

**DUNSMUIR JOINT UNION HIGH SCHOOL  
DISTRICT  
EDUCATION TECHNOLOGY PLAN  
JULY 1, 2010 – JUNE 30, 2015**



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District Name: Dunsmuir Joint Union High  
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# Acknowledgments

## District Educational Technology Plan Team

### District Personnel

#### Curriculum / Data Personnel

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Ray Kellar

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Gabe Dougherty

Scott Porter

Greg Spruill

### Parents / Students

DHS Site Council

### Government Agencies

CTAP Region 2, Ed Tech Plan Coordinator – Nancy Silva

Siskiyou County Office of Education – Bob Caddell

Siskiyou County Office of Education – Mae Vaughan Chilson

### Community Group & Businesses

ACME Computers of Mt. Shasta

### School Board of Trustees

Norma Clemens

Jan Garrigus

Jimmy Palmer

Kathleen Shirley

Dr. William Townsend

# DISTRICT PROFILE

The Dunsmuir Joint Union High School District (DJUHSD) is located approximately 200 miles north of Sacramento near Mt. Shasta. The District consists of one comprehensive high school, Dunsmuir High, and one alternative education school, the Community Day School. As the information in the tables below indicates, DJUHSD is a very small district. The size of the district creates a strong sense of community among staff and students.

Despite its small size, Dunsmuir High School offers a curriculum comparable to much larger school districts. Beginning with the 2005-06 school year, DJUHSD formed a partnership with College of the Siskiyous to offer several college level courses on campus during the regular school day to increase the offerings available and give high school students an opportunity to begin earning college units.

The staff and students of DJUHSD are proud of their tradition of strong academics within a caring educational community.

## DUNSMUIR JOINT UNION HIGH DISTRICT

<b>Dunsmuir Joint Union High School District Data</b>			
	<b>Enrollment</b>	<b>FTE</b>	<b>P/T Ratio</b>
<b>Dunsmuir High</b>	<b>103</b>	<b>8</b>	<b>12.8</b>
<b>Community Day School</b>	<b>2</b>	<b>1</b>	<b>2.0</b>
<b>Total</b>	<b>105</b>	<b>9</b>	<b>11.4</b>

<b>Dunsmuir Joint Union High School District, Students by Ethnicity 2008-09</b>		
	<b>District</b>	
	<b>Enrollment</b>	<b>Percent of Total</b>
<b>American Indian</b>	<b>1</b>	<b>1%</b>
<b>Asian</b>	<b>0</b>	<b>0%</b>
<b>Pacific Islander</b>	<b>0</b>	<b>0%</b>
<b>Filipino</b>	<b>0</b>	<b>0%</b>
<b>Hispanic</b>	<b>5</b>	<b>6%</b>
<b>African American</b>	<b>1</b>	<b>1%</b>
<b>White</b>	<b>82</b>	<b>82%</b>
<b>Multiple/No Response</b>	<b>11</b>	<b>10%</b>
<b>Total</b>	<b>105</b>	<b>100%</b>

Dunsmuir Joint Union High School District, Student & Teacher Data 2008-09	
English Learners	0
Fluent-English-Proficient Students	0
Students Re-designated FEP	0
Graduates (prior year)	23
UC/CSU Elig. Grads (prior year)	23
Dropouts (prior year, grade 9-12)	2
1 Yr Drop Rate (prior year, grade 9-12)	7
% Fully Credentialed Teachers	100%
Pupil Teacher Ratio	12.2
Avg. Class Size	15.5
Free or Reduced Price Meals	67.6%

## EDUCATION TECHNOLOGY PLAN OVERVIEW

Dunsmuir Joint Union High School District firmly believes that today’s students must have access to the latest in technology and will do all it can to provide that access. The District is committed to appropriately integrating technology into all areas of the curriculum. It is dedicated to the acquisition and support of effective educational technology that provides teachers and students real-world contexts for learning. Because of its remote location in Northern California, Dunsmuir High believes it must provide connections to larger learning communities, as well as opportunities to individualize and apply learning. Implementing technology-based solutions into all functions and processes of instruction, management and communication is the responsibility, and a goal, of district curriculum and technology leaders. Specifically our role is to:

- Orchestrate the implementation of our technology plan components with stakeholders.
- Develop technology funding as well as maintaining current funding
- Manage the technology budgets.
- Keep the infrastructure, hardware, and software up to date.
- Provide high-quality service to users on an ongoing basis.
- Implement technology solutions that will make differences in instruction, assessment, and management of students as well as improve communication and collaboration.

A diverse group, consisting of administrators, teachers, community members and parents developed the original Ed Tech Plan. The original District Technology Stakeholder Committee was formed in the fall of 1998 and has evolved over the years. The committee developed a comprehensive Education Technology Plan for the 2005-2010 school years that was reviewed, revised, and adopted by the district school board and subsequently approved by the California Department of Education in 2005. We are optimistically moving forward with this updated tech plan. This revised plan brought together some of the original authors, but added several new faculty members, community members, and local business partners.

The Dunsmuir Joint Union High School District Education Technology Plan is intended to serve as both a guide for technology related decision-making and an instrument to monitor and evaluate progress toward our identified goals and objectives. Each section of the plan contains an updated assessment of district technology status and needs. This assessment has guided the development of our new technology goals, objectives and implementation activities. Our goals and objectives were established to meet the identified needs of integrating technology to improve student learning, providing equitable technology access and support, providing secure, timely

information flow between home, school, and community, and providing coordinated, ongoing high quality educational technology professional development.

## **1A. PLAN DURATION**

**The plan guides the district's use of education technology for the next five years.**

The Dunsmuir Joint Union High School District educational technology plan covers five years, from July 1, 2010 through June 30, 2015. The individual benchmarks begin in the fall of 2010, with the first benchmark evaluation of the plan occurring in June 2011. The plan will serve as the primary guide to direct the district's acquisition, sustainability, and integration of technology to support the district's curricular goals. This plan will be monitored by district administrators, teachers and technology staff during regularly scheduled education support meetings and reviewed and revised annually by technology stakeholders after the state releases achievement data for Dunsmuir Joint Union High School District sites. The Superintendent/Principal will communicate any modifications required through such review to the school board. The Superintendent/Principal will then work with the technology coordinator and teaching staff to assure these modifications takes place.

## **2A. STAKEHOLDERS**

**Description of how a variety of stakeholders from within the school district and the community-at-large participated in the planning process.**

The Educational Technology Team is comprised of representatives who are responsible for implementing the plan: administrators, the technology coordinator, teachers, students, parents and local businesses.

The team originally convened in the 1998 school year to serve as a strategic planning committee for technology in the development of our original technology plan. As in the original plan, this revised plan will be reviewed regularly with adjustments made accordingly. Stakeholders will be invited, and actively encouraged, to participate in the biannual review process. The review will consist of:

- Evaluating the status of the current technology plan and making adjustments if needed.
- Monitoring progress on current technology projects.
- Gathering and evaluating district technology data with regard to hardware, wiring, resources, professional development and projects.
- Collecting and analyzing survey and technology data.
- Identifying and updating technology needs and issues.

This plan builds upon and incorporates the work of previous planning committees and district plans.

It is expected that stakeholders will consider the following questions when reviewing the technology plan:

- Are the district and schools' visions for student success aligned to today's technology driven era? Are administrators committed to the vision?
- Is student academic achievement improving where technology is being used effectively?
- Are students demonstrating proficiency in technological literacy? How is this proficiency being demonstrated?
- Are educators proficient in implementing, assessing and supporting a variety of effective practices for teaching and learning?
- Do students and school staff have adequate access to technology to support effective teaching and learning?
- Are all students engaged in an educational program aligned to the district's vision of technology integration?

## Stakeholder Groups

### **District Curriculum Personnel – Superintendent/Principal**

**Design & Implementation Roles:** Because of our very small size, personnel are forced to perform many roles. Our Superintendent/Principal monitors the delivery of standards-aligned academic objectives by subject; supports research-based best practices and instructional programs; monitors student data and school performance and guides curricular adjustments based on school performance and coordinates the technology committee.

### **District Technology Personnel –Technology Coordinator; District Technology Committee**

**Design & Implementation Roles:** Our Technology Coordinator provides overall coordination of the technology implementation, and the implementation of the goals and objectives set forth in this updated technology plan. The revived Technology Committee will provide guidance to all staff in the areas of software assessment and focused technology purchases.

### **District Financial Personnel – Chief Business Official**

**Design & Implementation Roles:** Our Chief Business Official provides coordination of technology funds and information concerning budget issues.

### **Site Teachers –**

**Design & Implementation Roles:** Representatives on our Technology Committee and our Tech Plan team provide input on efforts and outcomes using research-based technology programs and practices to support the district curricular goals and academic content standards and improve teaching and learning.

**Parents /Students –** Parents of children enrolled in Dunsmuir High School and the Community Day School and students.

**Design & Implementation Roles:** Representatives on our Tech Plan team provide input on the district and schools' efforts to integrate technology and 21<sup>st</sup> century skills in the standards-aligned curriculum. Parents and students advocate for equity in access to technology and the opportunity to master core subjects and 21<sup>st</sup> century skills.

**Government Agencies –** representatives from the California Technology Assistance Project (CTAP) Region 2.

**Design & Implementation Roles:** Representatives on our Tech Plan team offered technical assistance with: the data analyses and revision of our goals and objectives; professional

development planning and implementation; EETT Formula Funding; E-rate; compliance issues; hardware, software, and infrastructure.

**Community Groups & Businesses** – Kids Factory, a family resource center in Dunsmuir and ACME Computers of Mt. Shasta.

**Design & Implementation Roles:** Representatives on our Tech Plan team offered assistance with the implementation of our tech plan objectives focused on improving technology equity, access, after school opportunities, home-school-community communications as well as information on up-to-date technological advances.

The Dunsmuir Joint Union High School District continues to solicit and expand our partnerships with stakeholders to enhance the infusion of educational technology into the curriculum. Our district recognizes that schools alone do not have the resources or expertise to keep pace with rapidly changing technology. We believe that these partnerships will help us serve the growing needs of an increasingly technical and global education system and society.



# 3: CURRICULUM DRIVEN TECHNOLOGY GOALS

## Overview

This section is the heart of our district technology plan. It addresses each of our six strategic curriculum driven technology goals and the development of each of our remaining technology plan components. State, district and site research-based curriculum planning documents and survey data, state and local student achievement results, and Ed Tech Profile survey data have served to guide our technology team in determining which research-based best practices to include in our 2010-2015 technology goals.

### 3a. Current Technology Access

The following describes the technology access available in classrooms, library/media centers, or labs for all students, including special education, GATE and English Language Learners (should any ELL students enroll at DJUHSD) both during and after school hours. Access to appropriate site-based technology resources has been evaluated through district inventory records. The 2008-09 data has been summarized below:

According to our current California Technology Survey and district records, our student to computer ratio for computers four years old or newer is approximately 4:1. The Library/Media Center Lab serves as the main area for student and teacher presentations and class activities. Internet access is available on all of these machines as is word processing and presentation programs. This lab is open from 7:30am-4:00pm and by arrangement. In addition, the business classroom has 25computers-some older than four years-that are used primarily for instruction in wordprocessing, presentations, and database management. Four of those computers have internet access.

### Comprehensive High School- grades 9-12

<b>Dunsmuir Joint Union High School</b>	
<b>All Students, including Special Ed, ELL, and GATE students, have equal access to technology in the following areas:</b>	
<b>Total # of computers* 4 years old or newer (*instructional use)</b>	<b>25</b>
<b>Total # of computers* 4 years old or newer with Internet access</b>	<b>25</b>
<b>Total# of computers* in Classrooms</b>	<b>45</b>
<b># of computers* in Library/media centers</b>	<b>23</b>
<b># of computers* in Computer Lab</b>	<b>27</b>
<b># Available times for student access to computers before and after school</b>	<b>7:30am-4:00pm M-F</b>

## Alternative School – grades 9-12

<b>Dunsmuir High School Community Day School</b>	
<b>All Students, including Special Ed, ELL, and GATE students, have equal access to technology in the following areas:</b>	
<b>Total # of computers* 4 years old or newer (*instructional use)</b>	<b>2</b>
<b>Total # of computers* 4 years old or newer with Internet access</b>	<b>2</b>
<b># of computers* in Classrooms</b>	<b>2</b>
<b># of computers* in Library/media centers</b>	<b>0</b>
<b># of computers* in Computer Labs</b>	<b>0</b>
<b># Available times for student access to computers before and after school</b>	<b>8:00am-4:00pm M-F</b>

### 3b. Current Technology Integration in Curriculum

The following data offers a snapshot of hardware /software use and typical frequency and technology / information literacy skills integrated in the curriculum in our district from the 2008-09 Ed Tech Profile certificated staff survey data. Complete DHS data is available in our district Ed Tech Profile reports.

#### Dunsmuir High School District Technology Integration

Technology is being integrated primarily in the classroom in core curriculum for word processing, reinforcement and practice, online research, and creating reports or projects. (See details in charts below)

#### District/School Software Used:

Microsoft Office 2000, Microsoft Office 2007, Adobe, Adobe-In Design, HP Photoshop, Photo Deluxe, Quick Permit, Max Prep, HP Printing/Scanning, Adobe Reader, Grade Book Plus, Exam View, EPES, McDougall Planner, Discovery Channel School, Kodak Easy Share, Meal Tracker POS, Nutrikids, Earth Science Aps, Geometers, PowerSchool, The School System, e-tap, Document Tracking, SEIS, QSS accounting, Follett Library Systems, Survey Monkey, E-Rate, Sketch Pad, Windows XP, Virtual Lab, Clickers, Virtual Chemistry, Odyssey Ware, Open Office, Various Internet browsers, various e-mail programs.

