# SANTEE SCHOOL DISTRICT

# Technology Plan 2012-2015

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# 1. Plan Duration

This plan is a three yeear plan beginning on July 1, 2012 and ending June 30, 2015. This plan contains the required goals, objectives, benchmarks and timelines that cover all the years in the plan and address the 30 required criteria for state approval.

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# 2. Stakeholders

Technology planning and decisions are made through on-going collaboration with administration, faculty, students, parents, and staff, the San Diego County Office of Education, colleges, universities, community non-profit organizations, and businesses.

There are three general planning groups:

1. <u>Santee School District Board appointed committees</u>, which have the primary responsibility of making planning recommendations to the Board.

2. <u>Site-based stakeholders</u>, such as PTA and Site Councils who provide recommendations to the site leader. As our plan evolves, and site technology plans become implemented, we expect an increased level of technology planning and participation from the site committees.

3. <u>Community-based stakeholders</u>, such as local businesses and professional organizations and colleges, will also assume an even more important role in the future as our technology plan broadens to include more stakeholders.

# Santee School District Board Appointed Committees

## Level of Involvement in Technology Planning

> In Santee, "Technology and Curriculum Integration" for students begins with the integration of curriculum and technology departments.

This technology plan has been developed with significant collaboration that began with the Instructional Services Department and the Technology Departments.

Membership varies by committee and need, but includes District and site administrators, certificated and classified staff, parents, and members of the Santee community at large. Committee members have been involved in developing the technology plan from the beginning. This plan reflects the decisions and recommendations made by the various committees. Representative members from the stakeholders above, as well as Executive Council, have reviewed and made revision recommendations on the plan.

**<u>Ed-Tech Partnership</u>**

Throughout this plan, an "Ed-Tech" stakeholder is referenced.

This is neither a formal department, nor a committee, but rather a collaborative partnership that exists between Coordinator of Instructional Technology, Director of Information Systems and Director of Educational Services.

This group has the most significant responsibility for the review of progress in this plan. They maintain responsibility for timelines and benchmark achievements in the areas of progress hardware and software and curriculum implementation to support the educational goals of the district.

## District Technology Committee (DTC)

Purpose: The District Technology Committee is a Board of Education appointed committee, which provides technology recommendations to the Board.  Similar committees are also formed for curriculum (ACI) and budget (BAC) recommendations. Each year the Board of Education issues a call for applications and fills committee vacancies.  Each year, the DTC committee recommends the specific technology planning goals for the next three years, and requests Board approval and appropriate funding to successfully carry out the plan.

Membership: District Technology Committee members serve two-year terms and represent stakeholders as follows: Administration (2 members), Board of Education (1 - non-voting), Classified Staff Employee Association (2), Santee Teachers Association (2), Parents (10).  The committee chair, the Director Of Instructional Technology takes recommendations from the committee back to Executive Council and the Board of Education.

This groups has significant responsibility to act as a sounding board as to the feelings of the greater community and the responsibilty to share community's perception as to the progress and challenges of technology and curriculum integration. This oversite and plain talk helps to keep the programs grounded.

## Academic Curriculum and Instruction (ACI)

Purpose:  The ACI is a Board of Education appointed committee, which provides recommendations to the Board of Education regarding curriculum decisions.  Each year the Board issues a call for applications and fills committee vacancies.

Membership:  Membership consists of parents, administrators, classified and certificated staff.  Since this committee is so closely aligned with technology planning. The committee Chair, the Assistant Superintendent of Instruction, takes recommendations from the committee back to Executive Council and to the Board of Education.

This group maintains a responsibility to actively include technology integration into all academic areas and to seek to understand how the instruction, teachers and students can be successfully supported with these tools. They advise as to which instructional adoptions best meet the needs of all students teachers.

**Business Advisory Committee (BAC)**

Purpose:  The BAC is a Board of Education appointed committee, which provides recommendations to the Board of Education regarding budget decisions.  Each year the Board issues a call for applications and fills committee vacancies.

Membership:  Membership consists of parents, administrators, classified and certificated staff. The BAC committee meets monthly with the Assistant Superintendent of Business providing recommendations to Executive Council and the Board of Education.

This committee has the ongoing challenge to arrange priorities in a manner that keep the district solvent and also promotes a valid method in acquiring current technology tools and maintains a replacement and upgrade schedule. Their review of available budgets and planning is essential for success.

## Site-Based Stakeholders

## Level of Involvement in Technology Planning

Site-based technology planning should involve the following stakeholders:

- School leadership
- Teachers
- Technology assistants and media center staff
- Parents
- Student leaders
- School Site Councils
- Parent Teacher Student Association
- Business partnerships

These groups will be actively involved in the successful execution of this plan.  This technology plan requires the District to actively solicit creative contribution from School Site Councils and PTAs.

For example, most members above will be involved with supporting technology integration initiatives by identifying and seeking needed classroom technology and instructional materials from the site-based stakeholders. Site-based technology support (volunteer or paid) will be essential in supporting the needs of teachers who begin more formalized technology integration.

## Community Stakeholders

## Level of Involvement in Technology Planning

The District has actively sought participation and advisement in technology planning from local schools, government, colleges, Universities, non-profits, and businesses in the greater Santee community. These include:

- The San Diego County Office of Education
- Classroom of the Future Foundation
- SBC
- COX Communication
- Grossmont Union High School District
- International Society of Technology Educators (ISTE)
- San Diego Computer Using Educators (SDCUE)
- City of Santee
- Microsoft
- Tech4Learning
- Channel 39 Weather
- PowerSchool
- Apple Computers

These groups have been involved in varying degrees of technology planning, including serving as models and consultants, technical and/or staff development experts, technology curriculum contributors, and in reviewing draft policy and planning documents.

## Affiliation of Community Stakeholders

### San Diego County Office of Education

The County Office provides the District with numerous services, which include:

- Administrative systems, including, human resources, finance and also serves as our ISP for Internet access.
- STAC, a Superintendents Technology Advisory Committee where technology innovations and instruction is discussed and shared. The Superintendent and Director of Technology attend these monthly meetings to learn best practices, emerging technology, etc.

- CTAP, Region 9 support is provided for technology plan writing, various grants, software purchases, etc.  The District especially appreciates the efforts of Daryl Stermon and Diann Kueny who have provided many hours in the advising and the grooming of this technology grant.

- ETSN, supports county-wide technology director's with the day-to-day needs and support needed.  This regular meetings includes specific training, legislation and grant alerts, etc.

- CloudConnect, a customized Cloud Computing infrastructure that provides equitable access to educational tools for our grades 3-8 students, and all staff.

## Classroom of the Future Foundation

This county organization has previously provided the consulting expertise of Rick Beach, to the District as part of the original QZAB project.  We have formed a partnership to expand our district's work with the integration of project based learning and technology. One result of this partnership is PRIDE Academy receiving the Inspire Award in 2011.

## SBC

Pacific Bell (now SBC)  provided our very first network as part of the Education First initiation several years ago.  Since then, this company has provided numerous benefits to the District, including training on E-Rate and CTF discounts, awareness and training on the Pacific Bell online educational resources.

## Cox Communication

Since 2001, Cox has provided a mobile television broadcasting bus that allows students to get an up-close look at television production.  In addition, since our wide area network was installed and is maintained by Cox, they are a valued resource and partner as we discuss the future course of our technology plan.  Cox has attended infrastructure-related DTC meetings, as well as provided technical support and expertise in the areas of technology vision.  Cox assisted the school District understand franchise discussions with the City of Santee, and provided technical information on fire alarm systems used in computer rooms.  In the future, as students in Santee require high speed Internet acess from home, Cox will be one vendor who may provide an acceptable solution.

## Grossmont Union High School District

Santee students graduate and move on to high schools within the Grossmont District. The Districts share assessment and student data and Grossmont provides information back to Santee on student high school success in language arts and math.  There are also collaboration efforts in planning existing and future infrastructure and curriculum integration to prepare students for the high school.

### International Society of Technology Educators (ISTE)

The ISTE organization supports all technology educators. We have benefited and adopted this orgaization's NET standards for students, teachers and administrators. Many of our staff members have attended conferences here and out of state. They have also served as presentors and volunteers at these international events. Santee will continue to encourage involvement with this organization.

### San Diego Computer Using Educators (SDCUE)

The CUE organization supports all technology teachers.  Each year, many of our teachers benefit from the organization by attending the local San Diego CUE chapter meetings and regional conferences, and by serving as presenters at these meetings. Santee will continue to encourage teacher involvement with this organization.

### City of Santee

Over the past years, the SSD has attempted to establish close partnerships with the City of Santee. The District will continue to seek beneficial collaboration opportunities with our City.  Districts, such as Lemon Grove, have greatly impacted students with their strong school-to-city alliances.  Santee hopes to accomplish the same goal.Santee Sheriff's Office

The Santee Sheriff's Office has been proactive within the community in offering general safety seminars to citizens.  SSD has actively participated in these events and has developed and presented sessions on Cyber Safety for young children, as part the Kidz Watch Program, as well as Cyber Safety for Seniors.

### Microsoft

Microsoft's Live@edu provides the district with free, hosted, co-branded communication and collaboration services for students and staff. Through Live@edu, Santee School District has cloud-based email; online document sharing and storage; and enterprise-class tools. In addition, the Microsoft Store in Fashion Valley has provided free training to our management team and school secretaries on Office 2010 and Windows Live, in additiont o hosting fun camps for students on movie creation and gaming.

### Tech4Learning

This local software company has been an enthusiastic partner in supporting our classrooms with software that supports our focus on project based learning. Additionally, staff has been involved with the beta testing of many products. Staff members have also served as presenters at area events showcasing student and teacher work utilizing this software. We will continue our partnership with this company.

### Dell Computers

Santee has used Dell computers and receives many benefits through that alignment. Dell provides full support to our technicians, allows online ordering of computers, maintains accurate inventory records, and provides information and support on emerging technology trends.

## Channel 39 Weather

Chet F. Harritt School was awarded a grant to install a weather station at its site in 1999. Since that time, the station has been used to a) report Santee weather information for Channel 39, b) provide weather data on our website, and c) help students learn about and chart weather patterns.

## PowerSchool

The District uses the PowerSchool student information system. Santee has excelled in its implementation of online access to assessment scores, health information, discipline information, etc. PowerSchool has made it possible to provide this student information to the teachers and administrators who have the ability to influence students the most. The parent portal provides parent access to grades, attendance, and other information.

## Apple Computers

As mobile devices and wireless technology has become more affordable, Apple products have become an invaluable asset in our district. In addition to purchasing iPods, iPads, and MacBooks, Apple has provided the district with professional development workshops, as well as executive consulting.

# 3. Curriculum

> *"Our children can't wait.  The future is now.  We need to be preparing them for a future that few of us can even visualize."* –Dr. Mark Edwards *Former Superintendent Henrico County, VA Public Schools.*

## 3a. Curriculum: Current Technology Access

### Technology Access in 2012

In 1996 the District established the goal of reaching and sustaining a 1:5 computer to student classroom ratio.  The chart below indicates our growth in reaching that goal. All schools have surpassed that goal.

### Technology Access During School Day

To assess and quantify current access to technology, the District conducted a detailed, site-based inventory of computers in June 2011.  This information is summarized below.

### Districtwide Computers by Site

|  | CP | CO | CH | CFH | HC | PD | PA | RS | SC |
|---|---|---|---|---|---|---|---|---|---|
| Total | 377 | 311 | 346 | 218 | 171 | 313 | 255 | 254 | 164 |
| Site ADA | 1032 | 891 | 535 | 585 | 784 | 787 | 548 | 984 | 406 |
| Ratio | 2.7 | 2.9 | 1.5 | 2.7 | 4.6 | 2.5 | 2.1 | 3.9 | 2.5 |

At most school sites, students and teachers have access to shared computers in a lab setting and/or Learning Resource Center. Computer labs are comprised of N-Computing stations and/or laptop carts.  It should be noted that the numbers of computers available in lab settings are included in the above ratios.

These Districtwide ratios and even those listed by site do not reflect the degree to which technology access varies by classroom. Some teachers still have only one network-capable computer in their classrooms. However, there are some classrooms where ratios are closer to 1:2.

For the past three years a Classrooms of the Future Initiative brought the student computer ratio in the 4th-8th grade classrooms classroom to a more acceptable level as well as added technology presentation tools for students and teachers, These items included LCD projectors, document cameras, mounted speakers, wireless slates, four student computer stations, and laser printers. Schools have been working hard to ensure the same access in the K-2nd grade classrooms. Good progress has been made in these areas and will continue in coordination with the current modernization effort.

Our district site modernization project addressed facility limitations at eight of our schools. The issues of space, lighting, sound, electrical power and outlets along with high-speed network access have been addressed in each teaching and workspace. When modernization is completed all teaching space will be prepared to include ceiling mounted LCD projectors, laptop VGA hookups, component video capabilities, sound, and improved network and wireless access. Additionally each site with have a dedicated Learning Resource Center allowing for group instruction and a variety of project activity.

## Technology Access Before and After School

Using technology to assist with home-to-school communication is  common in the District.  All teachers have access to telephones with voice mail service in their classrooms. A standardized email address for professional use is issued to each staff member.  The use of teacher or classroom web pages has emerged as an effective communication tool. All teachers have established a classroom web site.  Teachers are using the web site to communicate class and homework expectations, as well as share student accomplishments. All teachers are held to the below website expectations:

- Introduction Page
    - Identifier — e.g. Welcome to Room 29 or Welcome to 4th Grade
    - Contact Information — e.g. teacher's name, email, phone number
    - Welcome Statement

- Schedule Page
    - A table or schedule noting the events of a regular school day e.g., language arts, math, recess, lunch, etc. These can be noted by period-by-period, hour-by-hour, or by activity.

- Web Resource Page
    - Websites that support curricular standards

- An Assignment Page to communicate descriptions and due dates for homework, and/or major projects, e.g. thematic units, PBL units, science fair, etc


For those students and parents who do not have Internet access at home and who cannot access the District's online curriculum resources, the Santee Public Library, the Santee Teen Center, and the Boys and Girls Club have Internet access.  Additionally,

the District was able to provide over 300 families with free Internet access through a partnership with Cricket Mobile. Cox Communications' Connect2Compete program will provide discounted Internet to families eligible for the Free Lunch program beginning September, 2012.

Project Safe, a before and after school program, provides access to technology and also provides homework assistance. This program has the potential of greatly impacting students through the use of technology, especially through their ASES program at PRIDE Academy.  The program serves approximately 900 students at all school sites.

# 3b. Curriculum: Current Technology Use

As with most school districts, the range of technology usage varies from classroom to classroom. Not only does the usage depend on the availability of technology, but also on the comfort level of the teacher to integrate the tools in to the curriculum. In November, 2011, all teachers within the district were asked to complete a survey as to their current uses of technology in the classroom, and their willingness to expand the use of technology through a Bring Your Own Device initiative.

Teachers were asked to share their comfort level, based on current practice, with a variety of uses of technology in their classroom. 206 teachers responded. Below is a snapshot of their response:

| | Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree |
|---|---|---|---|---|---|
| I can use technology to create an effective learning environment. | 30.1% (62) | 49.51% (102) | 16.02% (33) | 3.88% (8) | 0.49% (1) |
| I can use technology to help manage student learning activities. | 26.7% (55) | 50% (103) | 19.42% (40) | 3.88% (8) | 0% (0) |
| I can use the Internet for global communication and research. | 52.43% (108) | 39.32% (81) | 6.8% (14) | 1.46% (3) | 0% (0) |
| I can use technology to support learner-centered strategies and meet content standards. | 30.1% (62) | 49.03% (101) | 15.05% (31) | 5.34% (11) | 0.49% (1) |
| I am aware of emerging technologies that will impact education in the future. | 20.39% (42) | 46.6% (96) | 26.7% (55) | 5.83% (12) | 0.49% (1) |
| I am aware of social, ethical, and legal issues associated with technology. | 36.89% (76) | 53.4% (110) | 6.8% (14) | 2.91% (6) | 0% (0) |
| I am eager to use mobile learning, such as laptops and netbooks, in my classroom on a daily basis. | 45.15% (93) | 38.83% (80) | 12.14% (25) | 1.94% (4) | 1.94% (4) |
| Educational content in my classroom is delivered through a combination of print materials and technology. | 34.47% (71) | 43.2% (89) | 14.56% (30) | 7.28% (15) | 0.49% (1) |

**Basic Productivity Tools:**

Santee provides software to teachers based on the needs required to complete project-based instructional lessons, the requirements specified by the National ISTE (NETS) and Information Literacy Standards, and the requirements described by the State curriculum framework.

For the typical K-8 classroom, access to "basic" instructional technology is sufficient for most needs.

All teachers have access to basic production and presentation software tools such as *Microsoft Word, Excel, and PowerPoint.* Teachers can also access webapp versions of these tools through their Live@edu account with Microsoft.

**Server-based Creativity Tools:**

Santee provides students and teachers access to the *Imagination Suite* from Tech4Learning. Programs such as Pixie 3, Share and Frames 4 allow students and teachers to share their learning through a multimedia format. Photographs, hand drawn art and writing along with animation and claymation can be presented in static pages, movies and web pages. Families may also purchase this software for home at a reduced cost through Tech4Learning. This creativity suite of tools is loaded on all new computer purchases throughout the district.

**Web-based Tools:**

The acquisition of instructional software to support standards has been progressing steadily despite continued funding constraints.  The District focus has been to find high quality web-based instruction on the Internet.  Websites such as Khan Academy, Ten Marks, and Thinkfinity have been used successfully to supplement instruction.

**Server-based Web Tools:**

*Renaissance Place*, a server delivered web-based program that improves reading comprehension and Math skills, (Accelerated Reader, Accelerated Math, and STAR Reading) has been implemented across appropriate grade levels districtwide  The District provided vendor-delivered and District-level trainer-coach instruction to provide specialized training and support as schools learned the most appropriate way to implement this program. In addition, English in a Flash is offered to both students and parents requiring English language instruction.

*PowerSchool* has been the district's student information system for many years.  This system has provided access by teachers and staff to online and printed student information including demographic, grades, assessment scores, health, discipline and attendance information.  This access is provided at both home and school.

*SchoolWires* is the Content Management System used to host district, school, and teacher websites. All teachers have access to the system, and a website set up for their classroom. In addition, each school has a website to share current events on campus, with resources specific to parent, staff, and student needs. At the district level, each department has a webpage with all necessary information.

**SchoolMessenger**:

SchoolMessenger notification system is our school-home communication tool. SchoolMessenger provides technology support for the development of consistent two-way communication between schools and homes.

SchoolMessenger is an important tool to increase achievement and strengthen our parent-school partnership. It is not only be used in emergency situations but to keep our families better informed regarding the many positive activities that occur at our schools.

| Technology Used | Grade Level | Subject/ Integration | Location/Number |
|---|---|---|---|
| **Hardware** | | | |
| Dell, N-Computing, and/or Lenovo computers | All | All Subjects | **Classroom:** At least 1 in almost every classroom<br>**Labs/Media Centers**: Most school sites have at least one lab. Number of labs and computers vary by site. |
| Apple Mobile Laptop Cart | All | All Subjects | Pepper Drive and Prospect Avenue use these carts at all grade levels for various subjects |
| Dell or Lenovo Teacher Laptop | Varies | All Subjects | All 4$^{th}$-8$^{th}$ grade teachers, plus most primary teachers, use a laptop for lesson preparation and presentation while linked to the LCD Projection system |
| Digital Cameras | All | All Subjects Project-based learning | Most teachers have at least one with many having access to many more. |
| Printers | All (every room) | All Subjects | All classrooms with some on shared networked printers. Many sites have work group laser printers to help reduce the overall printing costs. |
| Projection Systems | All | All Subjects | All classrooms in grade 4-8 with all sites having other classrooms equipped. |
| Document cameras | Varies | All Subjects | Virtually all classrooms in grades 4-8 use a document camera. Many schools have document cameras throughout the grades |
| LightSpeed RedCat voice amplification audio systems | Varies | Varies | Numerous installations throughout the district |
| DVD/VCR | All | All Subjects | Virtually all teachers access a DVD/VCR with many working through the LCD and sound systems |
| **Productivity Software** | | | |
| *Microsoft Office Suite (Word, Excel, PowerPoint)* | All | All Subjects | All |
| *Microsoft Access* | Varies by Need | | Varies by Need; Used in Junior High |
| *Microsoft Publisher* | Varies | | Varies by need |
| *Outlook Web Access* | All | Teacher email | All |
| *PowerSchool Student Information System* | All | All | All |
| *Barracuda Content Filtering* | All | All | All |
| *SDCOE CloudConnect* | 3-8 | All | All 3-8 grade students and teachers have an ability to save and retrieve information stored on the cloud 24/7, as well as access links to online textbook resources |
| **Digital Curriculum:** Includes any instructional software installed on the computer, network server, or from web. | | | |

| Technology Used | Grade Level | Subject/ Integration | Location/Number |
|---|---|---|---|
| Teacher-developed websites | Varies | All Subjects | All teachers have a basic classroom website |
| *Study Island* | Varies | Language Arts, Math | Some schools have purchased Study Island to support curricular connections in Language Arts and math |
| *Imagination Suite, Tech4Learning* | All | All Subjects | All sites have access to Pixie 3, Share, and Frames 4 |
| *Earobics* (client) | Mainly Special Education | Early Literacy & Reading | Various sites |
| *Accelerated Reader* (server) RenPlace | All | Reading/Language Arts | All |
| *Accelerated Math* (server) RenPlace | All | Mathematics | Cajon Park |

# 3c. Curriculum: Goals and Standards

The primary curriculum goal of the Santee School District is:

> ***Assure the highest quality of educational achievement for all students.***

To support this goal, it is essential that administrators and teachers utilize established standards as well as best practices and instructional strategies that will optimally prepare students for their futures. The standards and best practices utilized by the District include:

1. California Content Standards for instruction

2. ISTE National Educational Technology Standards (NETS) for Teachers, Students and Administrators

3. American Association of School Librarians (AASL) Information Literacy Standards

4. Santee Board of Education vision and goals

5. Framework for 21st Century Skills, as outlined by the Partnership for 21st Century Skills

Each of the above standards is briefly reviewed below.

**California Content Standards**:

Santee utilizes the state adopted California Content Standards for instruction, which are defined at http://www.cde.ca.gov/standards/ These standards are defined in great detail within the appropriate curricular frameworks: English-Language Arts, Mathematics, History-Social Science, Science, and Visual and Performing Arts. Each standard describes the content students need to master by the end of each grade level.

The District has actively supported teachers through workshops and resources to design specific classroom strategies and lessons that will allow teachers to effectively deliver the content to students.

**ISTE NETS Technology Standards**:

The District has formally adopted the ISTE National Educational Technology Standards (NETS) for Teachers, Students and Administrators, These standards are available as listed below. The standards were developed to reinforce technology literacy throughout

all grade levels.  The standards were also deliberately designed to ensure students are prepared for real-world scenarios upon graduation.  As addressed earlier, the District has officially adopted these standards, and the ISTE standards and lesson plans (or equivalent) are beginning to be introduced to teachers and students. Below are the current revised NETS for all students.

1. Creativity and Innovation
Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.

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.

3. Research and Information Fluency
Students apply digital tools to gather, evaluate, and use information.

4. Critical Thinking, Problem-Solving & 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.

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

6. Technology Operations and Concepts
Students demonstrate a sound understanding of technology concepts, systems and operations.

### AASL Information Literacy Standards:

Listed in the following table are the information literacy standards advocated by the AASL (American Association of School Librarians).

| The Nine Information Literacy Standards for Student Learning<br>from http://www.ala.org/aasl/ip_nine.html |
| --- |
| **Information Literacy** |
| *Standard 1:* The student who is information literate accesses information efficiently and effectively. |
| *Standard 2:* The student who is information literate evaluates information critically and competently. |
| *Standard 3:* The student who is information literate uses information accurately and creatively. |

| Independent Learning |
|---|
| *Standard 4:* The student who is an independent learner is information literate and pursues information related to personal interests. |
| *Standard 5:* The student who is an independent learner is information literate and appreciates literature and other creative expressions of information. |
| *Standard 6:* The student who is an independent learner is information literate and strives for excellence in information seeking and knowledge generation. |
| **Social Responsibility** |
| *Standard 7:* The student who contributes positively to the learning community and to society is information literate and recognizes the importance of information to a democratic society. |
| *Standard 8:* The student who contributes positively to the learning community and to society is information literate and practices ethical behavior in regard to information and information technology. |
| *Standard 9:* The student who contributes positively to the learning community and to society is information literate and participates effectively in groups to pursue and generate information. |

## Board of Education Goals:

In addition to the ISTE and California Content Standards, the SSD established new Board of Education goals in 2006:

Educational Achievement:  Assure the highest quality of educational achievement for all students.

Learning Environment: Provide a safe, engaging environment that promotes creativity, innovation, and personalized learning.

Fiscal Accountability:  Pursue actively the funding and resources to fulfill our mission and maintain fiscal solvency.

Staff Development:  Establish a staff development program as the cornerstone of effective instructional programs and employee performance.

Student Well-Being:  Develop social, emotional and health service programs, integrated with community resources, to foster student character and personal well-being.

## Framework for 21st Century Skills:

The Framework presents a holistic view of 21st century teaching and learning that combines a discrete focus on 21st century student outcomes (a blending of specific skills, content knowledge, expertise and literacies) with innovative support systems to

help students master the multi-dimensional abilities required of them in the 21st century (http://www.p21.org/overview/skills-framework).



