

MARYSVILLE JOINT UNIFIED SCHOOL DISTRICT EDUCATION TECHNOLOGY PLAN

JULY 1, 2012 – JUNE 30, 2015



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Marysville Joint Unified School District Technology Use Plan

District Vision and Mission

Our Basic District Belief

We believe that:

- All students can meet and even exceed the outcomes established in Board Policy for graduation requirements and grade level promotion/retention standards.
- All students will have multiple ways of learning and demonstrating that they have learned those things required by district graduation requirements and grade level promotion/retention standards.
- Student success is a self-fulfilling process; the more we believe that all students can be successful and the more students experience success, the more success will happen.
- We have the ability within our district and community to develop the resources necessary to ensure that all students experience success.
- The achievement of this belief will take place in a life-long learning environment for Board, staff, students, and parents.

Our District Mission

Our mission is:

- Providing students with the opportunity to:
 - master the district content standards adopted by the Board of Trustees.
 - use information to communicate and solve problems.
 - have high self-esteem.
 - show respect for others, the environment, and the world.
 - have the tools and motivation for life-long learning.
 - develop an appreciation of the arts.
 - learn and apply basic technology skills that assist students to become life-long learners beyond school.
 - learn career-related skills and attitudes.

- Providing staff with the opportunities for professional development, career enhancement and satisfaction, and to become life-long learners.

1. Plan Vision and Duration

This plan will be applicable July 1, 2012 until June 30, 2015.

MJUSD's Technology Vision

MJUSD is committed to providing students, parents, teachers, administrators, and staff with the necessary technology and professional development required to succeed in today's technologically advanced world. This Technology Plan will guide the district over the three year period to create an environment where the following is expected:

Students and Teachers

Students will:

- Use current and readily accessible technologies
- Be guided by technologically literate teachers
- Become self-directed learners choosing topics of study and methods of learning
- Use technology to acquire real-world input into the learning process and to access and contribute to the global community

Teachers will:

- Have time and opportunities to learn new technologies and to collaborate and reflect with peers
- Integrate technology into their teaching
- Use technology to communicate with each other, with parents and with other members of the learning community

Technology

Technology will:

- Provide timely access to data and information;
- Provide efficient and cost effective use of time and resources for management, teaching, and learning;
- Promote diverse modes of communication;

- Facilitate the development, organization, and presentation of ideas to achieve intended purposes;
- Provide engaging instruction that will
 - Enable and stimulate users to express their creativity;
 - Facilitate individual learning and teaching to maximize student success;
 - Promote higher-level thinking skills to solve authentic problems;
 - Promote learning of basic skills and content;
 - Facilitate collaborative learning and teaching to maximize student success;
 - Promote the integration of curriculum, disciplines, instruction, and modes of learning;
- Promote adult, parent, and community learning, communication, and involvement.

2. Stakeholders

The development process for this Technology Plan started with the Technology Director preparing an initial draft covering all of the areas that have been requested and prioritized by the district's stakeholders over the past three years.

The initial draft was then submitted to the Technology Advisory Committee for review. The Technology Advisory Committee consists of representatives of all district stakeholders, including administrators, teachers, parents, local businesses, and the community. The committee was tasked with reviewing the initial draft and recommending appropriate changes.

After modifying the plan according to the recommendations made by the Technology Advisory Committee, the Technology Plan was then sent to the Board of Trustees for approval. The Board of Trustees approved the plan on June 12, 2012.

The Technology Advisory Committee Members

- Bryan Williams – Director of Technology, MJUSD
- Lennie Tate – Executive Director, Educational Services, MJUSD
- Gary Cena – Marysville High School Principal
- Dean Allen – Marysville High School Teacher/Parent
- David Atkinson – Lindhurst High School Teacher
- Rocco Greco – Alternative Ed. Principal
- David Jones – McKenney Intermediate Asst. Principal
- Rob Gregor – Ella Elementary Principal
- Jill Segner – Cedar Lane Elementary Principal
- Pete Jeffrey – Ella Elementary Teacher/Parent
- Jimmie Eggers – Olivehurst Elementary Principal
- Andrea Tucker – Classified Staff/Parent

3. Curriculum

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

Below is a summary of current technology throughout the district.

School	Number of Computers	Computers Older than 48 Months	Computers newer than 48 months	Student to Computer Ratio	% Computers Networked	Computers in Classrooms	Computers in Labs	Computers in Library	Internet Speed
Arboga	180	95	85	6:1	100	170	0	5	10Mb
Browns Valley	82	28	54	2.9:1	100	165	0	15	10Mb
Cedar Lane	677	244	433	1.2:1	100	664	0	7	10Mb
Cordua	63	40	23	3.6:1	100	58	0	3	10Mb
Covillaud	171	62	109	4.7:1	100	129	32	5	10Mb
Dobbins	80	33	47	1.5:1	100	65	15	1	3Mb
Edgewater	177	1	176	2.4:1	100	169	0	3	10Mb
Ella	474	105	369	1.3:1	100	462	0	4	10Mb
Johnson Park	230	124	106	3.3:1	100	186	34	5	100Mb
Kynoch	306	198	108	6.0:1	100	236	59	7	10Mb
Linda	295	181	114	6.2:1	100	203	80	6	10Mb
Loma Rica	75	42	33	4.0:1	100	54	15	3	10Mb
Olivehurst	313	124	189	2.8:1	100	273	31	4	10Mb
Yuba Feather	143	86	57	2.2:1	100	111	21	7	3Mb
Foothill Intermediate	205	136	69	3.5:1	100	176	24	2	10Mb
McKenney Intermediate	215	129	86	6.1:1	100	153	52	5	10Mb
Yuba Gardens	563	303	260	2.8:1	100	413	136	2	10Mb
Lindhurst High	795	487	308	4.0:1	100	569	141	37	100Mb
Marysville High	555	255	300	3.1:1	100	377	112	51	100Mb
North Marysville	58	42	16	7.9:1	100	22	32	0	100Mb
South Lindhurst	34	33	1	113.0:1	100	24	0	0	100Mb
Marysville Charter	211	133	78	4.4:1	100	202	0	0	100Mb
Abraham Lincoln Home School	76	26	50	3.3:1	100	N/A	N/A	N/A	100Mb

1. Elementary School Level

Every teacher has either a laptop or desktop to use and e-mail is available through Microsoft Exchange. Teachers with laptops are able to take them home, desktops stay at school. Teachers take roll online and have classroom webpages available to them through the SchoolCenter system. Students in grades 5 and up have e-mail addresses and online document storage if given parent permission.

The typical classroom for kindergarten through second grade in the district has at least 4 computers. These machines are almost always used as Waterford pods for the students in these classrooms. These computers are almost always connected to the Internet because it is not necessary for Waterford and the Internet is not always used in the lower grade levels, however it is available for all machines in every room if needed. At four sites (Covillaud, Linda, Loma Rica and Olivehurst) computer labs are used for Waterford rather than pods in the classrooms. At these sites, and in all third through fifth grade classrooms throughout the district, the computers in the classrooms are used for other educational purposes (typing reports, doing research, using other educational software, etc.) The classroom will have at least one printer connected for all the computers in the class to use. All computers have Microsoft Office installed and have the ability to connect to the Internet. Every elementary classroom is connected to the Internet. At approximately half of the schools, computers are made available to students and parents for 30 minutes prior to the start of school, and 30 minutes after school. The majority of schools have at least some interactive white boards with mounted projectors and document cameras. Having these installed in every elementary classroom has been a big focus of the schools.

2. Middle School Level

Every teacher has either a laptop or desktop to use and e-mail is available through Microsoft Exchange. Teachers with laptops are able to take them home, desktops stay at school. Teachers take roll online and have classroom webpages available to them through the SchoolCenter system. All students have e-mail addresses and online document storage if given parent permission.

Most classrooms have three to five computers available for the students. All middle schools have computer labs available to students and teachers. All classrooms are networked. Access to the labs during school is on a sign-up by class basis. All computers have Microsoft Office installed, as well as Internet access. Yuba Gardens and Foothill Intermediate also utilize a mobile laptop cart/lab. Computers are available in each library as well, but not all of the library computers are connected to the network at the request of the school site. Computers at these sites are only available to parents and students before and after school when requested by the user. When requested, computers are made available for approximately 30 minutes before and after school.

3. High School Level

Every teacher has either a laptop or desktop to use. Teachers with laptops are able to take them home, desktops stay at school. Teachers take roll online and have classroom webpages available to them through the SchoolCenter system. All students have e-mail addresses and online document storage if given parent permission. The Internet is available for all classrooms and Microsoft Office is installed on all computers.