How often do teachers use the following technology tools for classroom instruction?	Daily	2-4 days a week	Between once a week and monthly	Less than monthly	Available, but I never use it	N/A
Computers and Peripherals (scanner, printers, etc.)	90%	10%				
Video based presentation devices (DVD, LCD projector, etc.)		30%	30%		40%	
Video based creation tools (video camera, digital camera, etc.)		30%	10%	20%	30%	10%
Internet	90%	10%				
Email	60%	10%	10%		20%	
Hand-held electronic devices (PDA, GPS, heart monitor, etc.)		10%		20%	10%	60%

How often and in what subject areas teachers use technology tools for instruction?	Daily	2-4 days a week	Between once a week and monthly	Less than monthly	Available, but I never use it	N/A
Reading/Language Arts	10%	20%	10%			60%
Mathematics	20%	10%	10%			60%
Science	10%	10%	10%	10%		60%
History/Social Science	10%	20%	10%			60%
PE/Health			10%	20%		70%
Fine Arts		10%		20%		70%
Business/Computer Science	10%		10%	20%		60%
Foreign Language		10%				90%
Home Economics			10%	10%		80%
Industrial Arts			10%	10%		80%
Careers	30%	20%	10%	10%		30%

In what ways and to what degree teachers use technology tools (computers, video, Internet, and hand-held devices) at their school?	Daily	2-4 days a week	Between once a week and monthly	Less than monthly	Never
Create instructional materials	40%	40%	10%		10%
Deliver classroom instruction	40%	20%	10%		30%
Manage student grades and attendance	80%	20%			
Communicate with parents or students	20%	30%		30%	20%
Gather information for planning lessons	20%	50%		10%	20%
Access model lesson plans and best practices	20%	30%	20%	20%	10%

To what degree do teachers use the following technology tools at your school to support and improve home/school communication?	Daily	2-4 days a week	Between once a week and monthly	Less than monthly	Never
Voice Mail		40%		10%	50%
School web site with class related information, such as assignments, grades, upcoming events, parental information, etc.	20%		20%	30%	30%
Video Conferencing				50%	50%
Electronic Grading System	60%	10%	10%	20%	
Online Student Assessments		20%	20%	10%	50%

Teachers have their students use technology tools (computers, video, Internet, and hand-held devices) for classroom assignments in the following locations.	Library media center	Computer Lab	Classroom or other instructional areas	My students don't use technology tools.	Total Responses
My students use technology tools in	10%	70%	80%		16

How often teachers require students to use technology tools for classroom assignments?	Daily	2-4 days a week	Between once a week and monthly	Less than monthly	Available, but I never use it
Computers and peripherals (scanner, printer, etc.)	20%	30%	30%	10%	10%
Internet		40%	40%	10%	10%
Email		10%	20%	10%	60%
Hand-held electronic devices (EX: PDA, GPS, heart monitor, etc.)				30%	70%

How often teachers assign students in their typical classroom, work that involves using technology tools?	Daily	2-4 days a week	Between once a week and monthly	Less than monthly	Never
Word processing	30%	10%	30%	10%	20%
Reinforcement and practice	30%	10%	20%	10%	30%
Research, using the Internet and/or CD-ROMs	10%	30%	30%	10%	20%
Creating reports or projects	10%	10%	50%	10%	20%

How often teachers assign students in their typical classroom, work that involves using technology tools?	Daily	2-4 days a week	Between once a week and monthly	Less than monthly	Never
Demonstrations or simulations	10%				90%
Correspondence with experts, authors, students from other schools, etc., via email or Internet				40%	60%
Solving problems or analyzing data		20%			80%
Graphically presenting information		20%			80%

## State Accountability: Academic Performance Index (API)

### LEA API Summary

**LEA:** Dunsmuir Joint Union High School District  
**LEA Type:** 9-12 High  
**County:** Siskiyou  
**CD Code:** 47-70250

### 2008 Growth API

API					Met Growth Target		
# of Students	2008 Growth	2007 Base	07-08 Growth Target	07-08 Growth	SchoolWide	All Subgroups	Both SchoolWide and Subgroups
68	674	673	6	1	Yes	No	No

### 2008 AYP Criteria Summary

**District:** Dunsmuir Joint Union High School  
**County:** Siskiyou  
 Our District met six of its six AYP Criteria

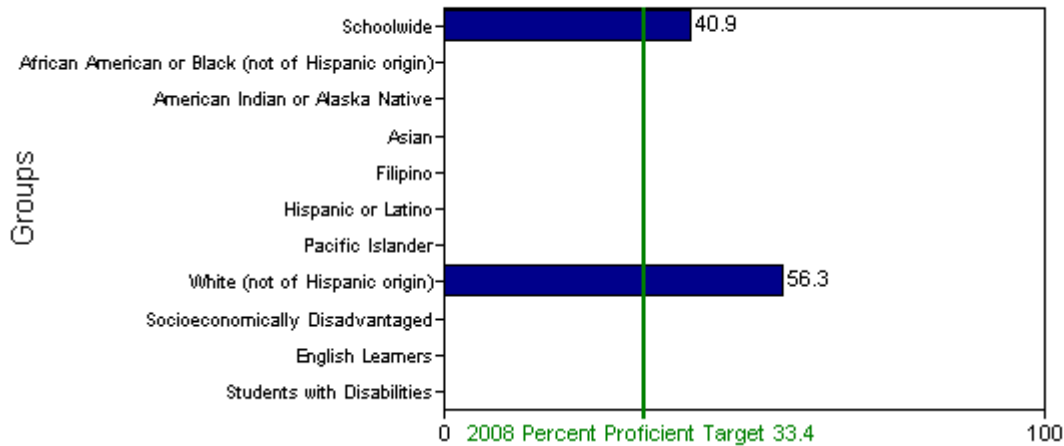
*Data Resource:* <http://ayp.cde.ca.gov/reports/page2.asp?subject=AYP&level=District&submit1=Submit>

### Federal Accountability: Adequate Yearly Progress (AYP)

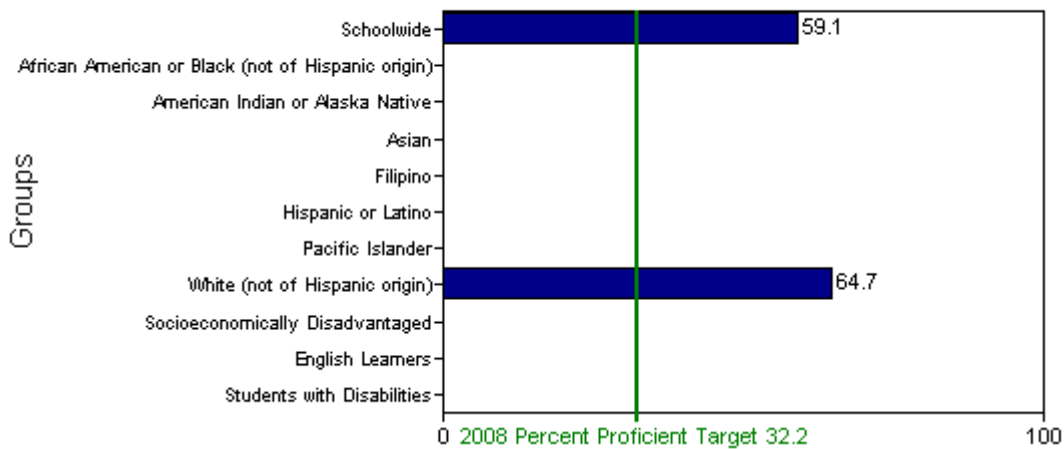
**Made AYP:** Yes

<b>Met AYP Criteria:</b>	<b>English-Language Arts</b>	<b>Mathematics</b>
<u>Participation Rate</u>	Yes	Yes
<u>Percent Proficient</u>	Yes	Yes
<u>Academic Performance Index (API)</u>		
<u>- Additional Indicator for AYP</u>	Yes	
<u>Graduation Rate</u>	Yes	

English-Language Arts - Percent At or Above Proficient



Mathematics - Percent At or Above Proficient



### 3c. Summary of District's Curricular Planning Documents

**Summary of the district's curricular goals and academic content standards as spelled out in various district and site comprehensive planning documents.**

Dunsmuir Joint Union High School District (DJUHSD) has established curricular goals tied to the California academic content standards. Implementation of these standards are monitored by the staff and referenced in comprehensive planning documents and efforts. Teachers and administrators were trained in the use of the Standards Management System (SMS) in January of 2006. The common underlying purpose of all our district improvement plans is to improve student achievement of the state content standards.

During the 2008-2009 DJUHSD started the process for curricular planning through APL-Core and the professional learning community process. To that end we are fusing technology within cross-curricular assignments and establishing common rubrics for all student work.

## **Dunsmuir Joint Union High School District Curricular Goals**

Our school board adopts key goals annually, which are tied to and support the adopted, state approved, content standards in all academic areas. These key goals support the LEA plan on the district level. Each of our schools ties its site-based curricular goals directly to the district's LEA Plan and school board's key goals in site-based comprehensive school plans and School Accountability Report Cards (SARC).

Based on our student data, federal and state mandates, and research-based best practices, our district's current key curricular goals are:

1. All schools in the district will meet the NCLB Annual Measurable Objectives (AMO's) for student proficiency, including all ethnic/racial, socio-economically disadvantaged and students with disabilities subgroups with the state content standards in English / Language Arts and Math. By 2013-2014, all students in the district will be proficient or better with English/Language Arts and Math grade level content standards.
2. All schools in the district will meet or exceed the state's Annual Performance Index (API) growth target as well as the API growth targets for each numerically significant ethnic/racial, socio-economically disadvantaged and students with disabilities subgroups at the school.
3. All students will be taught by highly qualified teachers.
4. The district will collect and analyze school and student data and develop continuous cycles and plans for school improvement including: improving curriculum, improving instruction, improving student support & intervention, improving the monitoring of student achievement, and improving home, school and community partnerships.
5. All students will be educated in learning environments that are safe, drug-free, conducive to learning and favorable to building student's resources.

The following district education technology goals are aligned to our district and school planning documents. We will strategically meet our students' need to master the core content standards as well as acquire and refine their technology skills in order to improve the effectiveness, efficiency, and ideally the enjoyment of their learning experiences.

### **Goal 1: Improve Student Achievement & Close Student Achievement Gaps in ELA.**

District schools will use technology to support the district curricular goal of ALL students attaining proficiency or better with ELA content standards by the 2013-14 school year.

### **Goal 2: Improve Student Achievement & Close Student Achievement Gaps in Math.**

District schools will use technology to support the district curricular goal of ALL students attaining proficiency or better with Math content standards by the 2013-14 school year.

### **Goal 3: Student Acquisition of Technology and Information Literacy Skills.**

All Students will acquire the ISTE NETS for students grade level technology profile standards to support achievement of the academic standards in the classroom, district curricular goals, and ultimately for lifelong learning and success in our digital society.

### **Goal 4: Student Acquisition of Digital Citizenship Skills**

All students will be proficient with grade level ethical use of technology and internet safety skills (NETS for students: Digital Citizenship- standard #5).

### **Goal 5: Improve Student Data Collection, Analysis & Decision Making**

The district will support district and site use of technology to improve student achievement data collection, analysis, reporting, and decision making.

**Goal 6: Improve Communication Among Home, School, and Community**

The district and schools will use technology to improve two-way communication between home and school.

**3d- 3k. Curricular Driven Technology Goals & Implementation  
/ Benchmarks, Timelines, Monitoring, and Evaluation**

All of the Curriculum Component Criteria 3d-3k elements are included in the curricular driven action plan charts in the Component 3 pages that follow. Our curricular driven technology plans include clear, specific, realistic goals and measurable objectives that will support our district's curriculum goals and student achievement of the state approved content standards.



## District Technology Action Plan July 1, 2010 – June 30, 2015

### Goal 1: (Sections 3d & 3k)

#### Goal 1 - District Curriculum Goal Supported by Technology - E/LA & Technology

**Goal 1:** Our schools will use technology to support the district curricular goal of ALL students attaining proficiency or better with ELA content standards by the 2013-14 school year.

**Target Group:** All students including special education, English Learner, and GATE students.

#### Specific Measurable Objective by June 30, 2015

**Objective: 1:** By the 2013-14 school year, a minimum of 100% of all students will score proficient or above on the English-Language Arts portions of the STAR: CST test supported by state and district approved instructional resources, technology-based supplemental resources, professional development, student achievement data analysis, and collaboration time.

#### Annual Benchmarks

**Year 1:** minimum of 55% in the 2010-11 school year    **Year 3:** minimum of 85% in the 2012-13 school year  
**Year 2:** minimum of 75% in the 2011-12 school year    **Year 4:** minimum of 100% in the 2013-14 school year  
**Year 5:** maintain 100% proficient or above in the 2014-2015 school year

#### Evaluation Instrument(s) & Data

**Instruments:** Quarterly Grade level assessments; Annual STAR/CST test results in English/Language Arts

**Data:** Percentage scoring proficient or above

**Instrument:** Grade/subject level district professional development and collaboration meeting times /agendas / participation records and outcomes.

**Data:** List of teachers participating: Calibrated and articulated standards-aligned Grade/subject level objectives and assessments across the district and standardized list of District supported research based programs and practices.

