office.

Each school site has a Main Distribution Facility (MDF) that includes a single router and powered Cisco switches to enable the use of VOIP phones. Classrooms over 300 feet from the MDF are routed through an Intermediate Distribution Facility (IDF) consisting of Cisco powered switches, which boost the signal and connect through fiber optics to the MDF. The MDF connects the school site to the District network (WAN) through a high-speed 1Gb fiber connection. Each school also has one DHCP server to manage IP addresses for Internet and e-mail traffic. All schools have at least one curriculum file server and network printer which support LANs that allow print sharing, back-ups, classroom access to the Accent Library system, and enable school wide access to software applications and data. As hardware is increased at school sites, the necessary power modifications will be made. Overall upgrades to electrical power are addressed through each school's modernization plan.

Network Drops and Wireless Access
The District has installed an average of five data/voice drops in each classroom. As schools are modernized over the next ten years, data drops will be increased to seven per classroom. School computer labs have 35 data drops each and library media centers have data/voice drops for research and library system access. School offices and District offices have sufficient drops to support administrative activities; additional drops are installed on an as-needed basis. Before the end of the 2009-2010 school year, all schools

(classrooms, libraries, mobile labs and offices) will have access to the Internet via a wireless connection. The Technology and Information Services department and the District Office will have wireless capabilities installed to meet specific needs. Teachers will be able to bring their ACSD laptops with them to access the Internet when attending staff development trainings. Larger Internet based student classes will be offered since Internet access will no longer be limited to the number of physical data drops. All wireless equipment will be secure, centrally managed, and in compliance with state and local requirements.

Telecommunications Infrastructure

E-Rate funding has also provided a resource rich telecommunications infrastructure beginning with E-Rate 3 in 2000. All classrooms are equipped with hardware necessary to receive 6 channels of curriculum-based instructional video streaming and television. The funding of E-Rate 3 and 4 enabled the modernization of the existing cabling system, amplification and distribution of the signal and updating of the hardware for District, Board Room, training rooms, and classrooms not previously cabled. The original system was installed in 1959, and ACSD has been creating video in our Television Studio ever since. Currently, all six broadcast channels have been configured to accept Video-on-Demand requests, facilitating the ease of integrating valuable media with classroom curriculum.

District Telephony and voice mail service is provided by Cisco VoIP call managers and unity servers. Every office and classroom has a VoIP phone and each site has at least one backup emergency analog phone line. Every student bus is equipped with a Nextel cell phone and two-way radio. Administrators all utilize smartphones with Nextel direct connect features that are utilized for two-way communication and as cellular phones for communication with parents, school sites, and staff. All school sites have cellular phones with direct-connect features in order to communicate with administration, district office, and custodians.

Hardware

Based on 2009 CBED data, the District had a student/instructional computer ratio of 5:1 if only computers purchased in the 48 months ending 10/1/09 are counted. However, our District has adopted a policy of repurposing older machines, and accepting large donations of older computers from our county and local police department. We have utilized machines older than 48 months for math labs, primary labs, and other academically relevant purposes. Most classrooms in the District have at least five computers with Internet access. Many schools are implementing wireless rolling labs to increase access to computers, and the District recently went to bid to secure extremely competitive pricing for netbook computers. Each library media center is equipped with one circulation computer and at least two library catalog/Internet research computers. Every school has at least one 32 computer lab for the ST Math program, 16 schools have added 2nd labs through purchase or donation machines, and six schools added a 3rd lab through purchase or donation.

The use of curriculum servers at each school has greatly increased the access to programs and management of data. The District encourages the purchase of LCD or DLP projectors in the classroom as well as document cameras as they expand and enhance the use of technology. We are currently close to a 1:1 classroom ratio on LCD projectors and DLP projectors. As technology hardware is expanded at school sites, care will be given to ensure that all students (Special Education, GATE, English Language Learners, etc.) have equal access to instructional technology.

All school offices are equipped with VOIP phones for principals, vice principals and support staff. In addition to the land based VOIP phone system, District administrators and educational support personnel have access to wireless phones utilizing an E-Rate qualified telecommunications provider. This service allows staff to be available at all times to support students, teachers and parents. Wireless phones are also utilized on all busses throughout the District.

Electronic Learning Resources

To ensure the appropriate selection of software, the District Technology Committee handles all software requests. Because of budget cuts and the abundance of online programs, the District has not purchased new stand-alone software titles since December 2008. We have continued to purchase licenses for existing software titles. We have purchased online subscriptions for software that has been approved by the District Technology Leadership Committee for pilot studies of District-wide use, such as *www.brainpop.com*, *www.worldbookonline.com*, ST math, *www.studyisland.com*, and *www.educationcity.com*. Any computers purchased before December 2008 were loaded with *Microsoft Office*, *Inspiration, KidPix, Fast Math* (at some sites), *Type to Learn*, *Read, Write, Type,* and a number of other titles for which we have purchased licenses. As old computers are sent to e-waste disposal, the software is removed and the license is given to another machine. All schools utilize reading comprehension software, either *Reading Counts* through Scholastic, or *Accelerated Reader* through Renaissance Learning. Since 2004, a number of sites have been using *Read 180* reading intervention.

Our district website provides links to most of our software programs, and additional links to outside resources students and parents can utilize at home. Our website hosting is leveraged with E-Rate funding.

All administrative computers are standardized to run *Window*s *XP,* and *Office 2002*. In addition, they may run one of several software applications specific to departments (i.e. *Harmony*, *BiTech, Sub-Finde*r, *VersaTrans, OARS, SMART, Adobe Acrobat*) and school site office computers run AERIES for student attendance accounting. In 2009, we stopped purchasing *Adobe Acrobat* and instead moved to an open source PDF creator called *CutePDF* in order to save money. All teacher computers have *Report Card Maker* loaded for teachers to use for their trimester reporting to parents. As with classroom software, this standardization ensures compatibility with the network, allows for an efficient staff development program and makes support issues manageable.

As mentioned in sections 3 and 4, ACSD has a number of other software titles and web-based resources that are incorporated into the curriculum including: *ST Math, Rosetta Stone, Destiny, Eduplace.com, Freemind, Tuxtyping, DiscoveryEducation.com, Gaggle.net, Kidswirl, Scholastic Reading Inventory, STAR, Read Naturally, All the Write Type, Keywords, enVision Successnet, Accelerated Math, Open Office, Excel, Skype, wikis, Moviemaker, Photostory, AERIES,* SMART*, ESGI, Report Card Maker, and PowerPoint.*

Technical Support
The Technology and Information Services (TIS) department provides technical support for the District: The System and Network Manager oversees Technology Support Technicians, an Audio/Visual Repair Technician, the Systems and Network Supervisor, and Information Systems Specialists. Several schools are pooling their resources to fund an additional Technology Support Technician. The Instructional Technology Coordinator oversees a part-time Technology Assistant at each site, as well as Network Technicians working on curricular programs.

School site Technology Assistants provide support for school computer labs, media centers, and classrooms. The Technology Assistant provides front line support and acts as a liaison between school sites and TIS. The Technology Assistant works with the Technology Support Technicians and Network Technicians to increase the efficiency of technical support at school sites.

The District uses a service call database called OPRA. Access and entry from school sites and other departments is permitted, which expedites the overall process of reporting and providing technical support. For the 2008-2009 school year, the Technology Services department documented the completion of 6,396 service calls, with an average response time of one week or less. The TIS department continues to strive to reduce the average service call response time.

5b. Describe the technology hardware, electronic learning resources, networking and telecommunications infrastructure and technical support needed to support the activities in the Curriculum and Professional Development Components.

Network Infrastructure
The District will continue to apply for E-Rate funding to provide support for all existing infrastructure components. E-Rate funds will also be applied to cover new infrastructure and equipment costs for the new Ponderosa School and the Lincoln and Jefferson School modernization projects, and any future modernization projects funded by a new bond measure going to voters in November 2010. Electrical upgrades will be made as hardware is increased at the District Office. The necessary power modifications will be made on a case-by-case basis.