Many of the classrooms do not have computers available to the students at the teacher's request. This tends to be related to the subjects taught. Computers are available to students and parents before, during and after school when requested. Lindhurst and Marysville High school each have at least four computer labs that are used for teaching computer skills, research, and careers. Marysville Charter Academy for the Arts utilizes one classroom that is setup as a mobile lab with laptops. Primarily, computer access is available to students in the library, computer labs and media centers.

4. Other Schools

The following locations fall under the other schools category: North Marysville Continuation School, South Lindhurst Continuation School, Abraham Lincoln Home School and Adult Education. Every teacher has either a laptop or desktop to use. Teachers have webpages available to them through the SchoolCenter system. All classrooms at these sites have Internet access and computers available for both teachers and students. Software used differs for each site with some commonalities such as, word processing, spreadsheet, presentation, and e-mail all coming from the Microsoft Office suite. Computers are not available before and after school unless they are part of the program as is the case with the Adult Education program.

5. Administration

All offices where a computer is present have Internet access. Microsoft Office is the standard office suite available and everyone in administration has access to e-mail through the Microsoft Exchange server.

– Nearly all computers used in Administration are less than four years old. Internet access is available in all offices that have requested it. All computers which require it are connected to networked printers. Software used by the administration is as follows:

- Aeries – Student Information System
- Escape Online 5 – Financial and Personnel System (upgrade taking place from 2011-2012)
- Exchange Server – E-mail and Calendar
- Edusoft – Academic Data Management
- Microsoft Word – Word Processing

- Microsoft Excel – Spreadsheet
- Microsoft Access – Database
- Heat – Work Order System for Technology and M&O Departments

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

The following summarizes the current use of technology in teaching and learning throughout MJUSD.

1. Elementary Level

On a daily basis, students, teachers, staff and administrators at the elementary and pre-school level are provided access to technology and educational/information resources in classrooms, libraries, computer media labs and administrative offices, as well as by checkout for home use at some sites. Currently all K-2 students access Waterford on a daily basis, for a minimum of 15 minutes. Students at all sites also take advantage of the Accelerated Reading and Accelerated Math programs from Renaissance Learning. These programs are utilized on a weekly basis. Many teachers have developed classroom webpages and have shared lesson plans online, but this varies greatly from site to site and from teacher to teacher. Students in grades 5 and up have e-mail addresses and online document storage if given parent permission. Teachers use Edusoft weekly to help assess students and develop individualized lesson plans.

2. Middle School

Middle School students utilize the Renaissance programs Accelerated Reader and Accelerated Math. In Accelerated Reader, students typically take a computer test on books they have completed. The number of books read each year varies by teacher and the student's reading level. Accelerated Math requires students to scan their answers and obtain new worksheets about every other day. Most students are required to do at least two research projects a year, with much of the information being found on the Web. Many students are also required to complete at least one multimedia project per year. Students in grades 5 and up have e-mail addresses and online document storage if given parent permission.

Research on the computer varies greatly among teachers, with some utilizing it daily and others rarely taking advantage. The district now has a grade book available through the Student Information System that teachers at all middle schools are using.

3. High School Level

- Technology is being used in the Math, Science, and English departments at both sites.
- Technology is very prevalent in the elective courses at both sites
- Accelerated and STAR Math is used at both sites to provide assessment, intervention, practice, and progress of math students in selected math courses.
- Portable computer labs equipped with laptops and wireless internet exist at both sites
- Microsoft Office, media production, web design, keyboarding, intervention and grading software is being used by teachers and students
- Presentation software, overhead projectors and portable screens are utilized by teachers and students

Word processing software is being used by students daily at both sites. Students at both sites are required to turn in typed reports in English and other core classes. Students enrolled in a computer applications course learn and use all programs associated with Microsoft Office daily. Teachers are using PowerPoint presentations to differentiate teaching on a continual basis. Students are being required in Career and Virtual Business classes to turn in PowerPoint projects and digital portfolios. Research using the Internet is being conducted in History and English courses.

4. Other instructional programs

Other instructional programs – North Marysville Continuation School, South Lindhurst Continuation School and Abraham Lincoln Home School have each made their own decisions on how technology is used at their sites. Currently, each teacher at each site develops the technology approach that best suits the students in their program. For example, North Marysville has a class where students are taught how to put together their own yearbook using Microsoft Publisher. All students are required to prepare reports on the computer and to do research using the Internet.

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

There are a number of Federal and State mandates that currently drive the MJUSD curricular goals. These mandates set forth a number of quantitative objectives that the District must meet each year. The only way that these goals can be met, is by the continued academic improvement of students throughout the District. In order to truly accomplish this, technology must become a vital part of the teaching process on a daily basis. With that in mind, the following goals were adapted:

Academic Achievement Goals

ANNUAL YEARLY PROGRESS (AYP)- Federal Mandate:

Marysville Joint Unified School District (MJUSD) and individual school sites will meet and/or exceed the No Child Left Behind (NCLB) Annual Measurable Objectives (AMOs) in English/language arts and mathematics.

MJUSD and individual school sites will meet and/or exceed the NCLB Participant Rates.

ACADEMIC PERFORMANCE INDEX (API)- State Mandate:

MJUSD and individual school sites will meet and/or exceed the annual API Growth Targets in reading/language arts and mathematics.

HIGH SCHOOL EXIT EXAM (CAHSEE)- Class of 2006:

Provide students in grades 10, 11, and 12 with support and remediation to ensure all graduating seniors, beginning with the class of 2006, successfully pass the reading, writing, and mathematics components of the new California graduation requirement.

EXIT PROGRAM IMPROVEMENT (PI) STATUS:

Strategic focus on PI schools and district non-performing sub-group to provide targeted support and research-based interventions.

Specifically:

In-depth analysis of student achievement data to focus instruction.

Extended learning opportunities for students to master the essential grade-level/content-specific standards.

Maintain focus on improving explicit, direct instruction.

Communication Goals

Build a strong, positive, and collaborative TEAM with all members of our educational community to support and enhance academic achievement for all students.

Other Technology Plan Guiding Documents and Reports

This Technology Plan has also been aligned to other federal, state, and district planning documents and reports. These include, but are not limited to:

- No Child Left Behind (NCLB) Act – Information on this mandate can be found at <http://www.ed.gov/nclb/landing.jhtml>
- California Academic Content Standards - Adopted standards can be viewed at <http://www.cde.ca.gov/be/st/ss/>
- District Graduation Requirements - Requirements can be retrieved from any high school within the district
- California Standards for the Teaching Profession - Document can be viewed at <http://www.ctc.ca.gov/reports/cstpreport.pdf>
- Western Association of Schools and Colleges (WASC) accreditation report - Available at each school site

- Local Educational Agency (LEA) Plan – Available at the District Office
- School Improvement Plan (SIP) – Available at appropriate school sites
- English Learners Master Plan – Available at the District Office

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

The District recognizes that it is essential to provide students with instruction that will insure their academic advancement. While improvement has been made in this area, MJUSD is committed to continued research and identification of resources that will assist in achieving this goal. Technology is an area where the district has chosen to focus its effort and the following goals are made in accordance with that:

Goal 3.d.1 – The Marysville Joint Unified School District will integrate technology in support of core-adopted materials in order to improve student achievement of the California Standards. Particular focus will be given to EL and Title I students in the areas of language arts and mathematics.

Objective 3.d.1: By June 30, 2015 100% of core curriculum classes will have integrated technology into the regular instruction.
Year 1 Benchmark: 80% of all K-12 classes will have integrated technology into regular instruction
Year 2 Benchmark: 90% of all K-12 classes will have integrated technology into regular instruction
Year 3 Benchmark: 100% of all K-12 classes will have integrated technology into regular instruction

Implementation Plan: 3.d.1			
Activities	Timeline	Dept(s)/Person(s) Responsible	Monitoring & Evaluation
Have each site select a Technology Lead (TL)	Fall 2012	Site Administrators	List of TLs will be kept in the Technology Dept.
Assess teachers current technology skills by site	Continually	Technology Director, Site Administrators, TLs	TLs will perform site surveys
Train TLs on how to assist teachers in integrating current technology solutions	Fall 2012 Quarterly Thereafter	Educational Services Dept., Technology Dept.	Sign-in sheets for trainings attended
Train teachers on how to integrate technology solutions into their regular instruction for both math and ELA	Fall 2012 - Spring 2013 Ongoing Thereafter	Educational Services Dept., Technology Dept., TLs	TLs will keep records of trainings, either individual or in a group setting
District will continue to work with schools to try to create interactive	Fall 2012 Ongoing	Technology Dept., Site Administrators	Copies of all purchase orders for any equipment will be kept by

classrooms with whiteboards, projectors, and other devices that may be deemed necessary and/or beneficial	Thereafter		the district purchasing dept.
Teachers integrate technology into regular instruction for both math and ELA	As training occurs Ongoing Thereafter	Teachers	Lesson Plans and observations
Samples of student work will be collected at appropriate grade levels and evaluated	Spring 2013 Ongoing Thereafter	Teachers, Site Administrators, Educational Services Dept., Technology Dept., TLs	Evaluation of student work and test results will be performed

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

Goal 3.e.1: Students in the Marysville Joint Unified School District will acquire necessary technology and information literacy skills to succeed in the classroom and the workplace.

