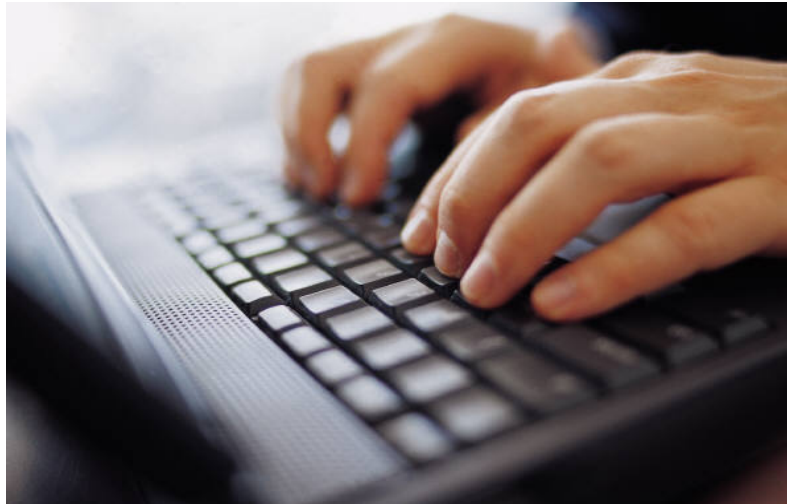


# LASSEN VIEW ELEMENTARY SCHOOL DISTRICT EDUCATION TECHNOLOGY PLAN

July 1, 2010 - June 30, 2015



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District Name:	Lassen View Elementary School District
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# Acknowledgments

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Marilyn Long  
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## District Educational Technology Plan Team

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Cory LeVier – Independent Technology Consultant

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Cathy Pooler

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Debbie Orange

Bettie Skelton

Kim Wigno

### Parents / Students

Todd Brose - Parent

Misty Croman – Parent

Leslie Hagen – Parent

Janilee Jones – Parent

Anna Christianson - Parent

Carolyn Foster - Parent

Dan Jackson - Parent

Connie Murphy - Parent

### Government Agencies

CTAP Region 2, Ed Tech Coordinator – Nancy Silva

### Community Group & Businesses

### Higher Education

Shasta Community College

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## District Profile

Lassen View Elementary School District is a single school district that has been an icon in education for a number of years. This school has 15 full time and 5 half-time teachers plus 13 paraeducators. This district also employs a Superintendent/Principal, a secretary, a business manager, maintenance supervisor, attendance clerk, and head cook. At the present time there are 304 students in the district.

Lassen View Elementary School is located in Northern California on Highway 99E, half way between Los Molinos and the county seat of Red Bluff. They are located just south of the small town of Dairyville, which consists of a general store, church, and a truck paint shop. The students at Lassen View School come from the surrounding area and the school provides student transportation to and from school. This school has been in the community since the early 1900's and has a history within the community.

The school's educational goals revolve around the California State Content Standards. The staff, board, and site council all believe it is imperative that students receive an education that follows the Standards. At the present time, teachers are striving to integrate the Language Arts and Mathematics Standards into all areas of the curriculum, realizing the importance of teaching to standards for the good of the children and for the school's API score.

In this school, the district relies on the county-wide technology services located at Red Bluff High School for services on the WAN. For all other technology services including work-station maintenance, they hire a part-time independent contractor in the field of technology. The county office provides technology leadership. Annually, Donald Corrie from the Tehama County Department of Education works with the staff to develop the technology goals and to continue discussing methods for integrating technology into the school's standards-based curriculum.

### District Data Summary

1. Number of Schools .....1
2. Enrollment .....304 students
3. Full Time Equivalent Teachers .....17.5
4. Pupil-Teacher Ratio.....17.4 to 1
5. Ethnicity
  - a. White ..... 214Students
  - b. Hispanic ..... 58 Students
  - c. American Indian ..... 12
  - d. Pacific Islander ..... 1
  - e. Fillipino ..... 3
  - f. African American..... 9
  - g. Declined to State..... 7
6. Student/Teacher Data
  - a. English Learners ..... 35
  - b. Fluent-English Proficient Students ..... All
  - c. Graduates (prior year) ..... 0
  - d. Percent Fully Credentialed Teachers...100%
  - e. Average Class Size .....17.4 students
  - f. Free/Reduced Price Meals.....16
  - g. CalWORKS .....0

Lassen View District State Accountability: Academic Performance Index (API)		
2007 API Base	2008 API Growth	Growth in the API from 2007 to 2008
860	847	-13 points

Lassen View District Federal Accountability: Adequate Yearly Progress (AYP)		
Made AYP 2008-09: <span style="color: red;">Yes</span>		
	Met AYP Criteria English-Language Arts	Met AYP Criteria Mathematics
Percent Proficient	Yes	Yes
Participation Rate	Yes	Yes
API - Additional Indicator for AYP	Yes	
Graduation Rate	N/A	
PI Status	Not in PI	

## **Section 1: Tech Plan Vision & Duration**

This revised EdTech Plan encompasses the next five years, from July 1, 2010 – June 30, 2015. It is the result of hours of discussion and collaboration among a diverse representation of administrators, teachers, county office consultants, parents, and students. Our technology committee began reviewing our former research-based 2005-2010 Education Technology Plan in the spring of 2009. We assessed our achievements to date, discussed lessons learned, determined our new district vision for the next five-years, and developed strategies to get us there. Our revised tech plan envisions a 21<sup>st</sup> century teaching and learning environment grounded in the reality of our knowledge-based, Digital Age. Used as a tool, not an end in itself, technology will be an integral part of the way we work, teach, and learn. Students will use technology seamlessly, as an integral part of the learning process to enhance their critical thinking, problem solving skills, and communication skills. Educators will learn to use technology to create teachable moments, not just wait for them and to provide just-in-time learning interventions. District staff will use technology to facilitate effective and efficient organizational operations and decision-making within the district. Interactive communication and activities among home, school, and community will increase and improve student learning.

## **Section 2: Stakeholders**

Our ongoing technology planning is guided by a collaborative vision of how technology can help students meet grade level academic content standards and reach the desired learning outcomes identified by our school district and its community. Annually in the fall, our education technology advisory group (eTAG) reviews the district's curriculum goals and current student achievement data and then determines how technology may be effectively and efficiently used to help students reach the academic goals for the year. Our eTAG is comprised of district and site representatives who are responsible for implementing the plan, including district curriculum, data, and information technology staff; site administrator, teachers, students, and parents as well as partners from the Tehama County Department of Education. The CTAP representative on our tech plan team and the county technology group offered technical assistance with: the data analyses and revision of our goals and objectives; professional development planning and implementation; EETT Formula Funding; E-rate; K12 Vouchers; compliance issues; hardware, software, and infrastructure.

eTAG meets quarterly to:

- Evaluate the status of the current technology plan and make adjustments if needed.
- Monitor progress on current technology projects.
- Gather and evaluate district technology data with regard to hardware, wiring, resources, professional development, and projects.
- Collect and analyze survey and technology data.
- Identify and update common technology needs and issues.

In addition to quarterly eTAG meetings, our district website and e-mail provides stakeholders with a mechanism for ongoing updates and input regarding the objectives, funding, budgets, and curricular guidelines contained within our technology plan.

## **Stakeholder Support of Tech Plan**

The following list identifies the variety of stakeholders that participated in our district's tech planning process.

### **District Curriculum Personnel:**

District Superintendent/Principal, District Vice Principal, County Office Curriculum Consultant, County Testing / Data Coordinator, and Director of Categorical Programs.

### **Development & Support Roles:**

Serve as representatives on our Tech Plan team promote, direct, and facilitate the technology team's development of broad and inclusive goals and objectives for curriculum, resources, and operations that include technology. Our curriculum personnel integrate 21<sup>st</sup> century skills into the overall vision for student achievement and into every aspect of learning, teaching, and administrating. Curriculum personnel define and unpack clear and specific standards-aligned academic objectives by grade and subject; support research-based best practices and instructional programs; develop student assessment and data monitoring systems, monitor school performance, and make adjustments based on school performance.

### **County Technology Personnel :**

County Curriculum Consultant and Staff as well as County Information Technology Specialist

### ***Development & Support Roles:***

Oversee the connectivity from the school to the internet, provide a safe internet environment for students, and a highly functional, dependable internet connection for staff. The County Information Technology Specialist provides assistance with the development and maintenance of the school's web page and school press releases.

### **District Financial Personnel:**

District Business Manager

### ***Development & Support Roles:***

Serves as a representative on our Tech Plan team provides coordination of district technology funds and budget issues.

### **Site Administration-**

District Superintendent/Principal and Vice Principal

### ***Development & Support Roles:***

Serves as the leader of the Tech Plan team providing site-based updates on tech plan implementation and needs; monitoring teacher performance and student learning; making adjustments based on teacher and student performance; ensuring the use of adopted materials, research-based best practices and instructional programs; providing input on how technology can better support the teaching of standards-aligned academic objectives.

### **Site Teachers :**

Teachers from Lassen View School

### ***Development & Support Roles:***

Serves on our Tech Plan team providing input on efforts and outcomes using research-based technology programs and practices to support the district curricular goals and academic content standards and improving teaching and learning.

**Parents / Students:**

Parents of children enrolled in Lassen View School and student representatives.

**Development & Support Roles:**

Serve on our Tech Plan team to 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 content Standards and 21<sup>st</sup> century skills.

**Government Agencies:**

The California Technology Assistance Project (CTAP) Region 2.

**Development & Support Roles:**

The CTAP representative offered technical assistance with: (1) the data analyses and revision of our goals and objectives; (2) professional development planning and implementation; (3) EETT Formula Funding; (4) E-rate; (5) K12 Vouchers; (6) compliance issues; (7) hardware, software; and (8) infrastructure.

**Higher Education:**

Shasta Community College

**Development & Support Roles:**

Representatives offered input on research-based best practices in the adoption and integration of technology by teachers and students.

Our District continues to solicit, expand, and sustain our partnerships with stakeholders to enhance the integration 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.

## **Section 3: Curriculum & Data Driven Technology Goals**

### **3a. Current Technology Access**

According to current district records, our student to computer ratio **for computers four years old or newer is 5.2 to 1**. All teachers at Lassen View Schools have access to a minimum of one multi-media computer with internet access in their classrooms as well as the classroom computers, before, during, and after school hours. All teachers provide after school access to internet connected computers and electronic learning resources as needed for students to complete classroom activities.