District email will be upgraded to allow for more mailbox capacity for District staff and teachers. The District will continue to explore other solutions for providing Internet content filtering in order to meet the Children's Online Privacy Protection Act. 8e6 is

currently providing this level of protection for ACSD. Virtualization will be expanded to include the virtualization of school site servers. This will help reduce upfront costs and ongoing operational costs for school site principals.

Server and desktop operating systems will be upgraded to the current version in order to provide ongoing reliable service to departments, school sites and other affiliated agencies.

The District will continue to apply for E-Rate funds to cover equipment support, and maintenance costs for existing school sites, modernization projects and new school sites. The District will continue to apply for E-Rate funds to cover equipment and support costs for TIS, M&O, and the District Office.

All schools will continue to receive seven data drops per classroom. Wireless networks have been installed at almost every site, and each school will receive the same or equivalent network equipment: Cisco router, powered Cisco switches, Cisco wireless access points, uninterruptible power supplies, 1Gb Sunesys optical fiber connection, one DHCP server, one curriculum file server, two network printers and two multifunction printers. As hardware is increased at school sites, the necessary power modifications will be made on a case-by-case basis. Overall upgrades to electrical power are addressed through each school's modernization plan.

Telecommunications Infrastructure

The District will continue to apply for E-Rate funds to cover the equipment and support costs for existing school sites, modernization projects, and any new school sites for all Internet and telecommunications, including local phone, long distance calling, cellular voice, mobile data, and push-to-talk cellular services. All classrooms will be equipped with hardware necessary to receive six channels of curriculum-based video streaming. Funding will also be utilized to support modernization of the existing cabling system, distribution of the signal and updating of the hardware for TIS and the District Office. E-Rate funds will also be applied to our Internet Service Provider.

The Cisco Call Managers and the unity voice mail messaging system will be replaced with more efficient call manager boxes. A Berbee PA system will be implemented at schools sites that don't receive modernization funds for a full feature Bogen PA system. Based on funding, the District will consider implementing an Emergency Responder system to enhance the existing emergency 911 functionality. This system would provide the Public Safety Answering Point with a caller's exact location and return the call; if necessary, it can also notify office staff of an emergency call in progress and the location.

Hardware

Additional funding sources/grants will be investigated to move toward a target ratio of 4:1 students to computers (< 48 months old) by 2015. The District will continue to seek donations of computers with specifications that are useful to our students with our current software. Because of the abundance of free online programs for the students, many of the

repurposed computers can be erased, and then have the operating system and very minor programs added, as well as a web browser for full functionality.

The District has adopted the *enVision* Math curriculum, which offers a much richer experience if the teacher is able to utilize a tablet, wireless gyro mouse, or interactive whiteboard. The District will be investigating these options in the near future. In response to government calls for distance learning capability during flu pandemics and other situations, and as more students have computers with Internet connections at home, the District will also be exploring the use of interactive whiteboards with projectors and microphones built in for distance learning when students have to be at home.

Electronic Learning Resources

The District has begun to explore both open source software and Web 2.0 options for student learning. We look for free alternatives to expensive licenses in order to put more software in the hands of students. The Open Disc Project for Education offers over 40 free educational programs for K-12. ACSD has already implemented a number of those programs on student computers purchased after April 2009. *Open Office* is a free office productivity suite with *Microsoft Office* compatibility, *Tuxpaint i*s a free drawing program for K-6, *TuxTyping* is a free typing program, *VLC* is a free video viewer, and there are many more that are being explored. The District has also been teaching Web 2.0 classes to both teachers and administrators in order to encourage the use of *wikis, Google Documents,* Social Bookmarking, online photo sharing and editing, website building, and many other free technologies that can be utilized in the classroom with no additional software being added. *Google Apps for Education* is being researched for possible deployment during the duration of this plan.

ACSD utilizes a software program called *RestoreIT!* on all student computers. This program restores the computer to a set image every time it is rebooted. This helps us save time as any software problems that arise during student use are quickly fixed with a restart. It also prevents viruses and malware from staying on computers once they are turned off. The only drawback is that if a piece of software needs to be installed, *RestoreIT!* has to be turned off, the program loaded, then *RestoreIT!* turned back on. This takes more time, and is another driving force behind wanting to only utilize online programs that require no technician to be hands-on with the computers in order for the students to start using the new programs. With the speed of change on the Internet, and the time necessary to add a program to 4000 computers, we are concentrating on programs that can be accessed immediately with no changes to the computer system.

ACSD will be moving to *Windows 7* but it has not been tested enough at the time of this writing to determine a specific date to adopt the new platform. As with past adoptions, we will begin purchasing new machines with *Windows 7* by February 2010, and then over time replace all of our existing machines by June 2015, replacing *Windows X*P machines with *Windows 7* machines as they need to be refreshed.

ACSD will continue to apply for E-Rate funds to subsidize student email and web hosting to ensure access to safe email and blogging for students and to maintain a professional and curriculum-driven district web portal for parents, students, staff, and the community.

Technical Support
Technical support is provided as described in section 5a. The district will continue to strive to provide excellent technical support even in times of budget crisis. Technology Assistants provide many services to open and close schools that demand extra hours during certain weeks of school. Technology Assistants also provide a first line of defense for all technical problems, often resolving issues before a Technician needs to be involved. As more technology is brought into the district, schools will have to utilize their tech support to handle highest priority items first, and can set priorities using the OPRA work order system.

As the district deals with budget cuts and personnel cuts, TIS will constantly adapt technical support services in order to accommodate the highest priority support needs within the district.

GOAL 5c: Provide infrastructure, hardware, learning resources, and technical support necessary to support all curricular and administrative goals of the technology plan.

Objective 5c.1: Provide network and telecommunications infrastructure necessary to support all curricular and administrative goals of the technology plan.

Benchmarks 5c.1: Network and Telecommunications Infrastructure

- **By June 2012, school curriculum based servers will be virtualized to reduce upfront and on-going operational costs.**
- **By June 2013, the new Ponderosa School and the modernization of Lincoln and Jefferson School will be equipped with seven data drops in all classrooms, 35 drops in computer labs, and six drops in libraries.**
- **By June 2014, Cisco Call Managers and unified messaging will be upgraded with current and up-to-date appliances.**
- **By June 2015, all modernization and non-modernization schools will have a campus-wide PA system.**

5c.1: Implementation Timeline, Activities and Evaluation for Objectives above

What	When	Responsible	Evaluation-Modification
Coordinate modernization projects with Facilities and Planning and TIS to maximize E-Rate funding for infrastructure needs.	Quarterly and as needed for each project	Technology Director, Facilities and Planning	E-Rate applications Minutes of meetings, purchase orders.
Develop server virtualization procedures and install *VMware ESX* server.	August 2011	Sys & Network Mgr	Report to Technology Leadership Committee
Utilize E-Rate funding for infrastructure needs at the Ponderosa School project and Lincoln and Jefferson School modernization site.	July 2012	Technology Director, Facilities and Planning	E-Rate applications, Purchase orders
Coordinate VoIP Call manager and Voice mail upgrades. Develop wireless laptop lab procedures and disseminate information to staff.	June-October 2013	Sys & Network Spvr, Vendor	File E-Rate application and awarding of funding. Minutes of meetings.
Continue to evaluate school PA needs with Facilities and install at needed sites. Conduct a series of meetings to determine District programming needs.	June 2014	TIS, Facilities and Planning, Media Svcs Spvr, Special Programs, Student Services	Report to Technology Leadership Committee Adelphia broadcast schedule Minutes of meetings. .

Objective 5c.2: Provide technical support necessary to support all curricular and administrative goals of the technology plan.