21st Century Student Outcomes and Support Systems
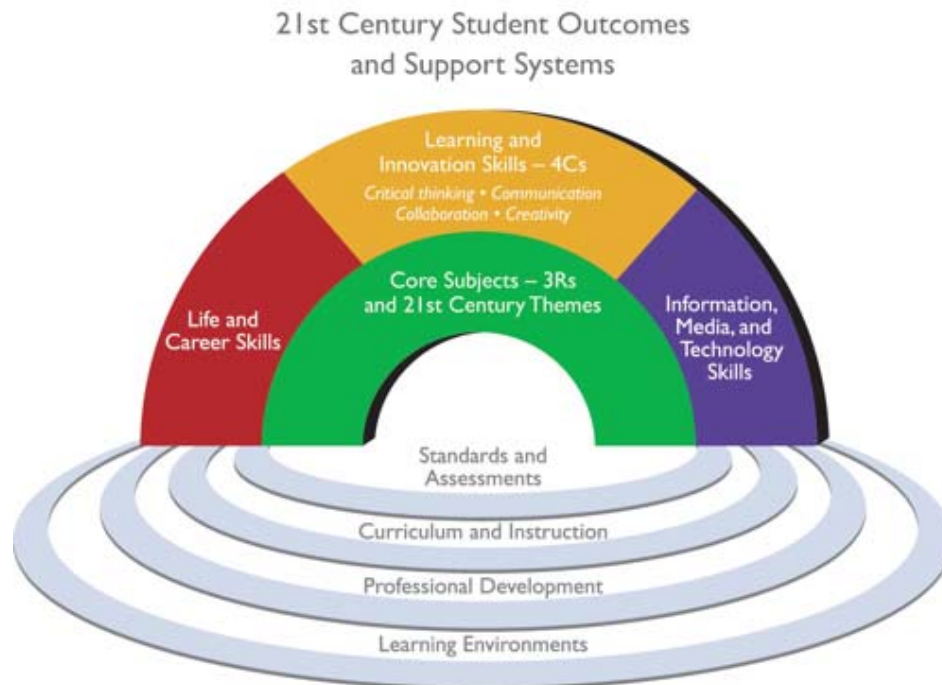
Santee School District is focused on integration of the 4Cs with core curriculum:

- Creativity and Innovation
- Critical Thinking and Problem Solving
- Communication and Collaboration
- Information, Media and Technology Skills

## English Learner Access Goals:

Santee School District provides English Language Learners with challenging curriculum and instruction that develops proficiency in English as rapidly and effectively as possible to assist students in accessing the full educational program and in achieving the District's academic standards. The District's program is based on sound instructional theory and shall be adequately supported so that English language learners can achieve results at the same academic level as their English-proficient peers in the regular course of study.

English Learners are identified during the registration process through the Home Language Survey. Students are initially assessed through the California English Language Development Test, followed by yearly assessments. Scores are maintained in PowerSchool and on the individual student "Catch-Up" plans. District trimester assessments are aligned for CELDT levels.

Principals, teachers and parents are informed of performance ranges and anticipated growth in Language Arts, Writing and Math in the fall of each year. English Language Development is planned according to individual student levels.

The Board encourages staff to exchange information with staff in other districts and the County Office of Education regarding programs, options and strategies for English language learners who succeed under various demographic conditions. In September 2006, Santee will join with other districts in the county in sharing and accessing CELDT data via the web. *PowerSchool* is utilized to record CELDT scores for a three-year time frame, in addition to trimester assessments, language and ethnicity data, and academic success. Reclassification occurs when a student meets both State and District criteria. English Learner Assistants are trained to administer CELDT tests, utilize the

"Catch-Up" plans, work with individual students and small groups to provide additional support.  Software, such as *Accelerated Reader*, *Fluent Reader,* and *"English in a Flash*," supports beginning students while also utilizing computers as a learning tool.
This plan addresses the needs of the English learner for instruction that is delivered in multiple ways.  For example, the English learner who struggles with the reading levels and content found in adopted instructional textbooks will thrive in an environment of project-based instruction.

This type of instruction is delivered through determining what questions need to be asked, identifying, collection, evaluating, making sense of and reflecting and refining information.  This also allows for Internet research, pictures, sounds and objects. Suddenly the world opens for this learner and information and knowledge is made meaningful from multiple sources and delivery methods.  Technology will be an integral and embedded part of this new learning program.

# 3d. Curriculum: Goals – Using Technology to Improve Teaching and Learning

The 2004 National Technology Plan indicates that American educational reform must occur in order to meet the needs of the "Digital Native" generation and the Global world. A "Digital Native" student prefers:
- Information gathering quickly from multiple multimedia sources
- Multitasking
- Pictures, sounds and video
- Random access to hyperlinked multimedia information;
- Working interactively and networking with many others simultaneously
- Learning what is relevant, instantly useful and fun

Source- 21st *Century Students:  The D.C. Generation*, Barry Adams Presentation at National Teacher Training Institute, October 10, 2005

Unfortunately, most educational institutions are deeply entrenched in supporting past practices because of real or perceived constraints in instructional, operational and budget mandates and practices.  One needs only to consider the example of the use of technology by the "Digital Natives" while they are home versus what is offered to them at school to see the enormous gap that must be closed.  "Virtually every public school [in America] has access to the Internet.[40]  Yet in most schools, it is business as usual. Computers are enclosed in computer rooms rather than being a central part of the learning experience."  Internet-savvy students are frustrated, as is well documented in the 2002 report, *The Digital Disconnect:  The Widening Gap between Internet-Savvy Students and Their Schools.[41]*

Rod Paige, U.S. Secretary of Education states, "Education is the only business still debating the usefulness of technology.  Schools remain unchanged for the most part, despite numerous reforms and increased investments in computers and networks."

The District agrees that simply adding more technology to the existing classroom will not address this gap.  We believe that classrooms in our District must be transformed completely "One at a Time" using an approach to create "model classrooms."

> **Our "Classrooms of the Future:  One at a Time" initiative will transform education in our District and close the gap teacher by teacher, classroom by classroom and school by school.**

The heavy reliance on published textbooks as the primary source for instructional background information further challenges education. The 2004 National Technology Plan addresses this problem:  "A perennial problem for schools, teachers and students is that textbooks are increasingly expensive, quickly outdated and physically cumbersome.
A move away from reliance on textbooks to the use of multimedia or online information (digital content) offers many advantages; including, cost savings, increased efficiency, improved accessibility, and enhancing learning opportunities in a format that engages today's web-savvy students."

Santee "Classrooms of the Future" will welcome the Digital Native to a new natural environment where the classroom:

- The teacher clearly understands the characteristics of his/her generation and prepares for the world of tomorrow

- Environment is an extension of "home" and is stimulating and contains resources to help each student investigate and learn

- Is organized to have multiple work areas for both individual, large group and small group collaboration

- Technology is mostly transparent and available to use as needed. Student "technology" includes computers, but also includes instruments related to science, math, music and art.

- Standards (National NCLB, ISTE Technology, State Framework and District) are embedded and applied "just in time"

- Uses projects to help each student learn and understand deep and complex concepts through real-world, important experiences

- Progress is self-assessed in an "embedded" manner as each student completes work each day

- Teacher has time to work with other teachers and experts in the field to continually learn and bring learning experiences to the classroom

- Does not rely primarily on a classroom textbook, but instead seeks to question, collect, classify, understand and use information (Information Literacy)

- Has "transparent walls" where each student frequently travels to other worlds using the Internet as the primary transport.

- Resources are available anywhere-anytime, at home, at play and at school

Below is a snapshot of the Santee Curriculum Plan:

| | Information Literacy | Technology Integration (ISTE NETS) | California Content Standards[3] |
|---|---|---|---|
| **Year 1** | Share Vision: <br>• Create a PLC for teachers already supporting information literacy skills in the classroom <br>• Build support for Strategic Planning Technology Goals | Share Vision: <br>• Develop a Technology Innovation proposal plan for teachers interested in piloting new initiatives | Share Vision: <br>• Support content teams using online PLCs <br>• Continue existing and established efforts <br>• Redefine textbook use <br>• Train new teams |
| **Year 2** | Initiate: <br>• Support existing PLC, and add new teachers <br>• Develop scope/sequence <br>• Continue work on Strategic Planning Technology Goals | Initiate: <br>• Support existing teacher innovators <br>• Provide training opportunities for newly interested teachers <br>• Offer 6th-8th grade student technology training camps | Initiate: <br>• Support existing content teams <br>• Continue existing and established efforts <br>• Redefine textbook use <br>• Establish new PLCs |

| | Expand: | Expand: | Expand: |
|---|---|---|---|
| **Year 3** | • Support existing PLC, and add new teachers <br> • Implement scope/sequence | • Support existing teacher innovators <br> • Continue training opportunities for interested teachers <br> • Expand student technology training camps to grades 4-8. | • Support existing content teams <br> • Continue existing and established efforts <br> • Redefine textbook use <br> • Train new teams |

[*1] **Big Idea**: Assuring the highest quality of educational achievement for all students

[*2] **Primary Goal**: Classroom of the Future: One at a Time

[*3] **Four Standards**: Project-based Learning, Information Literacy, Technology Integration through ISTE and California Content Standards.

[*4] **Annual Implementation Theme**: Share the vision of the Technology Plan and acquire baseline skills, 2012-2013: Initiate the Technology Plan 2013-2014: Expand the Technology Plan 2014-2015.

The magnitude of this transformation mandates a systematic, prescriptive project plan which requires a careful interdependence and balance between curriculum, professional development, infrastructure, budgeting / funding and evaluation / monitoring.

The overarching goal of the District "Classrooms of the Future: One by One" initiative is to clearly define and chart a new course toward our "global future."

## Populations included in the Classroom of the Future:

> *Many adults and youth will contribute to the construction of our Classrooms of the Future. The term "Classroom Team" referenced throughout the rest of this plan will refer to the individuals identified in items 1-9 below.*

As Santee seeks to transform classrooms, it is essential to assess the scope of this project, which extends well beyond the three years defined by this plan. Establishing the target populations and scope necessary to accomplish the project goals is represented by the questions below:

1. Which Santee schools will participate in the Classroom of the Future Initiative? All nine Santee schools are involved in the Classroom of the Future Initiative. PRIDE Academy at Prospect Avenue is currently taking the lead on integrating technology in to all areas of curriculum through project and inquiry learning.

2. Which teachers and grade levels will participate? Our Classrooms of the Future rely on extensive teacher involvement and planning across grade levels. Since each school is unique in the talents and passions of individual staff, the site

Technology Plan will identify and schedule participating teachers. This includes all regular and special education teachers.

3. <u>What qualifications will the Classroom of the Future teacher need to have</u>? Since it is the district's goal to have all teachers teach the 21$^{st}$ century skills students need, there are no qualifications besides openness to learning new tools, and approaches to learning. We understand that teachers will vary in tenure and technology expertise, and will differentiate the trainings to meet their needs.

4. <u>Which students will participate</u>? It is essential that each Classroom of the Future represent appropriate District demographic percentages of total student populations. This is especially important for English Learners, Special Education, GATE, At Risk, etc.

5. <u>Which parents will participate</u>? As each classroom is identified, the associated parents automatically become part of the team.

6. <u>Which community partners will participate</u>? Classrooms of the Future will require community and business support in order to thrive. Beginning with the parents in the classroom and moving to the site's business partners, the community will be made aware of these unique classrooms and be asked to participate materially.

7. <u>How are these classrooms funded</u>? Funding comes from many sources, including site, District, professional development, grants and community partnerships.

8. <u>When will Classrooms of the Future receive their Technology</u>? Technology (infrastructure, hardware, software, support) as well as other necessary resources will be placed in the classrooms as the transformation begins through extensive teacher professional development.

9. <u>How long will it take to transform one classroom</u>? The time will vary, based on many factors. Curriculum and classroom transformation is expected to take two additional years. We believe this is a slow but valued process to build our classrooms of the future.

To support the District's "Classrooms of the Future: One at a Time" initiative, we have identified the following five curriculum goals and objectives. These goals and objectives were originally developed in 2006 and continue today, with broad input from the Santee Executive Council, QZAB Steering Committee, District Technology Committee and by referencing the 2004 National Technology Plan.

# Specific Goals and Objectives

## Goal 1 - The "Digital Native" student seeks meaningful learning opportunities

- Curriculum experiences are available anytime, anywhere with the methods and learning outcomes appropriately designed for the "digital native"

- A constructivist approach using such models as Inquiry and project-based learning is the preferred delivery model for instruction

- Curriculum is standards based, integrated,  measured and supported through appropriate technologies

- Student growth and achievement are measured in a variety of  assessments that provide an  opportunity to demonstrate understanding

- Curriculum experiences covering validity, accuracy and appropriateness shall be include lessons content

## Goal 2 - Students have anytime-anywhere access to curriculum resources

- Technology use is available and embedded in learning experiences.

- Students have access to an expanding library of digital and web-based curriculum

- Students, parents and teachers increase communication through the use of technology

## Goal 3 - Teachers skillfully facilitate student learning

- Teachers have time to collaborate to develop learning experiences with an emphasis on problem-solving and critical-thinking skills across content areas
- Teachers analyze and reflect on individual student data resulting in a differentiation of instruction
- Teachers engage and facilitate students to construct their own learning through collaborative student-centered activities
- Teachers will engage student in lessons on how to recognize and protect themselves against contact with cyber-bullies, hackers, phishers, and predators

- Teachers facilitate student understanding regarding copyright, fair use and the ethical use of technology

## Goal 4 - Parents are actively involved in student learning

- Parents are encouraged to seek technology access to enhance meaningful learning experiences

- Parents and community are key partners with the school and have an opportunity to access and participate in the learning environment through shared technology

- Parents support their children through an understanding of the learning environment and the measures of student performance

- Parent will be supported in learning about inappropriate contact, inappropriate content and inappropriate conduct related to the Internet

## Goal 5 - Administrators serve learners and teachers

- Administrators support the need for systemic educational change for all members of the learning community

- Administrators represent the model for high expectations and accountability

- Administrators provide a professional, supportive, collaborative environment (including "time") for instructional development and implementation while building capacity for successful change

The curriculum goals and objectives are described in more detail below. The benchmarks and timeline are included in section 3K.

| Goal 1: The "Digital Native" student seeks meaningful learning opportunities | | |
|---|---|---|
| **Objective 1** Curriculum experiences are available anytime, anywhere with the methods and learning outcomes appropriately designed for the "digital native" | | |
| **Benchmarks 2012-2013** | **Benchmarks 2013-2014** | **Benchmarks 2014-2015** |
| The "Digital Native" uses technology appropriately | | |
| "Classroom Team Students" are assessed to determine their level of proficiency on the ISTE NETS standards | ISTE (NETS) standards are included in PBL lessons and activities and students are trained to use them "just in time" | Student ISTE (NETS) proficiency increases for targeted students |
| The "Digital Native" has access to technology at home, at school and within the community | | |

| | | |
|---|---|---|
| A home SchoolMessenger technology survey indicates the level of "at home" technology available to "Classroom Team Students" | "Classroom Team Parents" are provided resources for increasing their "at home" technology access | "Classroom Team Industry Partners" provide "at home" access to "Classroom Team Students" |
| Schools use the results of the 2008 computer inventory and develop a plan to upgrade classroom technology for "Classroom Teams" to "currency" (less than 4 years old.) | "Classroom Team Students" access to current technology in classrooms and/or labs is adequate for most Project Based Learning activities | "Classroom Team Students" access to current technology in classrooms and labs continues to improve |
| The "Digital Native" student and parent reviews the State CSIS information recorded by the District and verifies the accuracy of said data. The District has eliminated unnecessary "manual card records" in favor of electronic records | The Classroom Team uses PowerSchool to effectively create effective class schedules for students and uses PowerSchool to report grades and progress | The Classroom Team rely on PowerSchool data to contact and support the family |
| Community resources are assessed regarding the availability of technology for public use by students | Information regarding public access is provided to parents | Community and school resources improve access to students and families |
| **The "Digital Native" acquires information from multiple resources** | | |
| The traditional adopted textbook will be viewed as a first priority "trusted" source for information. Other sources are also identified | The Digital Native learns to use the textbook as well as other information sources, such as the web, interviews with experts, personal observation, etc. | The adopted textbook is considered as a "reference" manual, rather than the first priority "trusted" source for information |
| **Provide access to students in special groups in classrooms and labs** | | |
| Assess access needs for "Classroom Team Students" in special groups, including special education, English Language Learners, GATE and Project SAFE | Provide access to "Classroom Team Students" with special attention to devices and tools to increase ease of use | Continue to provide increased access to "Classroom Team Students" |
| **Educational partnerships are developed to expand access** | | |
| Research is conducted to understand the most effective manner for "Classroom Team parents, employers of parents and other corporate sponsors" to support improved access for students | Partnerships provide improved access to targeted students | Continue to expand educational partnerships |

| Objective 2 A a constructivist approach using such models as Inquiry and project-based learning is the preferred delivery model for instruction | | |
|---|---|---|
| **Benchmarks 2012-2013** | **Benchmarks 2013-2014** | **Benchmarks 2014-2015** |
| **Students seek information using Information Literacy Standard procedures** | | |
| Information Literacy Standards are incorporated in the curriculum scope and sequence by grade cluster of the "Classroom Team" | "Classroom Team Students" participate in project-based learning and Information Literacy skills are included as just-in-time activities | Students initiate Information Literacy techniques as they seek information |
| **Evaluation 2012-2013** | **Evaluation 2013-2014** | **Evaluation 2014-2015** |
| The District website will provide rich digital curriculum resources, that meet curriculum goals, for students at home and at school | The District website will provide rich digital curriculum resources, that meet curriculum goals, for students at home and at school | The District website will provide rich digital curriculum resources, that meet curriculum goals, for students at home and at school |
| All teachers and students are aware of digital curriculum website | Teachers, students and parents are aware of digital curriculum website | Digital curriculum website allows for on-line evaluation and feedback |
| Educational partnerships will provide enhanced instruction opportunities | Educational partnerships will provide enhanced instruction opportunities | Educational partnerships will provide enhanced instruction opportunities |
| At least 50% of "Classroom Team" teachers, students and parents will indicate positive progress with technology integration | At least 70% of "Classroom Team" teachers, students and parents will indicate positive progress with technology integration | At least 80% of "Classroom Team" teachers, students and parents will indicate positive progress with technology integration |
| "Classroom Teams" expand the use of PowerSchool for school-to-home access. Santee continues to support State CSIS reporting goals | Students and parents have more input in class schedules and use PowerSchool to track ongoing academic progress | Santee continues to support CSIS requirements for data reporting |

**Success Indicators for the "Classroom Team":**
- Existing technology will be fully utilized in classrooms and labs
- Educational partnerships will be formed and operational
- All students will have access to technology
- Curriculum will be available from home and from school
- Evaluations will show increasing levels of technology use

| Objective 3 Curriculum is standards based, integrated, measured and supported through appropriate technologies | | |
|---|---|---|
| **Benchmarks 2012-2013** | **Benchmarks 2013-2014** | **Benchmarks 2014-2015** |
| **Determine scope and sequence for the "Four Standards"** | | |
| The "Digital Native" student is introduced to the "Four Standards" as a scope and sequence is prepared for each standard | "Classroom Team Students" begin receiving PBL lessons that are closely integrated with the "Four Standards" | Expansion of the "Four Standards' continue to impact student curriculum |

| | | |
|---|---|---|
| **Digital Native students are aware of appropriate curriculum resource use** | | |
| The Santee Internet/Network Use Agreement is updated to include implications of the modern uses such as blogging, web quests and Internet safety | "Classroom Team Students" receive instruction on the proper use of all resources, including the Internet, network, fine art exhibits, textbooks, scientific instruments, etc. | Students are able to continue learning the proper use of appropriate curriculum resources |
| **Technology instruction occurs "Just-in-Time" for student use** | | |
| Develop a Thinking Curriculum to facilitate learning the ISTE standards | "Classroom Team Students" receive technology instruction, as part of a planned implementation of the Thinking Curriculum | Additional ISTE standards are incorporated in the curriculum scope and sequence as students progress from grades K-8 |
| **Integrate workplace and career goal development into technology and content instruction for curriculum focus** | | |
| Prepare a plan for increasing the number of Santee graduates who go on to graduate from college | Include college and "work" experiences with Project Based instructional lessons | Students continue to visualize themselves as college graduates with successful careers |
| **Students in special groups, including Special Education, English Language Learners, GATE, and Project Safe receive appropriate encouragement and support** | | |
| Ensure that technology and information literacy skills are provided for **"Classroom Team Students"** in special groups, including Special Education, English Language Learners, GATE, and Project Safe for Language Arts | Continue to ensure that technology and information literacy skills are provided for students in special groups, including Special Education, English Language Learners, GATE, and Project Safe | Continue to ensure that technology and information literacy skills are provided for students in special groups, including Special Education, English Language Learners, GATE, and Project Safe |
| **Evaluation 2012-2013** | **Evaluation 2013-2014** | **Evaluation 2014-2015** |
| A written plan is prepared to integrate ISTE standards into Language Arts or other standard areas | A written plan is prepared to integrate ISTE standards into an additional curriculum focus | A written plan is prepared to integrate ISTE standards into an additional curriculum focus |
| A written plan is prepared to integrate AASL Information Literacy standards into Language Arts or other standard areas | A written plan is prepared to integrate AASL Information Literacy standards into an additional curriculum focus | A written plan is prepared to integrate AASL Information Literacy standards into an additional curriculum focus |
| A written staff development plan has been prepared to address teacher training needs | A written staff development plan has been prepared and implemented to address teacher training needs | A written staff development plan has been prepared and implemented to address teacher training needs |

**Success Indicators:**
- Curriculum goals and standards are aligned with ISTE standards for students and with AASL standards for selected curriculum focus
- Teacher lesson plans reflect integration with technology, information literacy, and career goal development for selected curriculum focus

**Objective 4:** Student growth and achievement are measured in a variety of assessments that provide an opportunity to demonstrate understanding

| Benchmarks 2012-2013 | Benchmarks 2013-2014 | Benchmarks 2014-2015 |
|---|---|---|
| **Assessment is self-initiated and provides immediate feedback** | | |
| Research assessment tools that are a) self initiated, b) provide immediate feedback to the learner, c) automatically provides information to administrators, teachers and parents d) provide predictable and reliable performance information | Students model the effective use of self-assessment with immediate feedback.  Current examples include Accelerated Reading | Repeat assessment and analyze findings to determine appropriateness of the assessment tool |
| **Develop and administer grade cluster student assessment for ISTE technology skills and Information Literacy skills** | | |
| Identify additional assessment to measure student progress on ISTE (NETS) and Information Literacy (AASL) standards | Develop and administer grade cluster student assessment for ISTE technology skills and Information Literacy skills | Repeat assessment and analyze findings to determine level of improvement |
| **Develop and administer teacher, student and parent surveys** | | |
| Develop and administer teacher, student and parent surveys | Repeat teacher, student and parent surveys | Repeat assessment and analyze findings to determine level of improvement |
| **Continue to provide Districtwide content assessments** | | |
| Continue to provide Districtwide content assessments and analysis | Continue to provide Districtwide content assessments and analysis | Continue to provide Districtwide content assessments, and analyze findings to determine level of improvement |
| **Ensure that student achievement is improving for students in special groups, including Special Education, English Language Learners, GATE, and Project Safe** | | |
| As assessments are developed and adopted, provide a method of tracking the progress of student progress in special programs | Continue to ensure that student achievement is improving for students in special groups, including special education, English Language Learners, GATE, and Project Safe | Continue to ensure that student achievement is improving for students in special groups, including special education, English Language Learners, GATE, and Project Safe |
| **Evaluation 2012-2013** | **Evaluation 2013-2014** | **Evaluation 2014-2015** |
| ISTE Assessments will be developed and administered | ISTE Assessments will be developed and administered | ISTE Assessments will be developed and administered, and results will be analyzed and presented to Board of Education |

| | | |
|---|---|---|
| Parent and teacher surveys will provide assessment scores for student interest and motivation, increased quality and depth of work, and attendance | Parent and teacher surveys will provide assessment scores for student interest and motivation, increased quality and depth of work, and attendance | Continue parent and teacher surveys and analyze the results |
| Student surveys will provide assessment of student's own level of interest and motivation | Student surveys will provide assessment of student's own level of interest and motivation | Continue student surveys and analyze results |

## Objective 5: Curriculum experiences covering validity, accuracy and appropriateness shall be include lessons content

| Benchmarks 2012-2013 | Benchmarks 2013-2014 | Benchmarks 2014-2015 |
|---|---|---|
| **The "Digital Native" uses appropriate technology** | | |
| The "Digital Native" student is introduced validity, accuracy and appropriateness assessment tools | "Classroom Team Students" begin receiving PBL lessons that are closely integrated validity, accuracy and appropriateness of information | Expansion of the integrated PBL lesson continue to impact student curriculum |
| **Students learn of appropriate curriculum resource use** | | |
| Students are introduced to proper citation methods for information, artwork and music. | Students and teachers develop rubrics to assess appropriate use of accessed and quoted information | Students are able to continue learning the proper use of appropriate curriculum resources |
| **Students learn to assess quality and appropriateness of resources** | | |
| Students and teachers develop rubrics to judge quality and appropriateness of Internet sites | Students and teachers learn how to "backtrack" to return to primary source of webpages | Students continue to review and rank resources used |
| **Evaluation 2012-2013** | **Evaluation 2013-2014** | **Evaluation 2014-2015** |
| Teachers share rubrics in PLC group | Examples of "backtracked" sites are shared with PLC | Student's ranking is included on District websites |

**Success Indicators:**
- Increased scores for technology and information literacy skills
- Increased scores for interest and motivation, increased quality and depth of work and attendance
- Increased scores on traditional assessments, especially those areas (such as language arts) where technology has been integrated

## Goal 2: Students have anytime-anywhere access to curriculum resources

**Objective 1**: Technology is available and embedded in learning experiences and students have access to an expanding library of digital and web-based curriculum.

| Benchmarks 2012 - 2013 | Benchmarks 2013 - 2014 | Benchmarks 2014 - 2015 |
|---|---|---|
| **Teachers will continue expanding their classroom web pages with "dynamic content"** | | |
| Twenty additional teachers will develop classroom web pages with dynamic (not static) content | Twenty additional teachers will develop classroom web pages with dynamic (not static) content | Twenty additional teachers will develop classroom web pages with dynamic (not static) content |
| **Distribute impact survey to parents and students about classroom website effectiveness. Analyze results** | | |
| Distribute impact survey to parents and students of teachers who have classroom web pages. Analyze results | Distribute impact survey to parents and students of teachers who have classroom web pages. Analyze results | Distribute impact survey to parents and students of teachers who have classroom web pages. Analyze results |
| **Teachers will utilize more advanced web features such as blogging, web quests, digital-video, Pod Casts, discussion groups and distance learning** | | |
| Twenty additional teachers utilize more advanced web features such as blogging, web quests, digital video, Pod Casts, discussion groups and distance learning | Twenty additional teachers utilize more advanced web features such as blogging, web quests, digital video, Pod Casts, discussion groups and distance learning | Twenty additional teachers utilize more advanced web features such as blogging, web quests, digital video, Pod Casts, discussion groups and distance learning |
| **Evaluation 2012 - 2013** | **Evaluation 2013 - 2014** | **Evaluation 2014 - 2015** |
| Classroom web pages are prepared | Classroom web pages are prepared | Classroom web pages are prepared |
| Parents and students use the web pages and provide feedback for improvement | Parents and students use the web pages and provide feedback for improvement | Parents and students use the web pages and provide feedback for improvement |
| Additional web-enabled resources are implemented | Additional web-enabled resources are implemented | Additional web-enabled resources are implemented |