**Instrument:** Ongoing Classroom Observations by site admin./ principal aligned to teachers' evaluation schedule

**Data:** Teachers' use of standards-aligned learning objectives, instructional and intervention time, research based programs, practices and arrangements.

**Instrument:** Annual Site Academic Software Survey:

**Data:** Curriculum-based state and district approved software and productivity software being used at each site.

**Instrument:** Annual Ed Tech Profile:

**Data:** Teacher's self assessed technology and integration skills.

**Data reviewers:** School administrator and teaching staff will analyze and present data annually in late August / September after state releases data.

*(Goal 1: - Continued on next page)*

Goal 1: E/LA & Technology Implementation Action Steps	Use of Technology
1. Annually, purchase and ensure standards-aligned textbooks (9-12) and supplemental curriculum-based technology resources (adopted and/ or CLRN approved) are being used in the classroom.	Adopted Text Supplemental Tech resources including publisher software and websites, Microsoft Office 2000, Microsoft Office 2007, Adobe, Adobe-In Design, HP Photoshop, Photo Deluxe, Quick Permit, Max Prep, HP Printing/Scanning, Adobe Reader, Grade Book Plus, Exam View, EPES, McDougall Planner, Discovery Channel School, Kodak Easy Share, Meal Tracker POS, Nutrikids, Earth Science Aps, Geometers, PowerSchool, The School System, e-tap, Document Tracking, SEIS, QSS accounting, Follett Library Systems, Survey Monkey, E-Rate, Sketch Pad, Windows XP, Virtual lab, Clickers, Virtual Chemistry, Odyssey Ware, Open Office, Various Internet browsers, various e-mail programs, and CTAP Professional Development.
2. Annually, provide professional development on adopted curriculum and technology resources (such as AB 466 E/LA for teachers, AB 430 training for administrator).	
3. Continuing in fall 2010 and every year thereafter, provide systematic professional development and collaboration time for site administration and teachers to align standards-based instruction and quarterly assessments, review data, learn and share best practices including the use of technology.	
4. By fall 2010, design and distribute an annual site academic software usage survey.	
5. By fall 2010, create and distribute a matrix of CLRN approved E/LA curriculum and intervention software that is supported by the district.	
6. Continuing in the fall 2010 and annually thereafter, provide professional development on district/ CLRN approved curriculum software and online resources as needed. Track usage with annual software survey.	
7. Continue to leverage funding to increase access to technology resources, hardware, and peripherals for students and teachers.	
8. Continue to provide CTAP Region 2 productivity and integration training as needed.	
9. Continue to monitor instructional time for standards-aligned text (9-12).	
10. Continue to monitor targeted intervention time aligned with standards aligned text (9-12). Targeting the lowest performing students.	
11. Fully credentialed <i>Highly Qualified Teachers</i> in all classrooms.	
12. Ongoing district support and professional development opportunities on the integration of E/LA skills and standards across the curriculum including in career tech courses.	
<b>Section 3k: Monitoring</b>	
Superintendent/Principal and technology coordinator will track the development and implementation of all activities and accomplishments and report progress at our monthly staff meetings. Modifications to our district activities will be made as needed in order to insure that we meet or exceed this measurable objective.	
<b>Timeline:</b> Some of the aforementioned actions are already underway in the district. These activities will continue as will all other activities listed. Activities will be implemented after annual data driven needs assessments and data analyses take place, annually no later than October 1.	
<b>Person(s) responsible:</b> Superintendent/Principal, the District Technology Coordinator, and teachers are responsible for the planning, development, implementation, and evaluation of all the aforementioned activities. Teachers are responsible for completing all necessary professional development and ensuring their instruction is based on standards-aligned objectives and research based programs, practices and arrangements.	

# District Technology Action Plan July 1, 2010 – June 30, 2015

## Goal 2: (Sections 3d & 3k)

### Goal 2- District Curriculum Goal Supported by Technology – Math & Technology

**Goal 2:** Our schools will use technology to support the district curricular goal of ALL students attaining proficiency or better with Math content standards by the 2013-14 school year.

**Target Group:** All students including special education, English Learner, and GATE students.

### Specific Measurable Objective by June 30, 2015

**Objective: 2:** By the 2013-14 school year, a minimum of 100% of all students will score proficient or above on the Math portions of the STAR: CST test supported by state and district approved instructional resources, technology-based supplemental resources, professional development, student achievement data analysis, and collaboration time.

#### Annual Benchmarks:

**Year 1:** minimum of 55% in the 2010-11 school year      **Year 3:** minimum of 85% in the 2012-13 school year  
**Year 2:** minimum of 75% in the 2011-12 school year      **Year 4:** minimum of 100% in the 2013-14 school year  
**Year 5:** maintain 100% proficient or above in the 2014-2015 school year

### Evaluation Instrument(s) & Data

**Instruments:** Quarterly Grade level assessments; Annual STAR/CST test results in Math;

**Data:** Percentage scoring proficient or above with the content standards.

**Instrument:** Ongoing Classroom Observations by site admin./ principal aligned to teachers' evaluation schedule

**Data:** Teachers' use of standards-aligned learning objectives, instructional and intervention time, research based programs, practices and arrangements.

**Instrument:** Annual Site Academic Software Survey:

**Data:** Curriculum-based state and district approved software and productivity software being used.

**Instrument:** Annual Ed Tech Profile

**Data:** teachers' self assessed technology and integration skills

**Data reviewers:** School administrator and teaching staff will analyze and present data annually in late August / September after state releases data.

*(Goal 2- Continued on next page)*

Goal 2: Math & Technology Implementation Action Steps	Use of Technology
1. Annually, purchase and ensure standards-aligned textbooks (9-12) and supplemental curriculum-based technology resources (adopted and/ or CLRN approved) are being used in the classroom.	Adopted Text Supplemental Tech resources including publisher software and websites, Microsoft Office 2000, Microsoft Office 2007, Adobe, Adobe-In Design, HP Photoshop, Photo Deluxe, Quick Permit, Max Prep, HP Printing/Scanning, Adobe Reader, Grade Book Plus, Exam View, EPES, McDougall Planner, Discovery Channel School, Kodak Easy Share, Meal Tracker POS, Nutrikids, Earth Science Aps, Geometers, PowerSchool, The School System, e-tap, Document Tracking, SEIS, QSS accounting, Follett Library Systems, Survey Monkey, E-Rate, Sketch Pad, Windows XP, Virtual lab, Clickers, Virtual Chemistry, Odyssey Ware, Open Office, Various Internet browsers, various e-mail programs, and CTAP Online Professional Development.
2. Annually, provide professional development on adopted curriculum and technology resources (such as AB 466 Math for teachers, AB 430 training for administrators.)	
3. Annually, provide systematic professional development and collaboration time for administration and teachers to align standards-based instruction and quarterly assessments, review data, learn and share best practices including the use of technology.	
4. By fall 2010, design and distribute an annual site academic software usage survey.	
5. By fall 2010, create and distribute a matrix of CLRN approved Math curriculum and intervention software and online resources that is supported by the district. Track usage with annual survey.	
6. Annually provide professional development on district/ CLRN approved curriculum software and online resources as needed.	
7. Continue to leverage funding to increase access to technology resources, hardware, and peripherals for students and teachers.	
8. Continue to provide CTAP Region 2 Technology productivity and integration training as needed.	
9. Continue to monitor instructional time for standards-aligned text (9-12).	
10. Continue to monitor targeted intervention time aligned with standards-aligned text (9-12), targeting the lowest performing students.	
11. Fully-credentialed and highly qualified teachers in all classrooms.	
<b>Section 3k: Monitoring</b>	
Superintendent/Principal and technology coordinator will track the development and implementation of all activities and accomplishments and report progress at our monthly staff meetings. Modifications to our district activities will be made as needed in order to insure that we meet or exceed this measurable objective.	
<b>Timeline:</b> Some of the aforementioned actions are already underway in the district. These activities will continue as will all other activities listed. Activities will be implemented after annual data driven needs assessments and data analyses take place, annually no later than October 1.	
<b>Person(s) responsible:</b> Superintendent/Principal, the District Technology Coordinator, and teachers are responsible for the planning, development, implementation, and evaluation of all the aforementioned activities. Teachers are responsible for completing all necessary professional development and ensuring their instruction is based on standards-aligned objectives and research based programs, practices and arrangements.	

## District Technology Action Plan July 1, 2010 – June 30, 2015

### Goal 3: (Sections 3e & 3k)

#### Goal 3 - District Technology Skills and Information Literacy Goal

**Goal 3:** All students in our district will acquire the National Education Technology grade level student profile standards to support achievement of the academic standards in the classroom, district curricular goals, and ultimately for lifelong learning and success in our digital society.

**Target Group:** All students including special education, English Learner, and GATE students.

#### Specific Measurable Objective by June 30, 2015

**Objective: 3** – 75% of students will pass the NETS based grade band technology assessments by 2014-15 school year. Teachers will learn to integrate the student NETS skills in their academic curriculum assignments. Students will learn grade level NETS skills (including technology productivity tools and information literacy) as appropriate, during their curricular assignments. Student proficiency will be tracked through high school graduation computer competency assessment.

1. *Creativity and Innovation*
2. *Communication & Collaboration*
3. *Research and Information Fluency – (information literacy)*
4. *Critical Thinking, Problem Solving, and Decision-making*
5. *Digital Citizenship –(includes social, ethical, copyright, and cyber safety issues).*
6. *Technology Operations and Concepts*

#### Annual Benchmarks:

**Year 1:** minimum of 0% in the 2010-11 school year      **Year 3:** minimum of 65% in the 2012-13 school year

**Year 2:** minimum of 55% in the 2011-12 school year      **Year 4:** minimum of 70% in the 2013-14 school year

**Year 5:** minimum of 75% in the 2014-2015 school year

#### Evaluation Instrument(s) & Data

**Instrument** Annual Standardized District NETS based Grade level Exit assessment/ survey based on student profile NETS standards which include technology skills and information literacy; Annual High school graduation computer competency assessment:

**Data:** Percentage passing assessment

**Instrument:** Annual Ed Tech Profile

**Data:** teachers' self assessed technology and integration skills

**Data reviewers:** School administrator and teaching staff will analyze and present data annually in late August / September after state releases data.

*(Goal 3- Continued on next page)*

<b>Goal 3: Technology Skills &amp; Information Literacy Implementation Action Steps</b>	<b>Use of Technology</b>
1. During the 2010-11 school year, administrators and teachers design the student technology curriculum integration and assessments for 9-12 technology and information literacy skills.	Adopted Text Supplemental Tech resources including publisher software and websites, Microsoft Office 2000, Microsoft Office 2007, Adobe, Adobe-In Design, HP Photoshop, Photo Deluxe, Quick Permit, Max Prep, HP Printing/Scanning, Adobe Reader, Grade Book Plus, Exam View, EPES, McDougall Planner, Discovery Channel School, Kodak Easy Share, Meal Tracker POS, Nutrikids, Earth Science Aps, Geometers, PowerSchool, The School System, e-tap, Document Tracking, SEIS, QSS accounting, Follett Library Systems, Survey Monkey, E-Rate, Sketch Pad, Windows XP, Virtual lab, Clickers, Virtual Chemistry, Odyssey Ware, Open Office, Various Internet browsers, various e-mail programs, and CTAP Online Professional Development.
2. By spring 2011, adopt grade level based standards for 9-12 student technology skills and information literacy.	
3. Beginning in the summer/fall 2011 and annually thereafter, provide Professional Development opportunities (from the District, and CTAP Region 2) to 9-12 teachers on integrating the technology skills and standards in their curriculum.	
4. By fall 2011, Students will begin systematically learning the skills including technology productivity tools and information literacy, as appropriate, during curricular assignments.	
5. By spring 2012, align, and revise High School Computer Competency exit exam with NETS based standards for grades 9-12 and begin administering annually.	
<b>Section 3k: Monitoring</b>	
Administrators and the technology coordinators will track the development and implementation of all activities and accomplishments regularly and report progress at our monthly staff meetings. Modifications to our district activities will be made as needed in order to insure that we meet or exceed this measurable objective.	
<b>Timeline:</b> The timeline for the aforementioned actions are included in the Action Steps listed above.	
<b>Person(s) responsible:</b> Superintendent/Principal, Technology Director, and teachers are responsible for the planning, development, implementation, and evaluation of all the aforementioned activities. Teachers are responsible for completing the training, integrating the skills, and assessing the students.	

**District Technology Action Plan July 1, 2010 – June 30, 2015**

**Goal 4: (Sections 3f & 3g: 3k)**

**Goal 4 - Ethical Use of Technology (Copyright) and Internet Safety**

**Goal 4: (3f & 3g) Ethical Use of Technology (Copyright) and Internet Safety**

All students will be proficient or better with grade level ethical use of technology and Internet safety standards (NETS #5- Digital Citizenship).

**Target Group:** All students including special education, English Learner, and GATE students.

**Specific Measurable Objective by June 30, 2015**

**Objective 1:** By June 2015, 100% of students in grades 9-12 will be proficient or better with grade level NETS standard # 5- Digital Citizenship –(includes social, ethical, copyright, and cyber safety issues).

**Annual Benchmarks:**

Year 1: minimum of 80% by June 2011

Year 3: minimum of 90% by June 2013

Year 2: minimum of 85% by June 2012

Year 4: minimum of 95% by June 2014

Year 5: minimum of 100% by June 2015

**Evaluation Instrument(s) & Data**

**Instrument:** Lesson plans integrating ethical use of technology including copyright and plagiarism.

**Data:** 100% of teachers participating in the integration of lesson plans on ethical use of technology including copyright and plagiarism.