Benchmarks 5c.2: Technical Support

- **By June 2011, TIS will create and implement a *Wiki* tech support site for the disseminating and sharing of technical solutions.**
- **By June 2012, TIS will implement a written procedure that ensures the installation of critical updates for server and desktops.**

- **By June 2013, an online discussion portal will be established to conduct and record conversations and push out training information to Technology Assistants**
- **By June 2014, an annual schedule for cleaning out all computers and projectors will be established.**
- **By June 2015, a schedule for updating images on a semi-annual basis will have been created and initiated.**

5c.2: Implementation Timeline, Activities and Evaluation for Objectives above

What	When	Responsible	Evaluation-Modification
Conduct assessment to determine changes needed in technical support provided by TIS.	Quarterly	Sys & Network Mgr	Report to Technology Leadership Committee
Set up Wiki for disseminating and sharing of support	September 2011	Sys & Network Mgr	Review of *Wiki* postings.
Conduct series of meetings to determine best process for ensuring critical updates and system maintenance.	September 2012	Sys & Network Spvr	Schedule of TIS meetings, meeting minutes
Conduct regular TIS and Technology Assistant meetings to continually update training and disseminate information.	Quarterly	Instr Tech Coord, Sys & Network Mgr,	Schedule of TIS training
Service and clean servers, desktops, laptops and LCD projectors on an annual basis	Each machine at least once a year	Sys & Network Mgr	Report to Technology Leadership Committee

Objective 5c.3: Provide hardware necessary to support all curricular and administrative goals of the technology plan.

Benchmarks 5c.3: Hardware

- **By June 2011 school site inventories will reflect at least a 5:1 student to computer ratio, and a 5% increase in other technologies (over June 2010 levels) that increase student access.**
- **By June 2012 school site inventories will reflect at least a 5:1 student to computer ratio, and a 10% increase in other technologies (over June 2010 levels) that increase student access.**
- **By June 2013 school site inventories will reflect at least a 5:1 student to computer ratio, and a 15% increase in other technologies (over June 2010 levels) that increase student access.**
- **By June 2014 school site inventories will reflect at least a 4:1 student to computer ratio, and a 20% increase in other technologies (over June 2010 levels) that increase student access.**
- **By June 2015 school site inventories will reflect at least a 4:1 student to computer ratio, and a 25% increase in other technologies (over June 2010 levels) that increase student access.**

5c.3: Implementation Timeline, Activities and Evaluation for Objectives above

What	When	Responsible	Evaluation-Modification
Update *School Site Technology Inventories*.	Annually in June 2010-2015	Instr Tech Coord, Technology Assistants; TIS staff	Annual report to District Technology Committee; school site inventories
Continue to work with local agencies to acquire large quantity donations.	Ongoing	Instr Tech Coord, Sys & Network Mgr	Annual report to District Technology Committee; school site inventories
Continue to purchase mobile labs, computers, and replacement parts as necessary to maintain and decrease student to computer ratio.	Ongoing	Principals, TIS Staff, Instr Tech Coord	Annual report to District Technology Committee; School site inventories, purchase orders

Objective 5c.4: Provide learning resources necessary to support all curricular and administrative goals of the technology plan.

Benchmarks 5c.4: Learning Resources

- **By June 2011, ACSD will have researched and determined need for adopting Google Apps for Education on a District-wide basis.**
- **By June 2012, ACSD will have trained 40% of teachers and 70% of administrators on Web 2.0 and Open Source technologies for adoption in the classroom.**

- **By June 2013, ACSD will have trained 60% of teachers and 100% of administrators on Web 2.0 and Open Source technologies for adoption in the classroom.**
- **By June 2014, ACSD will have trained 80% of teachers and 100% of administrators on Web 2.0 and Open Source technologies for adoption in the classroom.**
- **By June 2014, all District computers less than 48 months old will use Windows 7 as the Operating System.**
- **By June 2015, ACSD will have trained 100% of teachers and 100% of administrators on Web 2.0 and Open Source technologies for adoption in the classroom.**

5c.4: Implementation Timeline, Activities and Evaluation for Objectives above

What	When	Responsible	Evaluation-Modification
Continue to utilize *Google Docs* with administrators, and work with committee to decide needs for District adoption	July 2011	Technology Leadership Committee	Committee minutes, administrator evaluations of software experiences, administrative survey
Continue "Global Classroom" Web 2.0 classes for teachers and administrators	3 sessions per year	Technology Director, Instr Tech Coord, TOSA-Tech/Prog Eval, Media Svcs Spvr	Class evaluations, teacher wikis with project examples, tracking teacher use of various web 2.0 technologies
Continue Wednesday Advanced Technology trainings every Wednesday on Web 2.0 and Open Source technologies for teachers and staff	Weekly	Instr Tech Coord, TOSA-Tech/Prog Eval, Media Svcs Spvr	Workshop attendance logs, evaluations
Purchase computers with Windows 7	Starting February 2010 and ongoing	MIS	Purchase Orders
Update the *District Approved Software* list.	Reviewed Quarterly for accuracy and inclusion of new software	Instr Tech Coord, TOSA-Tech/Prog Eval	Software list posted to *DocuShare* and District website
Constant research into new Web 2.0 technologies and Open Source software	Quarterly additions to approved software or district website resource links	Instr Tech Coord, TOSA-Tech/Prog Eval, MIS department	Software list posted to DocuShare and District website

5d. Process to Monitor Infrastructure Goals and Objectives

The Director, TIS, Instructional Technology Coordinator, Systems and Network Manager, Systems and Network Supervisor, and the District Technology Leadership Committee are responsible for ensuring all goals and objectives are met in this section. As outlined in the implementation plans above, there are many opportunities for monitoring progress of the various objectives. The District Technology Inventory, purchase orders, workshop attendance and evaluations, teacher wikis, Board reports, committee reports, observations, E-Rate funding requests, and other opportunities for monitoring will be utilized throughout the duration of the plan. Those responsible for each objective as listed in the implementation plans above will report back to the Director, TIS and the Technology Leadership Committee on a semi-annual basis, or as much as needed to ensure progress on all benchmarks. Please see section 5c for further details on monitoring and evaluation.

Sub-section	Person Responsible
Network Infrastructure	Sys & Network Mgr
Telecommunications	Sys & Network Spvr
Hardware	Sys & Network Mgr, Instr Tech Coord
Electronic Learning Resources	Instr Tech Coord, Media Svcs Spvr
Technical Support	Sys & Network Mgr, Instr Tech Coord

FUNDING & BUDGET

6a. List of established and potential funding sources and cost savings, present and future

The Technology and Information Systems (TIS) department has the unique ability to generate income that contributes to the department's operating expenses. Through a negotiated contract with Clearwire to lease four analog channels, the District receives in return six digital channels and approximately $35,000 per month. Several TIS staff salaries are funded through this income. Technical support provided throughout District offices and school sites is mainly operated through general funds, although several other funding sources help to supplement this base. Enhancing Education Through Technology EETT Title II/D funds are utilized for professional development and technology purchases. CBET funds provide technical support for 17 school site labs utilized for parent education. Technology Assistant positions are funded through SI and/or categorical funds. Schools that want to increase their on-site technical support utilize a variety of funds, including Title I and SLIP.

E-Rate has been a tremendous funding source for District technology infrastructure. Since 1998, the District has benefited from over $30 million in funds, which provided the infrastructure to bring Internet connectivity and VOIP phones to every classroom and office throughout the District. Through this funding the District was able to reach a target ratio of five Internet connections per classroom and to update the infrastructure necessary to fulfill benchmarks related to instructional television, video streaming and distance learning. The District is considering going to voters with another bond during the duration of this technology plan for the remaining modernization projects not funded during the last bond.