Objective 3e.1: By June 2015, 75% of students in grades K-12 will be proficient or better with grade level district technology standards and information literacy skills. Students will learn the district technology and information literacy skills during relevant curricular assignments.
Year 1 Benchmark: 50% of MJUSD students will demonstrate proficiency in district technology standards and information literacy skills
Year 2 Benchmark: 65% of MJUSD students will demonstrate proficiency in district technology standards and information literacy skills
Year 3 Benchmark: 75% of MJUSD students will demonstrate proficiency in district technology standards and information literacy skills

Implementation Plan: 3.e.1			
Activities	Timeline	Person(s) Responsible	Monitoring & Evaluation
TLs will train teachers and provide resources on grade level student technology standards and information literacy skills.	Fall 2012 Ongoing Thereafter	TL	Training agendas and attendance sheets will be kept at each school site.
TLs will review with teachers that their integrated technology will assist students in reaching their grade level technology and information literacy skills needs.	Fall 2012 Quarterly Thereafter	TL	Updates on progress with teachers will be shared at quarterly meetings
Samples of student work will be collected at appropriate grade levels and evaluated	Spring 2013 Ongoing Thereafter	Teachers, TL, Site Administrators	Evaluation of student work and test results will be performed

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

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

On an ongoing basis MJUSD, in collaboration with i-Safe Inc (<http://isafe.org>), is working to safeguard children's online experiences. MJUSD will use Internet safety resources and training developed by iSafe, a government grant-funded provider of Internet safety education for school communities. This non-profit organization was founded in 1998 and is endorsed by the U.S. Congress. i-SAFE is dedicated to protecting the online experiences of youth everywhere. i-SAFE incorporates classroom curriculum with dynamic community outreach to empower students, teachers, parents, law enforcement, and concerned adults to make the Internet a safer place. The i-SAFE curriculum covers the following modules:

- Cyber Community Citizenship (grades K-12)
- Personal Safety Online (grades K-12)
- Cyber Security (grades K-12)
- Cyber Predator Identification (grades 3-12)
- Intellectual Property (grades 3-12)
- Digital Literacy (grades 5-12)
- Outreach, Empowerment, Review (grades 5-12)
- Appropriate Online Behavior (grades K-12)
- Cyber Bullying (grades K-12)
- Social Networking and Chat Rooms (grades K-12)

These modules include curriculum that will allow MJUSD students to become fully proficient with the International Society for Technology in Education (ISTE) National Educational Technology Standards for Students (NETS *S) standard #5 – Digital Citizenship. The Digital Citizenship standards includes the following performance indicators which the TLs will align the i-Safe curriculum to:

- a. Advocate and practice safe, legal, and responsible use of information and technology
- b. Exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity
- c. Demonstrate personal responsibility for lifelong learning
- d. Exhibit leadership for digital citizenship

MJUSD will provide 24/7 online professional development opportunities for its teachers on Internet safety and other related topics. Courses will also be taught at school sites using certified i-Safe trainers for staff, parents and the community. In addition, all teachers participating in Educational Technology professional development courses receive components on Internet safety for students as part of the course. This includes issues such as personal safety, cyber community issues, predator identification, cyber security, intellectual property and methods of effective outreach.

Goal 3.f.1 – MJUSD students and staff will demonstrate 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; avoiding plagiarism.

Goal 3.g.1 – MJUSD will provide a safe online environment for all students including providing students and parents with information and training on best practices for protecting online privacy and avoiding online predators.

Objective 3.f.1 and 3.g.1: By June 30, 2015 75% of students in grades K-8 and 100% of students in grades 9-12 will be proficient or better with grade level i-Safe curriculum and NETS standard #5 – Digital Citizenship (includes social, ethical, copyright and cyber safety issues listed in Goals 3.f.1 and 3.g.1 above.)
Year 1 Benchmark: 25% of students in grades K-8 and 50% of students in grades 9-12 will be proficient of better with grade level i-Safe curriculum and NETS standard #5 – Digital Citizenship
Year 2 Benchmark: 50% of students in grades K-8 and 75% of students in grades 9-12 will be proficient of better with grade level i-Safe curriculum and NETS standard #5 – Digital Citizenship
Year 3 Benchmark: 75% of students in grades K-8 and 100% of students in grades 9-12 will be proficient of better with grade level i-Safe curriculum and NETS standard #5 – Digital Citizenship

Implementation Plan: 3.f.1 and 3.g.1			
Activities	Timeline	Dept(s)/Person(s) Responsible	Monitoring & Evaluation
TLs will be certified as i-Safe trainers	Fall 2012 Yearly Review Thereafter	Technology Dept., TLs	Certifications will be provided by i-Safe
TLs will review i-Safe curriculum and confirm it fulfills all NETS *S standard #5 requirements	Fall 2012 Yearly Review Thereafter	TLs	Recommendations shared at quarterly meetings
TLs will train staff, students and parents on ethical and safe use of information technology	Fall 2012 Ongoing Thereafter	TLs	TLs will collect sign-in sheets for every training provided.
Staff will continually review i-Safe training materials	Fall 2012 Ongoing Thereafter	Staff	Reports on staff trainings provided to district by i-Safe
Student and staff Acceptable Use Policies (AUPs) will be reviewed annually	Fall 2012 Yearly Thereafter	Technology Director	Recommendations will be provided to the TAC

Staff will sign AUP's when hired and again whenever changes to the document are made	Fall 2012 Yearly Thereafter	Human Resources	Signed AUPs will be kept in employees personnel files
Students and parents will sign the student AUP	Fall 2012 Yearly Thereafter	School Sites	Signed AUPs will be kept in student CUM folders
Teacher web site system will be evaluated regularly to verify safety policies and procedures are met	Fall 2012 Ongoing Thereafter	Technology Dept.	Updates will be provided to the TAC at each meeting
Student e-mail system will be evaluated regularly to verify safety policies and procedures are met	Fall 2012 Ongoing Thereafter	Technology Dept.	Updates will be provided to the TAC at each meeting

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

The district has worked hard to guarantee that all students will have equitable access to technology. The district will attempt to provide at least a 5:1 student to computer ratio at each school site. Every effort will be made to lower that ratio to 1:1, however tablet and/or other devices may be used in achieving that goal rather than PCs. Schools have made it a priority to place computers in areas where they will get the most use. In the middle and high schools this has led to the creation of more computer labs and more areas where students can access computers outside of regular class time. In the elementary schools pods of computers have been placed in nearly every classroom giving students the ability to access programs like Waterford or Accelerated Reader when appropriate. In addition, many schools have started to make some computers available after school for students who may not have computers at home. The district will continue to track the number of computers available and will continue to work with the school sites to make sure that they are being utilized in the best way possible.

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

The Marysville Joint Unified School District currently uses Edusoft as its academic data management system. Currently all teachers use the system to track assessments and utilize the data in developing individualized lesson plans. The Educational Services Department trains new teachers and monitors and evaluates the use and effectiveness of the Edusoft system. Both teachers and administrators realize the value of the Edusoft system and feel that it is an invaluable part of the instructional development process.

Goal 3.i.1 – The Marysville Joint Unified School District will continue to make available an academic data management system that fulfills the district’s needs.