The following charts outline the technology access available in classrooms including special education, GATE, English Language Learners, both during and after school hours. Access to appropriate site-based technology resources has been evaluated through district and site inventory records and summarized below:



*Elementary Schools*

<b>Lassen View Elementary School (Grades K-8)</b>	
Enrollment (Unofficial CBEDS 2009)	304
Total # of Computers for Instructional Use	77
Total # of Computers in Classrooms	77
Total # of Internet Connected Computers in Classrooms	77
Total # of Computers in Classrooms older than 48 months	19
Total # of Computers in Classrooms 48 months old or newer	58
Student to Computer Ratio – Computers 48 months old or newer only	5.2 to1
Total # of Computers in Computer Labs	0
Total # of Computers in Library/Media Center	0
Internet Access Connection Speed (DSL, T-1, >T-1)	T-1
Before & After School Student Access to Computers – Days & Time	2:30 – 6:00 Daily

**3b. Current Technology Integration in Curriculum**

The following information offers a snapshot of the technology skills integrated in our district curriculum. In our elementary school, technology has become a means for integrating content standards into the curriculum and providing individual instruction and concept reinforcement/practice for students. It is a tool for enhancing writing skills through the art of rewriting documents over and over again, producing quality work. Computers are also used to create reports, complete online research, and provide individual assessment data of student learning.

<b>Subject Area</b>	<b>Typical Uses of Technology</b>	<b>Typical Frequency</b>
English / Language Arts	K-2: Reading reinforcement software 3-5: Reading reinforcement software, <i>Accelerated Reader</i> , beginning writing skills 6-8: <i>Accelerated Reader</i> , writing skills, writing reports	K-2: 2 – 3 times per week 3-5: 2 – 3 times per week 6-8: 2 – 3 times per week
Mathematics	K-2: Mathematics reinforcement software 3-5: Mathematics reinforcement software, <i>Accelerated Math</i> and <i>STAR Math</i> 6-8: <i>Accelerated Math</i> , <i>STAR Math</i> , and spreadsheet & database applications	K-2: 2 times per week 3-5: 2 times per week 6-8: 2 times per week
Social Science / History	K-2: History/SS reinforcement software 3-5: History/SS reinforcement software, internet research 6-8: Internet research and report writing	K-2: as needed 3-5: as needed 6-8: as needed

Working in a school that is in the country, 10 miles from the nearest library, it is a natural to tap into the world’s storehouse of information through the internet. Our school, with limited library and research material, now has a world-wide library of information for report writing and general research.

Finally, it is imperative that our students leave with the skills to operate computer software. Realizing that word processing, database, and spreadsheets are the backbone for business applications of the computer, students graduate from Lassen View School with skills in each type of software.

In addition to the typical uses of technology described above, educators use our student information system (SIS) Gensis for daily attendance. Our district-wide electronic learning assessment system, Edusoft, is also used by teachers to track student progress on the state standards from benchmark and State assessments.

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

Lassen View School District has established clear curricular goals tied to the academic content Standards monitored by various district and site-based assessment systems, and referenced in comprehensive district planning documents and efforts. The common underpinning of all our district and school improvement plans is to improve student achievement of the state content standards resulting in an improved API/AYP score.

#### **Lassen View School District Curricular Goals**

Our school board adopts key district goals annually, which are tied to and support the adopted, state approved, content standards in all core academic areas and support the LEA plan. Our school aligns its site-based curricular goals directly to the district's LEA Plan and school board's key goals in their annually updated site-based comprehensive single plans for student achievement.

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

1. The school will meet or exceed 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 June 30, 2014, all students in the district will be proficient or better with English/Language Arts and Math grade level content standards.
2. The district will meet all of its AYP criteria annually including requirements for numerically significant subgroups.
3. The school 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.
4. The administration to 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, and conducive to learning.

These district goals and corresponding specific measurable objectives that support them can be found in the following district and site comprehensive planning documents.

- California academic content standards and frameworks.
- District and textbook curriculum guides aligned with CA academic content standards.
- District evaluation criteria for textbook adoption.
- District student and teacher technology standards.
- District LEA Plan
- The district plan for English Learners (EL) describing the policies for identifying, assessing, and reporting students who have a primary language other than English. This EL Master Plan provides details on the reclassification procedure and the English Language Development and instructional programs to be provided to EL students to assist them in meeting and/or exceeding state academic content standards and graduation requirements.

- The Policy and Procedures handbooks for each program which details the philosophy and goals, and policy and procedures regarding students, instruction, promotion and retention, equity, administration, personnel, community relations, business, and much more.
- Site-based Single Plan for Student Achievement, SARC, WASC and CCR self-study reviews and actions plans.
- The District's current Educational Technology Plan.

### **3d- 3k Curricular Driven Technology Goals, Implementation Plans, 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 Section 3: Action Plan 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 content standards.

The following goals will strategically meet our students' need to acquire and refine their 21<sup>st</sup> century information and communication technology skills in order to improve the effectiveness, efficiency, and ideally the enjoyment of their learning experiences as they master the core content standards.

Below find a summary of the Lassen View School curricular driven Education Technology goals.

#### **Goal 1: Improve Student Achievement & Close Student Achievement Gaps**

Teachers will integrate technology in the district's curriculum to support the district curricular goal that ALL students will attain proficiency or better with English/language arts and mathematics grade level content standards by end of the 2013-14 school year.

#### **Goal 2: Student Acquisition of Technology and Information Literacy Skills.**

ALL Students will acquire the National Education Technology grade level profile standards (NETS) for students 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 3: 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 4: Improve Student Data Collection, Analysis & Decision Making**

District teachers and administrators will use technology to improve the collection, analysis, reporting, and use of formative, benchmark, and state student achievement data.

#### **Goal 5: Improve Communication Among Home, School, and Community**

District teachers and administrators will use technology to improve communication among home, school, and community.

**Note:** Goals, objectives, benchmarks, implementation strategies, and timelines can be found in the pages that follow.

# ***LASSEN VIEW SCHOOL DISTRICT TECHNOLOGY ACTION PLAN***

## ***July 1, 2010– June 30, 2015***

*(Appendix C Sections: 3d-3k)*

### **Section 3d**

#### **Goal 1: Improve Student Achievement & Close Student Achievement Gaps**

Teachers will integrate technology in the district's curriculum to support the district curricular goal of ALL students attaining proficiency or better with English/language arts and mathematics grade level content standards by end of the 2013-14 school year and maintain 100% proficiency annually.

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

#### **Goal 1: Specific Measurable Objective by June 2014**

**Objective 1:** By June 2014, 100% of all district students will be proficient or better with state grade level standards in English/language arts and mathematics supported by state and district approved instructional resources, technology-based supplemental resources, professional development, student achievement data-driven decision making, and collaboration.

#### **Goal 1: Annual Benchmarks for Objective 1**

**Year 1:** minimum of **75%** by June 2011

**Year 2:** minimum of **80%** by June 2012

**Year 3:** minimum of **90%** by June 2013

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

**Year 5:** maintain a minimum of **100%** by June 2015

#### **Goal 1: Evaluation Instrument(s) & Data**

**Instruments:** Annual STAR/CST test results in English/Language Arts and mathematics

**Data:** Percentage scoring proficient or above

**Instrument:** Scheduled site professional development and collaboration meeting with county office consultants

**Data:** Percent of teachers participating resulting in a calibrated and articulated standards-aligned course objectives and standards-aligned assessments across all grade levels

**Instrument:** Ongoing classroom observations by the part-time superintendent/principal.

**Data:** Teachers' use of standards-aligned curriculum, instructional and intervention time as required by the state frameworks, effective instructional practices, and classroom management that encourages student learning.

**Instrument:** Annual Site Academic Software Survey

**Data:** Curriculum-based state and district approved software and productivity software in use at the school

**Instrument:** Annual CDE EdTech Profile online tech proficiency survey ([www.edtechprofile.org](http://www.edtechprofile.org))

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

**Data reviewers** District staff and county office data and curriculum consultants will analyze end of school year results annually by September and report to stakeholders annually in October

#### **Goal 1: Enhancing Student Achievement with Technology Implementation Strategies / Timelines**

1. Beginning in the 2010-11 school year, and continuing through the duration of the tech plan, the district will work cooperatively to review and refine the district's standards-based ELA and mathematics

curriculum ensuring the implementation of the essential grade level content standards, relevant information, integration of technology skills, and standards-aligned assessments.

2. Following CDE's textbook adoption schedule, the district will purchase SBE-adopted instructional materials and supplemental curriculum-based technology resources (adopted and/or CLRN approved) and ensure they are being implemented in the curriculum on a regular basis.
3. As a regular part of the program, teachers will research, learn, and integrate research-based best practices and technology that support specific ELA and mathematics student achievement needs identified during data reviews of significant subgroup populations at the school.
4. Annually, the district will effectively allocate funding, time, training and human resources to overcome the school's identified barriers to student academic achievement.
5. Annually, the district will review/revise learning time in key curricular areas identified as needing attention and implement appropriate intervention procedures.
6. Every school year, the district will assess students administer standards-aligned benchmark assessments for ELA and mathematics for the purpose of monitoring student performance and implementing intervention procedures.
7. Annually, the district will provide students with adequate learning support including, but not limited to, a standards-aligned curriculum, quality instructional materials, technology access and resources, support services, and supplies for every pupil.
8. Annually, the district will provide professional development on the adopted curriculum and technology resources (such as SB 472) for teachers, AB 430 training for site administrators)
9. By fall 2010, design and distribute an annual site academic software usage survey then distribute a matrix of CLRN approved E/LA curriculum and intervention software that is supported by the district.
10. Beginning in the fall 2010, and annually thereafter, provide professional development on district/ CLRN approved curriculum software and online resources as needed..
11. Annually, continue to leverage grant, district, school, site council, and community resources to increase access to technology resources, hardware, and peripherals for students and teachers.
12. Annually, continue to provide technology productivity and integration training as needed by providing ongoing district support and professional development opportunities on the integration technology into the ELA and mathematics standards-aligned curriculum.

### **Goal 1: Digital Resources to be Integrated**

- Adopted Text Supplemental Tech resources including publisher software and websites.
- CLRN and district approved curriculum software.
- Diagnostic reading, writing, and math proficiency software.
- Microsoft Office and/or other productivity software.
- Internet Access and Resources, NetTrekker
- Peripherals such as LCD projectors, digital cameras, video cameras, and printers.
- Online Professional Development.

### **Section 3e**

#### **Goal 2: Student Acquisition of Technology and Information Literacy Skills**

ALL students will be proficient or better with the National Education Technology (NETS) grade level profile standards for students or a county office equivalent 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.

## Goal 2: Specific Measurable Objective by June 2015

**Objective 1:** By June 2015, **75%** of students in grades K-8 will be proficient or better with grade level NETS standards (or district equivalent).