**Success Indicators:**
- "Classroom Team Students" regularly visit classroom web sites for lesson plans and notes, special instructions, curriculum based web links, test practice, grades, etc.
- "Classroom Team Parents" regularly visit classroom web sites for grades, teacher email addresses, calendars, curriculum assistance, resource identification, etc.
- "Classroom Team Teachers" provide web information easily and quickly using PowerSchool, Blogger.com, GardenQuest and others

**Objective 2** Students, parents and teachers increase communication through the use of technology

| Benchmarks 2012 - 2013 | Benchmarks 2013 - 2014 | Benchmarks 2014 - 2015 |
|---|---|---|
| **Distribute "Communication Preference Survey" and gather data** | | |
| Distribute "Communication Preference Survey" and gather data | Analyze and apply results of "Communications Preference Survey." Survey and gather data | Analyze and apply results of "Communications Preference Survey." Survey and gather data |
| **Families use School Messenger call-out system** | | |
| Principals receive "refresher" training on the School Messenger call-out system. | Teachers in selected classrooms use receive training and use School Messenger for School-to-home communication | Evaluate the results of the voice call-out system |
| **Adopted instructional materials from centralized Publications are viewable and available online for ordering, viewing or printing** | | |
| Document management system is selected and installed | Adopted instructional materials from centralized Publications will be viewable and available on-line for ordering, viewing or printing | Other instructional and business-related documents are added to the document library |
| **Provide student electronic portfolios and establish storage, policies, and priorities for student electronic portfolios** | | |
| Establish storage, policies and priorities for student electronic portfolios and pilot the use by a small group | Participating classrooms initiate the use of electronic portfolios | Participating classrooms expand the use of electronic portfolios |
| **Evaluation 2012 - 2013** | **Evaluation 2013 - 2014** | **Evaluation 2014 - 2015** |
| Staff, student and parents become aware of the benefits of electronic forms of communication | The use of electronic communication increases with 50% of the Model Classrooms utilizing it as their primary form of communication | The use of electronic communication increases with 80% of the Model Classrooms utilizing it as their primary form of communication |
| Use of paper-produced communication is reduced by 30% | Use of paper-produced communication is reduced by 50% | Use of paper-produced communication is reduced by 75% |

**Success Indicators:**
- Students and parents will "check the web first" before calling District or site staff
- More timely communication between parent and teacher regarding student progress
- Parents will be informed of important announcements, news, etc.
- Parents and teachers will have communication access from multiple means
- Students will communicate with teachers, other classrooms, parents, experts, etc. using an approved and safe e-mail system
- Student work, as filed in electronic portfolios, will be accessible at home and school and will demonstrate student technology integration achievements

## Goal 3:  Teachers skillfully facilitate student learning

**Objective 1**: Teachers have time to collaborate to develop learning experiences with an emphasis on problem-solving and critical thinking skills across content areas"

| Benchmarks 2012 - 2013 | Benchmarks 2013 - 2014 | Benchmarks 2014 - 2015 |
|---|---|---|
| **Teachers participate in collaborative, cross-disciplinary instructional teams** | | |
| Teachers understand the benefit of collaborative teams | Annual assignment of teachers into teams | Team continues to refine |
| Teachers participate in identifying an environment with planning time built in | Assignment of time for teams to meet and plan | Team continues to refine |
| Teachers work with site leaders to assess existing classroom resources | Assignment of resources to teams for project support | Resources become more available |
| **Teams construct Project-Based lessons beginning with the "Big Idea"** | | |
| Teachers articulate "big idea" topics | Select "big idea" from content standard | Refine "big idea" lesson |
| Teachers understand the steps involved in creating a PBL lesson | Develop PBL template with Big Idea, Area of Study and associated Concepts. | Improve, refine |
| Teachers organize their own collections and resources and begin gathering additional resources | Determine resources and learning activities | Continue resource collection and sharing with others |
| Information Literacy is acknowledged as a "standard" of great importance | Include Information Literacy standard as seamless integration | Teach information literacy as an integrated part of a lesson |
| Teachers identify how technology should be "transparent" and treated as an additional tool | Include Technology Integration as seamless component of lesson | Include technology seamlessly into lessons |
| **Evaluation 2012 - 2013** | **Evaluation 2013 - 2014** | **Evaluation 2014 - 2015** |
| The team concept is adopted | Teams form, sustain, meet and thrive | Increased number of teachers form teams |
| Project-based learning is an emerging concept | "Big Idea" Lessons are developed | Additional "big idea" lessons are created |
| Resources are quantified | Resources area available | Additional resources are available |
| Discussions on assessment methods expand understanding | Assessments are completed | Assessment results begin to show useful information for project development |

**Success Indicators:**
- Evidence of teachers working as a member of a team
- Big idea lessons created and shared
- Students and teachers engaged (based on assessments) in the learning process

**Objective 2**: Teachers analyze and reflect on individual student data resulting in a differentiation of instruction

| Benchmarks 2012 - 2013 | Benchmarks 2013 - 2014 | Benchmarks 2014 - 2015 |
|---|---|---|
| **Teachers study existing data and assessments to carefully assist each student** | | |
| Teachers utilize PowerSchool and other sources to assess and review assessment information for their class and determine the appropriate learning needs of each student | Teachers utilize PowerSchool and other sources to assess and review assessment information for their class and determine the appropriate learning needs of each student | Teachers utilize PowerSchool and other sources to assess and review assessment information for their class and determine the appropriate learning needs of each student |
| Teachers review their classrooms to identify where children can work in groups, small groups and individually | Combine children at different levels | Continue helping children work with others at different levels |
| Daily schedules are reviewed to identify areas to streamline | Allow for flexible and varied schedules | Continue to modify and adjust daily and weekly schedules to meet instructional goals |
| Teachers understand the connection between PBL and student engagement | PBL activities engage students | PBL activities engage students |
| **Evaluation 2012 - 2013** | **Evaluation 2013 - 2014** | **Evaluation 2014 - 2015** |
| Teachers describe techniques for involving all students | Classrooms are organized for differentiated instruction. All students engage in activities | Classrooms are organized for differentiated instruction. All students engage in activities |

**Success Indicators:**
- Classrooms are organized to allow work areas for small and large group as well as for individual areas for reflection
- Classroom observations show an increase of student participation and engagement
- Data are used to assist teachers in forming compatible student groups

**Objective 3: Teachers engage and facilitate students to construct their own learning through collaborative student-centered activities.**

| Benchmarks 2012 - 2013 | Benchmarks 2013 - 2014 | Benchmarks 2014 - 2015 |
|---|---|---|
| **Teams design challenging, authentic, multidisciplinary tasks** | | |
| Teams from 3 schools learn strategies related to taking students to a "deeper level" | Three new teams learn, while prior year teams initiate: Appropriate level of difficulty to maintain interest and promote new learning | Three new teams learn, while prior year teams expand: Appropriate level of difficulty to maintain interest and promote new learning |
| Teams from 3 schools learn how to include real-world experiences | Three new teams learn, while prior year teams initiate: Real world experiences | Three new teams learn, while prior year teams expand: Real world experiences |
| Teams from 3 schools learn ways to collaborate across disciplines | Three new teams learn, while prior year teams initiate: Integrates disciplines | Three new teams learn, while prior year teams expand: Integrates disciplines |
| **3.3.2 Teachers establish a safe environment where students work collaboratively** | | |

| | | |
|---|---|---|
| Teams from 3 schools learn strategies related to helping students value different viewpoints | Three new teams learn, while prior year teams initiate: Value different viewpoints | Three new teams learn, while prior year teams expand: Value different viewpoints |
| Teams from 3 schools learn strategies related to helping students value different viewpoints | Three new teams learn, while prior year teams initiate: Joint planning, negotiating and evaluation | Three new teams learn, while prior year teams expand: Joint planning, negotiating and evaluation |
| **Teachers allow students time to learn through exploration** | | |
| Teams from 3 schools learn strategies related to providing prior knowledge | Three new teams learn, while prior year teams initiate: Establish a knowledge base | Three new teams learn, while prior year teams expand: Establish a knowledge base |
| Teams from 3 schools learn strategies related to identifying big ideas, concepts and connections | Three new teams learn, while prior year teams initiate: Develop "big ideas", concepts and connections | Three new teams learn, while prior year teams expand: Develop "big ideas", concepts and connections |
| Teams from 3 schools learn strategies related to the use of reflections, revising and expanding knowledge | Three new teams learn, while prior year teams initiate: Reflect, revise and expand knowledge | Three new teams learn, while prior year teams expand: Reflect, revise and expand knowledge |
| **Lessons provide cognitive challenge** | | |
| Teams from 3 schools learn strategies related to higher-level thinking skills | Three new teams learn, while prior year teams initiate: High level thinking skills | Three new teams learn, while prior year teams expand: High level thinking skills |
| Teams from 3 schools learn strategies related to communication skills | Three new teams learn, while prior year teams initiate: Communication skills | Three new teams learn, while prior year teams expand: Communication skills |
| **Teachers facilitate and guide learning** | | |
| Teams from 3 schools learn strategies related to teaching skills | Three new teams learn, while prior year teams initiate: Explicitly teach knowledge and essential skills | Three new teams learn, while prior year teams expand: Explicitly teach knowledge and essential skills |
| Teams from 3 schools learn strategies related to providing a rich environment | Three new teams learn, while prior year teams initiate: Provide rich learning environment | Three new teams learn, while prior year teams expand: Provide rich learning environment |
| Teams from 3 schools learn strategies related to mediation, modeling and coaching | Three new teams learn, while prior year teams initiate: Mediate, model and coach | Three new teams learn, while prior year teams expand: Mediate, model and coach |
| Teams from 3 schools learn strategies related to co-learning and co-investigation | Three new teams learn, while prior year teams initiate: Co-learn and co-investigate with students | Three new teams learn, while prior year teams expand: Co-learn and co-investigate with students |
| **Evaluation 2012 - 2013** | **Evaluation 2013 - 2014** | **Evaluation 2014 - 2015** |
| Three school teams trained | Three additional school teams trained | Three additional school teams trained |

| | | |
|---|---|---|
| Teachers can clearly articulate the 11 characteristics of the "Model Classroom" | Participating classrooms implement 3-five of the 11 characteristics of the "Model Classroom" | Participating classrooms implement 5-11 of the 11 characteristics of the "Model Classroom" |

**Success Indicators:**
- Ninety percent (90%) of the participating teachers make 3 - 5 changes to their classroom based on the 11 characteristics of the Model Classroom
- Student engagement/participation, as measured by observations and reflections, will be significantly improved (85% of students are on-task and actively engaged in lesson during observation period)
- Parents begin to notice changes in student motivation and mention these changes to the classroom teacher or principal. Parents are more satisfied with their classroom teacher as measured by the number and type and nature of principal meeting topics

**Objective 4: Teachers will engage student in lessons on how to recognize and protect themselves against contact with cyber-bullies, hackers, phishers, and predators**

| Benchmarks 2012 - 2013 | Benchmarks 2013 - 2014 | Benchmarks 2014 - 2015 |
|---|---|---|
| **Teacher provide lessons using various media** | | |
| Teachers will provide lessons from "Web Wise Kid's" program grades 6-8 | Teachers will provide lessons from "Web Wise Kid's" program grades 3-8 | Teachers will provide lessons from "Web Wise Kid's" program grades K-8 |
| Teachers will incorporate information from sites such as ikeepsafe.org in lessons with students grades 6-8 | Teachers will incorporate information from sites such as ikeepsafe.org in lessons with students grades 3-8 | Teachers will incorporate information from sites such as ikeepsafe.org in lessons with students grades K-8 |
| **Teachers receive support** | | |
| Administration incorporates information from sites such as cyberbullying.us for behavior assemblies grades 6-8 | Administration incorporates information from sites such as cyberbullying.us for behavior assemblies grades 3-8 | Administration incorporates information from sites such as cyberbullying.us for behavior assemblies grades K-8 |
| **Evaluation 2012 - 2013** | **Evaluation 2013 - 2014** | **Evaluation 2014 - 2015** |
| Power School data regarding online harassment grades 6-8 will be reviewed by Vice Principals. | Power School data regarding online harassment grades 3-8 will be reviewed by Vice Principals. | Power School data regarding online harassment grades K-8 will be reviewed by Vice Principals. |
| Teachers 6-8 will assess online harassment using a survey developed by the district | Teachers 3-8 will assess online harassment using a survey developed by the district | Teachers K-8 will assess online harassment using a survey developed by the district |

**Success Indicators:**
- Reports of online harassment of students by all sources decrease as reported by PowerSchool data and survey results
- Behavior Referrals regarding harassment of students by students decrease as reported by PowerSchool and survey results

| Objective 5: Teachers facilitate student understanding regarding copyright, fair use and the ethical use of technology | | |
|---|---|---|
| **Benchmarks 2012 - 2013** | **Benchmarks 2013 - 2014** | **Benchmarks 2014 - 2015** |
| **Teacher provide lessons** | | |
| Teachers shall be provided copies of the *Copyright and FairUse Guidelines* for grades 6-8 | Teachers shall be provided copies of the *Copyright and FairUse Guidelines* for grades 3-8 | Teachers shall be provided copies of the *Copyright and FairUse Guidelines* for grades K-8 |
| Teachers provide lessons on citation of sources | Teachers provide lessons on citation of sources | Teachers provide lessons on citation of sources |
| Teachers shall provide lessons regarding password protection and appropriate sharing and downloading | Teachers shall provide lessons regarding password protection and appropriate sharing and downloading | Teachers shall provide lessons regarding password protection and appropriate sharing and downloading |
| **Teachers receive support** | | |
| Administration will be provided copies of the *Copyright and FairUse Guidelines* grades 6-8 | Administration will be provided copies of the *Copyright and FairUse Guidelines* grades 3-8 | Administration will be provided copies of the *Copyright and FairUse Guidelines* grades K-8 |
| Administration shall include consequences information regarding inappropriate online behavior to students and parents grades 6-8 | Administration shall include consequences information regarding inappropriate online behavior to students and parents grades 6-8 | Administration shall include consequences information regarding inappropriate online behavior to students and parents grades 6-8 |
| **Evaluation 2012 - 2013** | **Evaluation 2013 - 2014** | **Evaluation 2014 - 2015** |
| Power School data regarding online privacy and safety grades 6-8 will be reviewed by Vice Principals. | Power School data regarding online privacy and safety grades 3-8 will be reviewed by Vice Principals. | Power School data regarding online privacy and safety grades K-8 will be reviewed by Vice Principals. |
| Teachers 6-8 will assess student understanding of FairUse using a survey developed by the district | Teachers 3-8 will assess student understanding of FairUse using a survey developed by the district | Teachers K-8 will assess student understanding of FairUse using a survey developed by the district |

**Success Indicators:**
- Reports of offences regarding online privacy and safety by all students decrease as reported by PowerSchool data and survey results
- Behavior Referrals regarding online privacy and safety by students decrease as reported by PowerSchool and survey results

## Goal 4:  Parents are actively involved in student learning

**Objective 1**: Parents are encouraged to seek technology access to enhance meaningful learning experiences

| Benchmarks 2012 - 2013 | Benchmarks 2013 - 2014 | Benchmarks 2014 - 2015 |
|---|---|---|
| **Technology accessible at home and in the community** | | |
| An assessment is prepared and administered in the Fall to determine the level of technology available for "home" use in the "Classroom Team" family.  This access may be in the home itself, or at various community service areas | A PowerSchool Parent Portal website is prepared for "Classroom Team" parents to assist them with providing safe and appropriate access to their students.  The portal also describes how to obtain cost-effective technology | "Classroom Team" families understand the importance of home technology and place it as a priority investment for their students.  This evidence is collected in a post-technology access follow-up survey |
| Santee community service areas (libraries, YMCA, Teen Center, etc.) are surveyed in the Spring to determine the level and type of technology access available to Santee families | Community resources are aligned with Santee resources for friendly student and parent access to schools.<br><br>The Parent Portal website is updated to provide information about community access to technology resources | Community resources are utilized to access technology by "Classroom Team" students and parents |
| Fifty percent of "Classroom Team Parents" learn to use Technology (email, web sites, School Messenger) to conduct home-to-school communication to teachers, staff and administrators.  This is done at a Parent Night for "Classroom Team Parents" | Eighty percent of "Classroom Team Parents" rely on technology for both home-to-school and school-to-home communication.  Additional Parent Night training is held | Ninety percent of "Classroom Team Parents" rely on technology for both home-to-school and school-to-home communication |
| Fifty percent of "Classroom Team Parents" learn to use PowerSchool to obtain information regarding grades, announcements, test scores and assignments.  Access is passed out at Open House in the Fall | Sixty percent of "Classroom Team Parents and Students" rely on PowerSchool to obtain information regarding grades, announcements, test scores and assignments.  Open House continues to offer training and access | Eighty percent of "Classroom Team Parents and Students" rely on PowerSchool to obtain information regarding grades, announcements, test scores and assignments. A web portal provides additional training |
| **Evaluation 2012 - 2013** | **Evaluation 2013 - 2014** | **Evaluation 2014 - 2015** |

| | | |
|---|---|---|
| Survey administered to participating classrooms | Parent Portal is utilized by 60% of the participating classrooms | Post survey of participating classrooms includes increased home and community service area access to technology |

**Success Indicators:**
- Pre and post technology access surveys are administered
- PowerSchool Parent portal access increases to 75%
- PowerSchool attendance increases beyond annual District goal and discipline and expulsions decrease by 10-20% for Classroom of the Future teams

**Objective 2: Parents and community are key partners with the school and have an opportunity to access and participate in the learning environment through shared technology**

| Benchmarks 2012 - 2013 | Benchmarks 2013 - 2014 | Benchmarks 2014 - 2015 |
|---|---|---|
| **Parents and community members assist in creating "Model Classrooms"** | | |
| An "outreach" program is developed in the Fall to identify "Classroom Team" families and community members and businesses to assist with the "Classroom of the Future: One at a Time Initiative" | Community partners "adopt" 25 specific classrooms within the District and assist with the funding and support to transform each classroom | Community partners "adopt" an additional 25 specific classrooms within the District and assist with the funding and support to transform each classroom |

| Evaluation 2012 - 2013 | Evaluation 2013 - 2014 | Evaluation 2014 - 2015 |
|---|---|---|
| The Outreach staff and program has been identified | Annual Outreach meeting is held to recognize contributors | Annual Outreach meeting is held to recognize contributors |
| Twenty-five community partners sign agreements | Twenty-five classrooms are adopted and work to transform the classrooms is underway | An additional twenty-five classrooms are adopted and work to transform the classrooms is underway |

**Success Indicators:**
- Community newspaper provide articles about the Santee "Classrooms of the Future" project
- Outreach personnel are identified and supported
- Community involvement meets goals and classrooms are supported

**Objective 3: Parents support their children through an understanding of the learning environment and the measures of student performance**

| Benchmarks 2012 - 2013 | Benchmarks 2013 - 2014 | Benchmarks 2014 - 2015 |
|---|---|---|
| **Parents are trained in how to interpret assessment results** | | |
| Training program for parents is developed with a pilot session provided to selected schools | Training program is initiated for participating schools | Training program is revised and enhanced |

| Evaluation 2012 - 2013 | Evaluation 2013 - 2014 | Evaluation 2014 - 2015 |
|---|---|---|
| Training program with timelines and assignments are prepared | Parent training evaluations indicate successful implementation of the training | Parent dialog with teachers and administrators include use of multiple data to evaluate student performance |

**Success Indicators:**
- Training program is prepared and presented
- At least 20 parents attend each of 3 sessions at participating schools
- Parents use results in discussions with teachers and administrators

**Objective 4:** Parent will be supported in learning about inappropriate contact, inappropriate content and inappropriate conduct related to the Internet

| Benchmarks 2012 - 2013 | Benchmarks 2013 - 2014 | Benchmarks 2014 - 2015 |
|---|---|---|
| **Parents are trained on safe Internet access** | | |
| Training program for parents is developed with a pilot session provided to selected schools | Training program is initiated for all schools | Training program is revised and enhanced |

| Evaluation 2012 - 2013 | Evaluation 2013 - 2014 | Evaluation 2014 - 2015 |
|---|---|---|
| Training program with timelines and assignments are prepared | Parent training evaluations indicate successful implementation of the training | Parent dialog with teachers and administrators to evaluate training and next steps |

**Success Indicators:**
- Training program is prepared and presented
- At least 20 parents attend sessions at participating schools
- Parents use results in discussions with teachers and administrators

## Goal 5: Administrators serve learners and teachers

**Objective 1:** Administrators support the need for systemic educational change for all members of the learning community

| Benchmarks 2012 - 2013 "Vision" | Benchmarks 2013 - 2014 "Plan Initiation" | Benchmarks 2011– 2012 "Plan Expansion" |
|---|---|---|
| **All administrators can visualize, initiate and expand the "Four Standards"** | | |
| All administrators complete their EdTechProfile and collaborate with the Superintendent to prepare an individualized training program to increase their personal knowledge in the "Four Standards" areas that promote "Classroom of the Future" | Six administrators clearly articulate the "Four Standards" and prepare a systemic plan to implement the "Classroom of the Future" at their site | Six administrators make measurable progress in implementing "Four Standards" and classroom of the future, and three additional administrators are able to clearly demonstrate them with strong models at their sites |

| **Site Technology Plans exist for every school** | | |
|---|---|---|
| All site administrators receive a template and training to assist in preparing a Site Technology Plan that supports the District Technology Plan.  The Site Technology Plan demonstrated implementation of the Four Standards of Classrooms of the Future | Site Technology Plans are presented for Board approval and implementation | Site Technology Plan goals and objectives are progressing on schedule and are part of the evaluation process |

| **Site administrators require the use of technology as a communication tool via web sites, voice mail and email** | | |
|---|---|---|
| Site administrators encourage the use of technology as a communication tool via web sites, voice mail, email and SchoolMessenger systems | Site administrators streamline office automation to make the most of available technology. School websites are maintained and streamlined | Site administrators mentor the use of technology |

| **Site administrators take a leadership role in creating and developing curriculum scope and sequence strategies** | | |
|---|---|---|
| Site administrators take a leadership role in recommending and evaluating digital curriculum and instructional websites to the DTC | Site administrators take a leadership role in training staff in instructional websites and plan for school-wide implementation the following year | Site administrators take a leadership role in the implementation and evaluation of classroom teachers instructional websites |

| **Site administrators are innovative in allocating resources and seek technology grants where appropriate** | | |
|---|---|---|
| Site administrators take a leadership role in recommending and evaluating digital curriculum and instructional websites to the DTC | Site administrators take a leadership role in recommending and evaluating digital curriculum and instructional websites to the DTC | Site administrators take a leadership role in recommending and evaluating digital curriculum and instructional websites to the DTC |
| Site administrators are trained in grant and technology review and are able to discern the difference between a real solution and a polished vendor marketing proposal | Site administrators are innovative in allocating resources and seek technology grants where appropriate | Site administrators are innovative in allocating resources and seek technology grants where appropriate |
| Site administrators take a leadership role in recommending and evaluating digital curriculum and instructional websites | Site administrators take a leadership role in implementing one or two digital curriculum choices or instructional websites at their school | Site administrators take a leadership role in implementing one or two digital curriculum choices or instructional websites at their school |

**Objective 2:** Administrators represent the model for high expectations and accountability

**Site administrators support the accurate collection, analysis and use of data**

| | | |
|---|---|---|
| Site Administrators model self-assessment and individualized planning and training. They learn to share training and growth experiences with peers and staff | Site Administrators participate actively in defining, implementing and supporting change. They readily share training and growth experiences with peers and staff | Site Administrators participate actively in defining, implementing and supporting change |
| Site Administrators realize the need for careful project planning, including the consideration of staffing, funding, professional development, scheduling and evaluating resources | Site Administrators practice project management as they prepare budgets, timelines, staffing plans, professional development, etc. for their Ed-Tech teams | Administrators continue to refine and improve project plans |
| Site administrators understand the need to take clear ownership of accurate data | Site administrators take clear ownership of understanding, interpreting and making changes based on accurate information | District and site administrators actively discuss improvements that will increase accurate information |
| | | |

**Site administrators utilize valid, research-based analysis methods and tools**

Accurate Research based

| | | |
|---|---|---|
| District and site administrators understand the systematic steps necessary to research, analyze, test and adopt appropriate assessment tools. They understand that on-line self-assessment with instant feedback to the learner is the preferred method of assessment. | District and site administrators participate in evaluation of their current assessment plans and as a result select appropriate assessment tools and establish a researched-based implementation strategy where necessary | District and site administrators assess prior year progress and results and continue to implement scientific assessment practices. |

**Site administrators use technology assessment to improve student performance**

| | | |
|---|---|---|
| Site administrators support the accurate collection and use of assessment data for students and clearly communicate the need for valid research practices. As part of the school's Assessment Plan a research-based plan is prepared to use technology to review, make sense of and implement a scientific plan for assessing students in the "Four Standards." | Administrators use technology to review, make sense of and implement a scientific plan for assessing students in the "Four Standards." | Administrators use technology to identify longitudinal changes and implement corrective actions |
| Administrators actively participate in State assessments including the CDE School Technology Survey, EdTechProfile for all staff, STAR, CELDT, etc. | Results from the prior year assessments are used to refine the Site Assessment Plan and redirect efforts | Longitudinal results from the prior years assessments are used to refine the Site Assessment Plan and redirect efforts |
| **Site administrators use data to make better decisions** | | |
| Administrators understand that data is a pre-requisite to informed decision making. Santee "data" includes demographic PowerSchool student and staff information, State Fall and Spring CSIS reports and student assessment results from the State, District and Classroom | Results from annual data extracts (CSIS, etc.) are readily available and used for grants, reports and decisions to improve student achievement | Results from annual data extracts (CSIS, etc.) are readily available and used for grants, reports and decisions to improve student achievement |
| **Objective 3:** Administrators provide a professional, supportive, collaborative environment (including "time") for instructional development and implementation while building capacity for successful change | | |
| Administrators educate staff how the "classroom environment" can be used as an effective instructional tool | Selected classrooms and teachers "transform" their physical environment | Additional classrooms are transformed |
| Administrators educate staff regarding the "resources" necessary for effective project based instruction. "Resources include computers, supplies, books, etc." | Selected classrooms and teachers "transform" their classroom resources | Additional classrooms are transformed |
| Administrators educate and develop capacity with staff regarding the need for collaborative instruction and begin to identify site-specific solutions to facilitate this need | Selected instructional teams, within the school or District, form collaborative teams and utilize the provided "time" to work together on a daily and weekly basis | Additional staff members collaborate |

| | | |
|---|---|---|
| Administrators build capacity with staff for the ongoing need of staff development and begin to identify site-specific solutions to meet the unique and personal needs of each teacher and staff member | Selected teams participate in professional development in the "Four Standards" area | Additional teams participate in professional development |
| **Evaluation 2012 - 2013** | **Evaluation 2013 - 2014** | **Evaluation 2014 - 2015** |
| Site plans include the need for a Site Technology Plan | Board approves all site technology plans by November 20010 | Site technology plan shows clear progress on benchmarks for achieving objectives. Progress is included in staff evaluations |
| 90% of site teachers have completed the EdTechProfile Assessment | Professional Development plan reflects information learned from EdTechProfile | 60% of site teachers score "proficient" on the EdTechProfile Assessment Progress is included in staff evaluations |
| 80% if site teachers are aware of ISTE standards for students and teachers | 100% if site teachers are aware of ISTE standards and assist in including them in curriculum scope and sequence | Evaluation notes indicate that 50% of site teachers are implementing the ISTE standards included in the curriculum scope and sequence Progress is included in staff evaluations |
| Teacher, site and District websites are targeted to move from "static" to "dynamic" information | Teacher, site and District websites are improved to include initial and basic dynamic information related to the "Four Standards" | Teacher, site and District websites contain rich digital curriculum offerings that are matched to the "Four Standards." Progress is included in staff evaluations |
| 90% of Site administrators use technology tools, such as web pages, email, voice mail and SchoolMessenger as primary means of communication with staff and parents | 100% of Site administrators take a leadership role in developing the school web site with student, parent and teacher communication being the primary purpose | Progress is included in staff evaluations |

**Success Indicators:**
Administrators are taking a visible and demonstrated leadership role in planning and implementing the "Four Standards"
Administrators clearly articulate to staff and parents the vision of the "Classroom of the Future"
Functioning Site Technology Plans exist and are used
Assessment for administrators, teachers and students show continued progress in the area of the "Four Standards"
The classroom environment and available resources reflect the needs of the "Four Standards"
Teachers and administrators have assigned time for collaboration and planning
Data are routinely used for decision-making

## 3e. Curriculum: Goals – Students Learn Technology Skills

The goal for using technology to help students acquire technology and information literacy skills is:

**Goal 1 - The "Digital Native" student seeks meaningful learning opportunities.**

Objectives under this goal include:

- Curriculum experiences are available anytime, anywhere with the methods and learning outcomes appropriately designed for the "digital native"

- A "Thinking Curriculum" philosophy based on a constructivist approach using such models as Inquiry and project-based learning is the preferred delivery model for instruction

Grade-level ISTE Standards for each Classroom of the Future by grade level will be carefully integrated as "Just in Time" skills associated with project-based instruction. Students may use technology in the classroom or lab to acquire these skills. A curriculum scope and sequence will facilitate the integration of these skills with curriculum.