Objective 3.i.1: All teachers will continue to effectively use the academic data management system provided
Year 1 Benchmark: All teachers will continue to effectively use the academic data management system provided
Year 2 Benchmark: All teachers will continue to effectively use the academic data management system provided
Year 3 Benchmark: All teachers will continue to effectively use the academic data management system provided

Implementation Plan: 3.i.1			
Activities	Timeline	Dept(s)/Person(s) Responsible	Monitoring & Evaluation
The academic data management system will be evaluated for effectiveness and modifications will be made if necessary	Fall 2012, Yearly Thereafter	Educational Services Dept., TLs	Agenda and meeting minutes will be kept for review.
New teachers will be trained on the use of the districts academic data management system	Fall 2012, Yearly Thereafter	Educational Services Dept., TLs	Sign-ins for trainings and records of resources distributed will be kept by the TLs

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

All Marysville Joint Unified School District teachers and administrators have district provided e-mail addresses. This has led to much more frequent communication through e-mail with parents. The district has also provided the schools and teachers with an online community system that they are able to modify and maintain. The system includes teacher web pages, blogs, discussion forums, and student web lockers. All students in grades 5-12 are provided safe e-mail accounts with signed parent permission slips. Parents are also able to view their student’s attendance and grade book online through Aeries, the district’s student information system. The district also provides classroom phones and individual extensions to all teachers in the district. Administrators and some teachers also have district provided cellular phones to increase their availability. With all of these in place the district is looking to new and innovative ways to increase two-way communication including but not limited to teacher blogs, podcasts, discussion forums and web lockers for students.

Goal 3.j.1 – The Marysville Joint Unified School District will provide a password protected online community for students, parents, teachers and administrators.

Objective 3.j.1: By June 30 2015 50% of students and teachers and 25% of parents will utilize the district’s online community.
Year 1 Benchmark: 15% of students and teachers will utilize the online community
Year 2 Benchmark: 25% of students and teachers and 5% of parents will utilize the online community

Year 3 Benchmark: 50% of students and teachers and 25% of parents will utilize the online community

Implementation Plan: 3.j.1			
Activities	Timeline	Dept(s)/Person(s) Responsible	Monitoring & Evaluation
Train teachers on how to utilize new online communities and how to instruct students to utilize them	Fall 2012 Ongoing Thereafter	TLs, Technology Dept.	Certificates of completion, sign-in sheets for trainings attended
Teachers and students use the online community	Fall 2012 Ongoing Thereafter	Teachers	Web usage logs will be kept showing amount of hits and which pages are accessed
Provide parents with information on how to utilize the online communities	Spring 2013 Yearly Thereafter	Site Administrators, TLs, Teachers	Information will be sent home to parents separately during initial phase and then will be included in yearly information packets provided at the beginning of the school year.

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

The TLs will meet quarterly to discuss methods, strategies, and successes. These meetings will have minutes kept in the Technology Dept. The Technology Advisory Committee will meet annually to discuss progress of the entire Technology Plan. Minutes from these meetings will also be kept in the Technology Dept. The Superintendent and the rest of the Cabinet will be provided information on progress made on the Technology Plan annually as well.

4. Professional Development

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

A district created survey is filled out by MJUSD administrators and teachers in the spring of each school year. That data is then collected, analyzed and the following years professional development classes and/or focuses are determined by what is found. The following chart will be updated in the spring to show current results.

School		General computer Knowledge and skills	General Internet Skills	Interactive Whiteboards	Webpages	Presentation software	Technology Integration	Student Technology Skill Level Recognition
Administrators	Basic	20%	20%	65%	80%	40%	40%	65%
	Proficient	60%	60%	35%	20%	40%	45%	35%
	Advanced	20%	20%	0%	0%	20%	15%	0%
Elementary Teachers	Basic	20%	25%	20%	35%	25%	25%	35%
	Proficient	70%	65%	75%	60%	70%	65%	60%
	Advanced	10%	10%	5%	5%	5%	10%	5%
Secondary Teachers	Basic	25%	25%	50%	45%	20%	25%	50%
	Proficient	65%	65%	45%	50%	70%	65%	40%
	Advanced	10%	10%	5%	5%	10%	10%	10%

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

The results identified in 4.a show us that we need to focus on providing professional development on implementing technology into the classroom and into instruction. MJUSD believes that proper technology integration will improve student achievement in both ELA and math and the professional development provided in technology integration will be done with that focus in mind. The district will evaluate the results of the teacher and administrator surveys yearly to guarantee professional development is targeting the areas most in need.

At each site the TLs will develop site specific training plans. The plans will take into account the survey results as well as individual requests made by site staff. This will allow each site to focus the professional development on what most fits their needs. For instance, one site may find that tablet PCs work well with their interventions while another site may find that they have more success in a computer lab setting. We want to make sure that each site has the flexibility to best meet the needs of their students and teachers. It is also important that technology become integrated into all facets of daily instruction. With that in mind, each TL will assist teachers in integrating technology into both ELA and math.

In addition to the areas shown in the chart above, each site’s training plan will clearly show how each of the goals in sections 3d through 3j of this plan will be addressed. The TLs will provide regular updates during the quarterly meetings on the professional development provided at their sites and the progress they have made towards the goals of the technology plan.

Using this approach, the district’s primary professional development goal is:

Goal 4.b.1 – MJUSD Teachers and Administrators will develop a clear understanding on how to best integrate technology into their regular instruction in both ELA and math, along with goals identified in Sections 3d-3j, with special attention given to subject areas identified by teachers and/or administrators on a yearly basis.

Objective 4.b.1: By June 30 2015, 100% of MJUSD administrators will have a proficient or advanced skill level in all subsections identified in 4.a including best practices on supporting teachers will technology integration.
Year 1 Benchmark: 75% of administrators will have a proficient or advanced skill level
Year 2 Benchmark: 90% of administrators will have a proficient or advanced skill level
Year 3 Benchmark: 100% of administrators will have a proficient or advanced skill level
Objective 4.b.2: By June 30 2015, 75% of MJUSD teachers will have a proficient or advanced skill level in all subsections identified in 4.a.
Year 1 Benchmark: 40% of teachers will have a proficient or advanced skill level
Year 2 Benchmark: 50% of teachers will have a proficient or advanced skill level
Year 3 Benchmark: 75% of teachers will have a proficient or advanced skill level

Implementation Plan: 4.b.1			
Activities	Timeline	Dept(s)/Person(s) Responsible	Monitoring & Evaluation
District will evaluate yearly survey results	Fall 2012 Yearly Thereafter	Educational Services, Technology Dept.	Survey results will be kept in the Technology Dept.
TLs will evaluate survey results for their sites	Fall 2012 Yearly Thereafter	TLs	Survey results will be kept by TLs
With district office assistance and guidance, TLs develop technology training plans for the site including integration of technology for the purpose of increasing student achievement in ELA and math, and addressing the goals of Sections 3d-3j	Winter 2012 Yearly Thereafter	Educational Services, Technology Dept, TLs	Technology training plans will be available at each site
Sites will begin training according to their Technology training plans	Winter 2012 Ongoing Thereafter	TLs	Sign-in sheets will be kept for technology related trainings
TLs will meet quarterly to compare strategies and techniques	Fall 2012 Quarterly Thereafter	Technology Director, Educational Services, TLs	Meeting minutes will be kept in the Technology Dept.
Surveys will be conducted yearly to assess teacher and administrator progress toward reaching benchmarks of the goal	Spring 2013 Yearly Thereafter	Technology Director, Educational Services, TLs	Survey results will be collected and provided to TLs as well as the Technology Advisory Committee

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

The TLs will meet quarterly to discuss methods, strategies, and successes. These meeting will have minutes kept in the Technology Dept. The Technology Advisory Committee will meet annually to discuss progress of the entire Technology Plan. These meetings will also be kept in the Technology Dept. The Superintendent and the rest of the Cabinet will provided information on progress made on the Technology Plan annually as well.

5. Technology Support and Infrastructure

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

The key to all of the above goals being met is adequate bandwidth, stable and reliable equipment, and the necessary support staff to guarantee the equipment works. Without reliable equipment, any technology project is destined to fail. With that in mind, this section will discuss how the MJUSD Technology Dept. is going to make certain that the necessary equipment, infrastructure, and support is in place to increase the probability of success for the Curricular Technology Goals.

It has already been discussed in detail, the amount of computers that are used throughout the District, which can be seen in section 3.A of this plan. What has not been discussed is the current look of the infrastructure behind the computers. This includes routers, switches, high bandwidth connections, wireless access, etc. A summary of the current infrastructure follows.

WAN

MJUSD participates in the state funded K-12 High Speed Network. Funding and operation of the ongoing California K-12 High Speed Network is administered by the Imperial County Office of Education, in partnership with the Mendocino and Butte County Offices of Education, and School Services of California, Inc. Through this system, the district connects to the Yuba County Office of Education for Internet services. Currently, this connection is made via a 100 Mbps fiber connection.

Elementary Schools

Currently – Nearly all elementary schools are connected to the district office via 10 Mbps fiber connection. Johnson Park elementary school is connected via 100 Mbps fiber connection. Dobbins and Yuba Feather are connected via two 1.5 Mbps T-1 connections.