Students will learn the NETS skills during relevant curricular assignments and develop a portfolio of NETS integrated assignments during the year.

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*

### Goal 2: Annual Benchmarks for Objective 1

**Year 1:** minimum of **50%** by June 2011

**Year 2:** minimum of **55%** by June 2012

**Year 3:** minimum of **60%** by June 2013

**Year 4:** minimum of **70%** by June 2014

**Year 5:** minimum of **75%** by June 2015

### Goal 2: Evaluation Instrument(s) & Data

**Instrument:** End of year portfolio of NETS integrated assignments

**Data:** Percentage achieving grade level NETS standards

**Instrument:** Annual CDE Ed Tech Profile ([www.edtechprofile.org](http://www.edtechprofile.org))

**Data:** Teachers' self assessed technology integration proficiency skills.

**Data reviewers:** County Office Technology Consultants, eTAG, site administrators staff will analyze end of school year results annually between June and September and report to stakeholders annually in October.

## Goal 2: Student Acquisition of Technology & Information Literacy Skills

### Implementation Strategies / Timelines

1. During the 2010-11 school year, teachers in the district will research NETS resources and design scaffolded K-8 NETS curriculum.
2. Beginning in the summer/fall 2011 and annually thereafter, the district will provide Professional Development opportunities (including CTAP Region 2 offerings) to K-8 teachers on integrating the student NETS grade level skills and standards in their curriculum.
3. By fall 2011 Students will begin systematically learning the NETS skills including technology productivity tools and information literacy, as appropriate, during curricular assignments.
4. By spring 2012 teachers will begin administering annual standards-aligned grade span NETS based exit assessments and portfolios for grades K-8

### Goal 2: Digital Resources to be Integrated

- Adopted Text Supplemental Tech resources including publisher software and websites.
- CLRN and district approved curriculum software such as: Accelerated Reader, Accelerated Mathematics, Jostens Learning, Reading Counts, Kerswell, MovieMaker, FrontPage, Dreamweaver, Freedom web publishing software, United Streaming
- A variety of grading programs such as GradeQuick and Grade Machine, Web-based student assessment platform such as Edusoft and web based student information and reporting platforms such as *GENESIS*.
- Microsoft Office and other productivity software.
- No Cost / Low Cost - Internet Resources
- Peripherals such as LCD projectors, digital cameras, video cameras, and printers.

## Sections 3f & 3G

### Goal 3: 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.

#### Goal 3: Specific Measurable Objective by June 2015

**Objective 1:** By June 2015, 100% of students in grades K-8 will be proficient or better with grade level NETS standard # 5- Digital Citizenship - (includes social, ethical, copyright, and cyber safety issues).

#### Goal 3: Annual Benchmarks for Objective 1

**Year 1:** minimum of **15%** by June 2011

**Year 2:** minimum of **30%** by June 2012

**Year 3:** minimum of **60%** by June 2013

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

**Year 5:** minimum of **100%** by June 2015

#### Goal 3: 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.

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

**Instrument:** Annual Ed Tech Profile Survey

**Data:** Teachers' and students' self assessed technology and integration skills

**Data reviewers:** County Office Technology Consultants, eTAG, site administrators staff will analyze end of school year results annually between June and September and report to stakeholders annually in October.

### Goal 3: Ethical Use of Technology ( Copyright) and Internet Safety

#### Implementation Strategies / Timelines

1. By fall 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.
2. During the 2010-2011 school year, district teachers will develop a scaffolded, articulated K- 8<sup>th</sup> grade 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, cyberbullying, and plagiarism.
4. Beginning in the fall 2011 and then annually thereafter, all grade K-8 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.

#### Goal 3: Digital Resources to be Integrated

- Adopted Text Supplemental Tech resources including publisher software and websites.
- CLRN and district approved curriculum software and/or free Digital Citizenship internet resources
- Microsoft Office Professional Suite and other productivity software.

- Peripherals such as LCD projectors, digital cameras, video cameras, printers, and document cameras (ELMO).

### Section 3h

#### District Policy on Equitable Access

It is district policy to provide ALL students and teachers have equal access to all of the school's technology to support achievement of the academic standards in the classroom, district curricular goals, and ultimately for success in the workplace. Student subgroups will have access to the same NETS integration activities and high standards expected of all other students, although the programs and methods for achieving the objectives may be adapted to best meet individual student needs. Students with an active Individualized Education Program (IEP) 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. EL students 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.

### Section 3i

#### Goal 4: Efficient & Effective Student Data Collection, Analysis & Decision Making

The district administrator and teachers will use technology to improve the collection, analysis, reporting, and use of formative, benchmark, and state student achievement data.

**Target Group:** All district schools.

#### Goal 4: Specific Measurable Objectives by June 2015

**Objective 1:** By June 2015, 100% of teachers will use the district's full suite of SIS and electronic learning assessment tools to analyze student data and make data-driven decisions to meet individual student academic needs.

#### Goal 4: Annual Benchmarks for Objective 1

**Year 1:** minimum of **60%** by June 2011

**Year 2:** minimum of **70%** by June 2012

**Year 3:** minimum of **80%** by June 2013

**Year 4:** minimum of **90%** by June 2014

**Year 5:** minimum of **100%** by June 2015

#### Goal 4: Evaluation Instrument(s) & Data

**Instrument:** Electronic learning assessment tools

**Data:** 100 % of teachers using electronic learning assessment tools to inform instruction.

**Instrument:** SIS usage records

**Data:** 100% of teachers using all SIS suite components

**Instruments:** District SIS suite training participation records

**Data:** 100% of teachers completing training – all components

**Data reviewers:** County Office Technology Consultants, eTAG, site administrators staff will analyze end of school year results annually between June and September and report to stakeholders annually in October.

#### Goal 4: Efficient & Effective Student Data Collection, Analysis & Decision Making

#### Implementation Strategies / Timelines

1. During the 2010 - 2011 school year and every year thereafter until we meet our June 2015 objective, we will continue the rollout of *GENESIS* integrated student assessment components.
2. During the 2010 – 2011 school year and every year thereafter as needed, participating teachers will get necessary training in using multi-data profile analysis reports in *GENESIS*.



- Annually, provide systematic professional development and collaboration time (PLC) for administration and teachers to improve student achievement assessment, data collection, analysis, reporting, and data driven decision-making.

#### **Goal 4: Digital Resources to be Integrated**

- SIS
- Diagnostic reading, writing, and math software
- Web-based student learning diagnostic assessment platform such as Edusoft.
- Excel Spreadsheets

#### **Section 3j**

#### **Goal 5: Improve Communication Among Home, School, and Community**

Districts administrator and teachers will use technology to improve communication among home, school, and community.

**Target Group:** Administrator, teachers, key clerical staff, parents, and the community.

#### **Goal 5: Specific Measurable Objective by June 2015**

**Objective 1:** By June 2015, 100% of the teachers will have pertinent, timely, up-to-date classroom information posted on school web site.

#### **Annual Benchmarks for Objective 1**

**Year 1:** minimum of **60%** by June 2011

**Year 2:** minimum of **70%** by June 2012

**Year 3:** minimum of **80%** by June 2013

**Year 4:** minimum of **90%** by June 2014

**Year 5:** minimum of **100%** by June 2015

**Objective 2:** By June 2015, 100% of teachers will offer parents password protected, online access to up-to-date student attendance, assignments, and grades on the district’s web-based student information system.

#### **Annual Benchmarks for Objective 2**

**Year 1:** minimum of **60%** by June 2011

**Year 2:** minimum of **70%** by June 2012

**Year 3:** minimum of **80%** by June 2013

**Year 4:** minimum of **90%** by June 2014

**Year 5:** minimum of **100%** by June 2015

#### **Goal 5: Evaluation Instrument(s) & Data**

**Instrument:** Ongoing “how to access” district SIS communications and/or trainings, parent password requests, and parent usage records.

**Data:** 100% of parents trained; 50% of parents requesting passwords; 50% of parents using parent component of *GENESIS*.

**Instrument:** Ed Tech Survey data.

**Data:** 100% of teachers who self report an increase in the use of e-mail to improve two-way communication

**Instrument:** District, school, and teacher websites and communication artifacts

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

**Data reviewers:** County Office Technology Consultants, eTAG, site administrators staff will analyze end of school year results annually between June and September and report to stakeholders annually in October.

## **Goal 5: Improve Communication Among Home, School, and Community Implementation Strategies / Timelines**

1. By fall 2010, the district will design and distribute a standardized district Student-at-Risk notification template-form letter and policy for use to all teachers.
2. By fall 2012, the school will have the hardware, infrastructure, and training needed to implement the parent component of the district's online student information system.
3. By fall 2013, the school will be providing all district parents with access and training on using the parent component of the district's online student information system.
4. Annually the LEA and schools will solicit community, business, and/or university partnerships.
5. Annually the LEA will communicate to all stakeholders (teachers, paraprofessionals, parents, and students) via a variety of media (web sites, class and school booklets, classroom posters, newsletters).
6. Annually, continue to fund and maintain, district and school websites where news, announcement, staff contact information, teacher class information, events, etc. are communicated with students and parents.
7. Annually, provide web publishing software training opportunities for teachers to learn to publish / communicate on their school web site.
8. Annually, provide Word and Desktop publishing training to teachers and classified staff to learn to publish professional documents to improve communication between home, school, and community.

## **Goal 5: Digital Resources to be Integrated**

- *GENESIS* SIS suite.
- Web publishing software.
- Word, desktop publishing, and Outlook e-mail.
- District IT work order management system and equipment inventory database.

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

The county curriculum consultant, school administrator, and the rest of the eTAG 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 administrator 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 administrator is responsible for an annual summative performance report to stakeholders in October.

## **Section 4: Professional Development**

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

Our Education Technology Plan provides a clear summary of our district teachers' and administrators' current technology skills. Our survey findings are summarized by discrete skills in order to better facilitate professional development planning that meets our identified needs and technology plan goals. Additional district technology integration data can be found in Component 3b of our Technology Plan.

### **Site Administrators' Survey Data**

Lassen View School District has a district Superintendent/Principal. At the present time, the administrator is at the intermediate level with general computing, Internet, e-mail, word processing, and spreadsheets. He is at the introductory level in presentation software and database skills.

**Implication:**

The administrator needs professional development opportunities in the new business office software *ESCAPE* that will allow the district immediate access to school accounting and budget information.

**District Teachers' Survey Data**

In general, the teachers at Lassen View School are at the intermediate level with general computing, Internet, e-mail, and word processing. They are at the beginning level with presentation software, spreadsheet applications, and database and at the beginning level with technology integration skills.