## 3f. Curriculum: Goals – Ethical Use, Copyright and Fair Use

The goals for the ethical use of technology and the fair use of information gathered through various media sources are addressed in goals:

**Goal 1 - The "Digital Native" student seeks meaningful learning opportunities.**

Objectives under this goal include:

- Curriculum is standards based, integrated,  measured and supported through appropriate technologies

- Curriculum experiences covering validity, accuracy and appropriateness shall be include lessons content

**Goal 3 - Teachers skillfully facilitate student learning**

Objectives under this goal include:

- Teachers facilitate student understanding regarding copyright, fair use and the ethical use of technology

Respect for other individual's work, knowledge and accomplishments are essential qualities of the 21st century learner and teacher. Students will be taught the ramifications of plagiarism, password misuse, illegal file sharing, illegal downloading and inappropriate peer-to-peer file sharing.

# 3g. Curriculum: Goals – Internet Safety

The goals for Internet safety at school and at home are specified in goals:

**Goal 3 - Teachers skillfully facilitate student learning**

Objectives under this goal include:

- Teachers will engage student in lessons on how to recognize and protect themselves against contact with cyber-bullies, hackers, phishers, and predators

- Parent will be supported in learning about inappropriate contact, inappropriate content and inappropriate conduct related to the Internet

As students and adults explore and access a rapidly changing and anonymous electronic environment, specific skills and practices must be carefully taught and monitored to help insure a positive journey. Specific information will be taught regarding online privacy and the avoidance of online predators.

## 3h. Curriculum: Goals – Support Progress for ALL Students

The goals for using technology to support the progress of all students, including special education, GATE, English Learners, etc. as presented in this plan are integrated through the "Classroom Team" concept throughout all goals and as specific goals:

**Goal 1 - The "Digital Native" student seeks meaningful learning opportunities.**

Objectives under this goal include:

- Curriculum experiences are available anytime, anywhere with the methods and learning outcomes appropriately designed for the "digital native"

- A constructivist approach using such models as Inquiry and project-based learning is the preferred delivery model for instruction

- Curriculum is standards based, integrated, measured and supported through appropriate technologies

These special groups are easily tracked in the PowerSchool student information system.

## 3i. Curriculum: Goals – Efficient Student Record-keeping and Assessment

The goals for using technology to support the District's student record-keeping and assessment efforts are included as specific goals:

**Goal 1 - The "Digital Native" student seeks meaningful learning opportunities.**

Objectives under this goal include:

- Student growth and achievement are measured in a variety of assessments that provide an  opportunity to demonstrate understanding

## Goal 2 - Students have anytime-anywhere access to curriculum resources

Objectives under this goal include:

- Students, parents and teachers increase communication through the use of technology

## Goal 3 - Teachers skillfully facilitate student learning

Objectives under this goal include:

- Teachers analyze and reflect on individual student data resulting in a differentiation of instruction

## Goal 4 - Parents are actively involved in student learning

Objectives under this goal include:

- Parents support their children through an understanding of the learning environment and the measures of student performance

## Goal 5 - Administrators serve learners and teachers

Objectives under this goal include:

- Administrators represent the model for high expectations and accountability

Santee has been a CSIS reporting District for the past nine years. The District obtains state student identifiers, participates in enrollment submissions as well as Fall and Spring CSIS reporting.  To provide clean data, the District prides itself in its innovative processes associated with "central registration" for all students, "one form" application processes (rather than numerous manual 5 x 7 cards), electronically generated CUM file tracking procedures, web-based registration instructions, forms and procedures, highly skilled attendance staff standards and training, and collection and presentation of three years of online District and state assessment.  Teachers take attendance online, have access to student information and produce report cards and enter assessment scores for their classes.  The specific goal for this area is to continue developing assessment tools that accurately measure student mastery of content standards, and sharing those results with parents and students.

Our Coordinator of Assessment assists teachers and administrators in the formation of assessments, the analysis of information and the sharing of results. Parent portals to PowerSchool allow access to attendance, assignments and grades for parents.

# 3j. Curriculum: Goals – Home to School Communication

The goals for using technology to support the District's use to make teachers and administrators more accessible to parents are included:

**Goal 2 - Students have anytime-anywhere access to curriculum resources**

Objectives under this goal include:

- Students have access to an expanding library of digital and web-based curriculum

**Goal 4 - Parents are actively involved in student learning**

Objectives under this goal include:

- Parents are encouraged to seek technology access to enhance meaningful learning experiences

- Parents and community are key partners with the school and have an opportunity to access and participate in the learning environment through shared technology

The plan delineates clear, specific and realistic goals for using technology to facilitate improved two-way communication between home and school. The implementation plan clearly supports accomplishing the goals.

# 3k. Monitoring: Benchmarks, Timelines and Evaluation

The diagram below provides the benchmarks, timeline and person responsible for the curriculum goals stated above.

*Note: When "Ed-Tech" is listed as the "Person Responsible," it means that the Director of Instructional Technology, the Director of Curriculum, and the Director of Information Systems will complete the task, with assistance and advice from site leaders, teachers and the established committees.*

| Benchmarks | Estimated Timeline | Person Responsible |
|---|---|---|
| **Goal 1: The "Digital Native" student seeks meaningful learning opportunities** | | |
| The "Digital Native" uses technology appropriately | 2012-2015 | Dir, Ed Services |
| The "Digital Native" has access to technology at home, at school and within the community | 2012-2015 | Ed Tech Dept |
| The "Digital Native" acquires information from multiple resources | 2012-2015 | Ed Tech Dept |
| Provide access to students in special groups in classrooms and labs | 2012-2015 | Ed Tech Dept |
| Educational partnerships are developed to expand access | 2012-2015 | Ed Tech Dept |
| Students seek information using Information Literacy Standard procedures | 2009-2009 | Ed Tech Dept |
| Determine scope and sequence for the "Four Standards" | 2012-2015 | Ed Tech Dept |
| Digital Native students are aware of appropriate curriculum resource use | 2012-2015 | Ed Tech Dept |
| Technology instruction occurs "Just-in-Time" for student use | 2012-2015 | Ed Tech Dept |
| Integrate workplace and career goal development into technology and content instruction for curriculum focus | 2012-2015 | Ed Tech Dept |
| Students in special groups, including Special Education, English Language Learners, GATE, and Project Safe receive appropriate encouragement and support | 2012-2015 | Ed Tech Dept |
| Assessment is self-initiated and provides immediate feedback | 2012-2015 | Ed Tech Dept |
| Develop and administer grade cluster student assessment for ISTE technology skills and Information Literacy skills | 2012-2015 | Ed Tech Dept |
| Develop and administer teacher, student and parent surveys | 2012-2015 | Ed Tech Dept |
| Continue to provide Districtwide content assessments | 2012-2015 | Ed Tech Dept |
| Ensure that student achievement is improving for students in special groups, including Special Education, English Language Learners, GATE, and Project Safe | 2012-2015 | Ed Tech Dept |
| 1.5.1 The "Digital Native" uses appropriate technology | 2012-2015 | Ed Tech Dept |
| Students learn of appropriate curriculum resource use | 2012-2015 | Ed Tech Dept |
| Students learn to assess quality and appropriateness of resources | 2012-2015 | Ed Tech Dept |
| **Goal 2: Students have anytime-anywhere access to curriculum resources** | | |
| Teachers will develop classroom web pages with "dynamic content" | 2012-2015 | Ed Tech Dept |
| Distribute impact survey to parents and students of teachers who have classroom web pages. Analyze results | 2012-2015 | Ed Tech Dept |
| Teachers will provide online access to grades for parents on a regular basis | 2012-2015 | Ed Tech Dept |
| Teachers will utilize more advanced web features such as blogging, web quests, digital-video, Pod Casts, discussion groups and distance learning | 2012-2015 | Ed Tech Dept |

| | | |
|---|---|---|
| Distribute "Communication Preference Survey" and gather data | 2012-2015 | Ed Tech Dept |
| Families use School Messenger call-out system | 2012-2015 | Ed Tech Dept |
| Adopted instructional materials from centralized Publications are viewable and available online for ordering, viewing or printing | 2012-2015 | Ed Tech Dept |
| Provide student electronic portfolios and establish storage, policies, and priorities for student electronic portfolios | 2012-2015 | Ed Tech Dept |
| **Goal 3: Teachers skillfully facilitate student learning** | | |
| Teachers participate in collaborative, cross-disciplinary instructional teams | 2012-2015 | Ed Tech Dept |
| Teams construct Project-Based lessons beginning with the "Big Idea" | 2012-2015 | Ed Tech Dept |
| Teachers study existing data and assessments to carefully assist each student | 2012-2015 | Ed Tech Dept |
| Teams design challenging, authentic, multidisciplinary tasks | 2012-2015 | Ed Tech Dept |
| Teachers establish a safe environment where students work collaboratively | 2012-2015 | Ed Tech Dept |
| Teachers allow students time to learn through exploration | 2012-2015 | Ed Tech Dept |
| Lessons provide cognitive challenge | 2012-2015 | Ed Tech Dept |
| Teachers facilitate and guide learning | 2012-2015 | Ed Tech Dept |
| Teacher provide lessons using various media | 2012-2015 | Ed Tech Dept |
| Teachers receive support | 2012-2015 | Ed Tech Dept |
| Teacher provide lessons | 2012-2015 | Ed Tech Dept |
| Teachers receive support | 2012-2015 | Ed Tech Dept |
| **Goal 4: Parents are actively involved in student learning** | | |
| Technology accessible at home and in the community | 2012-2015 | Ed Tech Dept |
| Parents and community members assist in creating "Model Classrooms" | 2012-2015 | Ed Tech Dept |
| Parents are trained in how to interpret assessment results | 2012-2015 | Ed Tech Dept |
| Parents are trained on safe Internet access | 2012-2015 | Ed Tech Dept |
| **Goal 5: Administrators serve learners and teachers** | | |
| All administrators can visualize, initiate and expand the "Four Standards" | 2012-2015 | Asst Supt Instrn |
| Site Technology Plans exist for every school | 2012-2015 | Asst Supt Instrn |
| Site administrators require the use of technology as a communication tool via web sites, voice mail and email | 2012-2015 | Asst Supt Instrn |
| Site administrators take a leadership role in creating and developing curriculum scope and sequence strategies | 2012-2015 | Ed Tech Dept |
| Site administrators are innovative in allocating resources and seek technology grants where appropriate | 2012-2015 | Ed Tech Dept |
| Site administrators support the accurate collection, analysis and use of data | 2012-2015 | Ed Tech Dept |
| Site administrators utilize valid, research-based analysis methods and tools | 2012-2015 | Director Technology |

| | | |
|---|---|---|
| Site administrators use technology assessment to improve student performance. | 2012-2015 | Ed Tech Dept |
| Site administrators use data to make better decisions | 2012-2015 | Ed Tech Dept |
| Administrators provide a professional, supportive, collaborative environment (including "time") for instructional development and implementation while building capacity for successful change | 2012-2015 | Ed Tech Dept |

With assistance and guidance from the ACI, DTC, and the Executive Council, Coordinator of Instructional Technology and the Director of Technology will be responsible for monitoring and implementing the curriculum benchmarks and timelines as described in the preceding section. As described earlier, this "Ed Tech Dept" partnership between the Educational Resources and the Technology and Communication Departments helps facilitate the plan for technology integration into curriculum and content standards.

In addition to monitoring the implementation of the curriculum goals and plan, the District intends to use several measures to evaluate the effectiveness of the District's plan in improving student learning and achievement.

## Success Indicators

For curriculum, the success indicators are shown above with each goal.  In addition the evaluation plan for each goal area is also provided.

The success indicators for Special Education, GATE, English Language Learners, etc., will be evaluated using many of the same measurement tools.  The teachers of these specialized areas will work with the Ed Tech Dept team to determine any special needs to accommodate students.  They will also work together to develop appropriate measurements by which to judge the success of programs and tools designed to assist these students.  These accommodations may include special ergonomic devices, speech or language translators, specialized software, Braille keyboards, and any other means necessary to provide equal opportunity for success.

The evaluation of the curriculum plan will be accomplished as follows:

Use 2012-2013as baseline year of 5-year study to assess the effectiveness of technology integration for students and teachers

Identify classrooms that are part of the "Classrooms of the Future:  One at a Time Initiative" for this study

If available, use the annual California School Technology Survey, conducted by the California Department of Education and usually completed in March of each year, to chart progress related to:

> Technology demographics
> Technology uses by students
> Technology uses by teachers

Technology uses by administrators

Use the EdTechProfile online proficiency assessment to measure the growth of technology skills by administrators and teachers once a year during the Spring.

Define classroom technology rubrics and other measurement instruments to assess:

Student motivation, attendance trends and technology projects
Traditional scores (grades, CSTs, etc.)

Obtain and evaluative feedback from students, teachers, and parents at least once a year

# 4. Professional Development

## 4a. Professional Development: Needs

Professional development for Santee teachers, administrators, staff and technology support team members (referenced as "The "Classroom of the Future" Team" below) is essential for the effective implementation of the Classroom of the Future: One at a Time Initiative. The discussion of the Professional Development Needs for the Santee School District begins with a few questions:

**Educational-Technology ("Classroom of the Future") Professional Development Pre-Test**

Does The "Classroom of the Future" Team:

1. Have "proficient" technology skills?

2. Demonstrate proficiency in the areas of Project Based Learning, Information Literacy and Technology Integration?

3. See curriculum training and technology training as a unified, interdependent curriculum?

4. Practice successful classroom management strategies to work with the amount of technology actually available in the classrooms?

5. Consider the topics above as important for their own personal professional development?

6. Understand, and know how to apply The International Society for Technology in Education (ISTE) standards for students, teachers and administrators?

7. Have easy access to assistance when they are learning a new technology skill?

8. Have sufficient time to obtain successful technology professional development?

9. Refer to a formal, long-term, funded technology District and site professional development program?

10. Understand, support, and fund the proven essential conditions and characteristics of a quality professional development program?

11. Have a clear road map of student benchmark proficiencies of technology skills by grade level?

The data below will demonstrate that although we have made progress and established significant pockets of success, we have a great distance to travel before we can universally say, "Yes!" to each question above.

The "Classroom of the Future" Professional Development Plan for 2012-2015 will be determined from an analysis of:

1. Lessons learned from past professional development activities

2. Results of the EdTechProfile online assessment information for our District

3. Analysis of proven research-based professional development models which is included in the Research section of this plan

## Lessons Learned from Past Professional Development Initiatives

Santee School District technology staff development programs have evolved through various programs since 1999 as summarized in the chart below. The important aspect of our past "Classroom of the Future" Professional Development is the "lessons learned."

These "lessons learned" will be applied to the new Professional Development Plan.

Santee School District Technology Professional Development Summary 1999 - 2009

| Timeframe and Title | Focus | Target Area | Sample Lessons Learned |
|---|---|---|---|
| **1999 – 2002** SMTV Santee Mobile Training Vehicle | Short, 30-minute lessons presented by lead teachers | Technology skills integration | • ISTE standards were not available nor implemented<br>• Training facility and availability is very important<br>• "Just-in-time" instruction fits teacher work patterns |
| **2001-2003** ILAST for teachers and administrators | Extensive 120 hour program with stipends and projects | Technology skills and curriculum integration | • Stipends improve commitment<br>• Formal schedule improves depth and sequence<br>• Technology training requires consistent long-term commitment from both administrators and teachers |
| **2003-2006** "Classroom of the Future" Training for teachers and | Certificated "Classroom of the Future" Trainer Coaches offered formal classes, just-in-time training and web lessons | Technology skills for Outlook, PowerSchool for specific user groups, PowerGrade, Excel, Renaissance Place | • Staff apply learning when it is presented as part of a project they need to complete<br>• Teachers see value in being taught by other teachers |

| | | | |
|---|---|---|---|
| administrators | on various topics | | • Technology skills require ongoing practice |
| **2003-2006** "Classroom of the Future" classroom and department web pages | Technology staff and certificated "Classroom of the Future" Trainer Coaches offered formal 16-20 hour classes with stipends for producing classroom and department web sites. | Technology skills, design and curriculum integration | • Teachers are most motivated when they see a direct purpose to the classroom<br>• Teachers enjoy creative activities that are outside the normal classroom "state mandates" |
| **2004-2006** Renaissance Place | Utilized two "Classroom of the Future" Trainer Coaches and site teams to support a formal roll-out of Renaissance Place Districtwide | Correct implementation of program for improved reading comprehension plus tech training on supporting product; Trainers attended National Conference | • Acquiring, installing and training an entire staff on ONE software application takes two to three years to fully yield expected student-outcome results.<br>• In-house trainers must be provided opportunities for staff development in subject area<br>• Resistance is greatly reduced when staff perceive value in the topic being learned |
| **2005-2006** New Horizons Classified Training Program | Extensive "Club Plan" training for 34 classified employees from administrative and school offices | New Horizons provides corporate training in Microsoft applications and related topics | • Corporate trainers are appropriate for many common training needs<br>• Office staff benefit from off-site training due to ongoing work site needs<br>• Supervisor support is essential for the trainee to be successful |
| **2006-2009** "Classrooms of the Future" | Extensive training to allow classroom teachers to utilize new technology presentation tools for instruction | Instructional tech department completed a series of organized lessons to staff | • Planned training sessions<br>• "just-in-time" sessions as requested<br>• Individual follow-up sessions |
| **2006-2009** "Technology Integration Groups" | Working to link standards to instructional technology tools | Instructional tech department worked individually and in small groups | • Small group PLCs<br>• School site team trainings |
| **2006-2009** "Improving Administrator Competencies" | Helping Administrators increase effective use of technology | Large group and individual trainings by Instructional tech staff | • Whole group monthly sessions<br>• Individual follow-up sessions |

**EdTechProfile Technology Proficiency Assessment**

The Santee School District stopped participating in the annual EdTechProfile Technology Assessment Profile in 2009. However, realizing the value of this information for assessing technology proficiency, this assessment will resume in 2013.

## 4b. Professional Development: Goals

*The Curriculum Plan discussed the goal of creating "Classrooms of the Future:  One at a Time."  This section of the Technology Plan will provide the specific Professional Development Program needed to empower the "Classroom Team" (administrators, teachers, staff, community partners, parents and students) who will build our future in these new classrooms.*

The diagram presented in section 3d in the Curriculum Section of this plan, implies a dependence and interrelationship between Curriculum Goals and Professional Development Goals.

As a review, the professional development goals, listed below, will support the following:

**Big Idea**:  Assuring the highest quality of educational achievement for all students

**Primary Goal**:  Classroom of the Future:  One at a Time

**Four Standards**:  Information Literacy, Technology Integration through ISTE, California Content Standards, and 21st Century Skills.

The professional development model identifies an implementation theme for each year which includes:

2012-2013:  Share the vision of the Technology Plan and acquire baseline skills

2013-2014:  Initiate the Technology Plan

2014-2016:  Expand the Technology Plan

Within the implementation themes, the "Four Standards" will be skillfully integrated into a single goal:  "Assure the highest quality of educational achievement for all students."

**"Classroom of the Future" Professional Development Goals**

The "Classroom of the Future" is an ecosystem where teachers, parents, staff, students and administrators depend on and interrelate with one another.  Just as each student is a unique individual, each "Classroom of the Future" will be also be unique depending on school site resources and vision, student demographics and special needs, parent involvement and teacher passions and preparation.

The term "Classroom Team," as discussed in Curriculum Section 3d, describes the partnership needed from teachers, students, parents, administrators, staff and community, as part of the construction of each unique "Classroom of the Future."

> *This professional development plan will chart the course of study required to create and maintain the Classroom of the Future by focusing on the "Four Standards" (Creating a Thinking Curriculum, Information Literacy, Technology Integration and Content Standards.)  It will also include meeting the individualized needs of each member of the "Classroom Team."*

The Santee School District Professional Development Goals for 2012-2016 are presented below from a student-centered perspective.  The term "student" includes students from diverse ethnicities, languages, physical and mental ability levels, and family backgrounds.

The four professional development goals include:

**Goal 1  Information Literacy**.  Students use higher order thinking skills to question, identify, collect, evaluate, make sense of, reflect and refine information. Therefore, students, administrators, teachers, and staff have appropriate information literacy skills.

**Goal 2  Technology Integration (Student)**.  Students are proficient in the use of technology as defined by the ISTE Technology Standards for Students. Therefore, administrators, teachers, and staff understand the ISTE standards and are able to include them in appropriate student learning activities.

**Goal 3  Technology Integration (Teacher & Administrator)**.  Students work with administrators, teachers, and support staff who model effective technology use.  Therefore, administrators, teachers, and staff develop as technology users to strive towards a proficient level of technology use as measured by the respective ISTE standards and EdTechProfile Assessments.

**Goal 4  Content Standards**.  Students apply assessment information as a tool for continued growth.  Therefore, students, parents, administrators, teachers and staff use appropriate technology tools to measure continued personal growth.

## Professional Development Methodology:

1. **Professional Development Staff:**  Professional Development activities will be planned and provided at the District level for each site-based Classroom of the Future team.  A collective approach further linking the Instructional Technology department with the Curriculum  Department will share responsibility

2. **Professional Development Center**:  Each school site has a facility conducive to professional development.  There are also facilities at the Educational Resource Center and at the District Office. Educational Services personnel will coordinate the curriculum offerings for the various facilities.

3. **Schedule of Classes**:  The annual schedule of classes will be developed once each school site identifies their "Classroom Teams" for the school year.  Each team will undergo an EdTechProfile to assess individual technology proficiencies.  Based on this data, a schedule will be prepared with Fall, Spring and Summer classes.  Classes will be filled first from the Classroom Teams, followed by other interested teachers and staff from the District.

The "Classroom of the Future" Professional Development Tracks

Staff assigned to a specific "Classroom of the Future" will participate in one or more training tracks as presented below.

We plan to train approximately 75 teachers and 25 classified employees per year, in addition to parents and administrators.

The sample courses below will continue to be defined and implemented during year 1 of the plan, initiated during year 2, and expanded during year 3.  The following three characteristics lay the foundation of the program:

1. **Opportunities for Continuous Progress** Existing staff will continue to progress to the next level of proficiency, based on their placement on the EdTechProfile Technology Assessment.  This requires a specific training program to achieve a progressive level of proficiency over time.  These levels, or Tracks, are discussed in more detail below:

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**Professional Development Tracks**

Track 1:  Classroom of the Future - New Teacher (20 teachers/yr)

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> Track 2:  Classroom of the Future - Intermediate Teacher (25 teachers/yr)
>
> Track 3:  Classroom of the Future - Proficient Teacher (5 teams/yr)
>
> Track 4:  Classroom of the Future - Master Teacher (25 teachers/yr)
>
> Track 5:  Classroom of the Future - Proficient Administrative Leaders (10/yr)
>
> Track 6:  Classroom of the Future - Classified Support (25/yr)
>
> Track 7:  Classroom of the Future – Parent (30/site / year)

2. **Collaborative Teams** The plan will ask site leaders to identify appropriate grade cluster or content area teams or "Classroom Team" that can attend training programs together to learn "Classroom of the Future" skills, and enhance the need for systemic change in instructional delivery systems.