Needed – Yuba Feather and Dobbins elementary school may need additional bandwidth. The Technology Dept. will monitor bandwidth usage at all sites to determine necessary expansion in the future.

Intermediate Schools

Currently – All of the Intermediate schools are connected to the district office via 10 Mbps fiber connection.

Needed – Nothing currently. Technology Dept. will monitor bandwidth usage to determine necessary expansion in the future.

High Schools

Currently - Lindhurst High School (LHS) is connected to the district office via 100 Mbps fiber connection that is shared with Johnson Park Elementary. Marysville High School and Marysville Charter Academy for the Arts are connected to the district office via Gigabit Fiber connections.

Needed – Nothing currently. Technology Dept. will monitor bandwidth usage to determine necessary expansion in the future.

Other Schools

Currently - South Lindhurst Continuation School connects to LHS via a Gigabit fiber line and shares the 100 Mbps fiber connection at LHS. North Marysville Continuation School, Adult Education, and Abraham Lincoln School are connected to the district office via Gigabit Fiber connections.

Needed – Nothing currently. Technology Dept. will monitor bandwidth usage to determine necessary expansion in the future.

LAN

Elementary Schools

Currently – Each school utilizes a Cisco router which manages the data connection as well as the voice over IP phone system. IDF locations contain Cisco POE switches. The connections between the MDF and IDF's are 1 Gbps fiber connections. The connections to the desktop are at least 100 Mbps with many connections being 1 Gbps.

Needed – nothing currently. Technology Dept. will monitor LAN utilization to determine necessary upgrades.

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connections between the MDF and IDF's are 1 Gbps fiber connections. The connections to the desktop are at least 100 Mbps with many connections being 1 Gbps.

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Needed – nothing currently. Technology Dept. will monitor LAN utilization to determine necessary upgrades.

WIRELESS

The district was able to utilize the E-Rate program, along with additional funding from facilities upgrades and the various after school programs to deploy a district-wide wireless-N system. The deployment utilizes secondary controllers at each site with a primary controller located at the district office. The wireless system is able to utilize multiple VLANs internally allowing the district to separate classroom connections from administrator connections. The system also has a rogue AP detection system that not only detects access points not controlled by the district, but also hits those access points with denial-of-service attacks making them unusable.

The district will continue to monitor the existing system to determine if any additional access points or system upgrades are needed.

SECURITY

MJUSD currently uses the following devices for various security purposes

- Cisco ASA firewall
- Sophos – Antivirus
- Sophos Pure Message – Anti-spam
- Websense – Web Filtering
- Vlan's separate administration data from classroom data.

The District will continue to look at additional security options to guarantee that confidential information is kept secure and that the network availability is more than adequate.

CURRENT EDUCATIONAL SOFTWARE USED

The following software is currently used for various educational and/or educational support purposes:

- Waterford – Reading software for grades K-3
- Accelerated Reader – Reading software for grades 1-8
- Accelerated Math – Math software used in grades 8-12
- Star Reading – Reading software for elementary grade levels
- Star Math – Math software used in elementary and middle schools
- Publisher provided software resources in support of textbooks
- Microsoft Office
- Aeries – Student Information System
- Edusoft – Academic Data Management System
- Follett – Library Management System

The district will continue to look at additional software options and/or upgrades to guarantee the highest level of service possible.

CURRENT TECHNOLOGY DEPT. STAFFING

There are currently seven people in the Technology Dept. The current positions include:

- Director of Technology
- Senior Network Analyst
- Database Analyst
- Telecommunications Technician
- Network/Computer Technician
- Web/Computer Technician
- Computer Technician I
- Technology Assistant

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

TECHNOLOGY SUPPORT

With the advancement and upgrades that have come to the network over the past 2-3 years, as well as the increase in computers throughout the District, the current staff has been stretched very thin. A few schools have teachers or support staff that assist with some of the basic technology issues at their sites, but there are not enough to cover the amount of work that is

required at the sites. In an effort to increase the level of service to the school sites, and to prepare for the expected continued growth of the district, the following steps are currently being done, or planned during the course of this Technology Plan.

1. Minimum Specifications for Supported Computers

The most common issues the Technology Department deals with are the constant requests to repair machines that are 5 years old or more. These machines tend to fail more often than new machines for obvious reasons, and since they are no longer under warranty, the work has to be done completely by the Technology Department. In an effort to eliminate these calls and therefore greatly reduce the amount of time spent on repeated problems, the technology department will no longer support hardware issues on machines that are older than 5 years old. The age of a machine can be determined by looking at the asset tag number on the machine. The first two digits of the asset tag represent the year that the machine was purchased (i.e. 09003451 was purchased during the 08-09 school year). There are approximately 1500 computers that will reach the five year age during this technology plan

2. Additional and Future Staffing

The current computer to Technology Dept. Staff person ratio within the district is approximately 628:1. This is misleading however, since not all members of the Technology Dept. are available to repair machines. The actual computer to computer technician ratio is 1000:1. For the sake of future staffing, the ratio will be defined as computers to Computer Repair Technicians.

The district recognizes that additional support is needed and will look at various ways to increase the number of technicians.

3. Work Order System

The Department is currently using a work order system called HEAT from Frontrange Solutions. This system allows users to input technology work orders online. We will continue to evaluate and modify the system to improve functionality.

ANTICIPATED SOFTWARE UPGRADES

The District just completed upgrading the financial/personnel software system. This upgrade was necessary as the previous software package was over ten years old and was DOS based. That meant that it was not compatible with newer computers. At this time, there are no anticipated major software upgrades, however the Technology Dept. will continually evaluate current software used to determine if upgrades are needed.

PLANNED NETWORK/SERVER UPGRADES

At this time there are no expected upgrades, but the technology department will continue to monitor the existing network/servers to determine if any upgrades are needed.

PLANNED MISCELLANEOUS TECHNOLOGY HARDWARE UPGRADES/ADDITIONS

Many schools throughout the district have begun to put an emphasis on interactive whiteboards, student response systems, tablets, document cameras and other peripheral devices. The technology dept. will continue to assist schools with identifying the best devices for their sites and the schools, with the assistance of their TLs will work with their site councils to determine if funding is available to purchase those items.

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

At this time there are no major software or network upgrades anticipated due to limited funding and no immediate needs. However, we do anticipate that sites will continue to purchase miscellaneous technology hardware to improve their students learning. The district will continue to monitor the current systems to determine if additions or upgrades are needed.

Benchmarks:

2013	<ul style="list-style-type: none">• School sites will determine what devices will assist their students and determine available funding
2014	<ul style="list-style-type: none">• School sites will determine what devices will assist their students and determine available funding
2015	<ul style="list-style-type: none">• School sites will determine what devices will assist their students and determine available funding

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

When the TLs meet quarterly they will provide updates on any new technology that has been implemented at their school. Each TL will keep updated records on which classrooms have devices such as interactive whiteboards, student response systems, tablets, document cameras, etc. That information will also be provided to the Technology Advisory Committee on a yearly basis.

6. Funding and budget

6a - List of established and potential funding and discount sources

Marysville has taken advantage of numerous funding sources in the past, and will continue to do so in the future. Some of the sources used are as follows:

- Enhancing Education Through Technology (EETT) - Funding for school technology from the No Child Left Behind Act of 2001 used in classrooms to improve student academic achievement. Funds are distributed through formula and competitive grants. MJUSD will make every effort to secure funding under both types of grants.
- E-Rate – The E-rate program is administered by the Schools and Libraries Division (SLD) of the Universal Service Administrative Company (USAC). The program was set up in 1997 when the Federal Communications Commission (FCC) adopted a Universal Service Order implementing the Telecommunications Act of 1996. The Order was designed to ensure that all eligible schools and libraries have affordable access to modern telecommunications and information services. Up to \$2.25 billion annually is available to provide eligible schools and libraries with discounts under the E-rate program for authorized services. Discounts range from 20% – 90%. MJUSD has been taking advantage of these discounts for over five years, and will continue to do so throughout the duration of this plan.
- California Teleconnect Fund - The **California Teleconnect Fund** is a California program administered by the California Public Utilities Commission to provide additional discounts to schools, libraries, hospitals and community based organizations for telephone and telecommunications services. The CTF is funded by a surcharge on residential phone bills.
- MJUSD will continue to make every effort to secure state and federal grants whenever they become available. The district will also continue to utilize available discount purchasing options such as WSCA, PEPPM, and Microsoft Select Agreements.
- Bonds – MJUSD has had 2 separate bond measures approved by voters which have been designated for facilities work. The Technology Dept. has worked closely with the Facilities Dept. to make sure that all technology related facilities work falls within the guidelines of the district Technology Plan and the district's standard technology specifications.