**Implication:**

The teachers at Lassen View School need additional training in basic computer skills, methods for integrating the computer into the standards-based classroom curriculum, and techniques for using basic productivity software (e.g., word processing, data base, and spreadsheets). At the present time, a county office consultant comes to the school and provides some computer assistance as needed. Additional training for the teachers would be beneficial and provide additional technology support to the school program.

In addition, the following district technology training preferences came from needs assessments during the 2008/2009 school year.

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:	<b>50%</b>	<b>100%</b>	<b>0%</b>

**Implication:**

The district will provide training in both Basic Personal Proficiency and Professional proficiency technology integration training and 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:	<b>0%</b>	<b>90%</b>	<b>10%</b>

**Implication:**

The district will use the county office consultant to provide small group training that will meet the 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:	<b>0%</b>	<b>75%</b>	<b>0%</b>	<b>0%</b>	<b>100%</b>

**Implication:**

The county office consultant will offer technology training after school and as part of the regular teacher summer institute.

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

The Professional Development Criteria 4b elements are included in the teachers' and administrators' professional development action plan on the following pages. Our professional development action plans are based on a thorough needs analysis and include clear needs-based

goals and measurable objectives that will provide our teachers and administrators with sustained, ongoing professional development necessary to implement the Curriculum Component (Section 3) of our education technology plan.

Goal 1: The district teachers will be proficient with the same general grade level NETS technology skills required of their students as well as be proficient with technology integration skills and teacher/ administrator electronic learning and productivity tools.

Goal 2: The district administrator and teachers will be proficient with using technology to improve student achievement data collection, analysis, reporting, and decision-making.

Goal 3: The district administrator and teachers will be proficient use technology to improve two-way communication between home, school, and community.

Our coordinated education technology professional development will be accomplished with a two-tiered approach based on teachers' individual technology training needs. TIER One: Annually as needed, we will offer personal proficiency training on NETs skills including general computer knowledge and skills; Internet skills; Email skills; Word processing skills; Presentation software skills; job specific productivity and assessment tools; and Spreadsheet /Database software skills.

TIER Two: Annually as needed, the district will offer professional proficiency training on integrating; NETs student standards in math and ELA curriculum (including information literacy, copyright, and cybersafety); curriculum-based software; adopted textbook supplemental electronic resources; online resources such as SETS.

The district will offer a variety of training options such as face-to-face training, one-on-one coaching, and summer institutes. We will maximize the use of existing and free technology and site resources to support the goals and objectives for curriculum, instruction, intervention, and assessment, including but not limited to the following:

- Annually provide face-to-face NETS technology skill and technology integration professional development opportunities provided by the district, the county office, and CTAP Region 2 based on student, teacher, and administrator technology proficiency data and District curricular goals.
- Content and grade-band specific technology integration face-to-face professional development offered by the district, the county office, and CTAP Region 2, and free online resources.
- Annual completions of the Ed Tech Profile survey and professional development data analysis to track improvements and training needs.
- 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. 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 district, the county office, and CTAP Region 2 resources, and the Statewide Education Technology Services (SETS) which includes: California Learning Resource Network (CLRN- <http://www.clrn.org/>)- 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- <http://www.portical.org/>) - 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 (TechSETS- <http://www.techsets.com/>) - which provides technical professionals in California schools improved access to training, support and other resources.

**The professional development criteria 4b. is addressed in the teachers' and administrators' professional development action plan charts in the Section 4 pages that follow.**

# LASSEN VIEW *DISTRICT ED. TECH PROFESSIONAL* *DEVELOPMENT*

*July 1, 2010 – June 30, 2015*

## **Section 4b**

### **Goal 1 –Technology Literacy and Integration**

The district teachers will be proficient with the same general grade level NETS technology skills required of their students as well as be proficient with technology integration skills and teacher/administrator electronic learning and productivity tools.

**Target Group:** Certificated teachers

### **Goal 1: Specific Measurable Objectives by June 30, 2015**

**Objective 1:** By June 2015, **100%** of the teachers will participate in district sponsored educational technology professional development, and become proficient with general technology knowledge and skills, classroom productivity tools, and information literacy skills aligned to the NETs for teachers and NETs for students.

#### ***Annual Benchmarks for Objective 1***

**Year 1:** minimum of **60%** competency by June 2011

**Year 2:** minimum of **70%** competency by June 2012

**Year 2:** minimum of **80%** competency by June 2013

**Year 2:** minimum of **90%** competency by June 2014

**Year 2:** minimum of **100%** competency by June 2015

**Objective 2:** By June 2011, the district administrator will be proficient in the use of the new business office software *ESCAPE*.

#### ***Annual Benchmarks for Objective 2***

**Year 1:** the district administrator will be proficient with *ESCAPE* software by June 2011

### **Goal 1: Evaluation Instrument(s) & Data**

**Instrument:** District and site-based training agendas and records

**Data:** Professional development participation correlated with proficiency in Ed Tech Profile survey

**Data reviewers** County Office Consultant and site administrator will analyze end of school year results annually between June and September and report to stakeholders annually in October.

### **Goal 1: Technology Literacy & Integration**

#### ***Implementation Strategies / Timelines***

1. Annually in the fall, schedule and promote district-sponsored technology workshops for the administrator and teacher during the school year, aligned to district curricular goals, the content standards, to the NETs, assistive technology, and to identified Ed Tech Profile professional development needs. Encourage all paraprofessionals to participate in training as well.
2. 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 (K-2, 3-5, 6-8, 9-12) during the school year aligned to the content standards and to identified Ed Tech Profile tech integration needs.

3. Annually, provide systematic professional development and collaboration time for site 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 periodic benchmark assessments horizontally and vertically through grade levels in the district.

### **Goal 1: Digital Resources to be Integrated**

- Microsoft Office Suite, e-mail, Internet.
- Diagnostic reading, writing, and math proficiency software.
- Peripherals such as LCD projectors, digital cameras, video cameras, and printers.
- CLRN approved curriculum-based software
- Online resources including SETs and CDE's Ed Tech Profile

### **Goal 2 - Using Technology to Support Data Driven Instruction**

The district administrator and teachers will be proficient with using technology to improve student achievement data collection, analysis, reporting, and decision-making.

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

**Objective 1:** By June 2015, 100% of the teachers and site administrator will be proficient with using technology to collect and analyze assessment data and with making data-driven decisions to meet individual student academic needs and targeted student interventions.

#### ***Annual Benchmarks for Objective 1***

**Year 1:** minimum of **60%** by June 2011

**Year 3:** minimum of **80%** by June 2013

**Year 2:** minimum of **70%** by June 2012

**Year 4:** minimum of **90%** by June 2014

**Year 5:** minimum of **100%** by June 2015

### **Goal 2: Evaluation Instrument(s) & Data**

**Instrument:** District electronic learning assessments system training participation records and usage records

**Data:** The teachers and administrator trained and using electronic learning assessments system to inform instruction.

**Data reviewers:** County Office Consultant and site administrator will analyze end of school year results annually between June and September and report to stakeholders annually in October.

### **Goal 2: Using Technology to Support Data Driven Instruction**

#### **Implementation Strategies / Timelines**

1. Annually in the fall, schedule and promote district sponsored technology workshops for administrator and for teachers during the school year on all SIS components.
2. Annually in the fall, schedule and promote district sponsored technology workshops for administrator and for teachers during the school year on the district's web-based student reporting system.
3. Annually in the fall, schedule and promote district sponsored technology workshops for administrator and for teachers during the school year on the district's integrated electronic learning assessment system.
4. Annually, provide systematic professional development and collaboration time for site 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 horizontally and vertically through grade levels in the district.

### **Goal 2: Digital Resources to be Integrated**

- Microsoft Office Suite, e-mail, Internet.
- Electronic learning assessment and diagnostic applications
- Peripherals such as LCD projectors, digital cameras, video cameras, and printers.
- Online resources including SETs and CDE's Ed Tech Profile

### **Goal 3 – Improve Communication between Home, School, and Community**

The district administrator and teachers will be proficient use technology to improve two-way communication between home, school, and community.

**Target Group:** Certificated teachers, administrator, and clerical staff

#### **Goal 3: Specific Measurable Objectives by June 30, 2015**

**Objective 1:** By June 2015, the administrator and 100% of the teachers will be proficient with using technology to disseminate pertinent and timely district, school, and student information via web sites, e-mail, standards-based progress reports, and report cards.

##### *Annual Benchmarks for Objective 1*

**Year 1:** minimum of **60%** by June 2011

**Year 3:** minimum of **80%** by June 2013

**Year 2:** minimum of **70%** by June 2012

**Year 4:** minimum of **90%** by June 2014

**Year 5:** minimum of **100%** by June 2015

**Objective 2:** By June 2015, the administrator and 100% of the teachers will offer parents password protected, online access to up to date student attendance, assignments, and grades on the district's web-based student information system.

##### *Annual Benchmarks for Objective 1*

**Year 1:** minimum of **60%** by June 2011

**Year 3:** minimum of **80%** by June 2013

**Year 2:** minimum of **70%** by June 2012

**Year 4:** minimum of **90%** by June 2014

**Year 5:** minimum of **100%** by June 2015

#### **Goal 3: Evaluation Instrument(s) & Data**

**Instruments:** District records showing the teachers were trained in the use the district's suite of SIS applications for communicating timely student attendance and achievement information to parents.

**Data:** The teacher trained; 50% of parents requesting passwords and instructions; 50% of parents accessing the parent connect portion of district SIS.

**Instrument:** Communication records and artifacts from district, schools, and teachers.

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

**Data reviewers** County Office Consultant and site administrator will analyze end of school year results annually between June and September and report to stakeholders annually in October.

### **Goal 3 – Improve Communication between Home, School, and Community**

#### **Implementation Strategies / Timelines**

1. Annually in the fall, schedule and promote district sponsored technology workshops for administrators, clerical and for teachers on using Microsoft Word and other desktop publishing software.
2. Annually in the fall, schedule and promote district sponsored technology workshops for administrators and for teachers on the district's web-based student information (i.e. Edusoft) and reporting system and client e-mail software (i.e. Outlook).
3. Annually in the fall, schedule and promote district sponsored technology workshops for parents.
4. By spring 2011, schedule and promote district-sponsored workshops for administrators, clerical, and teachers on district / school web site development using district applications. Continue training annually.