**Instrument:** Lesson plans integrating technology on internet safety and cyber-bullying.

**Data:** 100% of teachers participating in the integration of lesson plans on internet safety and cyber-bullying.

**Instrument:** Rubric for grade level student portfolio, presentations, and/or classroom work which will demonstrate technical skills and information literacy; annual high school graduation computer competency assessment.

**Data:** Percentage meeting grade-level NET standards.

**Instrument:** Annual Ed Tech Profile Survey and student tech proficiency survey

**Data:** teachers’ and students’ self-assessed technology and integration skills.

**Data reviewers:**

District Technology Director, eTAG, and site administrators will analyze end of school year results annually between June and September and report to stakeholders annually in October.

*(Objective 4- Continued on next page)*

1. By summer 2010, all teachers will be offered professional development opportunities on the Ethical Use of Technology and Internet Safety for students aligned to the NETS student standard # 5: Digital Citizenship, offered through CTAP Region 2 or the equivalent.	Adopted Text Supplemental Tech resources including publisher software and websites, Microsoft Office 2000, Microsoft Office 2007, Adobe, Adobe-In Design, HP Photoshop, Photo Deluxe, Quick Permit, Max Prep, HP Printing/Scanning, Adobe Reader, Grade Book Plus, Exam View, EPES, McDougall Planner, Discovery Channel School, Kodak Easy Share, Meal Tracker POS, Nutrikids, Earth Science Aps, Geometers, PowerSchool, The School System, e-tap, Document Tracking, SEIS, QSS accounting, Follett Library Systems, Survey Monkey, E-Rate, Sketch Pad, Windows XP, Virtual lab, Clickers, Virtual Chemistry, Odyssey Ware, Open Office, Various Internet browsers, various e-mail programs, and CTAP Online Professional Development.
2. During the 2009-2010 school year, district teachers will develop a scaffolded, articulated K- 8 <sup>th</sup> grade and 9-12 NETs technology integration curriculum aligned to NETS standard #5: Digital Citizenship. Curriculum results will be reviewed annually in June and modified as necessary.	
3. By fall 2010, roll-out a revised acceptable use policy for students addressing internet safety, cyber-bullying, and plagiarism.	
4. Beginning in the fall 2010 and then annually thereafter, all K-12th grade students will begin systematically learning grade level NETS standard #5: Digital Citizenship skills during curricular assignments.	
5. Grade level technology assessments and/or portfolio reviews will be conducted at the end of each school year.	

### Section 3k: Monitoring

The Technology Coordinator and administrators will track the development and implementation of all appropriate access activities, inventories and accomplishments monthly and report progress at our monthly district/ staff meetings. Modifications to our district activities will be made as needed in order to insure that we meet or exceed this measurable objective.

**Timeline:** The timeline for the aforementioned actions begins during the first year of our five year tech plan July 2010 and will continue annually through June 2015.

**Person(s) responsible:** Superintendent/Principal, the Technology Director, district Special Ed, EL, and Gifted and Talented (GATE) program directors are responsible for the planning, development, implementation, and evaluation of all the aforementioned Teachers are responsible for attending professional development.

### 3h: District Policy that Ensures Equitable Access for All Students

All students have equal access to technology to support achievement of the academic standards in the classroom, district curricular goals, and ultimately for success in the workplace including special education, English Learner, and GATE students. The technology goals and objectives for these student sub groups are the same as for all other students (see Goals 3 & 4) although the programs and methods for achieving the objective may be adapted to best meet their needs. Students with an active Individualized Education Program will have appropriate access to technology hardware, peripherals, and software including assistive technology as deemed appropriate and defined by the IEP site team and the students' IEP goals. English Learners will have appropriate access to technology hardware, peripherals, and software needed to support their English language acquisition as well as their achievement of the academic standards. Students identified as Gifted and Talented (GATE) will have appropriate access to technology hardware, peripherals, and software needed to support their advanced curriculum.



## District Technology Action Plan July 1, 2010– June 30, 2015

### Goal 5: (Sections 3i & 3k)

<b>Goal 5 - District Goal for Using Technology for Student Data Collection, Analysis, Reporting, and Decision Making</b>
<b>Goal 5:</b> District will support the use of technology to improve student achievement data collection, analysis, reporting, and decision making. <b>Target Group:</b> All district schools.
<b>Specific Measurable Objectives by June 30, 2015</b>
<b>Objective 5a:</b> By June 2015, 100% of teachers will use technology to analyze assessment data make data-driven decisions to meet individual student academic needs and target student intervention needs.
<b>Annual Benchmarks</b>  <b>Year 1:</b> <u>65%</u> of teachers in the district by June 2011 <b>Year 3:</b> <u>85%</u> of teachers in the district by June 2013 <b>Year 2:</b> <u>75%</u> of teachers in the district by June 2012 <b>Year 4:</b> <u>100%</u> of teachers in the district by June 2014 <b>Year 5:</b> maintain <u>100%</u> of teachers in the district by June 2015.
<b>Objective: 5b:</b> By June 2015, 100% of district teachers will use the District’s student information / attendance software / online suite tools and necessary training to use.
<b>Annual Benchmarks</b>  <b>Year 1:</b> <u>90%</u> of teachers in the district by June 2011 <b>Year 3:</b> <u>98%</u> of teachers in the district by June 2013 <b>Year 2:</b> <u>95%</u> of teachers in the district by June 2012 <b>Year 4:</b> <u>100%</u> of teachers in the district by June 2014 <b>Year 5:</b> maintain <u>100%</u> of teachers in the district by June 2015.
<b>Evaluation Instrument(s) &amp; Data</b>
<b>Instrument:</b> School /Classroom grade book software, Excel spreadsheets <b>Data:</b> % of school sites and teachers using student assessment /spreadsheet software to inform instruction.  <b>Instrument:</b> District integrated student assessment and data management system training participation records and usage records <b>Data:</b> % of school sites and teachers using integrated student assessment and data management system to inform instruction.  <b>Instruments:</b> PowerSchool Gradebook training participation records and parent usage records <b>Data:</b> % of teachers completing PowerSchool training; % of teachers using PowerSchool Gradebook. <b>Data reviewers:</b> School administrator and teaching staff will analyze and present data annually in late August / September after state releases data.

(Goal 5- Continued on next page)

<b>Goal 5: Student Data Collection, Analysis, Reporting, &amp; Decision Making Implementation Action Steps</b>	<b>Use of Technology</b>
1. During the 2010-11 school year and every year thereafter until we meet our objective, the district will continue integrating the student assessment platform. Teachers will get necessary training.	PowerSchool Gradebook software Excel
2. Annually, provide systematic professional development and collaboration time for administration and teachers to improve student achievement assessment, data collection, analysis, reporting, and data driven decision making, align standards-based instruction, learn and share best practices in instruction and intervention, including the use of technology and develop quarterly assessments through grade levels in the district.	
3. Attendance and grade reporting is already actively used by 90% of our staff. Annually, PowerSchool training will be offered as needed to new teachers. In the fall of 2010 and annually thereafter, we will offer additional training to all teachers on the parent/ student grade reporting components of PowerSchool.	
<b>Section 3k: Monitoring</b>	
The Superintendent/Principal and the District Technology Coordinator will track the development and implementation of all activities and accomplishments monthly and report progress at staff meetings. Modifications to our district activities will be made as needed in order to insure that we meet or exceed this measurable objective.	
<b>Timeline:</b> The timeline for the aforementioned actions are included in the Action Steps listed above.	
<b>Person(s) responsible:</b> The Superintendent/Principal and the District Technology Coordinator are responsible for the planning, development, implementation, and evaluation of all the aforementioned activities. Teachers are responsible for attending professional development and inputting student data.	

## District Technology Action Plan July 1, 2010 – June 30, 2015

### Goal 6: (Sections 3j & 3k)

#### Goal 6 - District Goal for Improving Parent Access to Teachers and Administrators

**Goal 6:** The district office and teachers will use technology to improve two-way communication between home and school.

**Target Group:** Parents of all students including special education, English Learner, and GATE students.

#### Specific Measurable Objective by June 30, 2015

**Objective 6a:** By June 2015, 100% of teachers will use PowerSchool's web-based gradebook so parents can have password protected, online access to their student's attendance, assignments and grades and teacher email addresses.

#### Annual Benchmarks:

**Year 1:** 65% of teachers by June 2011

**Year 3:** 85% of teachers by June 2013

**Year 2:** 75% of teachers by June 2012

**Year 4:** 100% of teachers by June 2014

**Year 5:** maintain 100% of teachers in the district by June 2015.

**Objective 6b:** By June 2015, 80 % of district administrative, certificated, and classified staff will use the district web site, newsletters, and e-mail to improve home-school communications.

#### Annual Benchmarks:

**Year 1:** 25% of teachers by June 2011

**Year 3:** 75% of teachers by June 2013

**Year 2:** 50% of teachers by June 2012

**Year 4:** 80% of teachers by June 2014

**Year 5:** maintain 80% of teachers in the district by June 2015.

#### Evaluation Instrument(s) & Data

**Instruments:** Ongoing district PowerSchool "how to access" communications and/ or trainings, parent password requests, and usage records.

**Data:** % of parents trained; % of parents requesting passwords; % of parents using *PowerSchool*.

**Instrument:** School website and communication artifacts.

**Data:** evidence of efforts to improve two-way communication

**Data reviewers:** School administrator, Technology Coordinator and teaching staff will analyze and present data annually.

(Goal 6 - Continued on next page)

<b>Goal 6: Improving Communications Implementation Action Steps</b>	<b>Use of Technology</b>
1. By fall 2012, begin feasibility study on placing phones, with voice mail, in all classrooms.	PowerSchool
2. By fall of 2010, design and implement “Student at Risk” communication procedures for all staff.	Web publishing software
3. In the fall of 2010 and annually thereafter, we will offer additional training to all teachers on the parent/ student grade reporting components of PowerSchool.	Word, desktop publishing, and e-mail.
4. By fall of 2011, all district schools will be providing access to PowerSchool Parent and all district parents will have received information and/or training about how to access PowerSchool Parent student data.	Classroom Phone & Voicemail, if feasible.
5. Continue to fund and maintain district and school websites where news, announcements, staff contact information, teacher class information, events, etc. are communicated with students and parents.	
6. Provide training to teachers and classified staff to learn to publish professional / attention getting documents; e-mail; and web publishing to improve communication between home, school, and community	
<b>Section 3k: Monitoring</b>	
The Superintendent/Principal and the District Technology Coordinator will track the development and implementation of all activities and accomplishments monthly and report progress at staff meetings. Modifications to our district activities will be made as needed in order to insure that we meet or exceed this measurable objective.	
<b>Timeline:</b> The timeline for the aforementioned actions are included in the Action Steps listed above.	
<b>Person(s) responsible:</b> The Superintendent/Principal and the District Technology Coordinator are responsible for the planning, development, implementation, and evaluation of all the aforementioned activities. Teachers are responsible for attending professional development and inputting student data.	

### **3k: Ongoing Monitoring for Continuous Improvement**

For each of the goals in Section 3, the ongoing monitoring and evaluation practices are identified. In summary, the district curriculum, data, and technology director, school administrators, and the rest of the technology team will conduct ongoing formative data reviews. The team will meet quarterly to track the development and implementation of all tech plan activities and accomplishments. Modifications to our Tech Plan activities will be made as needed in order to insure that we meet or exceed our goals by June 2015. The Technology Director is responsible for a mid-year tech plan implementation status report to stakeholders in February. Annual summative data analysis and needs assessments are conducted in late August/September after the state releases all relevant district data and schools complete early assessments of incoming students. The Technology Director is responsible for an annual summative performance report to stakeholders in October.

## 4. PROFESSIONAL DEVELOPMENT

### 4a. Summary of District Teachers' & Administrators' Technology Skills

#### Summary of the teachers' and administrators' current technology skills and needs for professional development.

Our Education Technology Plan provides a clear summary of our district teachers' and administrators' current technology skills from the Ed Tech Profile. Our survey data will be used to develop professional development needs and goals. Additional district technology integration data can be found in Component 3b of our Technology Plan.

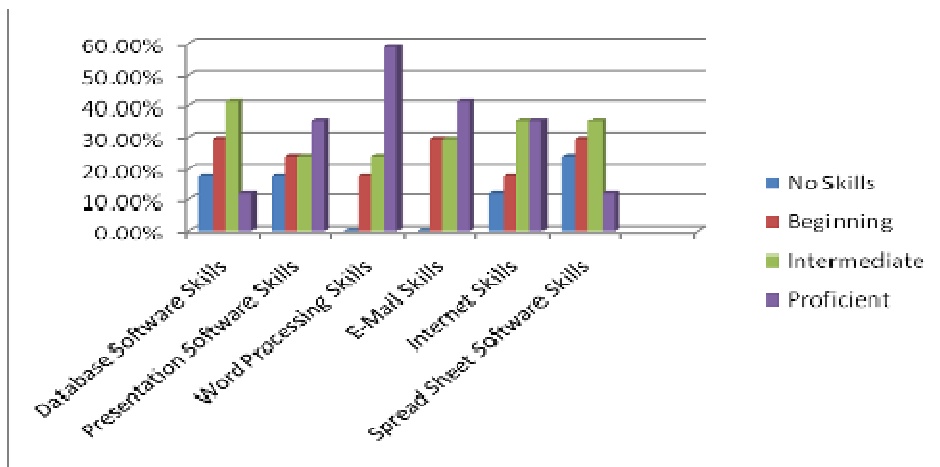
Our District teachers and administrators will complete Ed Tech Profile survey annually. This data will guide our plan for district sponsored professional development/technology activities for the next school year.