3. **Just-in-time Technology Access** The plan will provide appropriate teacher and student classroom access to technology as teams complete training.  This access plan is further discussed in the Infrastructure section of this plan.

Specific training tracks will be provided to the following groups as summarized above: The following are examples that will be refined during year 1.

Track 1:  Classroom of the Future:  New Teacher (20 teachers/year)

Prerequisite: New teachers

Frequency:  One annual course offered to new teachers early each Fall

Training Content to include (sample):

- Incorporate with BTSA training (if applicable)

- Email; shares; thin clients; network; PowerSchool, etc.

- "Classroom of the Future" Assessment and placement on appropriate track for continued professional development

Scope:        12 hours of instruction for each new teacher during their first year of instruction at Santee. Supported by classroom budget for basic implementation of recommended technology per grade-level (see Infrastructure section of this plan for details)

Time/Incentive:        Required.

Track 2:  Classroom of the Future:  Intermediate Teacher (25 teachers/yr)

> Prerequisite: Teachers complete "Classroom of the Future" Beginning or equivalent and score at basic proficiency on EdTechProfile Assessment in the areas of Word, Excel, E-Mail and presentation tools with the goal of moving to "intermediate"

Frequency:  One annual course offered each year.  Forty hours of   instruction in the Fall, followed by an 80 hour project completed by June

> Training Content to include (sample):
>
> - ILAST-like training with project appropriate to group
> - Information Literacy
> - Basic Web pages – Creating new classroom web pages
> - National Educational Technology Standards (NETS) for students and teachers
>
> Scope:   Minimum of one 3 member team/school, preferably from the same grade level
>
> Time/Incentive:   120 hours of instruction with paid substitutes. Supported by paid stipend for project completion plus classroom budget for basic implementation of recommended technology per grade-level

Track 3:  Classroom of the Future:  Proficient Teacher (5 five-member teams/year

> Prerequisite: Teachers must complete "Classroom of the Future" Intermediate or equivalent and be at the "Intermediate" stage of proficiency on the EdTechProfile assessment in the areas of Internet, Word, Excel, Classroom Web Page, and presentation tools with the goal of moving to "proficient"

Frequency:  One annual course offered each year.  Fifty hours of SEEDS instruction and observation offered over a four month period at UCLA.

Scope:   One 5 member team/school preferably in same grade or content area interest.  Team includes principal, teachers and support staff

> Training Content to include (sample):
>
> - Information Literacy, Project Based Learning, Technology Integration
> - Web pages – Enhancing existing classroom web pages

- National Educational Technology Standards (NETS) for students and teachers

Time/Incentive:    50 hours of instruction with paid substitutes. Supported by substitutes, travel and a classroom budget for <u>basic implementation of recommended technology</u> per grade-level

Track 4:  Classroom of the Future:  Master Teachers (25 teachers/year)

<u>Prerequisite</u>: Teacher must have completed "Classroom of the Future" Proficient or equivalent and be "proficient" on EdTechProfile Assessment in the areas of Internet, Word, Excel, E-Mail and presentation tools

<u>Training Content to include (sample):</u>
- Strategies in coaching other emerging "Classroom of the Future" teachers
- National Educational Technology Standards (NETS) for students and teachers
- Web Page Development
- Web Quest/Garden Quest training
- Blogging
- Electronic Portfolios
- Assessment Analysis

<u>Scope</u>:   3 member instructor team/site preferably from one grade-level or instructional content area

<u>Time/Incentive</u>:    50 hours of training supported by substitutes, paid training and travel.  Classroom budget for <u>full implementation of recommended technology</u> per grade-level (see Infrastructure section of this plan for details).

Track 5:  Classroom of the Future:  Proficient Instructional Leaders

<u>Prerequisite</u>: New or continuing school administrator
- Individual skills classes at corporate training site as needed
- Strategies in coaching other emerging "Classroom of the Future" administrators and teachers
- Assessment Analysis

- Information Literacy, Developing a Thinking Curriculum, Technology Integration

- National Educational Technology Standards (NETS) for students, teachers and administrators

- Santee Specific Systems: PowerSchool, Voice Mail, E-Mail, Student Calling System, Accelerated Reader, etc.

Scope: 98% of all Principals and Vice Principals on an annual basis

Time/Incentive:  Required.  Course fees, release time and supplies provided.


Track 6:  Classroom of the Future:  Proficient Classified Support Staff   (25 per year)

Prerequisite: Support staff must be "proficient" on EdTechProfile Assessment in the areas of Internet, Word, Excel, E-Mail and presentation tools (PowerPoint, Inspiration/Kidspiration) and hold a position where "Classroom of the Future" support for teachers and students is part of job description.

Training Content to include (sample):

- Active participation in "Classroom of the Future" Master Teacher training program above

- Classes as individually needed at local colleges, universities and corporate training facilities to enhance technology support

- National Educational Technology Standards (NETS) for students and teachers

Scope:   One support staff member from each participating school and one support staff member from the District technology team

Time/Incentive:  Training during working hours – Time based on individualized plan.  Essential tools for job performance

Track 7:  Classroom of the Future:  Proficient Parents   (30 per site Parent Night)

Prerequisite: Parent with a child enrolled in a Classroom of the Future class.

Training Content to include (sample):

- Goals of the "Classroom of the Future" program

- Information Literacy…Basic Questioning Strategies

- National Educational Technology Standards (NETS) for students

- Providing safe and appropriate technology access

- Using PowerSchool, email, ParentLink, and the web for better communication with your school

Scope:   One or two parents for each student

Time/Incentive:      Training offered as Parent Technology Night at each school

The professional development goals and objectives are described in more detail below. The benchmarks and timeline are included in section 4C.

## Goal 1. Information Literacy

**Goal 1:  Students use higher order thinking skills to question, identify, collect, evaluate, make sense of, reflect and refine information.  Therefore, students, administrators, teachers, and staff have appropriate information literacy skills.**

**Objective 1**: The information age brings with it the need to recognize when information is needed, to develop questions, and to locate, evaluate and use effectively that information.  This life-long skills is necessary for students to fully utilize project based learning

| Benchmarks 2012 - 2013 | Benchmarks 2013 - 2014 | Benchmarks 2014 - 2015 |
|---|---|---|
| **Understand AASL Information Literacy Standards** | | |
| "Classroom of the Future" classroom teams receive training on the ISTE/AASL Information Literacy standards for the grade level they represent | "Classroom of the Future" classroom teams receive training on the ISTE/AASL Information Literacy standards for the grade level they represent | "Classroom of the Future" classroom teams receive training on the ISTE/AASL Information Literacy standards for the grade level they represent |
| **Information Literacy Skills are taught to students** | | |
| Information Literacy skills are presented and practiced by students as they perform project based activities | Information Literacy skills are presented and practiced by students as they perform project based activities | Information Literacy skills are presented and practiced by students as they perform project based activities |
| **Information Literacy Skills lead to deeper levels of thinking for students** | | |
| **Evaluation 2012 - 2013** | **Evaluation 2013 - 2014** | **Evaluation 2014 - 2015** |
| "Classroom Teams" are able to define Information Literacy Standards | "Classroom Teams" provide Information Literacy activities as part of project in the classroom or computer lab | "Classroom Team Parents" use appropriate "questioning" strategies to enhance communication at home |

**Success Indicators:**
- Students access information in grades K-8 based on their level of understanding
- Student work reflects references from a wide range of sources
- Students describe how they verified the information they retrieved

# Goal 2. Technology Integration (Student)

**Goal 2:  Students are proficient in the use of technology as defined by the ISTE Technology Standards for Students.  Therefore, administrators, teachers and staff understand the ISTE standards and are able to include them in appropriate student learning activities.**

**Objective 1:  Staff (Administrators, Teachers and Classified Support Staff) receive training in the National Educational Technology Standards (NETS) for Students**

| Benchmarks 2012 - 2013 | Benchmarks 2013 - 2014 | Benchmarks 2014 - 2015 |
|---|---|---|
| **"Classroom of the Future" teams will be identified by the school site administrator** | | |
| Site administrators will select a "Classroom of the Future" team to participate in the annual training program.  The team will have similar EdTechProfile proficiency levels and be from the same grade or content area | Same as year one, except a particular student population of students will be specifically served by the training.  This may include GATE, Title 1, Bilingual, Special Education, At Risk, etc. | Same as year one, except a particular student population of students will be specifically served by the training.  This may include GATE, Title 1, Bilingual, Special Education, At Risk, etc. |
| **"Classroom of the Future" teams will understand the requirements of  NETS for Students** | | |
| Specific NETS grade-level standards for students are included as a content area in each "Classroom of the Future" professional development programs | Specific NETS grade-level standards for students are included as a content area in each "Classroom of the Future" professional development programs | Specific NETS grade-level standards for students are included as a content area in each "Classroom of the Future" professional development programs |
| **Time will be allocated for student training** | | |
| Based on the grade level of the "Classroom of the Future" team, time will be allocated for students to receive NETS training. | Based on the grade level of the "Classroom of the Future" team, time will be allocated for students to receive NETS training.  For example, applying Inspiration to a writing assignment will require an extra hour of student instruction | Based on the grade level of the "Classroom of the Future" team, time will be allocated for students to receive NETS training.  For example, using an electronic math and graphing calculator will add an additional hour to the first instructional encounter |
| **Training facilities are provided for student NETS training** | | |

| | | |
|---|---|---|
| Sites will provide a computer lab and appropriate software for NETS training needs. For example, third grade students will learn how to use productivity software such as MS Office | Sites will provide a computer lab and appropriate software for NETS training needs. For example, fifth grade students will learn to use a graphic organizer in a computer lab equipped with Inspiration software | Sites will provide a computer lab and appropriate software for NETS training needs. For example, seventh grade students will learn to use an electronic calculator in a computer lab equipped with math and graphing software |

**Objective 2: Students receive training in the National Educational Technology Standards (NETS) for Students from the "Classroom of the Future" team**

**Student receive NETS training**

| | | |
|---|---|---|
| Students enrolled in the classes of the "Classroom of the Future" team will receive training and continued practice in the appropriate NETS standards for their grade level | Students enrolled in the classes of the "Classroom of the Future" team will receive training and continued practice in the appropriate NETS standards for their grade level | Students enrolled in the classes of the "Classroom of the Future" team will receive training and continued practice in the appropriate NETS standards for their grade level |

**Student demonstrate NETS ability**

| | | |
|---|---|---|
| Based on training received, students demonstrate basic proficiency | Based on training received, students demonstrate basic proficiency | Based on training received, students demonstrate basic proficiency |
| **Evaluation 2012-2013** | **Evaluation 2013-2014** | **Evaluation 2014-2015** |
| Classroom Teams are enrolled in professional development NETS training based on proficiency level | Classroom Teams complete professional development NETS training based on proficiency level | Classroom Teams show evidence of NETS proficiency as projects utilize technology as part of the process |

**Success Indicators:**
**NETS skills are exhibited, as appropriate, by k-8 grade level proficiencies**
**NETS proficiencies are taught "just-in-time" within project-based environment**
**NETS skills are included and embedded within projects**

## Goal 3. Technology Integration (Teacher & Administrator)

**Goal 3: Students work with administrators, teachers, and support staff who model effective technology use. Administrators, teachers, and staff develop as technology users to strive towards a proficient level of technology use as measured by the respective ISTE standards and EdTechProfile Assessments.**

**Objective 1**: Technology Proficient Administrators

| **Benchmarks 2012 - 2013** | **Benchmarks 2013 - 2014** | **Benchmarks 2014 - 2015** |
|---|---|---|
| **Complete technology leadership training** | | |

| | | |
|---|---|---|
| All site and District administrators have completed "Classroom of the Future" Proficient Administrator or equivalent training program | Continue training new site and continuing District administrators | Continue training new site and continuing and District administrators |

**Complete EdTechProfile Proficiency Assessment**

| | | |
|---|---|---|
| All site and District administrators take the EdTechProfile technology assessment before and after training. Eighty percent (80%) of all administrators score in the "proficient" range at post test | All site and District administrators take the EdTechProfile technology assessment before and after training. Ninety percent (90%) score in the "proficient" range at post test | All site and District administrators take the EdTechProfile technology assessment before and after training. One hundred percent (100%) score in the "proficient" range |

**Complete training to improve proficiency**

| | | |
|---|---|---|
| Site and District administrators complete training, targeted to specific areas of need | Site and District administrators complete training, targeted to specific areas of need | Site and District administrators complete training, targeted to specific areas of need |

**Use Santee Systems – voice mail, e-mail, absence verification, SIS/CSIS, networks**

| | | |
|---|---|---|
| All site and District administrators are assessed and trained on their use of Santee systems, including voice mail, e-mail, absence verification, SIS/CSIS, networks, ParentLink calling system, assessment systems, etc. | Continue assessing and training site and District administrators. All (100%) site and District administrators are proficient | Continue training and assessing for new site and District administrators. All (100%) site and department administrators are proficient |

**Understand "Total Cost of Ownership" (TCO) and use TCO to allocate resources**

| | | |
|---|---|---|
| Site administrators are trained in Total Cost of Ownership and receive instruction on how to seek technology grants and partnerships where appropriate | Site leaders are innovative in allocating resources and seek technology grants where appropriate | Site leaders are innovative in allocating resources and seek technology grants where appropriate |

| Evaluation 2012 - 2013 | Evaluation 2013 - 2014 | Evaluation 2014 - 2015 |
|---|---|---|
| EdTechProfile Assessment indicates technology proficiency for 90% of site administrators | EdTechProfile Assessment indicates technology proficiency for 95% of site administrators | EdTechProfile Assessment indicates technology proficiency for 100% of site administrators |
| Proficient use of PowerSchool to review student data, assessments, develop effective schedules, monitor progress of special groups, and attendance | Same as year 1 except add the ability to export data for individual use and use of Parent Portal for enhanced parent communication | Same as year 1 except use new integrated student assessment system for progress analysis |

| | | |
|---|---|---|
| 100% use email, voice mail, ParentLink and web pages as primary means of communication with staff and parents | 100% of site administrators use Santee systems as primary means for communication. 90% take a leadership role in developing the school web site with student, parent and teacher communication being the primary purpose | All site administrators use all technology tools and mentor their use with teachers and staff |
| Assess percentage of site administrators who use TCO to allocate technology resources | Increase number of site administrators who use TCO to allocate technology resources by 10% | Increase number of site administrators who use TCO to allocate technology resources by 10% |

**Success Indicators:**
- Administrators are increasingly using technology for personal productivity, especially those that support site management and operations
- Administrators increasingly understand TCO and use this to make decisions about technology acquisition and allocation

## Objective 2: Technology Proficient Teachers

| Benchmarks 2012 - 2013 | Benchmarks 2013 - 2014 | Benchmarks 2014 - 2015 |
|---|---|---|
| **Participate in annual "Classroom of the Future" Training for teachers** | | |
| "Classroom of the Future" teacher team(s) complete "Classroom of the Future" Master, Proficient, Intermediate or New Teacher training as assigned | Year 1 "Classroom of the Future" team continues training to refine methods. New year 2 "Classroom of the Future" teacher team(s) complete "Classroom of the Future" Master, Proficient, Intermediate or New Teacher training as assigned | Year 1 and 2 "Classroom of the Future" team continues training to refine methods. New year 3 "Classroom of the Future" teacher team(s) complete "Classroom of the Future" Master, Proficient, Intermediate or New Teacher training as assigned |
| **Complete EdTechProfile Proficiency Assessment** | | |
| All teachers take the EdTechProfile technology assessment before and after training. Significant growth is seen as teachers in the "Classroom of the Future" classrooms move to the next levels of proficiency | All site and District administrators take the EdTechProfile technology assessment before and after training. Significant growth is seen as teachers in the "Classroom of the Future" classrooms move to the next levels of proficiency | All site and District administrators take the EdTechProfile technology assessment before and after training. Significant growth is seen as teachers in the "Classroom of the Future" classrooms move to the next levels of proficiency |
| **Training on grade-level ISTE technology skills** | | |
| Teachers receive training to support their acquisition of grade-level ISTE technology skills | Teachers receive training to support their acquisition of grade-level ISTE technology skills | Teachers receive training to support their acquisition of grade-level ISTE technology skills |
| **Training to teach grade-level ISTE technology skills** | | |

| Teachers receive training to empower them to teach students the required ISTE technology skills | Teachers receive training to empower them to teach students the required ISTE technology skills | Teachers receive training to empower them to teach students the required ISTE technology skills |
|---|---|---|
| **Use Santee Systems – voice mail, e-mail, absence verification, SIS/CSIS, networks** | | |
| All "Classroom of the Future" classroom teams are assessed on their use of Santee systems, including voice mail, e-mail, absence verification, SIS/CSIS, networks, ParentLink calling system, assessment systems, etc. | Continue assessing and training site with significant growth (20%) in use overall system proficiency among "Classroom of the Future" classrooms | Continue training and assessing with significant (20%) growth in overall system proficiency among "Classroom of the Future" classrooms |
| **Evaluation 2012 - 2013** | **Evaluation 2013 - 2014** | **Evaluation 2014 - 2015** |
| EdTechProfile Assessment indicates technology proficiency increases one level for "Classroom of the Future" participants | EdTechProfile Assessment indicates technology proficiency increases one level for "Classroom of the Future" participants | EdTechProfile Assessment indicates technology proficiency increases one level for "Classroom of the Future" participants |
| Proficient use of PowerSchool to review student data, assessments, develop effective schedules, monitor progress of special groups, and attendance | Same as year 1 except add the ability to export data for individual use and use of Parent Portal for enhanced parent communication | Same as year 1 except use new integrated student assessment system for progress analysis |
| Year 1 "Classroom of the Future" classroom teachers become proficient in using email, voice mail, web pages, ParentLink and the PowerSchool Portal to communicate effectively with parents | Year 2 "Classroom of the Future" classroom teachers become proficient in using email, voice mail, web pages, ParentLink and the PowerSchool Portal to communicate effectively with parents | Year 3 "Classroom of the Future" classroom teachers become proficient in using email, voice mail, web pages, ParentLink and the PowerSchool Portal to communicate effectively with parents |

**Success Indicators:**
- "Classroom of the Future" classroom teachers are increasingly using technology for personal productivity
- EdTechProfile Assessments show marked improvement as 20% more teachers become "proficient" each year

**Objective 3**: Technology Proficient "Classroom of the Future" Classified Staff

In addition to programs for teachers and administrators, it is essential to also provide specific training for those classified staff that supports the educational environment to use technology to perform essential task and functional assignments, in an efficient and cost-effective manner. This training will involve project-based instruction that is targeted to the specific needs of various job classes and as defined by supervisors

| **Benchmarks 2012 - 2013** | **Benchmarks 2013 - 2014** | **Benchmarks 2014 - 2015** |
|---|---|---|
| **Determine classified training needs** | | |

| | | |
|---|---|---|
| Determine classified training needs as determined by the EdTechProfile Assessment, supervisors and District administrative and instructional system goals | Determine classified training needs as determined by the EdTechProfile Assessment, supervisors and District administrative and instructional system goals | Determine classified training needs as determined by the EdTechProfile Assessment, supervisors and District administrative and instructional system goals |
| **Select trainers** | | |
| Select trainers from classified staff trainers, on-line training, corporate trainers or "Classroom of the Future" team trainers | Select trainers from classified staff trainers, on-line training, corporate trainers or "Classroom of the Future" team trainers | Select trainers from classified staff trainers, on-line training, corporate trainers or "Classroom of the Future" team trainers |
| **Conduct and evaluate training** | | |
| Conduct and evaluate training | Conduct and evaluate training | Conduct and evaluate training |
| **Evaluation 2012 - 2013** | **Evaluation 2013 - 2014** | **Evaluation 2014 - 2015** |
| Conduct on-line evaluations after each class | Conduct on-line evaluations after each class | Conduct on-line evaluations after each class |
| Analyze evaluations and supervisor satisfaction feedback | Analyze evaluations and supervisor satisfaction feedback | Analyze evaluations and supervisor satisfaction feedback |

**Success Indicators:**
- Classified employees are able to utilize technology tools to effectively and efficiently complete work-related tasks
- Teachers and administrators are supported by highly skilled "Classroom of the Future" classified employees as they interact and implement Information Literacy, Project Based Learning and Technology Integration

# Goal 4. Content Standards

**Goal 4: Students apply assessment information as a tool for continued growth. Therefore, students, parents, administrators, teachers, and staff use appropriate technology tools to measure continued personal growth.**

**Objective 1**: Assessment requirements in California public education have reached an all-time high. Teachers, students, parents and administrator's are engaged in testing and evaluation activities that are traditional "test, grade, evaluate" activities. Moving to a self-evaluation model for continued improvement is essential

| **Benchmarks 2012 - 2013** | **Benchmarks 2013 - 2014** | **Benchmarks 2014 - 2015** |
|---|---|---|
| **Identify meaningful assessments** | | |

| | | |
|---|---|---|
| Assessment office will identify a minimum number of valid and age appropriate assessments On-going self-assessments, provide immediate feedback and communicate results to those responsible for the learner. | "Classroom of the Future" classroom teams will participate in the authorized self-assessments each year | "Classroom of the Future" classroom teams will refine instructions and/or assessments to best meet the need of the learner |

**Teachers understand how to utilize data to improve student performance**

| | | |
|---|---|---|
| Ensure that every teacher knows how to use data to personalize instruction. This is marked by the ability to interpret data to understand student progress and challenges, drive daily decisions and design instructional interventions to customize instruction. | Ensure that every teacher knows how to use data to personalize instruction. This is marked by the ability to interpret data to understand student progress and challenges, drive daily decisions and design instructional interventions to customize instruction for every student's uniqu needs | Ensure that every teacher knows how to use data to personalize instruction. This is marked by the ability to interpret data to understand student progress and challenges, drive daily decisions and design instructional interventions to customize instruction for every student's unique needs |

| **Evaluation 2012 - 2013** | **Evaluation 2013 - 2014** | **Evaluation 2014 - 2015** |
|---|---|---|
| The District finalizes review of assessment programs | A District assessment program is acquired and tested within Classroom Team environment | Results of District assessment program are measured against state and other District assessments for validity testing |

**Success Indicators:**
- With fewer assessments, teachers have more time for project based collaboration and instruction
- With learner-initiated assessments, learners are self-directed to improve

# 4c. Professional Development: Monitoring & Evaluation

The California Technology Assistance Program identifies three levels of technology proficiency that teachers and administrators move through over a period of about three years of persistent technology use (Basic Skills, Intermediate, and Proficient). Visit www.edtechprofile.org/ for a complete description of the EdTechProfile proficiency levels. These three levels include:

- Basic Skills, demonstrated as the ability to communicate and collaborate electronically, plan, design, and prepare for implementation of learning experiences, and evaluate and assess using technology tools

- Intermediate, which insures that educators are able to apply educational technology skills in an educational setting, and

- Proficient, who use and model technology integration to all current educators

The EdTechProfile Assessment Tool will be used to determine where our teachers and administrators are in relationship to their technology progress. In addition, a modified ACOT self-assessment tool may be helpful to help teachers self-assess and gain an understanding of how they will progress from one level to the next. The ACOT self-assessment tool is designed to help teachers see themselves in relationship with six stages of integration of technology as demonstrated in ACOT research, which include the following:

- **Stage 1: Non-user: Awareness**
  I am aware that technology exists but have not used it - perhaps I'm even avoiding it

- **Stage 2: Entry: Learning the process**
  I am currently trying to learn the basics. I am often frustrated using computers. I lack confidence when using computers

- **Stage 3: Adoption: Understanding and application of the process**
  I am beginning to understand the process of using technology and can think of specific tasks in which it might be useful

- **Stage 4: Adaptation: Familiarity and confidence**
  I am gaining a sense of confidence in using the computer for specific tasks. I am starting to feel comfortable using the computer

- **Stage 5: Appropriation: Adaptation to other contexts**
  I think about the computer as a tool to help me and am no longer concerned about it as technology. I can use it in many applications and as an instructional aid

- **Stage 6: Invention: Creative application to new contexts**
  I can apply what I know about technology in the classroom. I am able to use it as an instructional tool and integrate it into the curriculum

Teachers embrace instructional strategies as they personally experience the benefit of those strategies to improve student achievement. It is important for District leaders (and parents) to recognize that this process of acceptance involves progressive advances and successes in small ways over time. This evolution of technology use is defined effectively with the use of the Concerns-based Acceptance Model (CBAM) that was developed by Loucks-Horsley (1996)

| LEVELS OF USE | BEHAVIORS ASSOCIATED WITH LEVELS OF USE |
|---|---|
| 0. NON-USE | Because there is no interest in the innovation, the individual is taking no action |
| 1. ORIENTATION | The individual begins to gather information about the innovation |
| 2. PREPARATION | The individual begins to plan ways to implement the innovation |
| 3. MECHANICAL | The individual is concerned about the mechanics of implementing the innovation |
| 4A. ROUTINE | The individual is comfortable with the innovation and implements its use as taught to him/her |
| 4B. REFINEMENT | The individual begins to explore ways the outcomes of the innovation can be improved |
| 5. INTEGRATION | The individual views the innovation as an integral part of what s/he does, not an add-on, and communicates with others about what they are doing |
| 6. RENEWAL | The individual explores new, better ways to implement the innovation |

In addition, the ISTE Standards for Teachers describe a set of "Essential Conditions" that must be provided in order to create learning environments that encourage the use of technology. These elements are closely aligned with the Santee "Instructional Technology Vision" diagram discussed in Vision section of this plan, and include such basics as shared vision, access, skilled educators, professional development, technical assistance, content standards and curriculum resources, student-centered teaching, assessment, community support and support policies. Santee will implement these essential conditions (refer to the benchmarks below) as a framework for helping teachers adopt technology. Visit the ISTE website at www.iste.org for a broader discussion of these essential conditions.

The Santee School District has two committees, the District Technology Committee (DTC), and the Academic Curriculum and Instruction (ACI), who provide Board of Education recommendations regarding technology and curriculum. These committees will review the results of annual Professional Development data to ensure that the training is meeting the District curriculum and technology needs.

Professional Development results will be measured as:

- The EdTechProfile Online Assessment will show increasing numbers of completers each year and will show closer alignment with the District goal that 80% of all teachers are "proficient" as measured by that assessment.