#### **Goal 3: Digital Resources to be Integrated**

- SIS suite of applications
- District's Web publishing application
- Email client software and online, remote access.
- Low cost , no cost online resources including SETs



- CDE's Ed Tech Profile

#### **4c: Ongoing Monitoring for Continuous Improvement**

The site administrator will track technology plan implementation monthly and report progress at our monthly site staff meetings. The school administrator and the rest of the eTAG 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 Site Administrator is responsible for a mid-year tech plan implementation status report to stakeholders in February. Annual summative data analysis and professional development needs assessments will be conducted between June and September, after the state releases all relevant district data and schools complete early assessments of incoming students. The annual professional development needs assessments will drive district professional development offerings during the school year. The administrator is responsible for an annual summative performance report to stakeholders in October.

### **Section 5: Infrastructure, Hardware, Software, & Technical Support**

#### **5a: Current Status**

The Local Area Network (LAN) wiring at Lassen View is in fairly good shape with 5 Ethernet jacks per classroom. The network consists of two HP 4000 100/10 MB switches and three Cisco 2900XL switches. The school has both Category 5e wiring and 10/100 MB switched ports for all classrooms.

The district has one Novell Netware 6.0 (SP3) file server and is connected by a T-1 to the High Speed Network (HSN) Node site at Red Bluff Joint Union High School District. This provides access to all County and DCP services. Lassen View will maintain a backup connection to the Red Bluff HSN node site via an ISDN line, which will remain in place for redundancy. Battery backup devices protect all servers. Battery backup devices need to be purchased for switches and routers. Lassen View receives Erate discounts for basic phone service and internet services.

#### **At Lassen View School District**

##### **Current Infrastructure**

The Local Area Network (LAN) wiring at Lassen View is in fairly good shape with 5 Ethernet jacks per classroom. The network consists of two HP 4000 100/10 MB switches and three Cisco 2900XL switches. The school has both Category 5e wiring and 10/100 MB switched ports for all classrooms. Lassen View plans to upgrade its connection to the high school to Gigabit Ethernet LAN by 2015.

##### **Current Hardware**

Currently, the school/district has 77 computers for student use and 58 of these computers are less than 48 months old.

##### **Current Electronic Learning Resources/Software**

Currently, the district is using Microsoft Office for word processing, spreadsheet, and presentation applications. A variety of curriculum-based programs and internet/email activities are integrated into the curriculum. Teachers also use Accelerated Reader and Math, STAR Reading and Math for student reinforcement and assessment of standards. The teachers and administrator also use the Edusoft for student standards-based assessment data and the district uses *GENESIS* for their SIS system

##### **Current Technical Support**

The independent technology consultant is responsible for providing technology support at the site level. The county-wide network (SIRNET) is responsible for providing technology support for the WAN, LAN, and workstation maintenance. The independent technology consultant is on site as requested and the SIRNET staff provides service as needed.

## **5b: District Needs Over the Next Five Years**

### **At Lassen View School District**

#### **Infrastructure Needs**

At the present time, the infrastructure is up to date, however, within the next five years it will be necessary to convert to a Gigabit LAN.

#### **Hardware Needs**

Lassen View School District will continue to replace older computer equipment, following their established plan of obsolesce.

#### **Electronic Learning Resources/Application Needs**

As new technology is purchased, there will be a need for additional curriculum-based software. We have not set a benchmark for this need but if funding becomes available, this school needs to look at updated Standards-based curriculum software for improved student learning.

#### **Technical Support Needs**

There are no plans to increase technical support during the implementation of our 5-year tech plan. However, if funding is available, we will increase tech support as needed.

## **5c: Annual Benchmarks, Action Steps, Timelines, and Monitoring**

### ***Annual Benchmarks for Infrastructure:***

Years 1-4: Maintain status quo

Year 5: Upgrade to a Gigabit LAN by June 2015

### ***Action Steps & Timeline:***

1. Include router/switch upgrades to Gigabit Ethernet LAN in Erate 470 form by the fall of 2013.
2. If Erate application is approved, the selected Erate vendor will upgrade the district school site.

### ***Annual Benchmarks for Computer Hardware:***

Year 1: By June 2011, replace 15 of existing instructional computers > than 48 months old.

Year 2: By June 2012, replace 15 of existing instructional computers > than 48 months old.

Year 3: By June 2013, replace 15 of existing instructional computers > than 48 months old.

Year 4: By June 2014, replace 15 of existing instructional computers > than 48 months old.

Year 5: By June 2015, replace 15 of existing instructional computers > than 48 months old.

### ***Action Steps & Timeline:***

1. Annually in the spring, the school district administrator will include a budget line item for replacing existing instructional computers > than 48 months old.
2. Annually in the summer, the district will ghost and replace instructional computers > than 48 months old at school site.
3. The school site will have access to district approved electronic learning and productivity resources to support math and ELA curriculum and intervention programs.
4. The district will continue to implement network security standards for district supported technology.(ie. Virus protection, web content filtering software, Spam Blocking)

## **Section 5d: Benchmark Monitoring and Evaluation Process**

The county technology consultant and school site administrator will track the accomplishment of benchmarks and the implementation of necessary action steps and inventories. Modifications to our district activities will be made as needed in order to insure that we meet or exceed annual benchmarks. School site administrator and county office consultant will analyze progress annually in September and report to district stakeholders in October.

## **Section 6: Education Technology Funding & Budget**

### **6a. Established and Potential Funding Sources**

#### **Established Funding Sources**

Our school district receives varied federal, state, and local sources of funding. These include state categorical funds, lottery funds, Erate discounts, CA DAS discounts, Title I Title II, Title II D, Title III, Title VI funds. However, economic conditions in California and the nation may continue to impact K-12 education budgets and grants through the duration of our 5 year tech plan. Therefore, our established and potential funding sources to implement our Ed. Technology Plan may be impacted as well.

The district General Fund generally covers the costs for:

- The student information system (SIS), including implementation & training costs.
- The student learning assessment system, including implementation & training costs
- Internet Connectivity costs that are not covered by Erate
- Equipment, resources, and tools used by the Information Technology Services department.
- Elementary grades standards-based report card system

The district Ed Tech budget pays for:

- Teacher technology staff development to meet Ed Tech curricular goals (basic and integration proficiencies)
- Teacher & school webpage design and publishing resources and training
- Extra technical help for special project deployment
- Security and productivity applications
- Some hardware costs as the ed tech budget allows.

The continued need for up-to-date student and teacher computers (4 years old or newer) and for site technical help are the biggest budget challenges for technology in our district. District and Site Ed Tech budgets from various sources help pay for needed hardware. School site budgets often choose to pay for additional site-based technical support, educational software, additional computers & peripherals, etc. as their budgets allow.

#### **Potential Funding Sources**

Potential additional funding sources include additional K12 Vouchers to be released to Round One voucher applicants; ongoing EETT Formula funds; new Federal, State, and Private Grants; new block grants and other categorical funds; in-kind services; fundraisers; and donations.

Given the uncertainty of our Ed Tech sources of funding, we have established the following priorities list to guide budget allocation:

1. Provide Ed Tech Staff development for the teacher and administrator
2. Increase up to date student and teacher computers and productivity software
3. Upgrade infrastructure

## 6b. Estimate of Annual Implementation Costs

While the charts that follow project realistic total costs of implementing the district's technology plan, actual amounts the district office will expend in each year of the tech plan will be contingent on fiscal realities as well as district office priorities each academic school year. During the spring/summer of each school year for the duration of the technology plan, the administrator, teacher, and business manager will review, revise, and update the tech plan to align with the district's annual Ed Tech budget realities.

<i>Item Description: 2010-11 Expenditures</i>	<i>Estimated TCO Year One</i>	<i>ERATE* Eligible Amount ?</i>	<i>Year One Funding Source(s) for Non ERATE Eligible items</i>
<i>Misc. Infrastructure (to be upgraded in Year 5)</i>	\$0	N/ A	N/ A
<i>Computers</i>	\$12,000	N/ A	\$12,000 Lottery Funds and General Fund
<i>Printers</i>	\$0	N/ A	\$0
<i>LCD Projectors</i>	\$0	N/ A	\$0
<i>Misc. Other Peripherals</i>	\$0	N/ A	\$0
<i>Productivity Software</i>	\$1,000	N/ A	\$1,000 General Fund
<i>ELRs –(Electronic Learning Resources) InfoTrak Online</i>	\$1,500	N/ A	\$1,500 General Fund
<i>ELARs – (Electronic Learning Assessment Resources)</i>	\$1,500	N/ A	\$1,500 General Fund
<i>Staff Development Prof. Dev provided from COE, CTAP, and other regional entities</i>	\$2,000	N/ A	\$2,000 General Fund
<i>Technical Support from Independent Contractor &amp; County SIRNET</i>	\$8,000	N/ A	\$8,000 General Fund
<i>SIRNET County-Wide Consortium Fee</i>	\$4,800	N/A	\$4,800 General Fund
<i>Internet Access &amp; Basic Phone Service</i>	\$4,259	\$3,407	\$851 General Fund
<i>Web Site Publishing &amp; Hosting</i>	\$135	N/ A	\$135 General Fund
<i>Technology Maintenance (Supplies)</i>	\$500	N/A	\$500 General Fund
<i>Capitol Outlay</i>	\$0	N/ A	\$0
	<b>TCO Estimate Year One \$35,693</b>	<b>Minus ERATE Discounts Year one \$3,407</b>	<b>Total = \$32,286</b>

(\*see annual ERATE supplement for details)

Lassen View School District has estimated the Total Cost of Ownership (TCO) of our Ed Tech Plan accounting for all the major cost factors over the duration of the plan. Please note that all of the budget figures in the chart that follows are TCO estimates and will only be expended if funding is available.

<b>Total Cost of Ownership for 5 year Tech Plan</b>	<b>Yr. 1</b>	<b>Yr. 2</b>	<b>Yr. 3</b>	<b>Yr. 4</b>	<b>Yr. 5</b>
TCO Hardware and Peripherals	\$12,000	\$12,000	\$12,000	\$12,000	\$12,000
TCO Productivity Applications, Electronic Learning Resources, Online Subscription Services, and Upgrades	\$4,000	\$4,000	\$4,000	\$4,000	\$3,000
TCO Networking and Telecommunications Infrastructure*	\$0	\$0	\$0	\$0	\$45,000
TCO Web site hosting / Publishing services	\$135	\$135	\$135	\$135	\$135
TCO Contracted Services <i>Prof. Development, Internet Access, Tech Support, and/or Retrofitting</i>	\$15,651	\$15,651	\$15,651	\$15,651	\$2,460
TCO Maintenance	\$500	\$500	\$500	\$500	\$500
<b>Total Estimated Cost Per Year</b>	<b>\$32,286</b>	<b>\$32,286</b>	<b>\$32,286</b>	<b>\$32,286</b>	<b>\$77,286</b>
<b>Five Year Total Cost of Ownership Cost Estimate*</b> (Based on goals, objectives, and action steps in Tech Plan sections 3, 4, & 5.)	<b>\$206,430</b>				

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

The district's replacement policy for obsolete equipment is to replace all computers that are more than four years old, but ultimately, replacement is dependent on annual fiscal realities as well as district priorities each academic school year. The site administrator works with the district county technology staff to determine whether the obsolete computers can be repurposed for less demanding applications or upgraded, or whether they are no longer able to support any of the current programs and processes that are required to implement the curricular goals of the school. If the computers cannot be repurposed at the site or worth upgrading, the equipment is deemed obsolete. A local computer refurbishing entity picks-up any re-useable electronic components at no cost to the district.