#### District Administrators'/District Teachers' Survey Data

Both our district administrator and teacher survey data is charted below. We are a district of 8 teachers and 1 site administrator.

Ed Tech Profile survey data of our administrator and teachers as of February 2009 indicates that most are at the intermediate levels with general computing, Internet, e-mail, and word processing and at the beginning level in presentation, spreadsheet, and database skills. A few have moved to the proficient levels in all areas.

**Implication:** Administrators and teachers continue to need professional development opportunities in basic Personal Technology proficiencies.



In addition, the following district technology training preferences for 2009, as measured by the Ed Tech Profile for the district, and factored into our professional development plans. It should be noted that because of the small numbers of teachers on staff the percentages may appear more significant than they are in actuality.

Teacher needs and preferences regarding the type or level of technology training at their school.	Basic computer/technology skills	Integrating technology into the curriculum	Neither
I need opportunities to participate in educational technology staff development focused on:	29%	71%	0%

**The implication:** Although we will continue to offer both basic personal proficiency and professional proficiency technology integration training, we will offer more curriculum integration opportunities to meet the need.

Teacher needs and preferences regarding technology training format at their school.	One-on-one informal technology training	Small group technology training	Online web-based technology training
The training format I prefer is:	38%	88%	13%

**The implication:** We will offer small group technology training supported by online web-based resources and provide one on one technology coach site-based support, meeting all three identified needs.

Teacher needs and preferences regarding technology training availability at their school.	During the school day	After school	In the evening	On the weekend	During the summer/off track
I prefer technology training to be offered:	42%	25%	8%	8%	17%

**The implication:** We will offer technology training at a variety of times, with most offerings after school. Some professional development will occur during the school day with subs and during summer workshops and conferences.

## **4b-d. Professional Development Goals, Benchmarks, Timelines, Monitoring, and Evaluation**

All of the Professional Development Criteria 4b-d elements are included in the teachers' and administrators' professional development action plan charts in the Component 4 pages that follow. Our professional development action plans are based upon a thorough needs analysis and include clear, specific, realistic goals, and measurable objectives that will provide our teachers and administrators with sustained, ongoing professional development necessary to implement the Curriculum Component of our Education Technology Plan.

Our staff adopted these three Educational Technology goals at a staff meeting in the fall of 2008. Our three main Education Technology professional development goals over the next five years are:

**Goal 1:** All teachers in the district will become proficient with the same general technology skills, technology integration skills, and information literacy skills required of their students as well as proficient with work specific productivity tools.

**Goal 2:** All teachers in the district will become proficient in the use of technology to improve student achievement data collection, analysis, reporting, and decision-making.

**Goal 3:** District site administrators and teachers will become proficient in the use of technology to improve two-way communication between home and school.

The accomplishment of these goals will be met through the following:

1. Our Education Technology Professional development will encompass a three tiered professional development approach based on teachers' individual technology training needs.
2. Annually as needed, we will offer Personal proficiency training based upon the assessment survey. These trainings may include general computer knowledge and skills; Internet skills; Email skills; Word processing skills; Presentation software skills; and Spreadsheet /Database software skills.
3. Annually as needed, we will offer proficiency training on skills integration including information literacy, curriculum-based software, adopted materials software resources, online resources, and job specific productivity and assessment tools.
5. Annually as needed, we will offer training for interested teachers as site-based coaches offering support to teachers as they work toward proficiency in tiers one and two.

Our coordinated professional development plan is based on the analysis of our teachers' and administrators' technology skills and needs as well as our district's curricular goals. Also, teachers personally played a prominent role in the development of these goals. The district will offer a variety of training options such as the CTAP Region 2 activities, face-to-face training & collaboration time, and one-on-one coaching. We will maximize the use of technology and site resources to support the district's goals and objectives for curriculum, instruction, intervention, and assessment, including but not limited to the following:

- Site-based technology coaches and mentors available to teachers.
- District as well as site based annual face-to-face technology skill professional development opportunities.
- Anytime, anywhere online district technology professional development opportunities using CTAP Region 2 Personal and Professional Proficiency technology classes and supported by site based technology coaches.

- District content and grade-band specific technology integration face-to-face professional development supported with district professional development and resources.
- CTAP Region 2 technology integration training.
- Broad-based pre/post completions of the Ed Tech Profile and professional development data analysis to track improvements and training needs.
- Annual professional development offerings / priorities based on student, teacher, and administrator Ed Tech Profile data and district curricular goals.
- Student assessment and intervention, student information system, web publishing, and e-mail training opportunities for all stakeholders as needed to support student achievement and improve home / school communications and interventions.
- Identification, training, and use of low and no cost Internet, video-conferencing and face-to-face learning opportunities and resources. National, State and local online research-based strategies and resources will be leveraged and integrated during faculty meetings, collaboration time, and professional development such as: the U.S. Department of Education's web site *What Works Clearinghouse* (<http://www.w-w-c.org/>). We will regularly examine and use relevant data from the *What Works Clearinghouse* (WWC) which was established in 2002 by the U.S. Department of Education's Institute of Education Sciences to provide educators, policymakers, researchers, and the public with a central and trusted source of scientific evidence of what works in education. We will also rely on the County Office of Education, CTAP Region 2, and the Statewide Education Technology Services (SETS) which includes: California Learning Resource Network (CLRN)- which identifies CDE approved supplemental electronic learning resources that both meet local instructional needs and embody the implementation of California curriculum frameworks and standards; the Technology Information Center for Administrative Leadership (TICAL) - which helps administrators find technology resources to assist in the day-to-day needs of their jobs; and the Technical Support for Education Technology in Schools (Tech SETS) - which provides technical professionals in California schools improved access to training, support and other resources.

All of the Professional Development Criteria 4b-d elements are included in the teachers' and administrators' professional development action plan charts in the Component 4 pages that follow.



## District Professional Development Plan July 1, 2010– June 30, 2015

### PG Goal 1: (Sections 4b-4d)

Goal 1 - District Professional Development Goal	
<p><b>Goal 1:</b> District Site Administrators and Teachers will become proficient with the same general technology skills, technology integration skills, and information literacy skills required of students as well as proficient with work specific productivity tools.</p> <p><b>Target Group:</b> Certificated teachers and administrators</p> <p><i>Supports Curriculum Driven Technology Goals and Objectives 1,2, 3 &amp; 4 in Component 3 of our Ed Tech Plan</i></p>	
Specific Measurable Objectives by June 30, 2015	
<p><b>Objective: 1a:</b> By June 2015, 100% teachers, who participate in district sponsored educational technology professional development, will become proficient with general technology knowledge and skills, classroom productivity tools, and information literacy skills. All district ELD, Special Education and GATE teachers will become proficient in technology skills and assistive tools for their subgroup populations.</p> <p><b>Objective: 1b:</b> By June 2015, 100% ELA and Math teachers, who participate in educational technology professional development focused on technology integration, including CLRN and/ or SBE approved curriculum based technology resources, will become proficient.</p>	
<p><b>Annual Benchmarks for objectives 1a &amp; 1b:</b></p> <p style="text-align: center;"> <b>Year 1:</b> minimum of <b>80%</b> in the 2010-11      <b>Year 3:</b> minimum of <b>90%</b> in the 2012-13  <b>Year 2:</b> minimum of <b>85%</b> in the 2011-12      <b>Year 4:</b> minimum of <b>95%</b> in the 2013-14  <b>Year 5:</b> minimum of <b>100%</b> in the 2014-15         </p>	
<p><b>Objective: 1c:</b> By June 2015, if funding becomes available, the district will provide a .50 FTE trained technology mentor/coach to support teachers on site.</p>	
<p><b>Annual Benchmarks for objective 1c:</b></p> <p style="text-align: center;"> <b>Year 1:</b> no tech coach in 2010-2011                      <b>Year 3:</b> no tech coach in 2012-13  <b>Year 2:</b> no tech coach in 2011-2012                      <b>Year 4:</b> .25 FTE tech coach in 2013-14  <b>Year 5:</b> .50 FTE tech coach in 2014-15         </p>	
Goal 1: Evaluation Instrument(s) & Data	
<p><b>Instrument:</b> Ed Tech Profile pre and post survey completed for all district sponsored Education Technology professional development programs</p> <p><b>Data:</b> Administrators’ and teachers’ self assessed technology and integration skills</p> <p><b>Instrument:</b> District and site-based training agendas and records</p> <p><b>Data:</b> Professional development participation correlated with proficiency in Ed Tech Profile survey</p> <p><b>Data reviewers</b>            Superintendent/Principal and District Technology Coordinator will analyze benchmark data annually and make any necessary modifications in order to meet our objectives.</p>	

*(PD Goal 1 - Continued on next page)*

Goal 1: Implementation Action Steps	Use of Technology
1. Annually, require administrator and teacher completion of pre and post Ed Tech Profile survey by all who participate in district-sponsored technology training programs.	Microsoft Office Suite, e-mail, Internet.

2. Annually, analyze administrator and teacher technology Ed Tech Profile survey and integration skill data to plan for professional development offerings during the year.	Peripherals such as LCD projectors, digital cameras, video cameras, and printers.
3. Annually, provide Ed Tech Profile survey workshops to all staff.	CLRN approved curriculum-based software
4. Annually in the fall, schedule and promote district sponsored technology workshops during the school year aligned to the content standards, to the NETS, assistive technology, and to identified Ed Tech Profile survey professional development needs including information literacy skills.	CTAP Professional Development.
5. Annually in the fall, schedule and promote district sponsored technology integration and CLRN approved curriculum-based software and resource workshops for Math and ELA teachers by grade bands (9-12) during the school year aligned to the content standards, to the NETs and to identified Ed Tech Profile survey professional development needs.	Ed Tech Profile
6. Annually, provide systematic professional development and collaboration time for administration and teachers to analyze student achievement data, align standards-based instruction, learn and share best practices in instruction and intervention, including the use of technology and develop quarterly assessments through grade levels in the district.	
<b>Monitoring</b>	
District administrators track the development and implementation of all activities and accomplishments and report progress at our governing board meetings. Modifications to our district activities will be made as needed in order to insure that we meet or exceed this measurable objective.	
<b>Timeline:</b> The timeline for the aforementioned actions are included in the Action Steps listed above.	
<b>Person(s) responsible :</b> Superintendent/Principal, Technology Coordinator, Technology Committee	

**Goal 2 - District Professional Development Goal**

**Goal 2:** District site administrators and teachers will become proficient in the use of technology to improve student achievement data collection, analysis, reporting, and decision-making.

**Target Group:** Certificated teachers and administrators

*Supports Curriculum Driven Technology Goals and Objectives 1,2,3,5,& 6 in Component 3 of our Ed Tech Plan*

**Specific Measurable Objectives by June 30, 2015**

**Objective: 2a:** By June 2015, **100%** of district administrators and teachers, who attend professional development, will be proficient with the complete district student information/attendance suite: PowerSchool, offering parents password protected, online access to their student’s attendance, assignments, grades, and progress reports.

**Annual Benchmarks**

**Year 1:** 65% of teachers by June 2011

**Year 3:** 85% of teachers by June 2013

**Year 2:** 75% of teachers by June 2012

**Year 4:** 100% of teachers by June 2014

**Year 5:** maintain 100% of teachers in the district by June 2015.

**Evaluation Instrument(s) & Data**

**Instrument:** Annual Ed Tech Profile:

**Data:** teacher’s self assessed technology and integration skills

**Instrument:** District sponsored training records, usage records and site-based mentor support records

**Data:** % of teachers trained and proficient.

**Data reviewers**

Superintendent/Principal, Technology Director and Technology Committee will analyze benchmark data annually in late August / September and make any necessary modifications in order to meet our objectives.

**(PD Goal 2 - Continued on next page)**

Goal 2: Objective: 2a Implementation Action Steps	Use of Technology
1. Annually, require administrator and teachers to complete pre and post Ed Tech Profile survey.	<p>Web-based district student reporting system developed by <i>PowerSchool</i> system.</p> <p>Integrated online student assessment platform/system</p> <p>CTAP Professional Development.</p> <p>Ed Tech Profile</p>
2. Annually, in June, analyze administrator and teacher Ed Tech Profile survey results on data driven instructional decision making and student data reporting systems to plan for professional development offerings.	
3. Annually by September, plan professional development opportunities for the year focused on standards-aligned classroom assessments and data-driven decisions that meet individual student academic needs and target student intervention needs. Promote opportunities to teachers through all available communication conduits.	
4. Annually in the fall, schedule and promote district sponsored technology workshops for administrators and for teachers during the school year on all PowerSchool components.	
5. Annually, provide systematic professional development and collaboration time for administration and teachers to analyze student achievement data, align standards-based instruction, learn and share best practices in instruction and intervention, including the use of technology and develop quarterly assessments through grade levels in the district.	
<b>Monitoring</b>	
<p>Superintendent/Principal tracks the development and implementation of all activities and accomplishments monthly and report progress at our monthly staff meetings. Modifications to our district activities will be made as needed in order to insure that we meet or exceed this measurable objective.</p>	
<p><b>Timeline:</b> The timeline for the aforementioned actions are included in the Action Steps listed above.</p>	
<p><b>Person(s) responsible:</b> Superintendent/Principal., the District Technology Coordinator and the Technology Committee are responsible for the planning, development, implementation, and evaluation of all the aforementioned activities. Site administrators and teachers are responsible for completing all necessary professional development and ensuring student instruction is based on standards-aligned objectives and research based programs, practices and arrangements.</p>	

**Goal 3 - District Professional Development Goal**

**Goal 3:** District administrators and teachers will become proficient in the use of technology to improve two-way communication between home and school.