District hardware is acquired through a variety of funding sources. In addition to funds noted in the chart at the end of this section, other grants will be targeted to bring the student to multimedia computer ratio to 4:1. These funding sources will also be used to fulfill other benchmarks for hardware and electronic learning resources. When the second round of K12 Microsoft Settlement Voucher funds is released, they will be used to purchase hardware and software throughout the District, helping to improve the student to computer ratio.

The District applies for grants to assist in technology funding. Application was made for the EETT ARRA stimulus grant. If funded, this grant will supplement the hardware and software that support the curriculum and professional development sections of this plan.

Individual school sites and teachers pursue a number of technology based grants on a continual basis. Currently the District is implementing CTAP grants and Disney grants. Set-aside funds required through NCLB legislation are being utilized to provide Supplemental Education Services (SES) to students using the Scholastic Read 180 program. The TIS department maintains contact with the Orange County Department of

Education and the State Department of Education in order to receive information regarding upcoming grants, which is quickly transferred to the sites. ACSD's District website points teachers to various funding sources, including donorschoose.org and grantwrangler.com. The TIS department also informs schools when grant writing workshops become available. ACSD will continue to pursue District-level grants and will encourage school sites and teachers to pursue grants as a way to implement the goals of the technology plan.

ACSD Technology Plan 2011-2015 Budget Funding Sources					
Funding Source	**Infrastructure**	**Hardware**	**Software**	**Staff Development**	**Technical Support/TIS**
Nextel/Clearwire					X
Local Bond Measure	X				
E-Rate Years 13-17	X				
CTAP Grants		X	X	X	
Schools & Library Improvement Plan (SLIP)	X	X	X	X	X
English Language Acquisition Program (ELAP)			X	X	
Limited English Proficient (LEP)		X	X	X	
Title I	X	X	X	X	X
Title II		X	X	X	X
Title III		X	X	X	
Head Start		X	X	X	X
Pre-School		X	X	X	X
GATE		X	X	X	X
Special Education		X	X	X	
Microsoft Voucher Funds		X	X		

Cost savings are being pursued through three avenues. The first is seeking donations of computers from local government agencies. This program has allowed us to fund 18 computer labs (nine full, nine partial). The second is utilizing free open source software and Web 2.0 software so we no longer have to purchase software for student computers. We are saving over $100 per student machine. The third avenue is going out to bid for netbook computers and carts. Future purchases of netbook computers will save the District over $130 per computer because of the results of our public bidding process, with schools able to purchase a mobile cart with 32 netbooks engraved, tagged, and delivered for under $15,000.00.

6b. ACSD Technology Plan July 2010 - June 2015 Estimated Annual Implementation Costs						
Budget Code	Year 1	Year 2	Year 3	Year 4	Year 5	Justification for Expenses
1000 Certificated Employees	$229,434	$239,410	$249,385	$254,373	$259,460	Administration, ½ TOSA
2000 Classified Employees	$889,198	$927,859	$966,520	$985,850	$1,005,567	Supervisors, Technology Assistants, Secretarial, Technicians
3000 Employee Benefits	$369,149	$385,199	$401,249	$409,274	$417,459	Benefits for 1000 and 2000 employees
Subtotal	$1,487,781	$1,552,468	$1,617,154	$1,649,497	$1,682,486	
4000 Materials and Supplies	$27,000	$123,000	$30,000	$33,000	$140,000	Internal Connections/Modernizations
	$110,000	$110,000	$110,000	$110,000	$110,000	Software and Site Licenses including titles in plan
	$500,000	$500,000	$500,000	$500,000	$500,000	Computers
	$75,500	$76,000	$76,500	$77,000	$77,500	Parts (maintenance, keyboards, mice, headphones)
	$47,000	$47,000	$48,000	$48,000	$48,000	Cameras (Document, Digital, Video, Flip)
	$100,000	$100,000	$100,000	$100,000	$100,000	Furniture/Carts for hardware
	$22,000	$22,000	$23,000	$23,000	$24,000	Discovery Education Licenses
	$157,000	$157,000	$157,000	$157,000	$157,000	LCD Projectors, *Quizdom*, Projector Bulbs
	$180,000	$180,000	$180,000	$180,000	$180,000	Printers, Printer Ink, Consumables
	$33,000	$33,000	$33,000	$33,000	$33,000	A/V (radios, DVD, Sound amplification, parts, flash drives)
5000 Other Services and Expenditures	$64,000	$65,000	$66,000	$67,000	$68,000	Smartnet/Maintenance (Network)
		$25,000			$25,000	Licenses/Upgrades for major modernizations
	$72,000	$74,000	$76,000	$78,000	$80,000	Phone (local, long distance, cell), high speed fiber
	$11,000	$12,000	$13,000	$14,000	$15,000	ISP, Wireless Data, Student Email, Web Hosting
6000 Equipment	$50,000	$490,000	$54,000	$58,000	$510,000	Internal Connections/Modernizations, PA Systems
Total	**$2,936,281**	**$3,566,468**	**$3,083,654**	**$3,127,497**	**$3,749,986**	

Years 2 and 5 represent large E-Rate modernization project years

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

Technology and Information Services (TIS) has developed a *School Site Technology Inventory* to track the type, age, and location of hardware at office and school sites. Computers determined to be obsolete or beyond economical repair will be disassembled for parts. All unusable equipment is recycled using California approved E-Waste recycler Silicon Salvage who complies with SB20 and SB50 (California's Electronic Waste Recycling Act of 2003 and 2004). TIS will continue to monitor the District obsolescence plan to ensure consistency with state and county guidelines. Because of our technician services department, we are able to keep computers running longer on average, keeping total cost of ownership down and keeping more computers running in classrooms for students to use. On average, hardware has a 5.5 year life cycle; so it is recommended that schools budget for replacement of 15-20% of their hardware each year.

6d. Description of the process used to monitor funding, implementation costs and new funding opportunities

The District purchase of technology hardware and software is coordinated through the TIS department. By coordinating District purchases, the TIS department ensures that all technology purchases meet current District and state standards, cost reduction options are investigated, and state purchasing guidelines are followed. Currently, open source software is being pursued to keep software costs down, and the District has recently bid netbooks in order to keep hardware prices down.

The Technology Leadership Committee maintains an approved list of software supporting curricular goals while TIS staff (including Instructional Technology Coordinator and the Systems and Network Manager) evaluate current hardware configurations, specifications, pricing, and bid status so that schools have the opportunity to benefit from volume pricing, state or county buys and other special offers.

A bid process is used in order to ensure that hardware is acquired at the lowest possible cost. In many cases, the District will "piggyback" on bids written by other Districts in the state. Doing so allows the District access to a wide variety of options, while taking advantage of the cost savings that a bid process provides.

In addition to the bidding process, the District may make use of the California Multiple Award Schedule (CMAS) program as sponsored by the State Department of General Services (DGS). This process is similar to a piggyback bid process, but covers a wider number of vendors, and carries with it a surcharge payable to the DGS. In recent years, the District has used the CMAS program in the purchase of computers and printers. The District also utilizes the Western States Contracting Alliance (WSCA) to purchase computer hardware.

In order to monitor and evaluate the acquisition of technology at school sites, Technology Assistants will update the *School Site Technology Inventory* whenever assets are purchased for District review.

Technology and Information Services is one of the few departments in the district that generates revenue. By leasing out a portion of the bandwidth of our Educational Broadband System (EBS), we are generating $444,000 of revenue in the 2009-2010 school year. This amount increases 3% in all subsequent years of the contract. The contract also affords the district over $65,000 in equipment credit from our cellular telephone provider. This revenue supports various TIS employees on an annual basis.

TIS personnel review all non-district Technology funding sources such as EETT Formula grants, K12 Microsoft Voucher funds, EBS lease revenue, E-Rate reimbursements, and other grant funds. Additionally, TIS is given general fund budget dollars. These funds are distributed to various departments within TIS to meet district-adopted goals.