### 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 school sites.

The district Superintendent/Principal and school board have the primary responsibility for funding goals and objectives specified in this plan. In addition, the district technology committee, eTAG, reviews the ed tech budget and purchases during regularly scheduled quarterly meetings and provides input on any budget adjustments that are deemed necessary by the Superintendent/Principal. The Superintendent/Principal takes budget recommendations and revision requests to the School Board as needed. The Chief Business director will monitor ed tech implementation costs as part of the district's regular budget and purchase order processing. The Superintendent/Principal, eTAG, and parent organizations routinely research new funding opportunities for district education technology. School site technology budgets are the domain of the Superintendent/Principal and school site council.

## Section 7: Monitoring & Evaluation of Technology Plan

### 7a. Evaluation Process

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. Ongoing collection of data and the use of that data to inform decision-making and continuous improvement is embedded in our tech plan components under the monitoring and evaluation components in sections 3, 4, and 5. These sections of the tech plan include specific evaluation instruments and data that will be collected on an ongoing basis and analyzed annually to assess the tech plan's impact on teaching and learning.

Each identified objective in our Technology Plan will be reviewed and evaluated quarterly by the district Superintendent/Principal, who has the overarching responsibility for ensuring that our goals and objectives are monitored, adjusted as necessary, and ultimately achieved. In addition, the district's core Education Technology Advisory Group (eTAG), will track the development and implementation of all activities and accomplishments during quarterly meetings as well as review the latest data and any needed revisions to the plan. Between meetings, the Superintendent/Principal communicates tech planning issues and setbacks to eTAG. Superintendent/Principal is responsible for providing stakeholders with a formative assessment of tech plan implementation every February and an annual summative evaluation report in October.

### 7b. & 7c.: Annual Monitoring, Evaluation and Communication of Tech Plan

The following chart specifies the monitoring and evaluation annual timeline as well as the process and frequency of communicating results to tech plan stakeholders.

**Annual Monitoring, Evaluation and Communication of Tech Plan Implementation and Impact**

Person(s) Responsible	Process	Monitoring	Evaluation
Superintendent/principal & Tech. Committee (eTAG)	Provide overall Tech Plan management and coordination	Ongoing	Ongoing
Superintendent/principal, Tech. Committee, and Curriculum Director	Manage, coordinate, implement, monitor, and evaluate curriculum-based technology integration staff development.	Ongoing	Annually in June
Superintendent/principal, Tech. Committee, and Curriculum Director	Manage, coordinate, implement, monitor, and evaluate staff development focused on teaching students NETS skills.	Ongoing	Annually in June
Superintendent/principal & Tech. Committee	Coordinate, manage, and evaluate technology budget, acquisitions, installation, and maintenance.	Ongoing	Annually in August
Superintendent/principal & Tech. Committee	Standardize, develop, manage, monitor, and revise as necessary network, hardware, infrastructure, software, and technical support specifications, policies, and procedures.	Ongoing	Annually in August
Superintendent/principal & Tech. Committee	Collect and analyze staff development data on technology proficiencies through the annual completion of the EdTechProfile survey.	Annually April / May	Annually in June
Superintendent/principal & Tech. Committee	Coordinate ongoing tech committee and stakeholder involvement.	Ongoing	Annually in August
Superintendent/principal, Tech. Committee, and Data Director	Collect and analyze data regarding students' NETS skills and students' academic achievement	Ongoing	Annually in August
Superintendent/principal	Communicating tech plan implementation update to stakeholders including the district school board.	Annually in February and whenever circumstances warrant	N/A

<b>Superintendent/principal</b>	Communicating annual tech plan evaluation results to stakeholders including the district school board. Parents and the community will receive annual reports via the district web site, newsletters, and press releases.	N /A	Annually in October after all tech plan data for the year is in.
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## Section 8: Adult Literacy and Technology

### Section 8a: Adult Literacy and Technology

Our district does not provide adult literacy education. The closest adult literacy education program is located at Red Bluff High School through their evening adult school, a commute of 20 miles round trip for participants. The three high schools in the county conduct Regional Occupational Programs (ROP) that offer a limited amount of adult training opportunities. These free ROP classes are open to all residents of the county, who are at least 16 years old. Classes are offered mornings, afternoons and evenings, at district offices and high school campuses in the region. This flexible training program provides adults with career guidance, hands-on training, and job placement assistance. Our district Superintendent/principal will meet with these adult training opportunities annually to discuss the possibility of additional outreach efforts for our district, including the possibility of using technology to provide adult literacy services in our district.

## Section 9: Effective, Research-Based Strategies

### 9a. Summary of Relevant Research

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. As we begin implementing our technology plan, we will integrate additional research-based strategies as needs and district academic priorities dictate.

Our revised education technology plan 2010-2015 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>
- **CoSN, Total Cost of Ownership (TCO)Tool** The TCO Tool offers schools a formalized process for assessing the costs of technology investments.  
<https://k12tco.gartner.com/home/default.aspx>

### Curriculum Component Research

**Our plans to integrate technology in the curriculum align with the recommendations from the Partnership for 21<sup>st</sup> Century Skills white papers that follow as well as research from WestEd:**

"21st Century Skills Assessment." (2007). Partnership for 21st Century Skills. 4 Sep 2008  
<[http://www.21stcenturyskills.org/documents/21st\\_century\\_skills\\_assessment.pdf](http://www.21stcenturyskills.org/documents/21st_century_skills_assessment.pdf)>. (21st Century Skills Assessment, 2007)

This white paper (epaper) explains the elements that are the critical systems necessary to ensure student mastery of 21st century skills, with a focus on assessment. 21st century standards, assessments, curriculum, instruction, professional development and learning environments must be aligned to produce a support system that produces 21st century outcomes for today's student.

"21st Century Curriculum and Instruction." (2007). Partnership for 21st Century Skills. 4 Sep 2008  
<[http://www.21stcenturyskills.org/documents/21st\\_century\\_skills\\_curriculum\\_and\\_instruction.pdf](http://www.21stcenturyskills.org/documents/21st_century_skills_curriculum_and_instruction.pdf)>. (21st Century Skills Assessment, 2007)

This white paper (epaper) explains the elements that are the critical systems necessary to ensure student mastery of 21st century skills, with a focus on curriculum and instruction.

"21st Century Skills Standards." (2007). Partnership for 21st Century Skills. 4 Sep 2008  
<[http://www.21stcenturyskills.org/documents/21st\\_century\\_skills\\_skills.pdf](http://www.21stcenturyskills.org/documents/21st_century_skills_skills.pdf)>. (21st Century Skills Assessment, 2007)

This white paper (epaper) explains the elements that are the critical systems necessary to ensure student mastery of 21st century skills, with a focus on standards.



"21st Century Skills Development." (2007). Partnership for 21st Century Skills. 4 Sep 2008  
<[http://www.21stcenturyskills.org/documents/21st\\_century\\_skills\\_development.pdf](http://www.21stcenturyskills.org/documents/21st_century_skills_development.pdf)>. (21st Century Skills Assessment, 2007)

This white paper (epaper) explains the elements that are the critical systems necessary to ensure student mastery of 21st century skills, with a focus on skills.

WestEd (2003). The learning return on our educational technology investment. San Francisco: WestEd.

Co-authors Loretta Kelley and Cathy Ringstaff report that "As schools invest heavily computer-based technology, they can benefit from the experiences and research of others focusing on the impact of this technology on student learning."

This paper, produced by WestEd's Regional Technology in Education Consortium, summarizes major research findings related to technology use and, based on these findings, attempts to draw out implications for educators, policymakers, and the public. It provides guidance, intended primarily for people developing school or district technology plans, on the conditions that need to be in place for computer-based technology to have the most impact on student learning.

### **Professional Learning Component Research**

**We will use the following research-based resources as the basis of our Professional Development implementation plan:**

McKenzie, J. (1999). How teachers learn technology best. Bellingham, WA: FNO Press

Jamie McKenzie looks at how educators learn technology effectively, outlining the myths and realities of professional learning and clearly spelling out the necessary steps to engage teachers with technology. He discusses issues of adult learning ("androgogy") and explains that adult learning should involve the learners in activities that match their individual interests, needs, and developmental readiness. For readers wanting more depth in particular aspects, McKenzie includes many website addresses.

Sandholtz, J., Ringstaff, C., & Dwyer, D. (1997). Teaching with technology: Creating student-centered classrooms. New York, N.Y., Teachers College Press.

The authors have analyzed a 10-year research study of the Apple Classroom of Tomorrow (ACOT) school sites. The centerpiece of the study is the five-phase model of instructional evolution in technology-rich classrooms: entry, adoption, adaptation, appropriation, and invention. The model describes a shift in instructional style, from traditional to constructivist, that the authors believe takes place as teachers become expert technology users, leading to new levels of confidence and willingness to experiment with instruction.

"21st Century Professional Development." (2007). Partnership for 21st Century Skills. 4 Sep 2008  
<[http://www.21stcenturyskills.org/documents/21st\\_century\\_skills\\_professional\\_development.pdf](http://www.21stcenturyskills.org/documents/21st_century_skills_professional_development.pdf)>. (21st Century Skills Assessment, 2007)

This white paper (epaper) explains the elements that are the critical systems necessary to ensure student mastery of 21st century skills, with a focus on professional development.

**We will use the following research-based resources as the basis of our Copyright, Fair Use, and Safe & Responsibility Use of the Internet curriculum and professional development:**

"Copyright." Copyright and Fair Use. (2008). US Copyright Office. 4 Sep 2008 <<http://www.copyright.gov/>>.

Site introduces copyright basics, copyright laws, fact sheets and FAQs, along with a link to Taking the Mystery out of Copyright – a tour for students and teachers. Site also provides guidelines for Fair Use.

"Copyright & Fair Use." Stanford Copyright & Fair Use Center. (2008). Stanford Copyright & Fair Use Center. 4 Sep 2008 <<http://fairuse.stanford.edu/>>.

Site provides primary materials, guide books, articles, and even videos on copyright laws and fair use issues.