6b - Budget

The following pages show the anticipated technology costs for the 3 year period.

Budget Category	Item Descriptions	Est. Year 1 Cost	Est. Year 2 Cost	Est. Year 3 Cost	E-rate Eligible Amount
1000-1999 Certificated Salaries					
2000-2999 Classified Salaries	Includes all members of the Technology Department	\$549,935	\$563,683	\$577,775	
3000-3999 Employee Benefits	Includes all members of the Technology Department	\$216,332	\$221,740	\$227,284	
4000-4999 Materials & Supplies	Standard Office Supplies and miscellaneous technology equipment	\$45,000	\$45,000	\$45,000	
5000-5899 Other Services & Operating Expenses	Annual maintenance agreements for SIS, Financial System, Work Order System, Web Site, LANDesk, etc.	\$345,676	\$366,417	\$388,402	
5900-6999 Equipment	Telecommunication Costs	\$498,465	\$498,465	\$498,465	\$393,787/yr
Totals		\$1,655,408	\$1,695,305	\$1,736,926	\$393,787/yr

6c - District's Replacement Policy

Each school site is responsible for determining the best method to replace their computers. The goal is to replace computers at least every 5 years, but that is dependent on available funding. The district technology dept. and educational services dept. will assist school site councils in figuring out the best way to accomplish their computer replacement needs. The technology dept. will make a best effort to find uses for older machines.

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

The technology budget of the district will be discussed during Technology Advisory Committee annual meetings. The minutes from these meetings will be available in the Technology Dept. During these meetings we will also discuss potential funding sources to decide which would most benefit the district. The TLs at each school will track technology expenditures with assistance from their administrators. The site expenditures will be guided by the school site plans and available funds. Updates of their progress will be discussed during meetings of the TLs. Minutes from these meetings will be available in the Technology Dept.

7. Monitoring and Evaluation

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

Student achievement will be closely monitored to determine the effectiveness of the instructional technology implementation. To keep this plan current, determine successfulness, and make implementation most effective the following activities will be undertaken, and data evaluated:

- The Technology Advisory Committee will meet annually. This committee will make recommendations on all parts of the Technology Plan, including budget, minimum computer specifications, progress made, etc.
- The TLs will meet quarterly to discuss progress at their sites and current and future technology needs for their specific sites as well as the district as a whole.
- The teacher and administrator surveys will be reviewed annually by the Technology Advisory Committee and the TLs.
- MJUSD will distribute information regarding district and site technology projects and initiatives on the districts website.
- MJUSD will coordinate the updating and revision of the plan on an annual basis through recommendations made by the Technology Advisory Committee.
- Results of the evaluation and surveys will be distributed among district staff through e-mailed reports, and will be made available to the educational community at large on the MJUSD webpage.
- API, AYP, Student Assessment Data, etc. will be evaluated and analyzed to determine the plans successfulness in supporting the district in its effort to achieve its goals.

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

- The Technology Advisory Committee will meet annually.
- The TLs will meet quarterly.
- The Technology Plan will be revised annually after the Technology Advisory Committee meeting of the school year.
- Information will be provided to district staff annually after the Technology Advisory Committee meeting of the school year.

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

- While the TLs meet quarterly to refine and implement the technology plan, they will provide each site with a site specific progress report on an annual basis. The report will be developed by the end of May each school year. This report will show the site's progress toward meeting the goals stated in the district's Technology Plan, the site plan and the site's Technology Training plan. This report will be supplied to the site, the Educational Services Dept. and the Technology Dept.

- The Director of Technology will provide the School Board, Superintendent, Cabinet, and Site Administrators with a district-wide progress report on an annual basis. The report will be developed by the end of May each school year. This report will show the district's progress toward meeting the goals stated in the district's Technology Plan. All stakeholders will be notified about the progress of the technology plan.
- After the Technology Advisory Committee meeting of the school year, any suggested modifications to the Technology Plan will be made. The modified Technology Plan will be submitted to the Technology Advisory Committee before the first day of the following school year for approval. If additional discussion is needed, special Technology Advisory Committee meeting will be called. Once the committee approves the modifications, the plan will be submitted to the School Board for final approval. All stakeholders will be notified about modifications made to the technology plan. The final approved plan will be made available on the MJUSD Website at <http://www.mjUSD.k12.ca.us>.

8. Effective Collaborative Strategies with Adult Literacy Providers

MJUSD will sustain development of technology in adult literacy programs, applying the distinctive opportunities of technology to management and instruction, and help provide solutions for the current adult literacy needs found in MJUSD as identified through an annual needs assessment conducted through MJUSD's Adult Educational Department and/or the Yuba County One Stop. MJUSD will analyze district data which includes adult learning data. Included in the annual meetings will be adult literacy providers from the community and county.

Collaboration between Schools, District, and Organizations to Improve Adult Literacy to Produce Benefit for All Constituents:

Within MJUSD, Adult Literacy needs are served through a variety of agencies. MJUSD Adult Education provides classes in basic literacy, GED preparation, ESL and several specialty areas such as technology literacy, job interview skills and parenting. Yuba County ROP offers classes in a variety of job and life skills within MJUSD, including technology skills such as basic word processing, home budgeting with spreadsheets, and resources on the internet. Additional Adult Literacy Classes to which technology is being used are available at Yuba County's One Stop. One Stop houses many of our County Offices, Welfare, EDD, Head Start, as well as a computer lab to better prepare adults for today's workforce. Intensified collaboration between these service providers will assist in developing a better trained staff and improved modifications in student recruitment and training.

Strategies:

MJUSD will continue to collaborate with community and county adult literacy providers to develop an adult literacy system which will have coordinated organizational procedures to provide access to computers and other forms of technology, including, training, curriculum

implementation, funding, and evaluation of existing and newly implemented adult literacy programs.

Adult Literacy Providers	Ed Tech Strategies/Activities	Component Involvement	Staff Responsible
Adult Education Department	Classes Utilizing: <ul style="list-style-type: none"> • Distance Learning • ESL • GED 	<ul style="list-style-type: none"> • On-site Lab • Loaner Laptops • Classroom Computers 	Director of Adult Education Tech Dept.
School Sites	Classes Utilizing: <ul style="list-style-type: none"> • ESL • ROP • Parenting Courses 	<ul style="list-style-type: none"> • On-site Labs • Classroom computers • Wireless Laptop moveable lab 	Dir. Of Adult Education Site Principal Tech Dept.
One Stop	Classes Utilizing: <ul style="list-style-type: none"> • ESL • GED 	<ul style="list-style-type: none"> • Computer Lab 	Yuba County Office of Education Staff
Community Library Services	<ul style="list-style-type: none"> • Direct one on One Instruction 	<ul style="list-style-type: none"> • Referrals in Coordination with District Programs 	Director of Technology Teacher on Special Assignment Community Volunteers Librarians
Yuba College	<ul style="list-style-type: none"> • GED 	<ul style="list-style-type: none"> • Computer Lab 	Yuba College
Monitoring and Feedback Inclusion	We will meet with adult literacy providers including community and county based librarians and providers annually to review current progress and adjust program to meet emerging needs as indicated by stakeholder input and data.		
Input Inclusion	Adult Literacy Providers will be invited to the annual meetings to review relevant data and suggest changes. District staff will meet periodically with individual programs to solicit additional input as appropriate to the program.		

Funds and Resources:

Many facilities and labs are used by K-12 students during the instructional school day, and used by Adult Education and ROP courses that utilize technology during after school hours. In addition, the MJUSD district is dedicated to pursuing funding opportunities such as the Community Technology Centers Grant, SRTG, Coca Cola Grant, Reading First, SSP and Cal Works Grant, enabling MJUSD to leverage resources and enhance the district’s ability to serve the adults in our community.

9. Effective, research-based methods and strategies

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

In 2010, Project RED performed an extensive study headed by Greaves to determine the best practices for implementing technology in education to increase the chances of success. They determined that properly implemented educational technology can substantially improve student achievement and that continuous access to a computing device for every student leads to increased academic achievement, especially when technology is properly implemented. This led to the conclusion that a 1:1 student to computer ratio is by far the most effective if implemented properly.