- Formal training rosters will track the teachers trained. It is expected that 90% of all teachers who enter training will complete the training.

- By year 2015, classrooms will show physical evidence that technology is being integrated into the curriculum, such as samples of student work, electronic student portfolios, and/or use of network data storage.

- Surveys to teachers will indicate that by 2014, at least 90% of all teachers use technology to improve student learning according to the ISTE and curriculum standards.

- Surveys to administrators will indicate that by 2014, at least 90% of all administrators use technology to improve site leadership, according to the ISTE and curriculum standards.

- Surveys to parents will indicate that by 2015, at least 90% of parents surveyed see evidence that their child is utilizing technology as a tool in the classroom to improve learning according to the ISTE and curriculum standards.

# 5. Infrastructure

## 5a. Infrastructure to Support Curriculum and Professional Development Goals

The following is a description of existing hardware, Internet access, electronic learning resources, and technical support already available in the District that will be used to support the Curriculum and Professional Development components of the plan. Over the past ten years systematic expansion and improvements have been completed. The District Board is committed to equity and parity across all schools. What started as a disjointed operation has slowly been transformed into a centralized server based technology infrastructure, which allows staff and students fast, reliable expansive access to technology tools, effective applications, Internet and communication avenues along with 24/7 access.

### Technology Implementation Timeline

**Phase ONE (2006 – 2008)**
From 2006 to 2009, the District began it modernization process starting with 5 schools (Rio Seco, Carlton Hills, Carlton Oaks, Sycamore Canyon and Cajon Park). The focus was on building the necessary technology infrastructure. The new modernized schools have dedicated rooms for housing sensitive data and voice networking equipment. Some of the objectives of Phase ONE were:
   a. Installation of HP ProCurves switches in the School's MDF and IDFs
   b. Installation of new CAT6 cabling to the classroom
   c. Upgrading of the WAN connections (to School Sites and to SDCOE) from 10mbps to 100mbps
   d. Projectors and Document Cameras in the classrooms
   e. Enhancement to District Voicemail system

**Phase TWO (2009 – 2011)**
From 2009 to 2011, the District finished with the second round of modernization at Pride Academy, Chet F. Harritt and Hill Creek. Included in this round of modernization, was the installation of an enterprise wireless network. Every classroom of the 3 schools was equipped with a HP ProCurves access point for wireless access. The District also began the process to replace the aging Citrix thin client solution with the NComputing virtualized desktop. The focus of the technology department was on building network capacity and stability.  Objectives and goals of Phase TWO were:
   a. Introduction of NComputing virtual desktop to replace the Citrix thin client

b. Implementation of Kace KBOX network management tool
c. ESET Anti-Virus solution
d. Barracuda Content Management module
e. Barracuda Backup System
f. DELL Equallogic SAN (Storage Area Network)
g. Server virtualization using VMware
h. Replaced the Exchange 2003 email solution with Microsoft LIVE@edu
i. Introduced the SDCOE Cloud for students
j. Wireless network

**Planned Phase THREE (2012 – 2015)**
For 2012 to 2015, the focus will be on improving system reliability and service availability. Goals for this phase would include equipment replacement and implementation of system to increase network/online service accessibility. Some of the objectives for this phase include:
a. Replacement of the aging Network Core Cisco Switch
b. Server hardware refresh/replacement
c. Redundant Off Site Backup
d. Application server load balancing
e. Microsoft LIVE@edu services for students
f. Phone PBX replacement
g. District wide wireless network

**Hardware**
The goal is to have a minimum "newer" computer to student ratio of 1:5 in every classroom. All schools have a computer lab and some mobile computing carts.
The older Citrix thin client devices are being replaced with NComputing stations. NComputing provide classrooms with multiple desktop stations from a single host PC. These multi-media virtual desktops are the standard student desktop computers.
Schools have also been purchasing netbooks to supplement classroom computers. The district started with the DELL Latitude 2100 netbook but moved to the Lenovo 120e netbook. This change in standard is a result of a price drop by Lenovo.

**Classroom Technology**
Standard classroom technologies have been standardized over the years. Current technologies include:
a. Teacher's Computer – the district have moved toward mobile computing. Almost 85% of the teachers now have a laptop. Current model in use include Gateway 295e, DELL Latitude 5400, DELL Vostro 1500 and Lenovo
b. Printers – The District has standardized on DELL laser printers. The common printers are the DELL 1730 and DELL 2350 laser printers.

    c. Projectors – Hitachi projectors have long been the standard equipment. These are replaced by the BenQ MX711 projectors as they fail.

    d. Document Camera – The District currently use the Elmo document camera in the classroom. Due to the difficulties in securing support from Elmo USA, there is a need to seek a replacement.

    e. Classroom Audio – RedCat System is the classroom audio of the District.

    f. Smart Board System – Only the classrooms at Prospect Ave School are equipped with the Promethean smart board technology.

    g. Student Computers – the District have a variety of student computers. Technology range from desktop computers to NComputing virtual desktops to mobile computers like netbooks, iPods and iPads

## Network Infrastructure

The robust and trusted networking infrastructure that provides shared folders, devices, and Internet access is essential to meeting the goals of the curriculum and professional development sections of this plan.  Network services are centralized and network standards are carefully maintained around TCP/IP and Microsoft networking. Bandwidth between sites and Internet access to SDCOE, our ISP, is 100mbps. Majority of the bandwidth costs (58%) is covered by Federal E-Rate and State telecommunications discounts. Service is provided by COX Communication.

In 2006, with the QZAB funds, the district was able to upgrade the network equipment at the District NOC, Rio Seco, Prospect Ave and Pepper Drive with CISCO equipment. The remaining six schools were upgraded the following year with HP ProCurves equipment. This change in equipment vendor is the effort of the district to reduce purchase and on-going maintenance cost of the equipment.

The network is protected with ESET anti-virus and Barracuda internet filtering software. This product was selected because of its features, cost as well as its effectiveness. To qualify for Federal E-Rate funds, the Santee School District is required to have adequate Internet filtering in place, which it has met since the requirement was established in 2000.  The District must maintain and upgrade the current system as needed.

District email service is hosted by Microsoft thru the LIVE@edu services. This change was based on a hardware and software cost saving of approximately $20,000. Microsoft LIVE@edu is a free service provided by Microsoft to educational institutions.

## Wireless

The ability to provide mobile computing services is a growing trend inside and outside education.  In the district network upgrade (2006-2008), consideration for wireless connectivity was part of the infrastructure planning. Isolated wireless access points have

been acquired and tested since 2006 and with the building of the "Learning Resource Center" in 4 schools, Carlton Oaks; Rio Seco; Cajon Park and Carlton Hills.

During the second school site modification in 2010, an enterprise wireless network built on HP ProCurve equipment was installed and every classroom at Pride Academy, Chet F. Harritt and Hill Creek was equipped with a wireless Access Point.

In 2012-13, the enterprise wireless network will be expended to every classroom in the rest of the schools.

## Telecommunication

The district telecommunication service is managed by the centralized Mitel PBX system in the district NOC and smaller switching units at the school sites. Voicemail is managed by the CallXpress voicemail system, which is integrated with the district email thru Unified Voice Messaging. The district telephone service, which also include some cellular phones provide the required NCLB communication requirement from school to home.

## Physical Plant

Most school sites and district offices have sufficient electrical capacity for the current and expect technology growth need. The 7 newly remodeled schools have dedicated technology equipment rooms and new fiber optic between buildings and CAT6 cables to the classrooms.

In 2007, a Mitsubishi UPS was installed in the district NOC to provide uninterrupted power supply to the servers and communication equipment. This is part of the infrastructure improvement to ensure reliable technology services to the schools.

APC UPS were installed at every school this year to provide uninterrupted power supply to the school telecommunication PBX switch. This is to ensure that school site will continue to have voice service during a power outage

## Technical Support

With 3 computer technicians in the department, the ratio of on-site technicians is 1:810. The technicians perform all hardware and warranty repairs and also software/application troubleshooting.

Technical Help Desk support personnel try to troubleshoot issues over the phone. About 50% of all support calls can be resolved over the phone. If the issue is not resolvable over the phone, a work order will be generated and a Support Technician will be assigned. During the last school year budget cut, both the Help Desk positions have been left vacant.

Technology work orders are placed online from the Santee website. The district uses an On-Demand work order system developed by "SchoolDude". This system allows users to enter work orders online. It has been very popular with users because they can follow-up online to see the status of their work order and upon completion of a work-

order, the system will automatically email the users with an update. The system is favored by the District because of the excellent reporting functions provided.

Server and database support, including Email services is supported by the System Administrator. Support of the Student Information Systems for all schools is supplied by the two Data Specialists. The Instructional/Admin System Analyst position is vacant. Telecommunication support is the responsibility of the Telecommunication Administrator. This position is also vacant as it was not filled when the incumbent retired last year.

### Current Staffing

The Technology Department has a highly skilled team responsible for site technology support, Help Desk, telecommunications support, student information systems support and network support.

Job descriptions for each position is available on our website at www.santeesd.net

To meet the need of the organization, the technology department is broken up into "information" and "instruction". Each has its own focus on the goals of the district.

Information Technology focuses on the district technology infrastructure, facilities and technology services like voicemail, email, anti-virus, internet access, server-based applications and network management, etc.

Instructional Technology is responsible for both the administrative and instructional computing systems. This department serves as the bridge between the "hard" technology and curriculum technology requirement.

## 5b. Needed Infrastructure Support for Curriculum and Professional Development

Santee School District believes and supports the technology access to the students especially as it relates to Project-based instruction and the "Thinking Curriculum." Technology should not take center stage over project-based learning and its access in the classroom should be nearly transparent.

The district endorses the following core beliefs regarding technology access:

- Technology in the classroom should support project-based instruction.

- Technology is only one instructional tool and should be included and available to use when needed.

- Computer labs are ideal for teaching skills (keyboarding, Inspiration, PowerPoint) and for completing online assessments (MAPS, Accelerated Reading.)

- Digital curriculum, PowerSchool and classroom websites provide appropriate extensions of the classroom to the home.

The goals and activities of the Curriculum and Professional Development components of this Technology Plan require the following technology hardware and infrastructure.

- Reliable technology at school sites with structured technical support and standardized equipment whenever feasible

- a District wide computer to student ratio of 5:1

- Sufficient printing capacity for students and teachers, including a networked black and white laser printer in every classroom

- Projection equipment in every classroom – projector, document camera, and interactive whiteboard

- Library resource center with equipment to support the district's instructional objectives – projector, interactive whiteboard, computers, printers, audio enhancement equipment and other innovative technology hardware

- Up-to-date computer in every classroom for teacher professional use

- Reliable and safe broadband internet service with sufficient bandwidth

- Website servers service and support with capacity for teachers and students

- Up-to-date communication system with integrated messaging and automated parent notification capability

- Assistive technology as required for Special Education

- Recording and media production equipment

- Equipment to support technology component of each new textbook adoption, including sufficient classroom computers to allow students to use electronic tutorial media

- Satellite professional development centers with video conferencing capability

The information in this section summarizes the technology hardware, electronic learning resources, networking and telecommunication 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.

Three scenarios for Primary, Intermediate and Junior High were provided in the Vision Section of this plan. The scenarios represent our examples of how technology integration would occur during the 2012-2015 school years.  The scenarios also outline the basic technology that will be needed for implementation of our plan.  The following table, followed by a descriptive narrative, summarizes the technology tools needed to support our curriculum and professional development goals:

| Primary (Grades K-2) | Intermediate (Grades 3-5) | Junior High (Grades 6 – 8) |
| --- | --- | --- |
| <ul><li>1:5 ratio of student appliance, such as Netbook, NComputing stations, etc.</li><li>One full PC per classroom w/ printer</li><li>Filtered Internet access</li><li>MS Word, Excel, PowerPoint</li><li>Clip art</li><li>Web-based Digital Curriculum</li><li>Classroom web page</li><li>MS Live email for students</li><li>Supplies</li><li>Assessment tools</li><li>Telephone</li><li>Voice Mail</li><li>VCR/DVD</li><li>TV/PC connectivity</li><li>Presentation devices</li><li>Shared digital camera</li></ul> | <ul><li>1:5 ratio of student appliance, such as Netbook, NComputing stations, etc.</li><li>Access to a computer lab</li><li>One full PC per classroom w/ printer</li><li>TV/PC connection</li><li>Filtered Internet Access</li><li>Classroom web page</li><li>MS Word, Excel, PowerPoint Shared Digital camera</li><li>MS Live email for students</li><li>Calculators</li><li>Audio/Video tapes</li><li>Graphic Organizers</li><li>Digital Curriculum</li><li>Science tools / instruments</li><li>Presentation devices</li></ul> | <ul><li>1:5 ratio computers or NComputing stations</li><li>Classroom projection system</li><li>Digital camera</li><li>Video camera</li><li>Filtered Internet access</li><li>Classroom web page</li><li>Word, Excel, PowerPoint</li><li>MS Live email for students</li><li>Graphic Organizers</li><li>Calculators</li><li>PDA's and/or other instruments</li><li>Rich multimedia applications</li></ul> |

**Electronic Learning Resources**

The curriculum and professional development sections of this plan depend heavily on the resources offered by the Internet.  In periods of low funding, the Internet still continues to provide a wealth of benefit to District users.  For the most part, textbook publishers have not been able to provide quality software as part of their adoption

process.  The District will acquire and keep current our basic software offerings that provide the ability to meet the needs of the Classroom of the Future as well as the ISTE standards, as defined in the Curriculum section of this plan.  Relying on the web for electronic learning resources has the advantage of:

- Web site availability at both home and school

- Cost-saving resource licensing

- Emphasizing Information Literacy skills related to web searching which is a life-long skill

- Content that continues to improve

In order to provide, support and train staff on technology-appropriate tools, the District has provided a small set of software tools on each computer.  The District also acknowledges that a teacher may need a specific software title for a given need.  This practice will be continued, along with increasing the awareness of the importance of honoring copyright laws and related support concerns.  A master database of all district-purchased software is maintained.

The District has been "soft" in supporting a broad range of site-selected software.  Having a small set of quality web-based or server-based titles, which meet ISTE and curriculum standards, and contain little or no client component is necessary.  On 11/13/2002, the DTC determined that there would be little or no support for software that had not been approved by the Digital Curriculum team.

## 5c. Infrastructure Goals, Benchmarks, & Timeline

The technology needs and resources have been discussed above.  Infrastructure goals are based on meeting the needs of curriculum and staff development, as well as on maintaining a trusted foundation of technology support and network infrastructure.  The following infrastructure goals have been developed.

Goal 1.0:  Provide access to technology for all students

Goal 2.0:  Provide access to information

Goal 3.0:  Provide access to technology support

Goal 4.0:  Provide access to appropriate technology that supports the Classroom of the Future:  One at a Time Initiative

**1.  Provide Access to Technology for All Students**

## Goal 1.0: Provide access to technology for all students

**Objective 1:** Maintain quality and reliable network, hardware and software standards and inventory

The District will make the most of the infrastructure and technology currently in place to integrate technology.

| Benchmarks 2012 – 2013 | Benchmarks 2013 – 2014 | Benchmarks 2014 – 2015 |
|---|---|---|
| **Reduce the TCO, where possible** | | |
| Continue to implement the DTC recommended cost savings from 2014-2015 and recalculate TCO calculations | Implement the DTC recommended cost savings from 2012 - 2013 and recalculate TCO calculations. Compare results with "like-Districts" | Implement the DTC recommended cost savings from 2013 - 2014 and recalculate TCO calculations. Compare results with "like-Districts" |
| **Reduce obsolete equipment** | | |
| Establish and communicate policy for safely eliminating obsolete equipment | Routinely eliminate obsolete equipment per policy | Review and revise obsolete equipment policy as needed |
| Implement the DTC recommendation for reduced support for equipment beyond five years of age | Update inventory records and establish next level of reduced-support | Update inventory records and establish next level of reduced-support |
| **Maintain existing equipment** | | |
| Establish preventative maintenance procedures and replace and/or upgrade as possible | Continue to replace and/or upgrade as possible | Continue to replace and/or upgrade as possible |
| **Review existing standards and develop standards for other options such as leasing, laptop carts, student appliances, student-owned or thin client computing** | | |
| Prepare RFI and/or surveys to determine cost-effective options to the traditional PC system | Continue to review new developments in student or teacher tools. Implement pilots where feasible | Continue to review new developments in student or teacher tools. Adopt new standards and/or implement pilots where feasible |
| Evaluate and recommend possible options to sites | Evaluate and recommend possible options to sites | Evaluate and recommend possible options to sites |
| **Maintain adequate WAN and LAN network bandwidth** | | |
| Analyze alternatives to the COX network and include in ERATE bid | Evaluate bid responses and select an option for installation | Support new or continued COX bandwidth |
| **Provide physical security for existing and new technology** | | |
| Strongly encourage all sites to tie down equipment. Maintain inventory listing of site equipment | Strongly encourage all sites to tie down equipment. Record non-compliance in annual inventory reports | Strongly encourage all sites to tie down equipment. Record non-compliance in annual inventory reports |
| **Benchmarks 2012 – 2013** | **Benchmarks 2013 – 2014** | **Benchmarks 2014 – 2015** |

| Maintain wireless access | | |
|---|---|---|
| Supplement access in classrooms by establishing secure and appropriate wireless access to areas of high density. | Supplement access in classrooms by establishing secure and appropriate wireless access to areas of high density. | Supplement access in classrooms by establishing secure and appropriate wireless access to areas of high density. |

| Research an alternative to water-based fire system | | |
|---|---|---|
| Research an alternative to water-based fire system in network operations center. Install if funding is available | If not completed in year 1, research an alternative to water-based fire system in network operations center. Install if funding is available | If not completed in year 2, research an alternative to water-based fire system in network operations center. Install if funding is available |

| Evaluation 2012– 2013 | Evaluation 2013 – 2014 | Evaluation 2014 – 2015 |
|---|---|---|
| Network and phone system will function 99.9995% during school hours | Network and phone system will function 99.9995% during school hours | Network and phone system will function 99.9995% during school hours |
| Inventory of computers over 5 years old will be reduced from 53% of inventory to 40% | Inventory of computers over 5 years old will be reduced from 53% of inventory to 30% | Inventory of computers over 5 years old will be reduced from 53% of inventory to 25% |
| Network bandwidth is sufficient to meet curriculum needs | Network bandwidth is sufficient to meet curriculum needs | Network bandwidth is sufficient to meet curriculum needs |
| TCO will be communicated | TCO, when compared to like Districts, will be appropriate for Santee budget and goals | TCO will be used to analyze choices |
| PC alternatives will be researched | PC alternatives will begin to appear, based on pilot results | PC alternatives will become part of the adopted equipment standard |
| 75% of equipment will have tie-downs | 85% of equipment will have tie-downs | 95% of equipment will have tie-downs |

**Success Indicators:**
Technology resources are in good repair
TCO will be understood and maintained at a minimum level
Old equipment will be either upgraded for longer use or salvaged
The Santee web site will post minimum standards and support criteria
Student appliances will augment full PC's for improved access
Bandwidth will be sufficient to meet curriculum needs
Technology systems will be secure

**Objective 2:** Share services where possible

As the District has developed and improved its network infrastructure, more and more services may be shared over the network. This includes centralized and shared calendars, student and staff projects and portfolios, resources, training resources, etc.

| Benchmarks 2012 – 2013 | Benchmarks 2013 – 2014 | Benchmarks 2014 – 2015 |
|---|---|---|
| Use network sharing for printers and data storage | | |

| | | |
|---|---|---|
| Prepare a plan for each school and department whereby copiers, ink jets and lasers are used more efficiently. Begin implementation in some areas | Continue implementation. Update cost of printing and reflect in TCO | Continue implementation. Update cost of printing and reflect in TCO |
| Provide "My Documents" storage on centralized servers to enable faster troubleshooting of computers | Refine processes, training and backup for centralized storage | Refine processes, training and backup for centralized storage |
| Provide "Mass Storage" resource to be used for student portfolios, my document storage and document management | Provide "user-friendly" front-end application to help users retrieve stored data easily. | Provide enhanced process for auto-generation and update to student and staff accounts. |

**Share web-based and server-based information**

| | | |
|---|---|---|
| Provide access to Public Folders for increased access to information | Evaluate the use of Public Folders and revise as needed. | Continue using centralized storage |
| Provide access to online electronic forms for increased productivity and reduced costs. Start with pilot of 30 forms | Add an additional 30 forms to the online inventory | Add an additional 30 forms to the online inventory |
| **Evaluation 2012 – 2013** | **Evaluation 2013 – 2014** | **Evaluation 2014 – 2015** |
| Shared access points are created for printing, public folders and electronic forms | Use of network shared access points increases and client-centered resources reduced | Almost everyone uses network shared access points |
| Training programs include user training to shared resources | Users become proficient at using shared resources | Users rely on shared resources appreciate their benefits |

**2. Provide Access to Information**

## Goal 2:  Provide access to information

**Objective 1:** Users will have access to accurate and reliable information

Currently, the SSD uses Pearson PowerSchool for its student information system hosted .  A student assessment system is not currently available.

| Benchmarks 2012 – 2013 | Benchmarks 2013 – 2014 | Benchmarks 2014 - 2015 |
|---|---|---|
| **Maintain basic services for email, voice mail, SIS, FIS, AVS, Assessment, etc.** | | |
| District administrative services will continue to be supported and enhanced to comply with district and state mandates | District administrative services will continue to be supported and enhanced to comply with district and state mandates | District administrative services will continue to be supported and enhanced to comply with district and state mandates |
| **Information systems contain a significant amount of reliable and valid information that can be disaggregated and reported in a number of ways** | | |
| Monthly meetings will continue with the Data Specialists, data administrators to ensure valid data | Monthly meetings will continue with the Data Specialists, data administrators to ensure valid data | Monthly meetings will continue with the Data Specialists, data administrators to ensure valid data |
| **Data is routinely used as a part of decision making** | | |
| Train all decision makers on the operation of the new systems | Train all decision makers on the operation of the new systems | Continue to train on new systems |
| **Data is routinely backed-up and secure** | | |
| Implement data backup system for centralized folders and shares | Verify validity of existing backup routines.  Implement changes as needed | Verify validity of existing backup routines.  Implement changes as needed |
| **Many systems become paperless, with routine procedures initiated, completed, and stored electronically** | | |
| Continue the process of identifying paper-based systems that can be automated.  Current focus may include school handbooks and newsletters | Continue the process of identifying paper-based systems that can be automated | Continue the process of identifying paper-based systems that can be automated |
| **Parents will have access to web-based information** | | |
| Parents will view student grades and other information from the PowerSchool Portal | More parents will have 20% access to web-based information | Parent access continues by 20% per year |
| **Parents and staff will have access to telephone-based information** | | |
| Parents and staff will receive phone-based messages regarding student absences as well as announcement and emergency instructions | Parents and staff will receive phone-based messages regarding student absences as well as announcement and emergency instructions | Parents and staff will receive phone-based messages regarding student absences as well as announcement and emergency instructions |

| Evaluation 2012 – 2013 | Evaluation 2013 – 2014 | Evaluation 2014 - 2015 |
|---|---|---|
| Formal evaluation report will be presented regarding new SIS and assessment systems | SIS and assessment systems will continue implementation, based on report.  Prepare status report | SIS and assessment systems will continue implementation and evaluation, based on report recommendations |
| Data presented to CSIS will be accurate.  SIS system will be "trusted source" for all data | Data presented to CSIS will be trusted and will be used to generate other reports | Data presented to CSIS will be used by management for making descisions |

**Success Indicators:**
Users will utilize electronic systems to save time and money
Student information system and/or assessment system will be the "trusted" source for data, rather than department-based databases and files
Management will "trust" administrative and other student information system data
Data is backed-up both locally and at remote locations
Increasing numbers of newsletters, flyers and handbooks are posted on the web

## 3.  Provide Access to Technology Support

### Goal 3:  Provide access to technology support

**Objective 1:** Users will have access to accurate and reliable technology support

End users must receive technology support to continue their growth with using technology.  This resource may be delivered in person by someone from the site or District, by telephone, from well-planned web pages, or from resources shared on electronic means.

| Benchmarks 2012 – 2013 | Benchmarks 2013 – 2014 | Benchmarks 2014 – 2015 |
|---|---|---|
| **Maintain skills of technology team** | | |
| Participate in the TICAL sponsored consortium project that provides online technical training for a nominal cost/year | Participate in the TICAL sponsored consortium project that provides online technical training for a nominal cost/year | Participate in the TICAL sponsored consortium project that provides online technical training for a nominal cost/year |
| Continue to maintain staff certification renewals, as needed, for MCSE, Dell, AMP, CISCO, HP, Lenovo and Mitel skills | Continue to maintain staff certification renewals, as needed, for MCSE, Dell, AMP, CISCO, HP, Lenovo and Mitel skills | Continue to maintain staff certification renewals, as needed, for MCSE, Dell, AMP, CISCO, HP, Lenovo and Mitel skills |
| **Provide on-site support** | | |
| Encourage sites to select "Tech Support Teachers" who will provide necessary technology support | Encourage sites to select "Tech Support Teachers"  who will provide necessary technology support | Encourage sites to select "Tech Support Teachers" who will provide necessary technology support |
| Continue to provide District site-tech support | Continue to provide District site-tech support | Continue to provide District site-tech support |
| **Provide WAN-based support** | | |

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| Establish technician training and support for more WAN-based technical support. Provide tools needed | Establish technician training and support for more WAN-based technical support. Provide tools needed | Establish technician training and support for more WAN-based technical support. Provide tools needed |
|---|---|---|
| **Enhance help-desk support** | | |
| Evaluate annual work orders and identify "Top 30" problems. Prepare web-based instructions to assist users be more self-sufficient | Continue to prepare web-based instructions to assist users be more self-sufficient | Continue to prepare web-based instructions to assist users be more self-sufficient |
| **Evaluation 2012 – 2013** | **Evaluation 2013 – 2014** | **Evaluation 2014 – 2015** |
| Capacity to self-support at the site-level will be increased | Site support staff and volunteers will be organized and supported by the District | Site support staff will rely on District online resources |
| Multiple support resources will be available | Online resources will be increased | Online support will be "first choice" for users |