Willard, Nancy. "Recent Reports and Articles." Center for Responsible Internet Use. 4 Sep 2008 <<http://www.cyberbully.org/documents/>>.

Director Nancy Willard provides provides research and outreach services to address issues of the safe and responsible use of the Internet. Articles are pertinent to parents, educators, librarians, policy-makers, and others regarding effective strategies to assist young people in gaining the knowledge, skills, motivation, and self-control to use the Internet and other information technologies in a safe and responsible manner.

### **Infrastructure, Hardware, Technical Support, and Software Component Research**

**The following is an example of the research-based resources we will use as the basis of our funding priorities in regards to purchasing Infrastructure, Hardware, Technical Support, and Software Component Research.**

McKenzie, J., (2000). Beyond technology: Questioning, research and the information literate school. Bellingham, WA: FNO Press.

Jamie McKenzie voices his concerns that once they install networks, many schools discover they've paid too little attention to learning goals and a purpose that might mobilize teachers to embrace the new technologies with enthusiasm. McKenzie describes how questioning, research and information literacy can become driving forces so that even skeptics and late adopters acknowledge the value of the venture.

Sandholtz, J., Ringstaff, C., & Dwyer, D. (1997). Teaching with technology: Creating student-centered classrooms. New York, N.Y., Teachers College Press.

The authors have analyzed a 10-year research study of the Apple Classroom of Tomorrow (ACOT) school sites. The centerpiece of the study is the five-phase model of instructional evolution in technology-rich classrooms: entry, adoption, adaptation, appropriation, and invention. The model describes a shift in instructional style, from traditional to constructivist, that the authors believe takes place as teachers become expert technology users leading to new levels of confidence and willingness to experiment with instruction.

Tomei, L. (2002). The technology façade. Boston: Allyn and Bacon.

The author looks at human factors, financial investment, commitment of resources, and instructional strategy as essential components to effective technology planning. He emphasizes importance of technology tools connecting to classroom curriculum.

**Additional research-based strategies that the district plans to integrate are identified in the chart that follows:**

Tech Plan Section	Research Source	Research based strategies that we plan to integrate.
Curriculum, Reading & Writing Technology Skills	Marzano, <u>What Works in Schools</u> , 2003.	“The defining characteristics of schools producing unprecedented gains in student achievement is that they rely on data to identify probable successful interventions.”
Information Literacy Skills History/Social Studies	<u>Critical Issue: Using technology to improve student’s achievement</u> , 1999 NCREL web site.	“Using technology within the curriculum framework can enhance important skills that will be valued in the workplace, such as locating and accessing information, organizing and displaying data, and creating persuasive arguments.
Core Content, including Math and Science	Sivin-Kachala and Bialo, <u>2000 research report on the effectiveness of technology in schools</u> , 2000.	“Computer-assisted instruction and drill-and-practice software can significantly improve students’ scores on standardized achievement tests in all major subject areas.”
Reading	<u>Results!</u> California Professional Development Institute. Research includes: Moats, <u>Educational Leadership</u> , March 2001; Reading/Language Arts Framework for California Public Schools Kindergarten Through Grade Twelve, Chapter 4; Fielding and Person, <u>Educational Leadership</u> , February 1994.	“Researched-based reading strategies can build a foundation for reading success in students of all ages. These include: Phonological awareness and decoding; reading fluency and word recognition; vocabulary and phrase meanings; teaching comprehension; and including writing response to reading. Administer measures of assessment and assign students materials and programs that will enable them to read with 90-95 percent accuracy. Teach individually or in small groups as much as possible. Schedule at least two hours a day for reading instruction for struggling readers. Monitor progress and adjust instruction and time allocations accordingly.”
Learning as a Process	Glasgow & Hicks, <u>What Successful Teachers Do</u> , 2003.	“Strategy 68: Balance the rigors of new technology with content goals. When helping students acquire computer and technology skills, teach them to set goals that focus on the process of learning instead of on the outcome of learning.” “Strategy 69: Use the Internet as a classroom....significant gains in content knowledge and a high level of motivation with the project.”
Integration Strategies to Improve Teaching and Learning	DuFour & DuFour, <u>Whatever It Takes</u> , 2004.	“Eight Step Improvement Process.....Step 1- Disaggregate Data, Including Test Results....”
Staff Development: Adult Learning Models	Schacter, <u>The impact of education technology on student achievement: What the most current research has to say</u> . Milken Family Foundation web site, 1999	“The most important staff-development features include opportunities to explore, reflect, collaborate with peers, work on authentic learning tasks, and engage in hands-on active learning.”
Internet Safety	www.wiredsafety.org – “Helping to Make You Cyber Safe and Information Literate”, 2006; www.techlearning.com	“Video resources, lessons and activities to keep children safe from cyberbullying, cyber-predators and other dangers.”  “What differentiates cyber bullying from physical and

	"Cyberbullying – Responsibilities & Solutions", 2008.	verbal bullying is that perpetrators can exploit the secrecy of the Internet to conceal their identity while abusing their victims."
Ethical Issues/ Copyright	<a href="http://www.techlearning.com">www.techlearning.com</a> - "Educators Guide to Copyright and Fair Use", 2003. "Net Wise Teens: Safety, Ethics and Innovation", by Poftak, 2002.	"Write an AUP from a "positive versus negative" perspective. For example, in addition to telling kids not to copy another's work, words, or images without permission, Bloomfield's AUP states: "Always correctly quote your sources for reports, projects, or Web pages. Use free clip art sites or create your own graphics for projects."

### 9b. Extending District Curriculum

The Lassen View 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 the use of free or low cost Open Source and Web 2.0 tools and resources for students, teachers, and administrators such as those offered on Calaxy (<http://www.k12hsn.org/calaxy/>) via the California High Speed Network. We will continue to work with CTAP Region 2 and our County Office of Education to explore use of the High Speed Network to deliver rigorous academic curriculum online to our students.

# APPENDIX

## Appendix C – Criteria for EETT Technology Plans

1. PLAN DURATION CRITERION	Page in District office Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
<p><i>The plan should guide the county office’s use of education technology for the next three to five years. (For a new plan, can include technology plan development in the first year)</i></p>	5	<p>The technology plan describes the county offices 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 (7/1/10 to 6/30/15).</p>	<p>The plan is less than three years or more than five years in length.</p> <p>Plan duration is 2009-11.</p>
<p><b>2. STAKEHOLDERS CRITERION</b> Corresponding EETT Requirement(s): 7 and 11 (Appendix D).</p>	Page in district office Plan	Example of Adequately Addressed	Not Adequately Addressed
<p><i>Description of how a variety of stakeholders from within the school, county office, and the community-at-large participated in the planning process.</i></p>	5	<p>The planning team consisted of representatives who will implement the plan. If a variety of stakeholders did not assist with the development of the plan, a description of why they were not involved is included.</p>	<p>Little evidence is included that shows that the county office actively sought participation from a variety of stakeholders.</p>

3. CURRICULUM COMPONENT CRITERIA Corresponding EETT Requirement(s): 1, 2, 3, 8, 10, and 12 (Appendix D).	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
a. <i>Description of teachers' and students' current access to technology tools both during the school day and outside of school hours.</i>	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. <i>Description of the district's current use of hardware and software to support teaching and learning.</i>	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.
c. <i>Summary of the district's curricular goals that are supported by this tech plan.</i>	9	The plan summarizes the district's curricular goals that are supported by the plan and referenced in district document(s).	The plan does not summarize district curricular goals.
d. <i>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.</i>	11	The plan delineates clear goals, measurable objectives, annual benchmarks, and a clear implementation plan for using technology to support the district's curriculum goals and academic content standards to improve learning.	The plan suggests how technology will be used, but is not specific enough to know what action needs to be taken to accomplish the goals.
e. <i>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.</i>	12	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.

<b>3. CURRICULUM COMPONENT CRITERIA (continued)</b>	<b>Page in District Plan</b>	<b>Example of Adequately Addressed</b>	<b>Example of Not Adequately Addressed</b>
f. <i>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</i>	<b>14</b>	The plan describes or delineates clear goals outlining how students and teachers will learn about the concept, purpose, and significance of the ethical use of information technology including copyright, fair use, plagiarism and the implications of illegal file sharing and/or downloading.	The plan suggests that students and teachers will be educated in the ethical use of the Internet, but is not specific enough to determine what actions will be taken to accomplish the goals.
g. <i>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.</i>	<b>14</b>	The plan describes or delineates clear goals outlining how students and teachers will be educated about Internet safety.	The plan suggests Internet safety education but is not specific enough to determine what actions will be taken to accomplish the goals of educating students and teachers about internet safety.
h. <i>Description of or goals about the district policy or practices that ensure equitable technology access for all students.</i>	<b>15</b>	The plan describes the policy or delineates clear goals and measurable objectives about the policy or practices that ensure equitable technology access for all students. The policy or practices clearly support accomplishing the plan's goals.	The plan does not describe policies or goals that result in equitable technology access for all students. Suggests how technology will be used, but is not specific enough to know what action needs to be taken to accomplish the goals.



<b>3. CURRICULUM COMPONENT CRITERIA (continued)</b>	<b>Page in District Plan</b>	<b>Example of Adequately Addressed</b>	<b>Example of Not Adequately Addressed</b>
i. <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.</i>	<b>15</b>	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.	The plan suggests how technology will be used, but is not specific enough to know what action needs to be taken to accomplish the goals.
j. <i>List of clear goals, measurable objectives, annual benchmarks, and an implementation plan to use technology to improve two-way communication between home and school.</i>	<b>16</b>	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.	The plan suggests how technology will be used, but is not specific enough to know what action needs to be taken to accomplish the goals.
k. <i>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.</i>	<b>17</b>	The monitoring process, roles, and responsibilities are described in sufficient detail.	The monitoring process either is absent, or lacks detail regarding procedures, roles, and responsibilities.

<b>4. PROFESSIONAL DEVELOPMENT COMPONENT CRITERIA</b> Corresponding EETT Requirement(s): 5 and 12 (Appendix D).	<b>Page in District Plan</b>	<b>Example of Adequately Addressed</b>	<b>Example of Not Adequately Addressed</b>
<i>a. Summary of the teachers' and administrators' current technology proficiency and integration skills and needs for professional development.</i>	<b>17</b>	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.	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.
<i>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.</i>	<b>18 and 21</b>	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.	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.
<i>c. Describe the process that will be used to monitor the Professional Development (Section 4b) goals, objectives, benchmarks, and planned implementation activities including roles and responsibilities.</i>	<b>23</b>	The monitoring process, roles, and responsibilities are described in sufficient detail.	The monitoring process either is absent, or lacks detail regarding who is responsible and what is expected.