The Director of Technology will work with each department head listed in section 5d in order to adjust budgets as necessary through the duration of this plan. The Director of Technology, Instructional Technology Coordinator, and Systems and Network Manager monitor funding and expenditures. The Instructional Technology Coordinator, TOSA for Technology and the Director of Programs and Evaluations will constantly search for grants that can work for ACSD in order to supplement out technology funding.

MONITORING & EVALUATION

This section of the technology plan describes the monitoring and evaluating activities that will occur in order to ensure that the implementation of the technology plan results in teacher proficiency in technology integration, increased student learning, student acquisition of technology skills and equity of access. It also addresses measures that monitor the implementation of the plan and processes for modifications. An annual report will be prepared and presented to the board annually summarizing the results of the implementation of the District Technology Plan.

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

ACSD strives to constantly improve technology integration in all areas of the curriculum. In order to do this, we must monitor and evaluate all aspects of our technology plan. Various staff members are responsible for monitoring and evaluating the use of technology, integration of technology, professional development, infrastructure, budget, and implementation of this plan to achieve benchmarks. The person(s) listed as responsible in each implementation plan will formally report to the Technology Leadership Committee at the end of each year of the plan to describe accomplishments, challenges, and suggested modifications in order to continue working towards the next year's benchmarks. They will utilize the evaluation and modification tools listed in the implementation plans of each section. If benchmarks are not being met based on evaluation of data, modification suggestions will be made by responsible individuals for approval by the Technology Leadership Committee. Significant modifications to implementation plans would be noted in yearly technology plan amendments kept at the district. The main objectives and responsible individuals are listed below by plan section.

Curriculum

Objective	Responsible Individual
Students will routinely participate in math lessons that integrate technology through *ST Math or enVision Math*	Curr Spec/Math
Students will utilize technology such as Web 2.0 tools, Office productivity software, keyboarding software, and thought organization software in language arts lessons	Curr Spec/Rdg-LangArts
Students will routinely participate in science lessons that integrate technology through *Discovery Education* or classroom response systems	Curriculum Specialist - Science
Exiting 6th graders will have completed mandatory District technology projects and shown proficiency in information literacy	Instr Tech Coord
Students will participate in monthly lessons and scenarios on the appropriate and ethical use of information technology, cybersafety, online privacy, online predators, social networking, and cyberbullying	Instr Tech Coord, principals

Parents will have received District policies on cybersafety and will have had the opportunity to attend training on cybersafety at home	Instr Tech Coord
School site inventories will reflect at least a 4:1 student to computer ratio, and a 25% increase in other technologies (over June 2010 levels) that increase student access *(Applies to Infrastructure section as well)	Sys & Network Mgr
Teachers will adjust their daily instruction based on grade level collaboration and review of data collected through SMART	Director, PE
Teachers will create and maintain a classroom website that will be utilized for two-way communication between home and school through email or wiki comments	Media Svcs Spvr, Instr Tech Coord

Professional Development

Objective	Responsible Individual
Teachers and Administrators will be trained on the digital and technology components of the math adoption	TOSA-Tech/Prog Eval, Curr Spec/Math
Teachers will receive professional development in *Discovery Education* and/or classroom response systems	Instr Tech Coord, TOSA-Tech/Prog Eval
Teachers will receive professional development on integrating technology into the language arts curriculum	Instr Tech Coord, TOSA-Tech/Prog Eval
Teachers will receive professional development on information literacy and teaching information literacy skills	Instr Tech Coord
Teachers will show proficiency in their grade-level technology skills projects or will receive training	Instr Tech Coord, principals

Infrastructure

Objective	Responsible Individual
School curriculum based servers will be virtualized to reduce upfront and on-going operational costs	Sys & Network Mgr
Cisco Call Managers and unified messaging will be upgraded with current and up-to-date appliances	Sys & Network Mgr
TIS will create and implement a *Wiki* technology support site for the disseminating and sharing of technical solutions	Sys & Network Mgr
Servers, desktops, laptops, and LCD projectors will be cleaned on an annual basis	Sys & Network Mgr
Teachers and administrators will be trained on Web 2.0 and open source technologies for adoption in the classroom	Director, TIS

Funding and Budget

The District purchase of technology hardware and software is coordinated through the TIS department under the Systems and Network Manager and the Instructional

Technology Coordinator. By coordinating District purchases, the TIS department ensures that all technology purchases meet current District and state standards, cost reduction options are investigated, and state purchasing guidelines are followed. Currently, open source software is being pursued to keep software costs down, and the District has recently bid netbooks in order to keep hardware prices down. The Director of Business Services, the Instructional Technology Coordinator, and the Technology TOSA are responsible for monitoring grant opportunities and ensuring TIS applies for appropriate grants and disseminates appropriate grant opportunities to school sites and teachers.

TIS staff maintain an approved list of software supporting curricular goals. TIS staff also evaluate current hardware configurations, specifications, pricing, and bid status so that schools have the opportunity to benefit from volume pricing, state or county buys and other special offers. The Technology Leadership Committee oversees any district-wide software implementations, pilots, or significant hardware changes.

In order to monitor and evaluate the acquisition of technology at school sites, Technology Assistants will update the *School Site Technology Inventory* on a regular basis for District review. The Instructional Technology Coordinator and Systems and Network Manager will analyze the inventory with principals in order to assist with technology purchases and technology budgeting at each site. The Director of Technology, Instructional Technology Coordinator, and Systems and Network Manager meet often to consider new technologies and establish specifications for classroom computers, teacher computers, administrative computers, LCD projectors, and other necessary equipment.

TIS personnel review all non-district Technology funding sources such as EETT Formula grants, K12 Microsoft Voucher funds, EBS lease revenue, E-Rate reimbursements, and other grant funds. Additionally, TIS is given general fund budget dollars. These funds are distributed to various departments within TIS to meet district-adopted goals.

7b. Implementation activities and timeline

What	When	Responsible	Evaluation-Modification
Evaluate increase in the integration of technology for each curricular area.	May/June Annually	Instr Tech Coord, TOSA-Tech/Prog Eval, principals, Curriculum Specialists, Site TOSAs	Principal Observations, TOSA and Curriculum Specialist observations, EdTechProfile Results, Report to Technology Management Committee

Analyze district and state test scores for growth in math, science, and language arts standards	State tests September, Annually District tests, Quarterly	Director Programs and Evaluations, Curriculum Specialists	Report to Asst Superintendent of Educational Services, Technology Leadership Committee
Compare growth in technology integration changes in EdTechProfile and Student EdTechProfile to identify technology practices that contribute to achievement.	July, Annually	TIS, Program Evaluations	Report to Technology Leadership Committee
Evaluate attendance at voluntary technology professional development, as well as number of times trainers were asked to come to sites for technology professional development	July/August, Annually	Instr Tech Coord	Training sign-in sheets, Report to Technology Leadership Committee
Monitor and evaluate progress toward target infrastructure/hardware ratios.	January, Annually	Instr Tech Coord, Technology Assistants	*School Site Technology Inventory*
Deliver an annual District Technology Report to the Board and other stakeholders summarizing the results of the implementation of the District Technology Plan.	April, Annually	Technology Director, Instr Tech Coord	District Technology Report

7c. Communicating Evaluation Results to Stakeholders

A yearly report will be created in June of each year that summarizes the findings of all portions of the technology plan. All reports listed in 7b will be consolidated into one report for the board and all stakeholders. This report will be presented to the School Board and will be available to the public by request. The report will be made available digitally on the district encrypted Intranet for all staff to access, and emails will go home to parents letting them know the report is available. The report will detail goals attained as well as goals that have not been satisfied during the year. If a goal has not been satisfied, then steps will be outlined to change the approach on the goal to ensure greater gains in subsequent years.