**Target Group:** Certificated teachers and administrators

*Supports Curriculum Driven Technology Goals and Objectives 1,2,3,5,& 6 in Component 3 of our Ed Tech Plan*

**Specific Measurable Objectives by June 30, 2015**

**Objective: 3a** By June 2015, **80%** of staff, who attend professional development, will be proficient with web publishing software and Desktop Publishing software to produce timely communications for parents and the community.

**Annual Benchmarks:**

**Year 1:** 25% of teachers by June 2011

**Year 3:** 75% of teachers by June 2013

**Year 2:** 50% of teachers by June 2012

**Year 4:** 80% of teachers by June 2014

**Year 5:** maintain 80% of teachers in the district by June 2015.

**Goal 3: Objective: 3a Evaluation Instrument(s) & Data**

**Instrument:** District survey on school to home communications

**Data:** % of parents reporting improvement.

**Instrument:** Communication artifacts from school and classroom website and printed newsletters.

**Data:** evidence of efforts to improve two-way communication.

**Data reviewers**

Superintendent/Principal and the Technology Coordinator will analyze benchmark data annually in late August / September and make any necessary modifications in order to meet our objectives.

**Goal 3: Objective: 3a Implementation Action Steps**

**Use of Technology**

1. Annually, require administrator and teacher completion of pre and post Ed Tech Profile survey by all who participate in district sponsored technology training programs.

PowerSchool  
Web and Desktop publishing software

2. Annually, in June, analyze administrator and teacher Ed Tech Profile survey data and student information/ data analyses results to plan for professional development offerings during the next school year.

E-mail online access and client software

3. Annually in the fall, schedule and promote district sponsored technology workshops for administrators and for teachers on web publishing and desktop publishing software.

CTAP Professional Development.

Ed Tech Profile

**Monitoring**

Superintendent/Principal tracks the development and implementation of all activities and accomplishments monthly and report progress at our monthly staff meetings. Modifications to our district activities will be made as needed in order to insure that we meet or exceed this measurable objective.

**Timeline:** The timeline for the aforementioned actions are included in the Action Steps listed above.

**Person(s) responsible:** Superintendent/Principal., the District Technology Coordinator and the Technology Committee are responsible for the planning, development, implementation, and evaluation of all the aforementioned activities. Site administrators and teachers are responsible for completing all necessary professional development and ensuring student instruction is based on standards-aligned objectives and research based programs, practices and arrangements.

## 5. INFRASTRUCTURE, HARDWARE, SOFTWARE, & TECHNICAL SUPPORT

**5 a & b. Summary of current district technology hardware, electronic learning resources, networking and telecommunication infrastructure, physical plant modifications, and technical support and anticipated needs to support our tech plan objectives.**

### Current District Hardware

Existing hardware and electronic resources at each of our sites is included in *Component 3a: Current Technology Access* in our tech plan. This data comes from both our CBEDS data and our annual California School Technology Surveys.

It should be noted that this survey only takes into computers 48 months old or newer, which in effect, negates one of our computer labs with 27 older computers. Our business computer lab (approximately 20 computers) has a full set of word processing, graphics, database management, typing and office skills programs, but they are not multimedia computers. Our teachers have also received new teacher station computers in each of their classrooms. This approach has proven effective for students that must first acquire basic skills.

High School	Community Day School	District Total
25	2	27

District Equipment Replacement Chart			
School Name	2008-2009 Enrollment	# of current Instructional Multimedia computers / thin clients 4 years or newer in 2008 -09	# of new computers needed to reach 3 :1 or better by June 2015
Dunsmuir High School	100	25	40
DHS Community Day School	3	2	4
<b>Totals</b>	<b>103</b>	<b>27</b>	<b>44</b>
<b>Current 4:1 Student to Computer Ratio – Goal to Increase to 3:1 by 2015</b>			

## **District Hardware Needs**

Our new hardware needs consist primarily of upgrading our current computers and infrastructure as needed to remain current with prevailing technology and the needs of our students. This, of course, is contingent upon district education tech budget constraints and annual spending priorities.

## **District Electronic Learning and Productivity Resources Needs**

- Additional district standardized and CLRN approved curriculum and intervention software and online services for English/Language Arts and Math for all 9-12 grade levels.
- Ongoing subscriptions to online research resources such as Encyclopedia Britannica.
- CLRN approved assistive software as identified by Special Education teachers by the district
- Upgrades to existing software versions as needed.

## **Current District Infrastructure, Site Networks, and Connectivity**

Total Number of district schools: 2

Total Number of district schools connected to the Internet by a permanent (non-dial-up) connection: 2

Total Number of district schools connected to the Internet by:

- Full T-1: 1

Total number of schools in the district that are NOT connected to the District's LAN: 0

Average # of drops per classroom: 2

What percentage of schools is served by the following Internet service provider?

- County Office of Education 100%

Percentage of classrooms in the district that do not have a phone service in the classroom? 75%

Percentage of classrooms in the district that do not have voicemail service? 100%

## **District Infrastructure Needs**

1. Expand bandwidth for Internet service to meet district demands.
2. Increase # of drops per classroom from 1 to 3 drops.
3. Provide connectivity to the Internet in the two classrooms that don't have it.
4. Improve basic telephone service in classrooms.
5. Explore wireless internet access for all classrooms.

## **Current District Tech Support**

District support consists of a part-time Technology Coordinator. This position is in charge of meeting the daily needs of our staff as well as the long term needs. The coordinator is available five days a week as well as additional tech support that is available from a local computer service company as needed and the County Office of Education Information Technology Support Department which provides infrastructure and hardware consultation free of charge.

Type Of District/Site Support Provided	Individuals Responsible
Ongoing equipment maintenance, repair, and replacement	Technology Coordinator Contract with Local Computer Service Company
Technical Support provided during school hours	Technology Coordinator Contract with Local Computer Service Company
Technical support after school hours	Technology Coordinator Contract with Local Computer Service Company
Technology Integration Support	CTAP Region 2, District Technology Coordinator, Siskiyou COE.

### District Tech Support Needs over the Next Five Years

As technology needs grow, and financial constraints loosen, the district will contract for additional IT support as needed. DHS is fortunate to have two teachers with extensive technology training from the private sector. To support teachers participating in the district’s education technology professional development opportunities, the district will continue to support the training of these teachers.

### 5. C &D. Benchmarks, timelines, and monitoring process for new hardware, infrastructure, and software acquisitions

Goal 1 - District Goal for Hardware and Software
<p><b>Goal 1:</b> All students will have access to up-to-date computers and appropriate software to support achievement of the academic standards in the classroom, district curricular goals, and ultimately for lifelong learning and success in our digital society. <i>(Aligns to curriculum goals #1,2, &amp; 4 in component 3)</i></p>
Specific Measurable Objective by June 30, 2015
<p><b>Objective: 1</b> – By June 30, 2015 our district average student to computer ratio will be 3 to 1 or better. (CDE defined up to date multimedia computer four years old or newer as per annual district records).</p>
<p><b>Annual Benchmarks</b>  <b>Year 1:</b> 4 students to 1 computer by June 2011                      <b>Year 3:</b> Maintain 4 students to 1 computer by June 2013  <b>Year 2:</b> Maintain 4 students to 1 computer by June      <b>Year 4:</b> Decrease ratio to 3 students to 1 computer by June 2014  <b>Year 5:</b> Maintain or improve 3 students to 1 computer by June 2015</p>
<p><b>Objective 2:</b> – By June 30, 2015, all teachers and students will have access to free and low cost online electronic learning and productivity resources for students and staff.</p>
<p><b>Annual Benchmarks</b>  <b>Year 1:</b> 30% by June 2011    <b>Year 3:</b> 75% by June 2013  <b>Year 2:</b> 50% by June 2012    <b>Year 4:</b> 90% by June 2014  <b>Year 5:</b> 100% by June 2015</p>
5d:Monitoring and Evaluation Instrument(s) & Data



## Goal 2 - District Goal for Infrastructure

**Goal 2:** The district is committed to providing increased access to internet connected computers in every classroom and increased bandwidth as connectivity demands increase.

*(Aligns to curriculum goals #1,2, & 4 in component 3)*

**Instrument:** Annual CBEDS:

**Data:** average student to computer ratio by school and district wide

**Instrument:** Annual district hardware and electronic learning resources

**Data:** average student to computer ratio by school.

**Monitoring and Evaluation Process:**

The Superintendent/Principal and the Technology Coordinator will track the development and implementation of all appropriate access activities, inventories and accomplishments and report progress at our staff meetings.

Modifications to our district activities will be made as needed in order to insure that we meet or exceed this measurable objective.

**Goal 3 - District Goal for Technical Support**

**Goal 3:** The District will have access to timely technical support so teachers and students have access to technology needed to support standards in the classroom, district curricular goals, and ultimately for lifelong learning and success in our digital society. *(Aligns to curriculum goal #4 in component 3)*

**Specific Measurable Objective by June 30, 2015**

available.

**Annual Benchmarks**

- Year 1:** all classrooms will have at least 1 internet drop by June 2011
- Year 2:** maintain at least 1 internet drop per classroom by June 2012
- Year 3:** maintain at least 1 internet drop per classroom
- Year 4:** Maintain 100% of objective
- Year 5:** Maintain 100% of objective

**Objective 2b:** By June 30, 2011, we will have researched and applied for basic phone discounts through Erate and we will have researched the feasibility and costs for providing wireless internet access in all classrooms.

**Annual Benchmarks**

- Year 1:** By June 30, 2010, research and apply for Erate Basic Phone service discounts
- Year 2:** By June 30, 2011, research feasibility of wireless internet access to all classrooms.
- Years 3-5:** We will act upon the information we have received if funding is available...If funding and Erate discounts are not available we will need to put this objective on hold.

**5d: Monitoring and Evaluation Instrument(s) & Data**

**Instrument:** Annual district infrastructure survey

**Data:** Avg. # of drops per classroom, classrooms with internet connectivity, bandwidth usage

**Monitoring and Evaluation Process:**

The District Technology Director, school site administrators, and site technology coordinators will track the development and implementation of all appropriate access activities, inventories and accomplishments monthly and report progress at our monthly district/ site admin meetings. Modifications to our district activities will be made as needed in order to insure that we meet or exceed this measurable objective. District Technology Director, school site administration, and school site tech coordinators will analyze end of school year results annually in June.

**Objective: 3** By June 2012, the district will have a standardized Information Technology work order process, tracking and communication system in place.

**Annual Benchmarks**

**Year 1:** planning complete by June 2011

**Year 3:** Maintain work order system

**Year 2:** 100% of system in place June 2012

**Year 4:** Maintain work order system

**Year 5:** Maintain work order system

**5d: Monitoring and Evaluation Instrument(s) & Data**

**Instrument:** District Policies and Procedures handbook, copy of work order form

**Data:** Standardized work order process for computers and networks.

**Monitoring and Evaluation Process:**

The Superintendent/Principal and the Technology Coordinator will track the development and implementation of all appropriate access activities, inventories and accomplishments and report progress at our staff meetings. Modifications to our district activities will be made as needed in order to insure that we meet or exceed this measurable objective.

## 6. EDUCATIONAL TECHNOLOGY FUNDING & BUDGET

### 6a: Established and Potential Funding Sources

The ongoing need for up-to-date student and teacher computers (4 years old or newer), increases in classroom connectivity and bandwidth, and increases in site technical help are our biggest budget challenges for technology in our district. It is expected that economic and political conditions in California and the nation will continue to impact K-12 education budgets through the duration of our 5-year tech plan and our established and potential funding sources to implement our Ed. Technology Plan may be impacted as well.

The District established a Special Reserve Fund for technology purchases and upgrades, however there is nothing left in the coffers. Replenishing this account is a priority as funding becomes available. Currently, lottery funds are used for our technology purchases. In some cases, the district budget also pays for site technical support, electronic learning resources, computers & peripherals, etc.

In addition, the District General Fund pays for:

- A portion of the salary for our Technology Support coordinator.
- Internet Service Provider fees
- Other equipment/tools used by the Technology Support coordinator.

We only receive approximately \$350 per year in EETT Formula funds. The EETT-Formula budget pays for professional development costs, mentoring, and stipends and CTAP provides in-kind coordinator time to assist with Technology Plan implementation.

#### **Budget Assumptions:**

- District-paid tech support will continue at the same level.
- DAS/CPUC/CA Tele-connect Fund and the Federal E-rate program will continue throughout the duration of the Ed tech plan.
- EETT Formula grant funds will continue at approximately the same funding rate or better throughout the duration of the Ed tech plan.
- There will not be any state or district budget freezes for the duration of our Tech Plan.
- The volunteer nonprofit *Computers for Classrooms* computer refurbishing program will continue the duration of the plan.
- School site budgets and Title 1 funds will fund some of the site specific hardware, software, professional development, and tech support outlined in the plan.

Technology funding and budget planning will take place on an ongoing basis guided by the goals and objectives of this plan. Given the uncertainty of our Ed Tech sources of funding, we have established the following priorities list to guide allocation as funds DO become available:

1. Update student and teacher computers at a ratio of 3:1
2. Ed Tech staff development for administrators, teachers, and classified staff.
3. Infrastructure upgrades
4. Tech work order tracking system

### 6b Estimate of Tech Plan Implementation Costs for Five Year Plan

With funding limited and unpredictable, the budget plan is designed to project total costs of the five year plan. Actual expenditures will only take place if the funding becomes available.