<b>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>
a. <i>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.</i>	<b>24</b>	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. <i>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.</i>	<b>24</b>	The plan provides a clear summary and list of the technology hardware, electronic learning resources, networking and telecommunications infrastructure, physical plant modifications, and technical support the district will need to support the implementation of the district's Curriculum and Professional Development Components.	The plan includes a description or list of hardware, infrastructure, and other technology necessary to implement the plan, but there doesn't seem to be any real relationship between the activities in the Curriculum and Professional Development Components and the listed equipment. Future technical support needs have not been addressed or do not relate to the needs of the Curriculum and Professional Development Components.
c. <i>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.</i>	<b>25</b>	The annual benchmarks and timeline are specific and realistic. Teachers and administrators implementing the plan can easily discern what needs to be acquired or repurposed, by whom, and when.	The annual benchmarks and timeline are either absent or so vague that it would be difficult to determine what needs to be acquired or repurposed, by whom, and when.
d. <i>Describe the process that will be used to monitor Section 5b &amp; the annual benchmarks and timeline of activities including roles and responsibilities.</i>	<b>25</b>	The monitoring process, roles, and responsibilities are described in sufficient detail.	The monitoring process either is absent, or lacks detail regarding who is responsible and what is expected.

<b>6. 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. <i>List established and potential funding sources.</i>	<b>26</b>	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. <i>Estimate annual implementation costs for the term of the plan.</i>	<b>27</b>	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. <i>Describe the district's replacement policy for obsolete equipment.</i>	<b>28</b>	Plan recognizes that equipment will need to be replaced and outlines a realistic replacement plan that will support the Curriculum and Professional Development Components.	Replacement policy is either missing or vague. It is not clear that the replacement policy could be implemented.
d. <i>Describe the process that will be used to monitor Ed Tech funding, implementation costs and new funding opportunities and to adjust budgets as necessary.</i>	<b>28</b>	The monitoring process, roles, and responsibilities are described in sufficient detail.	The monitoring process either is absent, or lacks detail regarding who is responsible and what is expected.

<b>7. MONITORING AND EVALUATION COMPONENT CRITERIA</b> Corresponding EETT Requirement: 11 (Appendix D).	<b>Page in District Plan</b>	<b>Example of Adequately Addressed</b>	<b>Example of Not Adequately Addressed</b>
<i>a. Describe the process for evaluating the plan's overall progress and impact on teaching and learning.</i>	<b>29</b>	The plan describes the process for evaluation using the goals and benchmarks of each component as the indicators of success.	No provision for an evaluation is included in the plan. How success is determined is not defined. The evaluation is defined, but the process to conduct the evaluation is missing.
<i>b. Schedule for evaluating the effect of plan implementation.</i>	<b>29</b>	Evaluation timeline is specific and realistic.	The evaluation timeline is not included or indicates an expectation of unrealistic results that does not support the continued implementation of the plan.
<i>c. Describe the process and frequency of communicating evaluation results to tech plan stakeholders.</i>	<b>29</b>	The plan describes the process and frequency of communicating evaluation results to tech plan stakeholders.	The plan does not provide a process for using the monitoring and evaluation results to improve the plan and/or disseminate the findings.

<b>8. EFFECTIVE COLLABORATIVE STRATEGIES WITH ADULT LITERACY PROVIDERS</b> Corresponding EETT Requirement: 11 (Appendix D).	<b>Page in District Plan</b>	<b>Example of Adequately Addressed</b>	<b>Example of Not Adequately Addressed</b>
a. <i>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.)</i>	<b>30</b>	The plan explains how the program will be developed in collaboration with adult literacy providers. Planning included or will include consideration of collaborative strategies and other funding resources to maximize the use of technology. If no adult literacy providers are indicated, the plan describes the process used to identify adult literacy providers or potential future outreach efforts.	There is no evidence that the plan has been, or will be developed in collaboration with adult literacy service providers, to maximize the use of technology.

<b>9. RESEARCHED-BASED METHODS, STRATEGIES, AND CRITERIA</b> Corresponding EETT Requirement(s): 4 and 9 (Appendix D).	<b>Page in District Plan</b>	<b>Example of Adequately Addressed</b>	<b>Not Adequately Addressed</b>
a. <i>Summarize the relevant research and describe how it supports the plan's curricular and professional development goals.</i>	<b>31</b>	The plan describes the relevant research behind the plan's design for strategies and/or methods selected.	The description of the research behind the plan's design for strategies and/or methods selected is unclear or missing.
b. <i>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.</i>	<b>35</b>	The plan describes the process the district will use to extend or supplement the district's curriculum with rigorous academic courses and curricula, including distance learning opportunities (particularly in areas that would not otherwise have access to such courses or curricula due to geographical distances or insufficient resources).	There is no plan to use technology to extend or supplement the district's curriculum offerings.

# ISTE's National Educational Technology Standards (NETS) For Students

## 1. Creativity and Innovation

Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. Students:

- a. apply existing knowledge to generate new ideas, products, or processes.
- b. create original works as a means of personal or group expression.
- c. use models and simulations to explore complex systems and issues.
- d. identify trends and forecast possibilities.

## 2. Communication and Collaboration

Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. Students:

- a. interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media.
- b. communicate information and ideas effectively to multiple audiences using a variety of media and formats.
- c. develop cultural understanding and global awareness by engaging with learners of other cultures.
- d. contribute to project teams to produce original works or solve problems.

## 3. Research and Information Fluency

Students apply digital tools to gather, evaluate, and use information. Students:

- a. plan strategies to guide inquiry.
- b. locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
- c. evaluate and select information sources and digital tools based on the appropriateness to specific tasks.
- d. process data and report results.

## 4. Critical Thinking, Problem Solving, and Decision Making

Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. Students:

- a. identify and define authentic problems and significant questions for investigation.
- b. plan and manage activities to develop a solution or complete a project.
- c. collect and analyze data to identify solutions and/or make informed decisions.
- d. use multiple processes and diverse perspectives to explore alternative solutions.

## 5. Digital Citizenship

Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior. Students:

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

## 6. Technology Operations and Concepts

Students demonstrate a sound understanding of technology concepts, systems, and operations. Students:

- a. understand and use technology systems.
- b. select and use applications effectively and productively.
- c. troubleshoot systems and applications.

**d.** transfer current knowledge to learning of new technologies.

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# NETS Grade Level Performance Indicators for Students

## GRADES PRE K - 2

### Performance Indicators:

All students should have opportunities to demonstrate the following performances.

#### Prior to completion of Grade 2 students will:

1. Use input devices (e.g., mouse, keyboard, remote control) and output devices (e.g., monitor, printer) to successfully operate computers, VCRs, audiotapes, and other technologies. (1)
  2. Use a variety of media and technology resources for directed and independent learning activities. (1, 3)
  3. Communicate about technology using developmentally appropriate and accurate terminology. (1)
  4. Use developmentally appropriate multimedia resources (e.g., interactive books, educational software, elementary multimedia encyclopedias) to support learning. (1)
  5. Work cooperatively and collaboratively with peers, family members, and others when using technology in the classroom. (2)
  6. Demonstrate positive social and ethical behaviors when using technology. (2)
  7. Practice responsible use of technology systems and software. (2)
  8. Create developmentally appropriate multimedia products with support from teachers, family members, or student partners. (3)
  9. Use technology resources (e.g., puzzles, logical thinking programs, writing tools, digital cameras, drawing tools) for problem solving, communication, and illustration of thoughts, ideas, and stories. (3, 4, 5, 6)
  10. Gather information and communicate with others using telecommunications, with support from teachers, family members, or student partners. (4)
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## GRADES 3 - 5

### Performance Indicators:

All students should have opportunities to demonstrate the following performances.

#### Prior to completion of Grade 5 students will:

1. Use keyboards and other common input and output devices (including adaptive devices when necessary) efficiently and effectively. (1)
2. Discuss common uses of technology in daily life and the advantages and disadvantages those uses provide. (1, 2)
3. Discuss basic issues related to responsible use of technology and information and describe personal consequences of inappropriate use. (2)
4. Use general purpose productivity tools and peripherals to support personal productivity, remediate skill deficits, and facilitate learning throughout the curriculum. (3)
5. Use technology tools (e.g., multimedia authoring, presentation, Web tools, digital cameras, scanners) for individual and collaborative writing, communication, and publishing activities to create knowledge products for audiences inside and outside the classroom. (3, 4)
6. Use telecommunications efficiently and effectively to access remote information, communicate with others in support of direct and independent learning, and pursue personal interests. (4)

7. Use telecommunications and online resources (e.g., e-mail, online discussions, Web environments) to participate in collaborative problem-solving activities for the purpose of developing solutions or products for audiences inside and outside the classroom. (4, 5)
  8. Use technology resources (e.g., calculators, data collection probes, videos, educational software) for problem solving, self-directed learning, and extended learning activities. (5, 6)
  9. Determine when technology is useful and select the appropriate tool(s) and technology resources to address a variety of tasks and problems. (5, 6)
  10. Evaluate the accuracy, relevance, appropriateness, comprehensiveness, and bias of electronic information sources. (6)
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## GRADES 6 - 8

### **Performance Indicators:**

All students should have opportunities to demonstrate the following performances.

#### **Prior to completion of Grade 8 students will:**

1. Apply strategies for identifying and solving routine hardware and software problems that occur during everyday use. (1)
2. Demonstrate knowledge of current changes in information technologies and the effect those changes have on the workplace and society. (2)
3. Exhibit legal and ethical behaviors when using information and technology, and discuss consequences of misuse. (2)
4. Use content-specific tools, software, and simulations (e.g., environmental probes, graphing calculators, exploratory environments, Web tools) to support learning and research. (3, 5)
5. Apply productivity/multimedia tools and peripherals to support personal productivity, group collaboration, and learning throughout the curriculum. (3, 6)
6. Design, develop, publish, and present products (e.g., Web pages, videotapes) using technology resources that demonstrate and communicate curriculum concepts to audiences inside and outside the classroom. (4, 5, 6)
7. Collaborate with peers, experts, and others using telecommunications and collaborative tools to investigate curriculum-related problems, issues, and information, and to develop solutions or products for audiences inside and outside the classroom. (4, 5)
8. Select and use appropriate tools and technology resources to accomplish a variety of tasks and solve problems. (5, 6)
9. Demonstrate an understanding of concepts underlying hardware, software, and connectivity, and of practical applications to learning and problem solving. (1, 6)
10. Research and evaluate the accuracy, relevance, appropriateness, comprehensiveness, and bias of electronic information sources concerning real-world problems. (2, 5, 6)