In their meta-analysis review of research conducted between 1993 and 2000 on the effectiveness of DES, Murphy et al (2001) found evidence of a positive association between use of DES products and student achievement in reading and mathematics, an association consistent with earlier reviews of the research literature on the effectiveness of computer-based instruction (e.g., Kulik & Kulik, 1991; Kulik, 1994; Fletcher-Flinn & Gravatt, 1995; Ryan, 1991). Students in the early grades, from pre-K to grade 3, and in the middle school grades appear to benefit most from DES applications for reading instruction, as do students with special reading needs.

In a 2000 study commissioned by the Software and Information Industry Association, Sivinkachala and Bialo (2000) reviewed 311 research studies on the effectiveness of technology on student achievement. Their findings revealed positive and consistent patterns when students were engaged in technology-rich environments, including significant gains and achievement in all subject areas, increased achievement in preschool through high school for both regular and special needs students, and improved attitudes toward learning and increased self-esteem.

O'Dwyer, Russell, Bebell, and Tucker-Seeley (2005) found that, while controlling for both prior achievement and socioeconomic status, fourth-grade students who reported greater frequency of technology use at school to edit papers were likely to have higher total English/language arts test scores and higher writing scores on fourth grade test scores on the Massachusetts Comprehensive Assessment System (MCAS) English/Language Arts test.

Michigan's Freedom to Learn (FTL) initiative, an effort to provide middle school students and teachers with access to wireless laptop computers, has been credited with improving grades, motivation and discipline in classrooms across the state, with one exemplary school seeing reading proficiency scores on the Michigan Education Assessment Program (MEAP) test, administered in January 2005, reportedly increasing from 29 percent to 41 percent for seventh graders and from 31 to 63 percent for eighth graders (eSchool News, 2005).

In examining large-scale state and national studies, as well as some innovative smaller studies on newer educational technologies, Schacter (1999) found that students with access to any of a number of technologies (such as computer assisted instruction, integrated learning systems, simulations and software that teaches higher order thinking, collaborative networked

technologies, or design and programming technologies) show positive gains in achievement on researcher constructed tests, standardized tests, and national tests.

Cavanaugh's synthesis (2001) of 19 experimental and quasi-experimental studies of the effectiveness of interactive distance education using videoconferencing and telecommunications for K-12 academic achievement found a small positive effect in favor of distance education and more positive effect sizes for interactive distance education programs that combine an individualized approach with traditional classroom instruction.

Boster, Meyer, Roberto, & Inge (2002) examined the integration of standards-based video clips into lessons developed by classroom teachers and found increases student achievement. The study of more than 1,400 elementary and middle school students in three Virginia school districts showed an average increase in learning for students exposed to the video clip application compared to students who received traditional instruction alone.

Wenglinsky (1998) noted that for fourth- and eighth-graders technology has "positive benefits" on achievement as measured in NAEP's mathematics test. Interestingly, Wenglinsky found that using computers to teach low order thinking skills, such as drill and practice, had a negative impact on academic achievement, while using computers to solve simulations saw their students' math scores increase significantly. Hiebert (1999) raised a similar point. When students over-practice procedures before they understand them, they have more difficulty making sense of them later; however, they can learn new concepts *and* skills *while* they are solving problems. In a study that examined relationship between computer use and students' science achievement based on data from a standardized assessment, Papanastasiou, Zemblyas, & Vrasidas (2003) found it is not the computer use itself that has a positive or negative effect on achievement of students, but the way in which computers are used.

Research indicates that computer technology can help support learning and is especially useful in developing the higher-order skills of critical thinking, analysis, and scientific inquiry "by engaging students in authentic, complex tasks within collaborative learning contexts" (Roschelle, Pea, Hoadley, Gordin & Means, 2000; Means, et. al., 1993).

A large-scale experiment published by SRI International in 2007 showed that an artful integration of teacher professional development, curriculum, and software can focus teachers' and students' attention on more important and complex mathematics. Using established cognitive principles, software can be designed to provide interactive depictions of important mathematical concepts that help students understand connections across graphical and linguistic forms. With a modest investment in training the study determined that teachers could implement innovative software and curriculum which was shown to improve student gains in mathematics. (Roschelle, Tatar, Shechtman, Hegedus, Hopkins, Knudsen, Stroter, 2007)

MJUSD has considered some of the conclusions from the research that address the conditions under which technology has the most benefits for students. For example, this Technology Plan has stressed the importance of implementing technology into the curriculum, making it a fundamental part of the teaching that the students receive. It is recognized that simply teaching about computers in isolation is not the most effective way to increase student's awareness of technology, but rather to have it be part of a conscious effort to include technology in everyday

instruction. MJUSD also recognizes the importance of working toward a 1:1 student to computer ratio.

MJUSD will continue to utilize the mentioned studies, along with any new studies conducted, to develop models and strategies to maximum the influence technology can have in the classroom. The ultimate goal being student achievement advancing to a level where no school is classified as Program Improvement, and students feel they received an education that has effectively prepared them for continued education or to enter the workforce.

All MJUSD staff who work with children are trained in the importance of the developmental assets. The District recognizes the importance and responsibility every adult has in the development of each child as well as the need to nurture the internal qualities that guide choices and create a sense of centeredness, purpose, and focus.

As more resources become available, the District will strive to get to and stay at the forefront of innovative instruction. This Technology Plan will be evaluated annually to verify that technology is being integrated into curriculum in the most appropriate way possible, based on research from numerous sources.

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 District realizes the value of utilizing technology to enhance the education that students receive. This is particularly true of some of our advanced students. District and Site administrators take this into account during their yearly meetings when discussing the K-12 course offerings. The course content is looked at in relation to student demographics and identified student needs. The district will continue to look for methods to improve the level of instruction, with an emphasis on distance-learning opportunities when appropriate.

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Appendix A – Technology Lead Job Description

PROPOSED -Technology Lead – PROPOSED Classified Position 4-17-2012

Job Summary: Under general supervision of the site administrator, Technology Lead will assist teachers in elementary, middle and high schools enhance learning through improved integration of technology. The primary focus of the Technology Lead is to enrich and support teaching and learning while strengthening the technology skills of students, teachers and staff. A Technology Lead will assist classroom teachers in the incorporation of technological hardware and software into daily instruction.

Essential Functions (including, but not limited to):

1. Coordinates activities surrounding the professional technological development of administrative staff members and teachers.
2. Provide direct support to teachers through personal campus visitation, observation, coaching and mentoring.
3. Serves as a central liaison between teachers, administrative staff and the district's curriculum and technology departments.
4. Facilitate effective use of learning time by providing professional development related to:
I. Maximize increased instructional technology time focused on student academic needs;
II. Provide professional development that ensures student engagement when providing differentiated re-teaching and focused interventions utilizing instructional technology
5. Provide professional development and ongoing support with a focus on strategies and activities on integrating technology into daily instruction.
6. Develop guides and other support materials as necessary.
7. Participate in cooperative long-range planning to make the most effective use of resources.
8. Review materials/programs/services and implementation strategies and provide reports as required relative to areas needing improvement and/or modification.
9. Provide leadership in planning and implementing a variety of extended opportunities for student learning.
10. Create learning resources for teachers, staff and students. Identify trends in software and teaching strategies in all content areas.
11. Assess technology skill levels of students, teachers and staff.

Minimum Qualifications/Job Requirements:**Education:**

1. Minimum of Bachelor's degree preferred in computer science information technology or a related area of study and/or demonstrates the skills of instructional technology competencies evidenced by effective classroom implementation.

Experience:

1. Minimum of three years of verifiable education technology experience.
2. Demonstrated training and leadership skills, written and oral communication skills.
3. An understanding of technology integration into classrooms. Ideal candidates should work well with others, be skilled in team management.
4. Have clear goals and strategies for integrating technology into instruction.
5. Familiarity with methods for integrating technology into the curriculum such as online resources, digital portfolios and other forms of assessment.
6. Experience with effective technology teaching strategies in teaching software and hardware skills.

Specific Training/Skills:

1. Strong technology skills in up-to-date computer software, including word processing, database, spreadsheet, Web page development, presentation, digital video and audio editing, image processing, and graphics applications.
2. Knowledge of and ability to use various technology devices (computer, tablet, interactive whiteboard, etc.) in providing educational instruction
3. Current on new instructional technologies and their use in the classroom and a willingness to continue to learn additional instructional technologies.

Other:

1. Ability to coach, mentor, and teach adults.
2. Ability to work cooperatively and collaboratively with others, demonstrate self-discipline and initiative, follow state and district guidelines.
3. Ability to collect and analyze data from a variety of sources, evaluate and make recommendations.
4. Willingness to complete time documentation necessary for categorically funded positions as required.
5. Ability to lift 25 lbs.