### 4. Provide Access to Appropriate Technology that Supports Classroom of the Future: One at a Time Initiative

| Goal 4: Provide Access to Appropriate Technology that Supports Classroom of the Future: One at a Time Initiative | | |
|---|---|---|
| **Objective 1:** Align technology resources with annual model classroom and staff development goals | | |
| **Benchmarks 2012 - 2013** | **Benchmarks 2013 - 2014** | **Benchmarks 2011 - 2012** |
| **Allocate technology based on curriculum need** | | |
| School sites will be provided with ISTE grade level allocation guidelines | ISTE guidelines implemented in model classrooms | ISTE guidelines implemented in model classrooms |
| Initial "right-sizing" changes will be instituted by sites | Sites will continue to "right-size" technology | Sites will continue to "right-size" technology |
| **Increase copyright awareness** | | |
| Include copyright training in all staff development activities | Include copyright training in all staff development activities | Include copyright training in all staff development activities |
| Utilize new software tool to inventory software over the WAN. Take corrective action as needed | Utilize new software tool to inventory software over the WAN. Take corrective action as needed | Utilize new software tool to inventory software over the WAN. Take corrective action as needed |
| **Improve presentation capability** | | |
| Assist school sites in improving their "presentation" capacity in all classrooms | Assist school sites in improving their "presentation" capacity in all classrooms | Assist school sites in improving their "presentation" capacity in all classrooms |
| **Acquire or identify Digital Curriculum which meet standards** | | |
| Digital Curriculum Committee | Digital Curriculum Committee | Digital Curriculum Committee |

| | | |
|---|---|---|
| will enhance website with web-based and/or subscription services | will enhance website with web-based and/or subscription servic es | will enhance website with web-based and/or subscription services |
| **Evaluation 2012 – 2013** | **Evaluation 2013 – 2014** | **Evaluation 2014 – 2015** |
| Site leaders develop a "right-sizing" plan for technology resources | Site leaders implement their "right-sizing" plan for technology resources | Technology resources match the curriculum needs for each grade cluster |
| Some digital curriculum exists on the web, and teachers begin to learn how to use it | Digital curriculum on the website is rich and publicized | Digital curriculum on the web is a primary technology/curriculum integration resource |
| Access to computers and other hand-held or appliance-type devices will be available in 30% of classrooms based on grade cluster and standards requirements | Access to computers and other hand-held or appliance-type devices will be available in 50% of classrooms based on grade cluster and standards requirements | Access to computers and other hand-held or appliance-type devices will be available in 70% of classrooms based on grade cluster and standards requirements |
| Presentation capability exists in some (30%) classrooms | Presentation capability exists in many (60%) classrooms | Presentation capability exists in most (90%) classrooms |

**Success Indicators:**
- Technology resources are sufficient to meet curriculum and staff development goals
- Teachers have and use classroom presentation systems
- Users understand and honor copyright laws pertaining to technology
- Teachers look "first" to the web when searching for curriculum content

The following benchmarks are provided for meeting the stated infrastructure needs:

*Note: When "Ed Tech Dept" is listed as the "Person Responsible," it means that the Director of Instructional Technology and the Director of Information Systems will complete the task, with assistance and advice from site leaders, teachers and the established committees.*

| **Benchmarks** | **Estimated Timeline** | **Person(s) Responsible** |
|---|---|---|
| **Goal 1: Provide Access To Technology For All Students** | | |
| Reduce the TCO, where possible | 2012 – 2015 | Ed Tech Dept |
| Reduce obsolete equipment | complete in 2015 | Director of Technology |
| Maintain existing equipment | 2012 – 2015 | Director of Technology |
| Review existing standards and develop standards for other options such as leasing, laptop carts, student appliances, student-owned or mobile computing | 2012 – 2013 | Director of Technology |
| Maintain adequate WAN and LAN network bandwidth | 2012 – 2015 | Director of Technology |
| Provide physical security for existing and new technology | 2012 – 2015 | Director of Technology |

| Benchmarks | Estimated Timeline | Person(s) Responsible |
|---|---|---|
| Maintain wireless access | 2012 – 2015 | Director of Technology |
| Research an alternative to water-based fire system | 2012 – 2015 | Director of Technology |
| Use network sharing for printers and data storage | complete in 2012 | Director of Technology |
| Share web-based and server-based information | 2012 – 2013 | Director of Technology |
| **Goal 2: Provide Access To Information** | | |
| Maintain basic services for email, voice mail, SIS, FIS, AVS, Assessment, etc. | 2012 – 2015 | Director of Technology |
| Information systems contain a significant amount of reliable and valid information that can be disaggregated and reported in a number of ways | 2012 – 2015 | Ed Tech Dept |
| Data is routinely used as a part of decision making | 2012 – 2015 | Ed Tech Dept |
| Data is routinely backed-up and secure | 2012 – 2015 | Director of Technology |
| Many systems become paperless, with routine procedures initiated, completed, and stored electronically | 2012 – 2015 | Director of Technology and ACT |
| Parents will have access to web-based information | 2012 – 2015 | Director of Technology and ACT |
| Parents and staff will have access to telephone-based information | 2012 – 2015 | Director Technology and ACT |
| **Goal 3: Provide Access To Technology Support** | | |
| Maintain skills of technology team | 2012 – 2015 | Director of Technology |
| Provide on-site support | 2012 – 2015 | Director of Technology |
| Provide WAN-based support | 2012 – 2015 | Director of Technology |
| Enhance help-desk support | 2012 – 2015 | Director of Technology |
| **Goal 4: Provide Access to Appropriate Technology that Supports Annual Curriculum Focus and Staff Development Goals** | | |
| Allocate technology based on curriculum need | 2012 – 2015 | Ed Tech Dept |
| Increase copyright awareness | 2012 – 2013 | Ed Tech Dept |
| Improve presentation capability | 2012 – 2015 | Ed Tech Dept |
| Acquire or identify Digital Curriculum which meet standards | 2012 – 2015 | Ed Tech Dept |

# 5d. Infrastructure: Monitoring & Evaluation

The District Technology Committee is charged with monitoring the successful implementation of the Technology Plan. The committee meets once a trimester and has the annual responsibility of reviewing the technology plan, recommending adjustments and determining any corrective actions that need to be made.

The following annual reports will be prepared and presented to the District Technology Committee. The committee will review the information and make recommendations for any additional reports or changes.

| | Description | Estimated Timeline | Person Responsible |
|---|---|---|---|
| 1 | *Work Order Analysis Report*, prepared from annual review of SchoolDude work orders. This report will include work order timelines, staff summaries, cost analysis, etc. | April of each year | Director of Technology |
| 2 | *Physical Invento*ry analysis, prepared from annual technology inventory and room assignment review. This report will include reviews of ratios, classroom "right-sizing," status of obsolete equipment, etc. | April of each year | Director of Technology |
| 3 | *Technology Use Report*, prepared from annual CDE Technology Survey as submitted by school sites. This report includes an analysis of what technology is available, and how that technology is used by teachers | April of each year | Director of Technology |
| 4. | *Network Access Report*, prepared by analyzing network trouble tickets and associated down-time periods | April of each year | Director of Technology |

# 6. Funding and Budget

## 6a. Funding and Budget: Existing and Potential Funding Sources

One of the overarching assumptions of this three-year technology plan is to provide on-going technology growth and integration, even with an expected decrease in the existing budget for our nine schools. Enrollment reductions are forecasted begin to level off in Santee, and the California State Budget continues to experience severe cuts in educational line items.

A great deal of careful fiscal planning has been accomplished during the development of the Curriculum, Professional Development, and Infrastructure sections of this plan. We believe we have developed a plan, which will enable the goals to be completed, within existing budget constraints.

This plan will provide proposed initial budgets, which will continue to be modified and adjusted as objectives are targeted and funding is known.

## Existing Funding Sources

Technology funding is shared between the District and the school sites.

The District funds enterprise-wide, District technology staff, infrastructure, networks, telephone systems, centralized servers, standardized productivity software, virus protection, maintenance agreements, security, and enterprise systems, such as PowerSchool, etc.

School sites fund computers, printers, non-standard or specialized software and site-based staff.

Professional development is funded from both site and District funds.

The Santee School District technology budget has been funded from the following existing sources:

General Funds have been used for basic technology department needs.  These dollars provide technology personnel (approximately $250,000 per year), supplies, Districtwide software, repairs, infrastructure needs, maintenance and various contracts (approximately $85,000 per year).

Lottery Funds have also been used to augment the General Fund for salaries in the amount of approximately $400,000 per year.

Federal E-Rate Funds have helped reduce the costs of telecommunication lines for data and voice. Santee's low free and reduced lunch rate allows for telecommunications funding only at the 52% rate.

E-Rate discounts account for $208,000 each year. These discounts are applied directly to offset our telecommunication costs.

California Teleconnect Funds have helped reduce the costs of telecommunication lines for data and voice. This rate is 50% of costs not covered by E-Rate. These funds amount to discounts of approximately $100,000 per year.

Various site and District grants have also been received from time to time to fund special projects.

## Potential New Funding Sources

As enrollments have declined and California has reduced (or eliminated) some funding sources, the school District must continue to identify additional funding resources in order to successfully implement this technology plan for 2012 – 2015. Some options include:

1. Continued reduction to the existing Technology Total Cost of Ownership.

2. Work with our existing educational foundation where alternative funding sources and collections can be formally organized.

3. Continue to develop a professional relationship with the County's Classrooms of the Future Foundation to offer training in Project based lesson design and presentation sessions and support for other various professional development opportunities.

4. Continue to develop the relationship with the Santee School District Foundation to develop a plan of ongoing support for technology funding for classroom improvements.

5. Develop a strategy where "Intervention" funds are used to acquire software and/or hardware to assist at-risk students as they use technology at home.

6. Pursue Bring Your Own Device, or Lease-to-Own, programs.

7. Apply for all applicable grants.

# 6b. Funding and Budget: Implementation Costs

As the Curriculum, Professional Development, and Infrastructure sections of this plan were developed, cost projections were forecasted to match the implementation of the Classroom of the Future:  One at a Time Initiative..

The goal for the Funding and Budget Plan is:

> *Provide stable, ongoing technology resources to maintain a reliable infrastructure and support the development of three "Classrooms of the Future" at each school, each year*

The templates shown on the next three pages provide cost information for a typical Classroom of the Future implementation, based on District wide averages per school.

These tables and templates represent the forecasted budget needs for each school to create three Classrooms of the Future per year.  Each principal will be asked to review the template and adjust it depending on the grade-level needs, classroom needs and curriculum needs of his or her particular project.  School budgets vary as well as the existing technology already on hand.

In some cases, a school may need to team up with another school to build their Classrooms of the Future.  The essential need for teacher and staff collaboration is the primary reason for selecting three classrooms per school each year.  It is assumed that the classrooms will be from the same grade-level cluster.

The following explanations are provided for interpreting the following templates:

1. The "average" District wide Classroom of the Future will vary for each specific school.  The average assumes that all the noted items need to be acquired.  Actual existing inventories will significantly reduce the cost of each classroom.

2. School sites will "right size" based on the specific site building, scheduling, existing technology, existing staff, and goals.

3. Part of the "right size" requires retiring obsolete equipment (more than five years old).

4. Technology changes quickly, and the intent of this plan is to assist schools in utilizing technology resources to meet curriculum needs.  The basic configuration must be flexible to allow the District and site to best acquire the tools needed over the life of this technology plan.

5. "A rule of thumb in the business community is that the amount of resources committed to staff development should be approximately the same as the amount of resources committed to the acquisition of new software and equipment." (Page 27 of Education Technology Planning: A Guide for School Districts- published by the California Department of Education in 2001.)

6. There is a goal to "level the playing field" for all classrooms at all schools by offering a basic standardized package of technology equipment. This would allow for cost effective purchases, easier equipment support and allow for efficient professional development.

Below are a series of charts outlining suggested equipment and the remaining cost to implement this equipment installation throughout the school district by grade level.

| Classroom of the Future Completion Needs | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| **Site** | **Teacher** | **Grade** | **RM#** | **Teacher PC** | **Laptop** | **Student Station** | **LCD** | **Doc Camera** | **Sound** | **DVD/VCR** |
| CP | Hodo | 8 | | | | | | | 200 | 200 |
| CP | Barbary | 8 | | | | | | | 200 | |
| CP | Gazi | 8 | | | | | | | 200 | |
| CP | Petchauer | 8 | | | | 1000 | | | 200 | |
| CH | Barker | 8 | | | 1200 | 2000 | | | 200 | |
| CH | Bertrand | 8 | | | 1200 | 2000 | | | 200 | |
| CH | Harris | 8 | | | 1200 | | | | 200 | 200 |
| CO | Heath | 8 | 7 | | | | | | | |
| CO | Jensen | 8 | 5 | | 1200 | 4000 | | | 200 | 200 |
| CO | Schmitt | 8 | 4 | | | | | | 200 | |
| CO | Stovall | 8 | 6 | | 1200 | | | | 200 | |
| CFH | Ray | 8 | 24ac | | | 4000 | | | | |
| CFH | Toma | 8 | 17 | | | | | | | |
| HC | Goldman | 8 | 26 | | 1200 | 3000 | | | 200 | |
| HC | Knidson | 8 | P2 | | | 2000 | | | 200 | |
| HC | Applegate | 8 | 24ac | | | 3000 | | | 200 | |
| HC | Kelly | 8 | P3 | | 1200 | 4000 | | | 200 | |
| PD | Rickon | 8 | 20 | 1000 | | | | | | |
| PD | Rolf | 8 | 15 | | | | | | | |
| PA | Johnson | 8 | | | | | | | 200 | |
| PA | Fox | 8 | | | | | | | | |
| RS | Shevinsky | 8 | | | 1200 | | | | | |
| RS | Strickland | 8 | | | 1200 | 4000 | 800 | 600 | 200 | |
| | | | | | | | | | | |
| **8th Total** | **$46,000** | | | **$1,000** | **$10,800** | **$29,000** | **$800** | **$600** | **$3,200** | **$600** |
| | | | | | | | | | | |
| **Site** | **Teacher** | **Grade** | **RM#** | **Teacher PC** | **Laptop** | **Student Station** | **LCD** | **Doc Camera** | **Sound** | **DVD/VCR** |
| CP | Lehmann | 7 | J7 | | | 1000 | | | 200 | |
| CP | Jennings | 7 | J9 | | | 1000 | | | 200 | |
| CP | Beacom | 7 | J2 | | | 1000 | | | 200 | |
| CP | Koch | 7 | J4 | | | 4000 | | | 200 | |
| CH | Stanley | 7 | | | 1200 | | | | | 200 |
| CH | Tade/Moss | 7 | | | 1200 | | | | 200 | 200 |
| CH | Ducharme | 7 | | | 1200 | | | | 200 | 200 |
| CO | Brennan | 7 | 8 | | | | | | 200 | |
| CO | Iverson | 7 | 1 | | | 1000 | | | 200 | |
| CO | Towne | 7 | 34 | | | | | | 200 | |
| CO | Leatheman | 7 | 3 | | | 2000 | | | 200 | |
| CFH | Mitchell | 7 | 26 | | | 2000 | | | | |
| CFH | Tade | 7 | 25 | | | 2000 | | | | |
| HC | J.Journeay | 7 | 27 | | | 4000 | | | 200 | |
| HC | Saia | 7 | 22 | | | 4000 | | | 200 | |
| PD | S. Mowrey | 7 | 14 | | | | | | | |
| PD | C. Mowrey | 7 | 18 | 1000 | | | | | | |
| PD | Sparley | 7 | 17 | 1000 | | | | | | |
| PA | Freund | 7 | | 1000 | | | | | 200 | |
| PA | Gross | 7 | | 1000 | | | | | | |
| RS | Hendrix | 7 | 23 | | 1200 | | | | | |
| RS | Robbins | 7 | 26 | | 1200 | 1000 | | | 200 | |
| RS | Brown | 7 | 22 | | 1200 | | | | 200 | |
| | | | | | | | | | | |
| SE | Hodges | 7 | | | 1200 | 1000 | | | | |
| SE | Conway | 7 | | | 1200 | 2000 | | | 200 | |
| SE | LeBorgne | 7 | | | 1200 | 1000 | | | 200 | |
| SE | Davis | 7 | | | | | | | 200 | |
| SE | Dubricka | 7 | | | 1200 | | | | 200 | |
| SE | Mederas | 7 | | | 1200 | 4000 | | | 200 | |
| **7th Total** | **$52,800** | | | **$4,000** | **$13,200** | **$31,000** | **$0** | **$0** | **$4,000** | **$600** |
| | | | | | | | | | | |
| **Site** | **Teacher** | **Grade** | **RM#** | **TeacherPC** | **Laptop** | **Student Station** | **LCD** | **Doc Camera** | **Sound** | **DVD/VCR** |
| CP | Stout | 6 | | | | | | | 200 | |
| CP | Cress | 6 | | | 1200 | | | | 200 | 200 |
| CP | Henderson | 6 | | | 1200 | | | | 200 | 200 |
| CP | Exdom | 6 | | | 1200 | 1000 | | | 200 | |
| CH | Miller, E | 6 | | | 1200 | 2000 | | | | 200 |
| CH | Filipponi | 6 | | | 1200 | | | | | 200 |
| CO | McGreal | 6 | | | | | | | 200 | |
| CO | Long | 6 | | | 1200 | 2000 | | | 200 | |
| CO | Olsen | 6 | | | 1200 | 4000 | | | 200 | 200 |
| CFH | Halinan | 6 | | | 1200 | | | | 200 | 200 |
| CFH | Lamb | 6 | | | | 3000 | | | | |
| CFH | Rush | 6 | | | | | | | | |
| HC | Journeay/Milne | 6 | | | | | | | | |
| HC | Heresa | 6 | | | 1200 | | | | 200 | |
| PD | Roach | 6 | | | | | | | | |
| PD | DeBarrows | 6 | | | | | | | | |
| PA | Butterfield | 6 | | | | | | | | |
| PA | McCrea | 6 | | | | | | | | |
| RS | Walker | 6 | | | | | | | 200 | |
| RS | Richards | 6 | | | | | | | 200 | |
| RS | Oeur | 6 | | | 1200 | | 800 | 600 | 200 | |
| SC | Sagat | 6 | | | 1200 | 1000 | | 600 | 200 | 200 |
| | | | | | | | | | | |
| SE | Slatinsky | 6 | | | 1200 | 4000 | 800 | 600 | 200 | 200 |
| SE | Cornet | 6 | | | | | | | | 200 |
| SE | Frank | 6 | | | | 4000 | | | 200 | 200 |
| SE | Wood | 6 | | | | 1000 | | | 200 | |
| SE | Leudeman | 6 | | | | 1000 | | | | |
| **6th Total** | **$46,000** | | | **$0** | **$14,400** | **$23,000** | **$1,600** | **$1,800** | **$3,200** | **$2,000** |

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## Classroom of the Future Completion Needs Continued

| Site | # Teachers | Grade | RM# | TeacherPC | Laptop | Student Station | LCD | Doc Camera | Sound | DVD/VCR |
|------|-----------|-------|-----|-----------|--------|----------------|-----|-----------|-------|---------|
| CP | 6 | K | | | 7200 | 18000 | 4000 | 3000 | 1200 | |
| CP | 5 | 1 | | | 6000 | 14000 | 4000 | 3000 | 1000 | |
| CP | 5 | 2 | | | 6000 | 8000 | 4000 | 3000 | 1000 | |
| CP | 5 | 3 | | | 6000 | 4000 | 4000 | 3000 | 1000 | |
| CH | 2 | K | | | 2400 | 3000 | 800 | 600 | 400 | |
| CH | 2 | 1 | | | 2400 | 4000 | 800 | 600 | 400 | |
| CH | 2 | 2 | | | 2400 | 1000 | | | 200 | |
| CH | 2 | 3 | | | 1200 | 1000 | | | | |
| CO | 4 | K | | | 3600 | 9000 | 2400 | 1800 | 800 | 400 |
| CO | 3 | 1 | | | 3600 | 7000 | 800 | 600 | 600 | |
| CO | 3 | 2 | | | 3600 | 9000 | 2400 | 1800 | 600 | |
| CO | 3 | 3 | | | 3600 | 4000 | 2400 | 1800 | 600 | 400 |
| CFH | 4 | K | | | 4800 | 8000 | 1600 | 1200 | 400 | 200 |
| CFH | 4 | 1 | | | 4800 | 9000 | 3200 | 2400 | 800 | 800 |
| CFH | 4 | 2 | | | 4800 | 7000 | 2400 | 1800 | 800 | 200 |
| CFH | 4 | 3 | | | 4800 | 6000 | | | | 200 |
| HC | 5 | K | | | 6000 | 19000 | 800 | 600 | 1000 | 600 |
| HC | 5 | 1 | | | 6000 | 20000 | 800 | 600 | 1000 | 200 |
| HC | 5 | 2 | | | 6000 | 11000 | | | 1000 | |
| HC | 4 | 3 | | | 4800 | 9000 | | | 600 | |
| PD | 4 | K | | | 4800 | | 2400 | 1800 | 600 | |
| PD | 4 | 1 | | | 4800 | | 1600 | 1200 | 400 | |
| PD | 4 | 2 | | | 4800 | | 1600 | 1200 | 400 | |
| PD | 3 | 3 | | | 3600 | | | | | |
| PA | 2 | K | | | | 3000 | | | 400 | |
| PA | 2 | 1 | | | | 1000 | | | 200 | |
| PA | 2 | 2 | | | 1200 | | | | 200 | |
| PA | 2 | 3 | | | | | | | 200 | |
| RS | 5 | K | | | 6000 | 20000 | 4000 | 3000 | 1000 | |
| RS | 5 | 1 | | | 6000 | 19000 | 4000 | 3000 | 1000 | 400 |
| RS | 4 | 2 | | | 4800 | 15000 | 2600 | 1800 | 800 | 800 |
| RS | 4 | 3 | | | 4800 | 13000 | 2600 | 1800 | 800 | 200 |
| SC | 3 | K | | | 3600 | 4000 | 2400 | 1800 | 600 | 400 |
| SC | 2 | 1 | | | 2400 | 5000 | 1600 | 1200 | 400 | 400 |
| SC | 2 | 2 | | | 2400 | 6000 | 800 | 600 | 200 | |
| SC | 2 | 3 | | | | 5000 | 800 | 600 | 200 | 200 |
| | | | | | | | | | | |
| SE | 8 | K-3 | | | $9,600.00 | $32,000.00 | $6,400.00 | $4,800.00 | $1,600.00 | $1,600.00 |
| | | | | | | | | | | |
| Total K-3 | $586,000 | | | $0 | $148,800 | $294,000 | $65,200 | $48,600 | $22,400 | $7,000 |

# Estimated Costs for Staffing and Professional Development

| Staffing Requirements | Unit Cost | 2012-2013 | 2013-2014 | 2014-2015 |
|---|---|---|---|---|
| Instructional Technology Coordinator | $90,000 | $90,000 | $90,000 | $90,000 |
| **Total Staffing** | | **$90,000** | **$90,000** | **$90,000** |
| **Professional Development** | **Unit Cost** | **2012-2013** | **2013-2014** | **2014-2015** |
| Cert Workshop Presenter(s)/Yr | $42,000 | $42,000 | $42,000 | $42,000 |
| Certificated Substitutes @3 X 25 | $110 | $8,250 | $8,250 | $8,250 |
| Cert Workshop Attendee@ 120 Hr ea | $3360 | $33,600 | $33,600 | $33,600 |
| **Total Professional Development** | | **$83,850** | **$83,850** | **$83,850** |
| **Project Total / Three Years** | | **$173,850** | **$173,850** | **$173,850** |

Staffing and Professional development are always contingent upon available funds and district priorities. These numbers are only estimates of an ideal program. With severe and record setting state budget difficulties this plan will remain in great jeopardy.

Santee School District Educational Technology Plan

# Cost Reduction Plan:

The District Technology Committee considered several methods whereby the total cost of ownership for technology could be reduced, as well as directing efforts to use technology to save significant funds within the District during this time of budget concerns.

*The following is an approved list of cost-reducing mandates:*

1. Strictly enforce existing software curriculum standards that support those titles that are web or server based and contain little or no client component

2. Provide workgroup printing solutions and eliminate costly ink-jet printers. Require warranty purchase on all printers

3. Continue to provide extensive 40 – 120 hour technology training programs for teachers. Perhaps include more web-based opportunities. Perhaps tie training with new equipment

4. By mandated policy, utilize voice mail, email, and web publishing to reduce current publications costs across the District

5. Lease computers instead of buying them in an effort to keep costs level each year and, to keep inventory current and covered by warranty.

6. Continue to support NComputing student appliances for some or all grade levels. These appliances offer access to the Internet, streaming video, and all standard software at a lower cost than traditional tower computers. These appliances will be available at both home and school

7. Discontinue District-level support for all computers that are over six years old and establish firm guidelines on equipment replacement

8. Utilize centralized web (Outlook Exchange folders), portal or server-based storage to store all data that is currently stored on individual PC's

9. Employ centralized Help Desk and server tools to re-ghost sick computers back to their original installation configuration

10. Establish a low-cost lease/purchase plan so parents can buy or contribute to the purchase of student appliances

11. Increase as needed the current Cox bandwidth to support more centrally controlled support

12. Outsource some maintenance and support needs

# 6c. Funding and Budget: Replacement Policy

In April, 2011, a detailed physical inventory of all computers was taken.  In an effort to streamline support in a time of limited resources, the District Technology Committee established a policy whereby District Technicians will provide reduced repair services for equipment over five years old.  Sites will be required to pay for services for computers older than five years, if the equipment is repaired at all.  It is anticipated that this will encourage sites to seek ways to replace aging equipment.

Stickers were attached to each obsolete computer.  Sites were encouraged to salvage the old equipment.  Some classrooms retained the old equipment with the understanding that they would not be supported by the District.

In addition, printers are now being purchased with a 3-year exchange warranty.  This low-cost fee will also reduce the amount of time spent repairing printers.  Sites are strongly encouraged to acquire workgroup laser printers rather than ink jet printers, which have a higher long-term total cost of ownership.

# 6d. Funding and Budget: Monitoring & Evaluation

The District Technology Committee, as part of the Technology Plan review, approves annual Technology budget projections.  The basic funding premise adopted by the Santee School District, is that the Proposed Technology Budget is reviewed and refined on an annual basis to meet the projected needs, as discussed in other sections of the Technology Plan.  In short:  Planning drives funding.  To have a successful technology implementation, the planning and budgeting process must be done together.

The DTC will not present a Technology Plan to the Board of Education that cannot be funded.  The District Budget Advisory Committee also has reviewed the budget during periods of high growth or expenditures.  This process has worked well and will continue.