	Item Description	Est. in year 1	Amount E-Rate Discount projected per year	Total cost est. years 1-5
1000-1999 Certificated Salaries	Substitutes/Stipends for staff development and part-time tech support coordinator	4,500	N/A	22,500
2000-2999 Classified Salaries	Tech Support	26,200	N/A	131,000
3000-3999 Employee Benefits	Benefits	15,180	N/A	75,900
4000-4999 Books and Supplies	Misc. Infrastructure	2,500	N/A	12,500
	Computers new & refurbished	5,600	N/A	28,000
	Printers	250	N/A	1,250
	ELR's (Electronic Learning Resources)	1,000	N/A	5,000
	PowerSchool (CSIS)	1,500	N/A	7,500
	ELAR's (Electronic Learning Assessment Resources)	2,500	N/A	12,500
5000-5999 Contracted Services, Operating Expenses, Travel	Telecommunications, T-1 Line and Enhancements	22,00	\$22,000 minus Minus 80% projected Erate Discount =88,000	22,000
6000-6999	Capital Outlay if over \$10,000 purchased at one time	0	0	0
<b>TOTALS</b>		\$81,230	\$88,000	\$318,150

### 6c. District's Replacement Policy for Obsolete Equipment

The district replacement policy for obsolete equipment is to replace equipment on an as needed basis with a goal of replacing computers every five years. In addition, the District funds any purchases of equipment due to equipment failure or damage. Teachers, technology staff, and administrators work together to determine needs for repurposing older equipment and replacement.

## **6d. District's Budget and Funding Monitoring Process**

Our district is committed to a dependable and sustainable technology plan that ensures funding for reliable infrastructure, hardware, technical support, professional development, and software for all district sites.

The District Technology Coordinator has the primary responsibility of determining needs. He works in conjunction with the District Chief Business Officer, the Superintendent/Principal and the Technology Committee to set and meet budgetary goals of this plan.

District budget and funding monitoring is the responsibility of the Dunsmuir Joint Union High School District Superintendent/Principal and the Chief Business Officer. The District Governing Board, prior to purchase, reviews all technology requests.

The District technology coordinator works with staff to determine data on the status of current technology. He also monitors replacements, upgrades, maintenance, and technical support needs and oversees the annual California School Survey data process.

## **7. MONITORING & EVALUATION OF TECHNOLOGY PLAN**

**7 a - Description of how technology's impact on student learning and attainment of the district's curricular goals, as well as classroom and school management, will be evaluated.**

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

In order to maintain the accuracy and relevance of our Education Technology Plan, it is essential to monitor, and if necessary revise, each component of this plan on an ongoing basis. The identification of formative and summative evaluation instruments and data collection and analysis schedules are embedded into each Goal in Sections 3, 4, & 5 of our tech plan, under the monitoring and evaluation sections.

**7 c - Description of how the information obtained through the monitoring and evaluation will be used.**

Each identified objective in our Technology Plan will be reviewed regularly and evaluated by the Superintendent/Principal and the Technology Coordinator, who have the overarching responsibility for ensuring that our goals and objectives are monitored, adjusted as necessary, and accomplished. Ed Tech plan status reports will be communicated to stakeholders bi-annually during regular district meetings.

The District's Technology Committee consists of the Superintendent/Principal, the Technology Coordinator, and two teachers. The Technology Committee will track the development and implementation of all activities and accomplishments. Quarterly meetings will be scheduled, however additional meetings may be called as necessary, to review progress and adjust the technology plan.

The following chart specifies who is responsible for the monitoring and evaluation activities and an approximate amount of monthly work contract time to be spent on the activities.

Job Title(s) of Responsible Individual(s)	Responsibilities	Monthly FTE Time Estimate
District Technology Coordinator, Superintendent/Principal	Provide overall Tech Plan management and coordination	.06/.10
Superintendent/Principal, Technology Committee	Manage, coordinate, and assess curriculum-based technology staff development	.04/.10
Superintendent/Principal, Technology Coordinator	Assess, plan, implement, monitor, and evaluate technology integration staff development aligned to curriculum. Provide support to site-based technology coaches.	.04/.10
Technology Coordinator	Standardize, develop, manage, monitor, and revise as necessary network, hardware, infrastructure, software, and technical support specifications, policies, and procedures.	.60
Superintendent/Principal, Technology Coordinator	Collect staff development data on technology proficiencies through the completion of the Ed Tech Profile.	.03/.01
Superintendent/Principal	Coordinate ongoing partner involvement with community and private schools.	.01
Superintendent/Principal, Counselor	Collect and analyze data regarding K-12 students' computer skills and students' academic achievement	.05
Superintendent/Principal, Technology Coordinator, Technology Committee	Provide and/or facilitate necessary Ed Tech professional development for the district based on data.	.04/.19
Technology Coordinator	Collect data regarding staff development focused on teaching students computer and information literacy skills	.06
Superintendent/Principal	Collect data regarding staff development focused on integration of technology into the curriculum to improve academic achievement	.29
Technology Coordinator Superintendent/Principal, Technology Committee	Use collected data to monitor and evaluate progress toward benchmarks and the timeline and to plan and make modifications.	.10
Technology Coordinator	Collect annual California School Technology Survey data and assist with pre and post I-assessment completion.	.03

## **8. ADULT LITERACY AND TECHNOLOGY**

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

Dunsmuir residents are encouraged to make use of Dunsmuir High computers and research facilities during school hours. These visitors register in the office and then have access to the computer lab and our library staff.

The Dunsmuir Joint Union High School District does not currently offer an adult literacy program. We have been involved in preliminary discussions with the Kids Factory, a community support agency in Dunsmuir, about offering adult literacy and tutoring on the DHS campus through grants obtained by the Kids Factory. DHS is eager to offer a program if funding can be secured.

Currently Adult Literacy in Siskiyou County is offered through College of the Siskiyous (COS) located 20 miles to the north in Weed, CA. COS offers a total of six courses ranging from basic phonemic awareness to improving reading skills for college students.

## **9. EFFECTIVE, RESEARCH-BASED STRATEGIES**

### **9a Summary of relevant research that supports our technology plan.**

Our technology plan lists clear goals and strategies for integrating technology into the curriculum to improve student learning in the specific areas of English/ Language Arts and Math. The learning objectives are based on the California State Academic Content Standards. The following relevant research was examined and integrated into our plan. The research we selected emphasizes best practices for technology integration in the curriculum, Total Cost of Ownership, and important factors that contribute to successful staff development.

Dunsmuir Joint Union High School District's philosophy is that the use of technology should be integrated into the curriculum at all levels as a tool to improve student achievement. Although DHS offers classes focusing upon technology we believe that technology should not be a separate content taught for its own sake. Technology improves student performances when the application directly supports the curriculum objectives being assessed. Alignment of project or lesson content with state content standards is an important first step in infusing technology into the curricula. A survey of 465 teachers in California resulted in 92% affirming that the starting point in infusing technology into the curriculum is having information about the specific content of a program or use of an application that aligns with state-adopted curriculum standards. A number of respondents indicated that an online resource that profiles electronic learning resources with the specific skills and knowledge in areas that align with the content standards would facilitate the selection of programs enabling the integration of technology with the curriculum (Cradler & Beuthel, 2001).

Anecdotal evidence supports an ACOT study which found that student engagement remained highest when technology use was integrated into the larger curricular framework, rather than being an "add-on" to an already full curriculum (Sandholz et al, 1997). Research suggests that when technology is integrated into the larger instructional framework, students will gain both technical expertise and content knowledge (Silverstain et al, 2000) Moreover, using technology



within the curricular framework can enhance important skills valued in the workplace, such as locating and accessing information, organizing and displaying data, and creating persuasive arguments (Sandholtz et al, 1997; “Critical Issue,” 1999)

While our Dunsmuir High School and the Community Day School does offer some basic technology courses, technology integration will not be taught in isolation. Technology centered staff development will emphasize the use of technology as a powerful teaching and learning tool that engages students while addressing content standards within the curricular, instructional framework and adopted curriculum.

Our updated Education Technology Plan, 2005-2015, includes all the research-based best practices integrated in:

- **The EETT Technology Plan** research-based requirements for formula and competitive grant applications for Title II, Part D in *No Child Left Behind*.  
<http://www.ed.gov/policy/elsec/leg/esea02/pg35.html#sec2414>
- **Education Technology Planning: A Guide for School Districts**. California's research-based guidelines for district-level educational technology planning.  
<http://www.cde.ca.gov/ls/et/rd/edtechguide.asp>
- **COSN, Total Cost of Ownership (TCO)**  
TCO Tool offers schools a formalized process for assessing the costs of managing their technology investments. Costs for wireless communications, voice/data integration and e-learning. [http://classroomtco.cosn.org/gartner\\_intro.html](http://classroomtco.cosn.org/gartner_intro.html)

In our district technology plan, professional development is a focus and CTAP Online ([www.ctaponline.org](http://www.ctaponline.org)) is at the heart of our technology skill and integration professional development program. In September of 2002, the California Department of Education released the document: **Learning...Teaching...Leading...Report of the Professional Development Task Force** (<http://www.cde.ca.gov/re/pn/fd/documents/learnteachlead.pdf>) which contained 10 recommendations for developing a comprehensive, aligned, and integrated system of professional development that will sustain the continued growth of a highly-qualified teacher and administrator workforce. Among the recommendations, CTAP Online web-based professional development portal was specifically identified as the primary example of a, “... **Web-based support system for teachers and administrators that is available at all times and includes standards-based curriculum resources, professional development resources, and facilitated online training.**” (pp 37-38, *Learning...Teaching...Leading*).

In addition, CTAP Region 2 matches up against the design elements for high quality professional development as outlined in the *Designs for Learning*. *Designs for Learning* was developed by the California Professional Development Reform Initiative, which was sponsored by the California Department of Education with support from the California Professional Development Consortia, the Center for the Future of Teaching and Learning, the California Staff Development Council, and the New Teacher Center. <http://www.cde.ca.gov/pd/ps/te/designs4lrng.asp>

Becker, J.H., and Riel, M. M. Teacher Professional Engagement and Constructivist-compatible Computer Use. Center for Research on Information Technology and Organizations (2000).

Retrieved September 23, 2002, online  
[http://www.crito.uci.edu/tlc/findings/report\\_7/startpage.html](http://www.crito.uci.edu/tlc/findings/report_7/startpage.html)

This report describes a number of aspects of the professional engagement of American teachers. It also examines relationships between professional engagement and teaching practice, including instruction involving computer use. We defined professional engagement as a teacher taking effort to affect the teaching that occurs in classrooms other than his or her own. We measured professional engagement by (1) the frequency that a teacher had informal substantive communications with other teachers at their school, (2) the frequency and breadth of professional interactions with teachers at *other* schools, and (3) the breadth of involvement in specific peer leadership activities-mentoring, workshop and conference presentations, and teaching courses and writing in publications for educators.

Our Education Technology Plan is consistent with the Becker research in the following ways: (1) Teachers collaborate with various staff to produce and practice integrated technology activities. (2) Teachers are provided with the opportunity to attend sessions that cover basic-to-advance use of technology; and (3) Technology proficient teachers are involved in leadership activities such as coaching, facilitating, and modeling the effective use of instructional technology.

Marzano, R, Pickering, D., and Pollock, J. *Classroom instruction that works: Research-based strategies for increasing student achievement*. Virginia: Association for Supervision and Curriculum Development (2001).

This book summarizes the research supporting a variety of instructional strategies with proven successes in improving student achievement. The research-based strategies include 1) identifying similarities and differences; 2) summarizing and note-taking; 3) reinforcing effort and providing recognition; 4) homework and practice; 5) nonlinguistic representations; 6) cooperative learning; 7) setting objectives and providing feedback; 8) generating and testing hypotheses; and 9) cues, questions, and advance organizers.

A variety of instructional strategies and technologies will be used to assist teachers and students in acquiring information and technology literacy skills in all content areas. As described in the research, uses of nonlinguistic representations such as graphic organizers are effective tools for supporting understanding of key concepts, and for supporting new concepts and vocabulary. Simulation software allows students to generate and test hypotheses quickly and efficiently. Using presentation software to organize information, coupled with using a printed copy of the presentation to assist in note-taking skills, helps students to better identify key concepts and summarize critical information. Consistent with the research, our curricular and staff development goals include the use of Inspiration and other mind-mapping tools, the use of simulation software and probe-ware, and PowerPoint handouts to guide students in note-taking.

Current research will be incorporated as appropriate to ensure that the education technology program in our district is consistent with current scientifically based research regarding technology, teaching, and learning. Our technology committee will develop a system to assist teachers in the selection of software. All software selected will be CLRN and/or SBE approved and evaluated for its ability to support key literacy components, and will follow the “assess, align, instruct, and evaluate” model to target instructional activities based on students’ needs.

**9b. Description of development and utilization of innovative strategies for using technology to deliver rigorous academic courses and curricula, including distance learning technologies.**

The Dunsmuir Joint Union High School District is examining ways to deliver curriculum and professional development using new, innovative, technology-based tools. Our technology plan integrates the development of innovative strategies for using technology including free or low cost Internet resources for students, teachers, and administrators. In addition, successful implementation of student data system will enable DHS to increase the amount and improve the quality of communication with parents.

Our district is committed to increasing course offerings through the use of technology. The district continues to investigate online AP courses for high school students.