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
<p>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)</p>	4	<p>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).</p>	<p>The plan is less than three years or more than five years in length.</p> <p>Plan duration is 2008-11.</p>
<p>2. STAKEHOLDERS CRITERION Corresponding EETT Requirement(s): 7 and 11 (Appendix D).</p>	Page in District Plan	<p>Example of Adequately Addressed</p>	<p>Not Adequately Addressed</p>
<p>Description of how a variety of stakeholders from within the school district and the community-at-large participated in the planning process.</p>	5	<p>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.</p>	<p>Little evidence is included that shows that the district actively sought participation from a variety of stakeholders.</p>

3. CURRICULUM COMPONENT CRITERIA Corresponding EETT Requirement(s): 1, 2, 3, 8, 10, and 12 (Appendix D).	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
a. Description of teachers' and students' current access to technology tools both during the school day and outside of school hours.	6	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.	9	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.	10	The plan summarizes the district's curricular goals that are supported by the plan and referenced in district document(s).	The plan does not summarize district curricular goals.
d. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan for using technology	12	The plan delineates clear goals, measurable objectives, annual benchmarks, and a clear implementation plan for using technology to support	The plan suggests how technology will be used, but is not specific enough to

<p>to improve teaching and learning by supporting the district curricular goals.</p>		<p>the district's curriculum goals and academic content standards to improve learning.</p>	<p>know what action needs to be taken to accomplish the goals.</p>
<p>e. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan detailing how and when students will acquire the technology skills and information literacy skills needed to succeed in the classroom and the workplace.</p>	<p>13</p>	<p>The plan delineates clear goals, measurable objectives, annual benchmarks, and an implementation plan detailing how and when students will acquire technology skills and information literacy skills.</p>	<p>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.</p>
<p>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</p>	<p>14</p>	<p>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.</p>	<p>The plan suggests that students and teachers will be educated in the ethical use of the Internet, but is not specific enough to determine what actions will be taken to accomplish the goals.</p>

<p>g. List of goals and an implementation plan that describe how the district will address Internet safety, including how students and teachers will be trained to protect online privacy and avoid online predators.</p>	<p>14</p>	<p>The plan describes or delineates clear goals outlining how students and teachers will be educated about Internet safety.</p>	<p>The plan suggests Internet safety education but is not specific enough to determine what actions will be taken to accomplish the goals of educating students and teachers about internet safety.</p>
<p>h. Description of or goals about the district policy or practices that ensure equitable technology access for all students.</p>	<p>16</p>	<p>The plan describes the policy or delineates clear goals and measurable objectives about the policy or practices that ensure equitable technology access for all students. The policy or practices clearly support accomplishing the plan's goals.</p>	<p>The plan does not describe policies or goals that result in equitable technology access for all students. Suggests how technology will be used, but is not specific enough to know what action needs to be taken to accomplish the goals.</p>
<p>i. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan to use technology to make student record keeping and assessment more efficient and supportive of teachers' efforts to</p>	<p>16</p>	<p>The plan delineates clear goals, measurable objectives, annual benchmarks, and an implementation plan for using technology to support the district's student record-keeping and assessment efforts.</p>	<p>The plan suggests how technology will be used, but is not specific enough to know what action needs to be taken to accomplish the goals.</p>

meet individual student academic needs.			
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.	17	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.	18	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.	18	The plan provides a clear summary of the teachers' and administrators' current technology proficiency and integration skills and needs for professional development. The findings are summarized in the plan by discrete skills that include Commission on Teacher Credentialing (CTC) Standard 9 and 16	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

		proficiencies.	not relate to the focus areas, i.e., only the fourth grade teachers when grades four to eight are the focus grade levels.
b. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan for providing professional development opportunities based on your district needs assessment data (4a) and the Curriculum Component objectives (Sections 3d - 3j) of the plan.	19	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.	21	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.

<p>5. INFRASTRUCTURE, HARDWARE, TECHNICAL SUPPORT, AND SOFTWARE COMPONENT CRITERIA Corresponding EETT Requirement(s): 6 and 12 (Appendix D).</p>	<p>Page in District Plan</p>	<p>Example of Adequately Addressed</p>	<p>Example of Not Adequately Addressed</p>
<p>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.</p>	<p>21</p>	<p>The plan clearly summarizes the existing technology hardware, electronic learning resources, networking and telecommunication infrastructure, and technical support to support the implementation of the Curriculum and Professional Development Components.</p>	<p>The inventory of equipment is so general that it is difficult to determine what must be acquired to implement the Curriculum and Professional Development Components. The summary of current technical support is missing or lacks sufficient detail.</p>
<p>b. 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</p>	<p>24</p>	<p>The plan provides a clear summary and list of the technology hardware, electronic learning resources, networking and telecommunications infrastructure, physical plant modifications, and technical support the district will need to support the implementation of the district's Curriculum and Professional Development components.</p>	<p>The plan includes a description or list of hardware, infrastructure, and other technology necessary to implement the plan, but there doesn't seem to be any real relationship between the activities in the</p>

<p>and Professional Development components of the plan.</p>			<p>Curriculum and Professional Development Components and the listed equipment. Future technical support needs have not been addressed or do not relate to the needs of the Curriculum and Professional Development Components.</p>
<p>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.</p>	<p>26</p>	<p>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.</p>	<p>The annual benchmarks and timeline are either absent or so vague that it would be difficult to determine what needs to be acquired or repurposed, by whom, and when.</p>
<p>d. Describe the process that will be used to monitor Section 5b & the annual benchmarks and timeline of activities including roles and responsibilities.</p>	<p>26</p>	<p>The monitoring process, roles, and responsibilities are described in sufficient detail.</p>	<p>The monitoring process either is absent, or lacks detail regarding who is responsible and what is expected.</p>

6. FUNDING AND BUDGET COMPONENT CRITERIA Corresponding EETT Requirement(s): 7 & 13, (Appendix D)	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
a. List established and potential funding sources.	27	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.	28	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.	28	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.	28	The monitoring process, roles, and responsibilities are described in sufficient detail.	The monitoring process either is absent, or lacks detail regarding who is responsible and what is expected.

7. MONITORING AND EVALUATION COMPONENT CRITERIA Corresponding EETT Requirement(s): 11 (Appendix D).	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
a. Describe the process for evaluating the plan's overall progress and impact on teaching and learning.	29	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.	29	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.	29	The plan describes the process and frequency of communicating evaluation results to tech plan stakeholders.	The plan does not provide a process for using the monitoring and evaluation results to improve the plan and/or disseminate the findings.

<p>8. EFFECTIVE COLLABORATIVE STRATEGIES WITH ADULT LITERACY PROVIDERS TO MAXIMIZE THE USE OF TECHNOLOGY CRITERION Corresponding EETT Requirement(s): 11 (Appendix D).</p>	<p>Page in District Plan</p>	<p>Example of Adequately Addressed</p>	<p>Example of Not Adequately Addressed</p>
<p>If the district has identified adult literacy providers, describe how the program will be developed in collaboration with them. (If no adult literacy providers are indicated, describe the process used to identify adult literacy providers or potential future outreach efforts.)</p>	<p>30</p>	<p>The plan explains how the program will be developed in collaboration with adult literacy providers. Planning included or will include consideration of collaborative strategies and other funding resources to maximize the use of technology. If no adult literacy providers are indicated, the plan describes the process used to identify adult literacy providers or potential future outreach efforts.</p>	<p>There is no evidence that the plan has been, or will be developed in collaboration with adult literacy service providers, to maximize the use of technology.</p>
<p>9. EFFECTIVE, RESEARCHED-BASED METHODS, STRATEGIES, AND CRITERIA Corresponding EETT Requirement(s): 4 and 9 (Appendix D).</p>	<p>Page in District Plan</p>	<p>Example of Adequately Addressed</p>	<p>Not Adequately Addressed</p>
<p>a. Summarize the relevant research and describe how it supports the plan’s curricular and professional development goals.</p>	<p>32</p>	<p>The plan describes the relevant research behind the plan’s design for strategies and/or methods selected.</p>	<p>The description of the research behind the plan’s design for strategies and/or methods selected is unclear or</p>

			missing.
b. Describe the district's plans to use technology to extend or supplement the district's curriculum with rigorous academic courses and curricula, including distance-learning technologies.	34	The plan describes the process the district will use to extend or supplement the district's curriculum with rigorous academic courses and curricula, including distance-learning opportunities (particularly in areas that would not otherwise have access to such courses or curricula due to geographical distances or insufficient resources).	There is no plan to use technology to extend or supplement the district's curriculum offerings.