EFFECTIVE COLLABORATION

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

A Parent Involvement Task Force works diligently in collaboration with local partners to ensure that Anaheim City School District parents are provided with program opportunities to support their effectiveness in parenting. ACSD values and supports parents in their role as teachers. The ACSD aggressively strives to provide adult literacy opportunities for all parents within the District. The goal is to strengthen parent involvement by establishing an infrastructure that promotes leadership, volunteerism, and partnerships between home and school. It is for this reason that the ACSD has offered assistance and guidance to parents through a series of workshops. In collaboration with Olive Crest Treatment Centers, Grupo Crecer, City of Anaheim, Anaheim Union High School District, and North Orange County Community College District, classes are offered at various sites throughout the year.

Using Community Based English Tutoring (CBET) funds and other categorical funds, ACSD has updated and maintained multiple site computer labs to be used for parent training after school hours. Classes listed on the next page are currently being offered for our District parents, and ACSD plans to continue to offer these classes through the duration of this technology plan. Yearly Parent Involvement Reports have identified as many as 6,890 parents involved in the classes and workshops in any given school year. In addition to funding updated computer learning labs, categorical funds have also been used to fund two Technology Support Technicians whose primary responsibility has been to ensure the proper functioning of the labs and are available to provide hands-on assistance to adult learners and instructors.

Classes on the following page continue to be offered with a high degree of interest and involvement from ACSD parents. Aside from these courses, our technology department also offers PTA and parent classes on cybersafety and free software for home Internet filtering.

ACSD CBET Class Schedule

2009 Fall (09-14 09 thru 12-19-09)

Location	Days	Time	Room	Lab Date	Teacher	Child Care
Edison	M - TH	5:00 - 8:00 pm	21	Th	Chavoya	1 & 2
	M - TH	5:00 - 8:00 pm	20	T	Vanegas	1 & 2
	TH	5:00 - 8:00 pm	22	Th	Jackson	1 & 2
	M, W	5:00 - 8:00 pm	23	M	Usary	1 & 2
Franklin	M - Th	6:00 - 9:00 pm	25	Th	Lopez	K1
Gauer	T, Th	6:00- 9:00 pm	CLC/Lab	T, Th	Sekimoto	N/A
Lincoln	M - Th	6:00 - 9:00 pm	C1	T	Lee	B1
Madison	M, W	5:30 - 8:30pm	CLC	M, W	Pambid-Stout	20
Marshall	M, W	6:00 - 9:00 pm	31	M, W	Carstensen	N/A
Mann	M - TH	6:00 - 9:00 pm	24	Th	Buford	14
Olive	T, Th	5:30 - 8:30 pm	20	M, W	Garcia	22
Orange Grove	T, Th	5:00 - 8:00 pm	25	No Lab	Cartensen	26
Price	M-W	5:30 - 8:30 pm	CLC	No Lab	Miranda	Parent Center
Revere	M, T, Th	6:00 - 8:00 pm	CLC	M, T, TH	Garcia	38
	W, Th	8:00 - 10:30 am	40	No Lab	Koh	38
Ross	M - F	8:30 - 11:30 am	34	No Lab	Chapman	Multi Purpose Room
Sunkist	T, Th	6:00 - 9:00 pm	Lab	T, Th	Pambid-Stout	K1

Computer Skills
Anaheim Union
Morning Classes

EFFECTIVE, RESEARCHED-BASED METHODS AND STRATEGIES

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

The strategies and models woven into the goals of the District Technology Plan are consistent with current research in educational technology, ensuring the larger goal of improving student achievement.

Curriculum

Research indicates that "school leaders want technology to support their academic priorities. They are looking for standards-based resources" (Grunwald, 2003). Classroom technology in the Anaheim City School District is aligned with core content standards and District curriculum. Software is evaluated and approved by the Technology Leadership Committee based on its effectiveness in supporting the acquisition of content standards. Teachers evaluating software utilize a rubric to determine the strength of the application in supporting standards and its connection with District curriculum. Utilizing technology within the curricular framework provides a relevant context for the acquisition of skills necessary in today's workforce (GenYes, 2009) and produces information literate students.

During the first year of this plan, ACSD will be working to create mandatory grade-level appropriate projects for students to complete each year to ensure technology integration that is supported by research.

The District Technology Plan cites many ways that technology is currently integrated into various curricular areas. Schools across the District use technology to enhance the writing process through the use of Alpha Smarts, portable laptop labs, *Discovery Education, Inspiration,* blogs, e-mail, and *Microsoft Office*. *WorldbookOnline*, *Discovery Education, Wikipedia,* and other appropriate search engines are invaluable in teaching students proper research and information collection skills that are necessary in a society moving further away from print media (Hobbs, 2009).

Teachers also create customized *PowerPoint* documents with audio support files, introducing students to vocabulary and concepts before reading or before teaching a lesson in a specific core content area. These *PowerPoint* documents are especially useful for English Language Learners and at-risk students. To track progress in reading lexile scores, *Reading Counts* and *Scholastic Reading Inventory* are being implemented at some schools, while other schools use *Accelerated Reader* and *STAR*. Additionally, standards-based assessments through *Qwizdom* provide instant feedback to students on their progress.

Various technologies are also used to enhance the math curriculum and support the acquisition of math standards. *Math Keys* is used to build comprehension of abstract math concepts and provide electronic manipulatives. *Math Steps* is used widely as a means to test comprehension, re-teach concepts, and track progress. Several schools are also testing the use of *Accelerated Math* to track progress toward achieving math standards. *Excel* and *The Graph Club* are used in the District for teaching math operations and graphing. Teacher creation and use of *Excel* templates allow for the application of *Excel* in K-6 classrooms.

Numerous studies show that student development of multimedia projects promotes retention of concepts and higher level thinking (Lehrer et al., 1994). These benefits are strengthened when combined with opportunities for collaboration (Clements & Nastasi, 1999). The District supports student participation in virtual field trips, like KOCE's Galapagos project, and interactive online collaborative programs, such as GLOBE which result in student creation of multimedia research projects. The District's KidNews also provides a means for students to collaborate and create multimedia video projects. Student created videos are screened and broadcast to classrooms through the District's Educational Broadband Service (EBS) television distribution system. The promotion of KidNews has led to the development of student video clubs at a number of school sites. The District's EBS system allows for closed circuit broadcast of student created videos at school sites. Teachers are encouraged to submit student and class created videos to contests such as California Media Festival and School House Video.

Professional Development

Efforts toward integrating technology seamlessly into the curriculum are evident in District staff development programs. Classes weave various technologies into specific curricular areas always focusing on ways technology can facilitate the acquisition of content standards. Some examples of class titles illustrate the approach the District has taken toward technology integration: *Excel* in Math and Science, Building Research Skills through Video Editing, Technology and the Writing Process, Presentation Tools across the Curriculum, *Math Key*s for Fractions and Decimals, Software for Universal Access, Building Writing Skills through Keyboarding, Integration of Streaming Video.

Additional classes strive to bring the new media – to which students are accustomed – into the classroom. In 2009, the District offered classes on *Google Earth, Glogster, Gaggle, Twitter, Skype,* Flip Cameras, *Audacity, and VoiceThread*; all part of the goal of providing students the opportunity to apply their media-rich skills in an education setting (Meyer, 2006).

Teachers are provided opportunities and tools to customize and apply technologies to their specific grade level standards and to specific student populations. In *How Teachers Learn Technology Best* (p. 97-98), Jamie McKenzie emphasizes the importance of "Invention as Learning." According to McKenzie, Districts should spend half of their professional development budgets for teacher invention, allowing opportunities for teachers to be "present in the delivery room." The District's technology staff

development applies these principles by weaving project development time into classes and utilizing an integration model that connects learning experiences with content standards. This approach provides opportunities for teachers to utilize and customize the model for the needs of their students. The District implements a process of evaluating and uploading these projects to an Intranet, enabling teacher access throughout the District. The Technology Integration Guides are searchable by grade level, curricular area, and technology application(s).