We will continue to work with CTAP Region 2 and the Siskiyou County Office of Education to explore use of the High Speed Network to deliver rigorous academic curricula online to our students. Through our partnership with CTAP Region 2 we have free access to an online course builder to provide our instructional staff with district specific extended high quality professional development on technology and curriculum integration expanding our current face-to-face district staff development offerings.

# Appendix

## Appendix C – Criteria for EETT Technology Plans (REQUIRED)

*In order to be approved, a technology plan needs to have “Adequately Addressed” each of the following criteria:*

- **In the gray column, “Page in District Plan”, insert the page number where you addressed each of the criteria. Include this completed form (Appendix C) at the end of your technology plan.**
- For corresponding EETT Requirements, see the EETT Technology Plan Requirements (Appendix D) in the RFA.

1. <b>PLAN DURATION CRITERION</b>	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
The plan should guide the district’s use of education technology for the next three to five years. (For a new plan, can include technology plan development in the first year)	Cover Page 4	The technology plan describes the districts use of education technology for the next three to five years. (For new plan, description of technology plan development in the first year is acceptable). Specific start and end dates are recorded (7/1/xx to 6/30/xx).	The plan is less than three years or more than five years in length.  Plan duration is 2008-11.
<b>2. STAKEHOLDERS CRITERION</b> Corresponding EETT Requirement(s): 7 and 11 (Appendix D).	Page in District Plan	Example of Adequately Addressed	Not Adequately Addressed
Description of how a variety of stakeholders from within the school district and the community-at-large participated in the planning process.	Page 5	The planning team consisted of representatives who will implement the plan. If a variety of stakeholders did not assist with the development of the plan, a description of why they were not involved is included.	Little evidence is included that shows that the district actively sought participation from a variety of stakeholders.

3. <b>CURRICULUM COMPONENT CRITERIA</b> Corresponding EETT Requirement(s): 1, 2, 3, 8, 10, and 12 (Appendix D).	<b>Page in District Plan</b>	<b>Example of Adequately Addressed</b>	<b>Example of Not Adequately Addressed</b>
<b>a. Description of teachers' and students' current access to technology tools both during the school day and outside of school hours.</b>	Page 7	The plan describes the technology access available in the classrooms, library/media centers, or labs for all students and teachers.	The plan explains technology access in terms of a student-to-computer ratio, but does not explain where access is available, who has access, and when various students and teachers can use the technology.
<b>b. Description of the district's current use of hardware and software to support teaching and learning.</b>	Page 8	The plan describes the typical frequency and type of use (technology skills/information literacy/integrated into the curriculum).	The plan cites district policy regarding use of technology, but provides no information about its actual use.
<b>c. Summary of the district's curricular goals that are supported by this tech plan.</b>	Pages 12-14	The plan summarizes the district's curricular goals that are supported by the plan and referenced in district document(s).	The plan does not summarize district curricular goals.
<b>d. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan for using technology to improve teaching and learning by supporting the district curricular goals.</b>	Pages 15-26	The plan delineates clear goals, measurable objectives, annual benchmarks, and a clear implementation plan for using technology to support the district's curriculum goals and academic content standards to improve learning.	The plan suggests how technology will be used, but is not specific enough to know what action needs to be taken to accomplish the goals.
<b>e. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan detailing how and when students will acquire the technology skills and information literacy skills needed to succeed in the classroom and the workplace.</b>	Pages 15-26	The plan delineates clear goal(s), measurable objective(s), annual benchmarks, and an implementation plan detailing how and when students will acquire technology skills and information literacy skills.	The plan suggests how students will acquire technology skills, but is not specific enough to determine what action needs to be taken to accomplish the goals.

<p><b>f. List of goals and an implementation plan that describe how the district will address the appropriate and ethical use of information technology in the classroom so that students and teachers can distinguish lawful from unlawful uses of copyrighted works, including the following topics: the concept and purpose of both copyright and fair use; distinguishing lawful from unlawful downloading and peer-to-peer file sharing; and avoiding plagiarism</b></p>	<p>Pages 15-26</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><b>g. List of goals and an implementation plan that describe how the district will address Internet safety, including how students and teachers will be trained to protect online privacy and avoid online predators.</b></p>	<p>Pages 15-26</p>	<p>The plan describes or delineates clear goals outlining how students and teachers will be educated about Internet safety.</p>	<p>The plan suggests Internet safety education but is not specific enough to determine what actions will be taken to accomplish the goals of educating students and teachers about internet safety.</p>
<p><b>h. Description of or goals about the district policy or practices that ensure equitable technology access for all students.</b></p>	<p>Pages 15-26</p>	<p>The plan describes the policy or delineates clear goals and measurable objectives about the policy or practices that ensure equitable technology access for all students. The policy or practices clearly support accomplishing the plan's goals.</p>	<p>The plan does not describe policies or goals that result in equitable technology access for all students. Suggests how technology will be used, but is not specific enough to know what action needs to be taken to accomplish the goals.</p>

<p><b>i. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan to use technology to make student record keeping and assessment more efficient and supportive of teachers' efforts to meet individual student academic needs.</b></p>	<p>Pages 15-26</p>	<p>The plan delineates clear goal(s), measurable objective(s), annual benchmarks, and an implementation plan for using technology to support the district's student record-keeping and assessment efforts.</p>	<p>The plan suggests how technology will be used, but is not specific enough to know what action needs to be taken to accomplish the goals.</p>
<p><b>j. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan to use technology to improve two-way communication between home and school.</b></p>	<p>Pages 15-26</p>	<p>The plan delineates clear goal(s), measurable objective(s), annual benchmarks, and an implementation plan for using technology to improve two-way communication between home and school.</p>	<p>The plan suggests how technology will be used, but is not specific enough to know what action needs to be taken to accomplish the goals.</p>
<p><b>k. Describe the process that will be used to monitor the Curricular Component (Section 3d-3j) goals, objectives, benchmarks, and planned implementation activities including roles and responsibilities.</b></p>	<p>Pages 15-26</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 procedures, roles, and responsibilities.</p>



<p>4. <b>PROFESSIONAL DEVELOPMENT COMPONENT CRITERIA</b> Corresponding EETT Requirement(s): 5 and 12 (Appendix D).</p>	<p><b>Page in District Plan</b></p>	<p><b>Example of Adequately Addressed</b></p>	<p><b>Example of Not Adequately Addressed</b></p>
<p>a. <b>Summary of the teachers' and administrators' current technology proficiency and integration skills and needs for professional development.</b></p>	<p>Pages 27-28</p>	<p>The plan provides a clear summary of the teachers' and administrators' current technology proficiency and integration skills and needs for professional development. The findings are summarized in the plan by discrete skills that include CTC Standard 9 and 16 proficiencies.</p>	<p>Description of current level of staff expertise is too general or relates only to a limited segment of the district's teachers and administrators in the focus areas or does not relate to the focus areas, i.e., only the fourth grade teachers when grades four to eight are the focus grade levels.</p>
<p>b. <b>List of clear goals, measurable objectives, annual benchmarks, and an implementation plan for providing professional development opportunities based on your district needs assessment data (4a) and the Curriculum Component objectives (Sections 3d through 3j) of the plan.</b></p>	<p>Pages 28-30</p>	<p>The plan delineates clear goals, measurable objectives, annual benchmarks, and an implementation plan for providing teachers and administrators with sustained, ongoing professional development necessary to reach the Curriculum Component objectives (sections 3d through 3j) of the plan.</p>	<p>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.</p>
<p>c. <b>Describe the process that will be used to monitor the Professional Development (Section 4b) goals, objectives, benchmarks, and planned implementation activities including roles and responsibilities.</b></p>	<p>Pages 31-35</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>

<b>5. INFRASTRUCTURE, HARDWARE, TECHNICAL SUPPORT, AND SOFTWARE COMPONENT CRITERIA</b> Corresponding EETT Requirement(s): 6 and 12.	<b>Page in District Plan</b>	<b>Example of Adequately Addressed</b>	<b>Example of Not Adequately Addressed</b>
<b>a. Describe the existing hardware, Internet access, electronic learning resources, and technical support already in the district that will be used to support the Curriculum and Professional Development Components (Sections 3 &amp; 4) of the plan.</b>	Page 36	The plan clearly summarizes the existing technology hardware, electronic learning resources, networking and telecommunication infrastructure, and technical support to support the implementation of the Curriculum and Professional Development Components.	The inventory of equipment is so general that it is difficult to determine what must be acquired to implement the Curriculum and Professional Development Components. The summary of current technical support is missing or lacks sufficient detail.
<b>b. Describe the technology hardware, electronic learning resources, networking and telecommunications infrastructure, physical plant modifications, and technical support needed by the district's teachers, students, and administrators to support the activities in the Curriculum and Professional Development Components of the plan.</b>	Pages 37-38	The plan provides a clear summary and list of the technology hardware, electronic learning resources, networking and telecommunications infrastructure, physical plant modifications, and technical support the district will need to support the implementation of the district's Curriculum and Professional Development Components.	The plan includes a description or list of hardware, infrastructure, and other technology necessary to implement the plan, but there doesn't seem to be any real relationship between the activities in the Curriculum and Professional Development Components and the listed equipment. Future technical support needs have not been addressed or do not relate to the needs of the Curriculum and Professional Development Components.
<b>c. List of clear annual benchmarks and a timeline for obtaining the hardware, infrastructure, learning resources and technical support required to support the other plan components identified in Section 5b.</b>	Pages 38-40	The annual benchmarks and timeline are specific and realistic. Teachers and administrators implementing the plan can easily discern what needs to be acquired or repurposed, by whom, and when.	The annual benchmarks and timeline are either absent or so vague that it would be difficult to determine what needs to be acquired or repurposed, by whom, and when.
<b>d. Describe the process that will be used to monitor Section 5b &amp; the annual benchmarks and timeline of activities including roles and responsibilities.</b>	Pages 38-40	The monitoring process, roles, and responsibilities are described in sufficient detail.	The monitoring process either is absent, or lacks detail regarding who is responsible and what is expected.

6. <b>FUNDING AND BUDGET COMPONENT CRITERIA</b> Corresponding EETT Requirement(s): 7 & 13, (Appendix D)	<b>Page in District Plan</b>	<b>Example of Adequately Addressed</b>	<b>Example of Not Adequately Addressed</b>
a. <b>List established and potential funding sources.</b>	Pages 41	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. <b>Estimate annual implementation costs for the term of the plan.</b>	Page 42	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. <b>Describe the district's replacement policy for obsolete equipment.</b>	Page 42	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. <b>Describe the process that will be used to monitor Ed Tech funding, implementation costs and new funding opportunities and to adjust budgets as necessary.</b>	Page 43	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. <b>MONITORING AND EVALUATION COMPONENT CRITERIA</b> Corresponding EETT Requirement: 11 (Appendix D).	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
a. <b>Describe the process for evaluating the plan's overall progress and impact on teaching and learning.</b>	Page 43	The plan describes the process for evaluation using the goals and benchmarks of each component as the indicators of success.	No provision for an evaluation is included in the plan. How success is determined is not defined. The evaluation is defined, but the process to conduct the evaluation is missing.
b. <b>Schedule for evaluating the effect of plan implementation.</b>	Pages 43	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. <b>Describe the process and frequency of communicating evaluation results to tech plan stakeholders.</b>	Pages 43-44	The plan describes the process and frequency of communicating evaluation results to tech plan stakeholders.	The plan does not provide a process for using the monitoring and evaluation results to improve the plan and/or disseminate the findings.

8. <b>EFFECTIVE COLLABORATIVE STRATEGIES WITH ADULT LITERACY PROVIDERS TO MAXIMIZE THE USE OF TECHNOLOGY CRITERION</b> Corresponding EETT Requirement: 11 (Appendix D).	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
a. <b>If the district has identified adult literacy providers, describe how the program will be developed in collaboration with them. (If no adult literacy providers are indicated, describe the process used to identify adult literacy providers or potential future outreach efforts.)</b>	Page 45	The plan explains how the program will be developed in collaboration with adult literacy providers. Planning included or will include consideration of collaborative strategies and other funding resources to maximize the use of technology. If no adult literacy providers are indicated, the plan describes the process used to identify adult literacy providers or potential future outreach efforts.	There is no evidence that the plan has been, or will be developed in collaboration with adult literacy service providers, to maximize the use of technology.

<p><b>9. EFFECTIVE, RESEARCHED-BASED METHODS, STRATEGIES, AND CRITERIA</b> Corresponding EETT Requirement(s): 4 and 9 (Appendix D).</p>	<p><b>Page in District Plan</b></p>	<p><b>Example of Adequately Addressed</b></p>	<p><b>Not Adequately Addressed</b></p>
<p><b>a. Summarize the relevant research and describe how it supports the plan’s curricular and professional development goals.</b></p>	<p>Pages 45-47</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 missing.</p>
<p><b>b. Describe the district’s plans to use technology to extend or supplement the district’s curriculum with rigorous academic courses and curricula, including distance-learning technologies.</b></p>	<p>Pages 48</p>	<p>The plan describes the process the district will use to extend or supplement the district’s curriculum with rigorous academic courses and curricula, including distance learning opportunities (particularly in areas that would not otherwise have access to such courses or curricula due to geographical distances or insufficient resources).</p>	<p>There is no plan to use technology to extend or supplement the district’s curriculum offerings.</p>

## ***Appendix J – Technology Plan Contact Information***

### Education Technology Plan Review System (ETPRS) Contact Information

County & District Code: 47-70250

School Code (Direct funded charters only):

LEA Name: Dunsmuir Joint Union High School

\*Salutation: Mr. Ms. Dr.

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\*Last Name: Foreman

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Please provide backup contact information.

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\*Required information in the ETPRS