In *The Impact of Media and Technology in Schools* (1998), Thomas Reeves distinguishes between learning "from computers" (computer as tutor) and learning "with computers" (computer as resource and tool). Students in ACSD benefit as a result of both, learning "from" and "with" computers. The District has moved in the direction of encouraging active student participation in the use of technology as an information age tool; a tool which provides a means to gather, organize, analyze, and present information. Information literacy concepts are built into technology staff development and are consistent with Jaime McKenzie's conclusions in his book, *Beyond Technology, Questioning, Research and the Information LitE-Rate School*, 2000.

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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 Anaheim City School District continues to be a leader in Instructional Television. The first live District created ITFS (Instructional Television Fixed Service) lessons were broadcast in 1959. Today, all K-6 grade classrooms are equipped with hardware necessary to receive six channels of curriculum-based instructional television.

The District has a yearly contract with Discovery Education, in addition to licenses from a variety of publishers to broadcast titles that align with District curriculum. Instructional Television is a technology used throughout the District to support math, language arts, social studies and science standards. The District Media Services department transmits an average of 45 titles per day from a library of over 400 curriculum based programs. Titles are scheduled on-demand by teachers via the District website, and then broadcast directly to their classroom over one of the six FCC-licensed Educational Broadband Service (EBS) channels allowing teachers to integrate valuable video media with K-6 classroom curriculum. In addition to Video-on-Demand, the District has a media check-out library with over 700 titles. The District website provides a searchable database of media titles.

Distance learning opportunities through the Orange County Department of Education are being utilized and tested at several school sites. This system is being used for virtual training on new core curriculum, online assessment programs, *Report Card Maker* updates, and just-in-time professional development opportunities, allowing the simultaneous training of every teacher in the entire District.

The District's Educational Broadband Service (EBS) is used as a means of communication throughout the District. This capability is also utilized in the area of staff development. One innovative example is the pairing of this technology with the VOIP phone found in each classroom to deliver interactive lessons on topics such as Internet

and e-mail. The EBS is used during the selection, adoption and implementation of new textbooks in training and modeling specific teaching strategies and technologies. The use of technology to deliver staff development will increase significantly over the next few years. The use of live programming will allow for just-in-time training in school computer labs and live troubleshooting and assistance with specific software applications.

Currently, the District EBS is used as a means for communication throughout the District. TIS staff continually creates programs for District personnel, teachers, students, parents, and the larger community. The system is currently limited to closed circuit intra-District distribution. The District has plans to utilize airtime provided by Adelphia Cable to reach the students and parents in our community. Bilingual programming will include health, nutrition, parenting skills, ESL, harassment awareness, District announcements, and other programs that benefit the community.

The District EBS is also used to broadcast student created news programs. Video editing is taught as a means to create video books and to build speaking skills. In addition to transferring these technological skills to their students, teachers apply these skills in creating classroom videos. The videos are used in communicating to the District and community through presentations given at back to school nights, parent conferences, Open House and at District board meetings. This infusion of state-of-the-art technology will lead to an increase in student and teacher created videos which will be broadcast over the District's EBS system.

A critical factor determining the success of technology integration is the level of support teachers receive at their school sites (GenYes, 2009). The District assists school site administrators in integrating appropriate technology components within their Single Plan for Student Achievement that each site develops. This ensures that site administrators encourage and support the use of technology and provide an environment conducive to successful integration.

The Technology Assistant provides front line support and acts as a liaison between school sites and Technology and Information Services Department. The Technology Assistant works with District Technology Support Technicians to increase efficiency of technical support at school sites in addition to assisting teachers in utilizing technology in their classrooms.

Appendix C – Criteria for EETT Technology Plans

(Completed Appendix C is REQUIRED in a technology plan)
In order to be approved, a technology plan needs to "Adequately Addressed" each of the following criteria:

- For corresponding EETT Requirements, see the EETT Technology Plan Requirements (Appendix D).
- Include this form (Appendix C) with "Page in District Plan" completed at the end of your technology plan.

1. **PLAN DURATION CRITERION**	**Page in District Plan**	**Example of Adequately Addressed**	**Example of Not Adequately Addressed**
The plan should guide the District's use of education technology for the next three to five years. (For a new plan, can include technology plan development in the first year)	1	The technology plan describes the Districts use of education technology for the next three to five years. (For new plan, description of technology plan development in the first year is acceptable). Specific start and end dates are recorded (7/1/xx to 6/30/xx).	The plan is less than three years or more than five years in length. Plan duration is 2008-11.
2. **STAKEHOLDERS CRITERION** Corresponding EETT Requirement(s): 7 and 11 (Appendix D).	**Page in District Plan**	**Example of Adequately Addressed**	**Not Adequately Addressed**
Description of how a variety of stakeholders from within the school District and the community-at-large participated in the planning process.	1	The planning team consisted of representatives who will implement the plan. If a variety of stakeholders did not assist with the development of the plan, a description of why they were not involved is included.	Little evidence is included that shows that the District actively sought participation from a variety of stakeholders.
3. **CURRICULUM COMPONENT CRITERIA** Corresponding EETT	**Page in District Plan**	**Example of Adequately Addressed**	**Example of Not Adequately Addressed**

Requirement(s): 1, 2, 3, 8, 10, and 12 (Appendix D).			
a. Description of teachers' and students' current access to technology tools both during the school day and outside of school hours.	**2-3**	The plan describes the technology access available in the classrooms, library/media centers, or labs for all students and teachers.	The plan explains technology access in terms of a student-to-computer ratio, but does not explain where access is available, who has access, and when various students and teachers can use the technology.
b. Description of the District's current use of hardware and software to support teaching and learning.	**3-5**	The plan describes the typical frequency and type of use (technology skills/information and literacy integrated into the curriculum).	The plan cites District policy regarding use of technology, but provides no information about its actual use.
c. Summary of the District's curricular goals that are supported by this tech plan.	**5-6**	The plan summarizes the District's curricular goals that are supported by the plan and referenced in District document(s).	The plan does not summarize District curricular goals.
d. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan for using technology to improve teaching and learning by supporting the District curricular goals.	**6-10**	The plan delineates clear goals, measurable objectives, annual benchmarks, and a clear implementation plan for using technology to support the District's curriculum goals and academic content standards to improve learning.	The plan suggests how technology will be used, but is not specific enough to know what action needs to be taken to accomplish the goals.
e. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan detailing how and when students will acquire the technology skills and	**10-12**	The plan delineates clear goals, measurable objectives, annual benchmarks, and an implementation plan detailing how and when students will acquire	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.

information literacy skills needed to succeed in the classroom and the workplace.		technology skills and information literacy skills.	
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 purpose of both copyright and fair use; distinguishing lawful from unlawful downloading and peer-to-peer file sharing; and avoiding plagiarism	**12-14**	The plan describes or delineates clear goals outlining how students and teachers will learn about the concept, purpose, and significance of the ethical use of information technology including copyright, fair use, plagiarism and the 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.
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.	**14-17**	The plan describes or delineates clear goals outlining how students and teachers will be educated about Internet safety.	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.
h. Description of or goals about the District policy or practices that ensure equitable technology access for all students.	**17-19**	The plan describes the policy or delineates clear goals and measurable objectives about the policy or practices that ensure equitable technology access for all students. The policy or practices clearly support accomplishing the plan's goals.	The plan does not describe policies or goals that result in equitable technology access for all students. Suggests how technology will be used, but is not specific enough to know what action needs to be taken to accomplish the goals.

i. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan to use technology to make student record keeping and assessment more efficient and supportive of teachers' efforts to meet individual student academic needs.	**19-21**	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.	The plan suggests how technology will be used, but is not specific enough to know what action needs to be taken to accomplish the goals.
j. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan to use technology to improve two-way communication between home and school.	**21-23**	The plan delineates clear goals, measurable objectives, annual benchmarks, and an implementation plan for using technology to improve two-way communication between home and school.	The plan suggests how technology will be used, but is not specific enough to know what action needs to be taken to accomplish the goals.
k. Describe the process that will be used to monitor the Curricular Component (Section 3d-3j) goals, objectives, benchmarks, and planned implementation activities including roles and responsibilities.	**23**	The monitoring process, roles, and responsibilities are described in sufficient detail.	The monitoring process either is absent, or lacks detail regarding procedures, roles, and responsibilities.
4. **PROFESSIONAL DEVELOPMENT COMPONENT CRITERIA** Corresponding EETT Requirement(s): 5 and 12 (Appendix D).	**Page in District Plan**	**Example of Adequately Addressed**	**Example of Not Adequately Addressed**
a. Summary of the teachers' and administrators' current technology proficiency and integration skills and needs for professional development.	**24-25**	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	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

		skills that include Commission on Teacher Credentialing (CTC) Standard 9 and 16 proficiencies.	the focus areas, i.e., only the fourth grade teachers when grades four to eight are the focus grade levels.
b. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan for providing professional development opportunities based on your District needs assessment data (4a) and the Curriculum Component objectives (Sections 3d - 3j) of the plan.	**25-32**	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 plan.	The plan speaks only generally of professional development and is not specific enough to ensure that teachers and administrators will have the necessary training to implement the Curriculum Component.
c. Describe the process that will be used to monitor the Professional Development (Section 4b) goals, objectives, benchmarks, and planned implementation activities including roles and responsibilities.	**33**	The monitoring process, roles, and responsibilities are described in sufficient detail.	The monitoring process either is absent, or lacks detail regarding who is responsible and what is expected.
5. **INFRASTRUCTURE, HARDWARE, TECHNICAL SUPPORT, AND SOFTWARE COMPONENT CRITERIA** Corresponding EETT Requirement(s): 6 and 12 (Appendix D).	**Page in District Plan**	**Example of Adequately Addressed**	**Example of Not Adequately Addressed**
a. Describe the existing hardware, Internet access, electronic learning resources, and technical support already in the District that will be used to support the Curriculum and Professional Development Components (Sections 3 & 4) of the plan.	**34-37**	The plan clearly summarizes the existing technology hardware, electronic learning resources, networking and telecommunication infrastructure, and technical support to support the implementation of the	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

		Curriculum and Professional Development Components.	missing or lacks sufficient detail.
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 the activities in the Curriculum and Professional Development components of the plan.	**37-40**	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 components.	The plan includes a description or list of hardware, infrastructure, and other technology necessary to implement the plan, but there doesn't seem to be any real relationship between the activities in the Curriculum and Professional Development Components and the listed equipment. Future technical support needs have not been addressed or do not relate to the needs of the Curriculum and Professional Development Components.
c. List of clear annual benchmarks and a timeline for obtaining the hardware, infrastructure, learning resources and technical support required to support the other plan components identified in Section 5b.	**40-44**	The annual benchmarks and timeline are specific and realistic. Teachers and administrators implementing the plan can easily discern what needs to be acquired or repurposed, by whom, and when.	The annual benchmarks and timeline are either absent or so vague that it would be difficult to determine what needs to be acquired or repurposed, by whom, and when.
d. Describe the process that will be used to monitor Section 5b & the annual benchmarks and timeline of activities including roles and responsibilities.	**45**	The monitoring process, roles, and responsibilities are described in sufficient detail.	The monitoring process either is absent, or lacks detail regarding who is responsible and what is expected.
6. **FUNDING AND BUDGET**	**Page in**	**Example of**	**Example of Not**

COMPONENT CRITERIA Corresponding EETT Requirement(s): 7 & 13, (Appendix D)	**District Plan**	**Adequately Addressed**	**Adequately Addressed**
a. List established and potential funding sources.	**46-47**	The plan clearly describes resources that are available or could be obtained to implement the plan.	Resources to implement the plan are not clearly identified or are so general as to be useless.
b. Estimate annual implementation costs for the term of the plan.	**48**	Cost estimates are reasonable and address the total cost of ownership, including the costs to implement the curricular, professional development, infrastructure, hardware, technical support, and electronic learning resource needs identified in the plan.	Cost estimates are unrealistic, lacking, or are not sufficiently detailed to determine if the total cost of ownership is addressed.
c. Describe the District's replacement policy for obsolete equipment.	**49**	Plan recognizes that equipment will need to be replaced and outlines a realistic replacement plan that will support the Curriculum and Professional Development Components.	Replacement policy is either missing or vague. It is not clear that the replacement policy could be implemented.
d. Describe the process that will be used to monitor Ed Tech funding, implementation costs and new funding opportunities and to adjust budgets as necessary.	**49-50**	The monitoring process, roles, and responsibilities are described in sufficient detail.	The monitoring process either is absent, or lacks detail regarding who is responsible and what is expected.
7. **MONITORING AND EVALUATION COMPONENT CRITERIA** Corresponding EETT Requirement(s): 11 (Appendix	**Page in District Plan**	**Example of Adequately Addressed**	**Example of Not Adequately Addressed**

D).			
a. Describe the process for evaluating the plan's overall progress and impact on teaching and learning.	**51-53**	The plan describes the process for evaluation using the goals and benchmarks of each component as the indicators of success.	No provision for an evaluation is included in the plan. How success is determined is not defined. The evaluation is defined, but the process to conduct the evaluation is missing.
b. Schedule for evaluating the effect of plan implementation.	**53-54**	Evaluation timeline is specific and realistic.	The evaluation timeline is not included or indicates an expectation of unrealistic results that does not support the continued implementation of the plan.
c. Describe the process and frequency of communicating evaluation results to tech plan stakeholders.	**54**	The plan describes the process and frequency of communicating evaluation results to tech plan stakeholders.	The plan does not provide a process for using the monitoring and evaluation results to improve the plan and/or disseminate the findings.
8. **EFFECTIVE COLLABORATIVE STRATEGIES WITH ADULT LITERACY PROVIDERS TO MAXIMIZE THE USE OF TECHNOLOGY CRITERION** Corresponding EETT Requirement(s): 11 (Appendix D).	**Page in District Plan**	**Example of Adequately Addressed**	**Example of Not Adequately Addressed**

If the District has identified adult literacy providers, describe how the program will be developed in collaboration with them. (If no adult literacy providers are indicated, describe the process used to identify adult literacy providers or potential future outreach efforts.)	**55-56**	The plan explains how the program will be developed in collaboration with adult literacy providers. Planning included or will include consideration of collaborative strategies and other funding resources to maximize the use of technology. If no adult literacy providers are indicated, the plan describes the process used to identify adult literacy providers or potential future outreach efforts.	There is no evidence that the plan has been, or will be developed in collaboration with adult literacy service providers, to maximize the use of technology.
9. **EFFECTIVE, RESEARCHED-BASED METHODS, STRATEGIES, AND CRITERIA** Corresponding EETT Requirement(s): 4 and 9 (Appendix D).	**Page in District Plan**	**Example of Adequately Addressed**	**Not Adequately Addressed**
a. Summarize the relevant research and describe how it supports the plan's curricular and professional development goals.	**57-60**	The plan describes the relevant research behind the plan's design for strategies and/or methods selected.	The description of the research behind the plan's design for strategies and/or methods selected is unclear or missing.
b. Describe the District's plans to use technology to extend or supplement the District's curriculum with rigorous academic courses and curricula, including distance-learning	**60-61**	The plan describes the process the District will use to extend or supplement the District's curriculum with rigorous	There is no plan to use technology to extend or supplement the District's curriculum offerings.

technologies.		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).	