# 7. Monitoring and Evaluation

## 7a. Monitoring and Evaluation: Evaluation Process

The evaluation of the Technology Plan shall be accomplished by assessing the evaluation and success Indicators described within the goals and benchmark sections of each section of this plan.

In addition, the overall evaluation process is summarized in the table below with a narrative describing each assessment area. The "Classroom Teams" formed each year will be the "population sample" that is measured and compared to the same Districtwide assessments.

It is highly recommended that the District find a doctoral dissertation candidate to assist the District in the evaluation of this "Classroom of the Future: One at a Time" initiative. The evaluation proposal presented here will be defined, reviewed, administered and evaluated by the Santee stakeholders with the primary responsibility resting with the District Superintendent and Director, Educational Services. This will be a yearly assessment of progress.

| Area to Assess | Assessment Tool | Population to Assess | Frequency or Schedule |
|---|---|---|---|
| Technology Skills | • ISTE Standard Rubric<br>• CTAP EdTechProfile<br>• CA School Tech Survey | •"Classroom Teams"<br><br>•All teachers<br><br>•Schools | October and May for pre-post analysis of both Classroom Teams and entire District comparisons |
| Technology Integration | • CTAP EdTechProfile<br>• WestEd Technology Assessment<br>• CA School Tech Survey | •Entire District<br><br>•Entire District<br><br>•Entire District | Annual in May to compare Classroom Teams against entire District |

**Goal 1  Assess the Technology Skills of Administrators, Teachers and Students**

The International Society for Technology in Education (ISTE) standards provide a comprehensive process for the District to evaluate administrator, teacher and student learning both in the area of information literacy and in technology tools of learning. In

order to evaluate the progress towards meeting ISTE standards Districtwide, each Principal will develop a site technology Plan. In this plan they will annually select a grade level, a vertical teacher team or teacher leaders (ie: Classroom Team) who will implement at-grade level and ISTE learning lesson for students using technology tools. Evidence of student assessment will be developed using formative assessments as guided by the ISTE student assessment guidelines and review of the proficiency of student work. The new Technology Instructional Director will guide Principals and their selected teachers through the choice of lessons, standards, training and student anticipated outcomes as well as assessment rubrics for student work. Evaluation of student work shall be guided by ISTE assessments. Each year Principals will develop and enhance their technology expectation plans as guided by the student progress in assessments.

Information Literacy is also included in the ISTE standards and will be assessed with this category. The District will seek an appropriate ISTE assessment tool from those existing tools that have been developed by other school districts. Three assessments: administrator, teacher and student will then be administered as a pre-assessment delivered early in the year, followed by a post-assessment near the end of the year.

The CTAP EdTechProfile is also administered each May to all teachers and staff. The "Computer Skills" part of this assessment will be used to analyze the results of the "Classroom Teams" with the entire District.

The California School Technology Survey is also completed in March each year by school Principals. The results of this survey will be used to analyze the progress made with access, support, use of technology and impact on learning.

Variables that can impact the success of this goal include adequate access to technology and appropriate professional development. These two variables will be included in the evaluation.

| Goal 1: Assess the Technology Skills of administrators, teachers and students | | |
|---|---|---|
| **Objective 1**: Technoloy Skills: Monitor the implementation steps and timelines for achieving technology skills goals. Evaluate whether the steps taken have had the intended effect. | | |
| **Benchmarks 2012 - 2013** | **Benchmarks 2013 - 2014** | **Benchmarks 2011 - 2012** |
| **Conduct the ISTE Standard assessment for teachers, students and administrators** | | |
| Report monitoring of benchmarks and timeline for technology skills to the DTC in monthly meetings | Report monitoring of benchmarks and timeline for infrastructure to the DTC in monthly meetings | Report monitoring of benchmarks and timeline for infrastructure to the DTC in monthly meetings |
| **Conduct the CTAP EdTechProfile for all administrators, staff and teachers** | | |

| | | |
|---|---|---|
| Conduct physical inventory of computers at each site and district department during the months of January and February of 2013 | Conduct physical inventory of computers at each site site and district department during the months of January and February of 2014 | Conduct physical inventory of computers at each site site and district department during the months of January and February of 2015 |
| **Complete the CTAP California Technology survey** | | |
| Summarize results of California School Technology Survey that pertain to computer knowledge and skills in April of 2013 | Summarize results of California School Technology Survey that computer knowledge and skills in April of 2014 | Summarize results of California School Technology Survey that computer knowledge and skills in April of 2015 |
| **Conduct annual technology hardware inventory** | | |
| Conduct annual technology inventory analysis to determine trends in teacher and student access to technology in January 2013 | Conduct annual technology inventory analysis to determine trends in teacher and student access to technology in January 2014 | Conduct annual technology inventory analysis to determine trends in teacher and student access to technology in January 2015 |

## **Goal 2  Assess Technology Integration Districtwide**

It is critical that we have an outside assessment tool to guide the quality and overall direction of our program. WestEd, one of the nation's Regional Educational Laboratories, provides an excellent Technology Implementation Assessment Rubric (http://www.edgateway.net/cs/tk/print/rtec_docs/monitoring.html) to assess and guide Districts in their technology planning.  This rubric addresses 17 components of technology plans and provides guidelines as to how to assess each component.  We plan to use this monitoring and evaluation guide as a pre and post-test of the planning process for each of the three years of the plan. As we review the difference between pre and post test results, this will provide us with a measure of how we are progressing in component areas to meet our planning goals.

The WestEd rubric assesses each component in one of four stages: 1) Initial, 2) Established, 3) Refining, and 4) Fully Accomplished.

From an empirical review of existing data, the Santee School District lies between the "Established" and "Refining" stages of technology development in most areas of the WestEd rubric, as described in the table on the next page.

Clearly, the goal for the District will be to mature and move into more "Refining" and "Fully Established" stages.  More specifically, the WestEd rubric indicates our need to achieve significant improvements in "Evaluation of Effectiveness" and "Information Literacy."  We also believe, that due to budgetary constraints, our goals may take longer than three years to achieve. However, we will establish a target date of three years to summarize a significant amount of progress towards attaining our goals.

The EdTechProfile and the California School Technology Survey will be used Districtwide to assess the progress of all students as compared with the "Classroom Teams."

The WestEd Rubric includes the overall technology implementation including professional development, curriculum integration, adequate funding and infrastructure.

| Focus Area | WestEd Rubric for Technology Implementation<br>Informal Santee Assessment | WestEd Stage<br>1 = Initial<br>2 = Established<br>3 = Refining<br>4 = Fully Accomplished | | | |
|---|---|---|---|---|---|
| | | 1 | 2 | 3 | 4 |
| Evaluation of Effectiveness | To monitor and evaluate our progress requires that we establish and formalize tools, procedures, and reporting processes. | √ | | | |
| Information Literacy | Information Literacy, as it relates to technology, is fairly new to Santee | | √ | | |
| Curriculum | Increasing curriculum integration will clearly carry the highest priority as the District progresses. | √ | | | |
| Instruction | The level and frequency of use will improve as access and professional development are provided | | √ | | |
| Technology Audit | Technology inventories are completed annually with analysis of use in place | | √ | | |
| Admin and SIS | Administrative and student information systems are in place and efforts are underway to improve data access and evaluation | | | √ | |
| Planning | A comprehensive technology plan is in place | | | √ | |
| Funding | Budget and funding is linked to the technology plan | | √ | | |
| Access/ Configuration | Technology tools are available at multiple access points, but need to be "right sized" for maximum efficiency | | | √ | |
| Staff Development | In the future, staff development will be more closely al9igned with curriculum goals | | | √ | |
| Technology Support | Improving site-level support is needed to complement District services | | | √ | |
| Policies and Procedures | Policies are in place, but could be better communicated | | | √ | |
| Equipment Standards | Equipment standards for new and outdated tools are reviewed often and posted on the website | | | √ | |
| Repair and Maintenance | Equipment repair and maintenance is formalized, but timelines need to improve | | | √ | |
| Security | Security and backup procedures are in place.   Improvements in end-user backup are needed | | | √ | |

| New Practices | Many pilot opportunities are afforded interested staff | | | √ | |
|---|---|---|---|---|---|
| Networking | The Santee network is fully implemented | | | √ | |

> *The assessments used to evaluate the effectiveness of the technology plan are ideally imbedded in daily learning, initiated by the learner for self-improvement and are used to provide immediate feedback to the learner and those responsible for the program.*

## Goal 2:  Assess technology integration Districtwide to assess the impact and effectiveness of using technology to support student learning

**Objective 1:** Identify pilot model technology classrooms

| Benchmarks 2012 - 2013 | Benchmarks 2013 - 2014 | Benchmarks 2014 - 2015 |
|---|---|---|
| **Identify pilot model technology classrooms** | | |
| Identify up to 3 Model Technology Classrooms per site | Identify up to 3 Model Technology Classrooms per site | Identify up to 3 Model Technology Classrooms per site |
| **Evaluation 2012 - 2013** | **Evaluation 2013 - 2014** | **Evaluation 2014 - 2015** |
| Refine and distribute teacher, parent and student assessments.  Report results to DTC, ACI, and Ed Tech Dept | Continue assessment and evaluation started in 2012–13, reporting results to DTC, ACI, and Ed Tech Dept | Continue assessment and evaluation started in 2013-14, reporting results to DTC, ACI, and Ed Tech Dept |

**Success Indicators:**
- Increased numbers of pilot classrooms where teachers and students are using technology to support and enhance student learning

**Objective 2**: Obtain qualitative and quantitative feedback from students, teachers, and parents to  track and assess student motivation, attendance trends, technology use by teachers and students, physical evidence of technology integration, traditional assessments (e.g. grades, SAT9, etc.).

| Benchmarks 2012 - 2013 | Benchmarks 2013 - 2014 | Benchmarks 2014 - 2015 |
|---|---|---|
| **Identify evaluation strategies and develop data collection tools** | | |
| Identify evaluation strategies and timelines. Develop, pilot, and refine data collection tools such as classroom technology-use rubrics, parent and student surveys, attendance records, as well as test and grade data by January 2013 | Identify evaluation strategies and timelines. Develop, pilot, and refine data collection tools such as classroom technology-use rubrics, parent and student surveys, attendance records, as well as test and grade data by January 2014 | Identify evaluation strategies and timelines. Develop, pilot, and refine data collection tools such as classroom technology-use rubrics, parent and student surveys, attendance records, as well as test and grade data by January 2015 |

| Benchmarks 2012 - 2013 | Benchmarks 2013 - 2014 | Benchmarks 2014 - 2015 |
|---|---|---|
| **Implement evaluation strategies** | | |
| Collect data using identified strategies, timelines, and data collection tools in October 2012 and in May 2013 | Collect data using identified strategies, timelines, and data collection tools in October 2013 and in May 2014 | Collect data using identified strategies, timelines, and data collection tools in October 2014 and in May 2015 |
| **Administer WestEd Rubric** | | |
| Administer the WesEd Rubric to school principals and District administrators. Compare results to determine trends in overall technology integration | Administer the WesEd Rubric to school principals and District administrators. Compare results to determine trends in overall technology integration | Administer the WesEd Rubric to school principals and District administrators. Compare results to determine trends in overall technology integration |
| **Evaluation 2012 - 2013** | **Evaluation 2013 - 2014** | **Evaluation 2014 - 2015** |
| In June 2013, report assessment results of model technology classrooms to the DTC, ACI, and the Ed Tech Dept. Evaluate if the intended effects are being realized and make recommendations | In June 2014, report assessment results of model technology classrooms to the DTC, ACI, and the Ed Tech Dept. Evaluate if the intended effects are being realized and make recommendations | In June 2015, report assessment results of model technology classrooms to the DTC, ACI, and the Ed Tech Dept. Evaluate if the intended effects are being realized and make recommendations |

**Success Indicators:**
- Increased student motivation
- Incrased attendance trends
- Increased self-reported use of technology by teachers, parents, and students
- Increased physcial evidence of technology use in classrooms and in student portfolios
- Improved grades and standardized test scores
- Improved overall scores on WestEd rubric

# 7b. Monitoring & Evaluation: Benchmarks & Timeline

The diagram below provides the benchmarks, timeline and person responsible for the monitoring and evaluation goals stated above.

*Note:  When "Ed Tech Dept" is listed as the "Person Responsible," it means that the Coordinator of Instructional Technology and the Director of Information Systems will complete the task, with assistance and advice from site leaders, teachers and the estalisbhed committees.*

| Benchmarks | Estimated Timeline | Person Responsible |
|---|---|---|
| Assess the Technology Skills of Administrators, Teachers, and Students | | |
| Conduct the ISTE Standard assessment for teachers, students, and administrators | Annual 2012-2015 | Ed Tech Dept |
| Conduct the CTAP EdTechProfile for all administrators, staff, and teachers | Annual 2012-2015 | Director of Technology |
| Complete the CTAP California Technology Survey | Annual 2012-2015 | Director of Technology |
| Conduct annual technology hardware inventory | Annual 2012-2015 | Director of Technology |
| Assess the "Thinking Curriculum" Implementation in Classrooms of the Future | | |
| Provide assessment tools | Annual 2012-2015 | Ed Tech Dept Group |
| Conduct the CTAP EdTechProfile for all administrators, staff, and teachers | Annual 2012-2015 | Ed Tech Dept |
| Complete the CTAP California Technology Survey | Annual 2012-2015 | Ed Tech Dept |
| Assess Technology Integration Districtwide | | |
| Identify pilot model technology classrooms | Annual 2012-2015 | Ed Tech Dept |
| Identify evaluation strategies and develop data collection tools | Annual 2012 - 2015 | Ed Tech Dept |
| Implement evaluation strategies | Annual 2012 - 2015 | Ed Tech Dept |
| Administer WestEd Rubric | Annual 2012 - 2015 | Ed Tech Dept |

# 7c. Reporting Processes and Using Evaluation Results

The District Technology Committee (DTC) is the primary stakeholder charged with monitoring the overall successful implementation of the Technology Plan.  The committee meets monthly and has the responsibility of reviewing the technology plan, recommending adjustments and determining any corrective actions that need to be made.  The Academic Curriculum and Instruction (ACI) committee provides the Board of Education recommendations regarding both curriculum and technology.  With assistance and guidance from the ACI and the DTC, the Assistant Superintendent of Instruction and the Director of Technology will be responsible for monitoring and implementing professional development and curriculum benchmarks and timelines, and will recommend corrective actions to the DTC if needed.

As described earlier, this "Ed Tech Dept" partnership between the Educational Resources and the Technology and Communication Departments helps facilitate the plan for technology integration into curriculum and content standards.

The DTC, as part of the Technology Plan review, also approves annual Technology budget projections.  The basic funding premise adopted by the District, is that the Proposed Technology Budget is reviewed and refined on an annual basis to meet the projected needs of the Technology Plan.

# 8. Collaboration Strategies: Adult Literacy

Santee School District parents are provided with a limited number of "adult literacy" opportunities. Research clearly shows that helping parents improve their own skills has a direct impact on their children's academic achievement. As grant funding becomes available, this is an area that Santee would like to improve.

## Parents of English Learners

The SSD English Learner Department is charged with addressing literacy needs for parents who are English Language Learners. The department and Grossmont Adult Education Program collaborate to provide two free morning Adult ESL Class that is available Monday through Friday from 8:30 to 11:30 am. The District plans to continue this collaboration. The English Learner Department continues seeking ways to support adults and their children using technology including introduction to various district services through podcasts and website links to online and community-based resources.

## Parenting Skills Trainings

A variety of parent support programs have been offered and will continued to be offered by the District. Following an exhaustive parent survey sessions in dealing with divorce, basic parenting, positive disciple, setting boundaries, academic support, homework, substance abuse prevention, recreation, technology, college and career planning, and safer communities.

Every year, we hold more than 50 hours of parenting programs. The average attendance at these events is 35. We use the following groups to help support these programs: Santee Collaborative, Community Services for Families, Grossmont Adult School, the City of Santee Recreation Department. Child supervision is provided at all programs and programs are advertised to families in English, Spanish, and Arabic. The materials from many programs also are posted on the Santee District website.

## Collaboration: Early Parent Support and Education

Under the umbrella of Children and Families Ready 4 School, the District offers a variety of opportunities to help parents raise healthy, resilient, and academically ready children. Classes are available for parents with children from two to five years of age. Language and literacy development is emphasized as well as encouraging imaginary, dramatic, and pretend play in preparing for school readiness. Parent discussion groups

provide an opportunity to share information on topics such as self-esteem, communication, sibling rivalry, and more.

## A Bright Start

The District is now offering a new kindergarten readiness/parent participation program funded by the San Diego County Children & Families Commission.  Called A Bright Start, the program serves 110 children.  A Bright Start allows children to experience a structured classroom environment and obtain pre-kindergarten skills.  Teacher and parents also work together to expose children to early literacy, phonemic awareness, math concepts, and social skills to prepare children for a successful year in Kindergarten.

## Preschool

The District serves 64 students in a state preschool that serves families Monday – Friday from 6 a.m. - 6 p.m.  In addition, our Out-Of-School-Time Program offers a fee-based YALE preschool program at multiple school sites.

## Classroom of the Future

The Curriculum section of this plan identifies specific goals for informing and involving parents.  The training facilities provided in our new Learning Resource Centers will also provide the opportunity to train groups of parents. Technology resources will support a wide range of parent learners be them parents of English Learners, Preschool students, or those wishing to grow in their parenting skills. There will also be support for parents who desire to become more "tech savvy" to keep pace with their children. Special focus will be made regarding safe Internet practices, predator protection and fair use practices.

# 9. Research-Based Methods & Strategies

Santee School District believes in adopting proven methodologies for integrating technology into the curriculum and implementing these solutions throughout the District. Countless studies have been conducted on technology and learning over the last two decades. To formulate our technology plan, we looked for guidance to multiple sources including expert opinions, detailed case studies, large-scale, data-driven research studies that collected and analyzed both quantitative and qualitative data, as well as drawing from our own experiences as well as that of other local districts.

In the subsections below, we summarize research findings that support areas of our technology plan for infrastructure, professional development, student learning outcomes, and evaluation and monitoring.

# 9a. Infrastructure & Professional Development

### Sufficient and Accessible Equipment

In their extensive review of research findings, Ringstaff and Kelley (2002) identified sufficient and accessible equipment as one of several conditions needed to support effective technology integration.  Research tells us that sufficient access includes adequate computer-to-student ratios, appropriate placement of computers, and home computer access.

Adequate Computer-To-Student Ratios – Numerous research studies clearly show that students and teachers are best served if they have convenient, consistent, and frequent access to technology (Glennan & Melmed, 1996; Mann & Shafer, 1997).  Although studies are inconclusive regarding the optimal number of computers for each classroom (Mann, 1999), Stratham and Torell (1999) suggest that a 3:1 computer-to-student ratio would provide "near universal access." Yet this is far from reality for most schools and for the District. Preliminary research suggests that hand-held devices may be effective technology tools, which address issues of access (Ringstaff & Kelley, 2002).

Appropriate Placement: Classrooms versus Computer Labs – Computers can be located in a centralized computer lab, distributed in classrooms, or in a combination of the two. Results from the West Virginia study suggest the distributed model has the most impact on improving student outcomes and on improving teacher confidence and competence in using technology (Mann, 1999; Mann et al., 1999).

Computer Access At Home – Research indicates that students with sustained home access to computers performed better in school and on standardized tests (Chang et al., 1998; Coley, 1997). The SSD is planning to track data on this in 2003.

**Total Cost of Ownership**

Increasingly school districts across the country are realizing that the cost of technology is not simply the initial purchase of a computer, but rather there is a "Total Cost of Ownership" (TCO). TCO represents the true cost of a computer over its lifetime and includes all costs related to technology purchases, which takes into account not only original equipment costs and software but also service and support, training, upgrade costs, file server costs, cabling, internet access and asset tracking. These costs vary from industry to industry and depend on numbers of computers along with many other factors. For example, a 1997 survey of 400 schools, International Data Corp (IDC) found that the TCO for a school with 75 computers was $2,251 per computer, per year while a similarly sized business had a TCO of $4,517 per computer (Moskowitz, 2001, March).

A special report produced by Administrative Assistants and published by eSchoolNews, *Technology Management: Twelve Steps to Trimming Your TCO*, outlines a twelve-step plan for trimming TCO in a school district.

1. Define How You'll Use Technology in Your School or District
2. Adopt A Uniform Standard for Equipment
3. Implement Terminal Servers and Consider Thin Clients
4. Set a Life Cycle for New Computers And Plan Accordingly
5. Consider Leasing as An Option
6. Purchase New Computers "Cloned"
7. Buy The Extended Warranty
8. Provide Adequate Support
9. Establish a Help Desk
10. Take Advantage of Remote Tools
11. Consider Outsourcing Functions as Necessary
12. Invest in Professional Development

The District utilized these ideas as a resource for the proposed budget reductions described in the Infrastructure and Budget and Funding sections of this plan.

## Effective Technology Support

In December 2000, the Report of the Web-Based Education Commission (WBEC) reported that in one recent survey "…only 13 percent of the nation's teachers work in what could be defined as a high quality technology-supported environment. For most teachers, technical assistance is limited, if available at all (p. 43, WBEC, 2000).

In another study, the WBEC found that "[t]he average response time was more than two days. While this would be unthinkable in most businesses, imagine what it means to a teacher who has developed a lesson around the Internet, only to discover that the whole class is disrupted for an unknown period of time. It is simply intolerable" (p. 43, WBEC, 2000).

The SSD data is consistent with other school districts (Appendix 5.4). Since a technician is only available on-site once a week, a teacher may need to wait an entire week.

The District seeks to empower teachers to effectively integrate technology for student learning. Research conducted over the last 15 years has consistently indicated that the extent to which teachers are prepared to integrate technology is a major factor (Cradler, Freeman, Cradler, & McNabb, 2002) in the success of technology integration. Our own observations and assessments confirm that our teachers need training and guidance in using technology to support student learning.

In an article published in *Learning & Leading with Technology*, Cradler, Freeman, Cradler, & McNabb (2002) provide a review of the research related to preparing teachers to effectively integrate technology. The research they present has been identified by the Center for Applied Research in Educational Technology (CARET) and has met CARET guidelines for effective research methodology and applicability. The following research findings discussed in the following paragraphs are taken largely from summaries in this article.

## Integrate Technology Standards with Professional Development

Research indicates that to meet adopted technology standards, technology standards should be integrated with professional development where possible.

In the formation of the 2001-02 Ed Tech Dept partnership between the SSD Educational Services and Technology and the creation of the Digital Curriculum Committee, the District is making some progress in this goal. In addition, the SSD plans to offer new staff development to meet curricular and ISTE goals.

Specific research that supports this strategy includes the following:

Integration of ISTE NETS Performance Indicators for Teachers into professional development may increase the probability of meeting educational technology standards (ISTE, 2000 in Cradler, Freeman, Cradler, & McNabb, 2002)

When teachers are provided with information and professional development on how to analyze and select electronic learning resources that align with and support state and national instructional content standards, use of technology standards is also supported (Beuthel & Cradler, 2000, p 52 in Cradler, Freeman, Cradler, & McNabb, 2002).

Opportunities for teachers to improve their own technology skills correlate with enhanced student achievement (Mann, Shakeshaft, Becker, & Kottcamp in Cradler, Freeman, Cradler, & McNabb, 2002).

## Build Teacher Confidence and Interest in Technology

Professional development must also address building teacher confidence and interest in technology. In their review of the research, Cradler, Freeman, Cradler, & McNabb (2002) found 12 studies that identified similar strategies as effective in building teacher confidence and interest in technology. These included the following:

Being mentored by an experienced teacher who is proficient with technology (Abbot & Faris, 2000; Zhao, Pugh, Sheldon, & Byers, 2002)

Providing sufficient time for collaborative learning and practice with technology (Becker & Riel, 2000; Coley, Cradler, & Engel, 1997; Cradler & Cradler, 1995; Honey & McMillan, 1996; OTA, 1995)

Participating in professional meetings (Becker & Riel, 2000)

Using computers at home (Becker, 1999)

## Santee School District Examples

Below, we list examples showing how the SSD is addressing these issues of teacher confidence in and interest in technology using research-based methods.

- Teacher members of the Instructional Technology Committee meet monthly, and provide teacher-to-teacher assistance and mentoring at their school sites.

- Using certificated teachers from SSD and other local districts to mentor and teach technology classes

- Moving to a professional development model that provides teachers extended amounts of time for learning in lieu of brief, stand-alone technology training sessions

- Providing stipends for teacher participation in professional development

- Supporting and financing CUE membership and meeting attendance
- Supporting technology adoption and use via just-in-time technology coaching available for teachers by phone or by appointment
- Various teacher sponsored technology initiatives, including and expanded phone system and a proposal to acquire laptops for teachers to use in school and at home.

## 9b. Student Learning Outcomes

Center for Applied Research in Educational technology **CARET** has reviewed the research and evaluation findings to determine how technology influences student-learning outcomes for the following three areas:

**Content Area Achievement** - Numerous research studies show that technology generally improves student achievement when the technology application directly supports the curriculum standards being assessed (CEO Forum, 2001; Bain & Ross, 1999; Mann, Shakeshaft, Becker, & Kottkamp, 1999)

**Higher Order Thinking Skills** - Research studies show that technology can be valuable thinking tools for constructing projects and synthesizing information. In this way technology can support development higher order thinking skills for all students, including those typically considered to be disadvantaged (Coley, Cradler, & Engel, 1997; Coley et al., 1997; Pogrow, 1996)

**Workforce Preparation –** Research also demonstrates that when students use technology applications used in the work world, they acquire some of the prerequisite skills needed for employment in the workforce and can enhance career preparation (Cradler, 1994; Stern & Rahn, 1995).

Understanding the research on how technology enhances learning gives credibility to the District's goals and technology planning. The research on the efficacy of technology for learning provides us with a focus on how to integrate technology. The current technology plan will focus on ISTE curriculum standards within grade clusters and content area such as math, science, social science and language arts.

In addition, the research informs us on the learning outcomes we should anticipate. And yet, we realize that many traditional assessments do not adequately measure the skills that technology enhances such as critical thinking, writing, problem solving, and workforce preparation nor do they measure other factors, which precede and foster improved student learning outcomes.

The District seeks to monitor and evaluate the impact of technology on student learning using not only traditional assessment results, but also using a set of research-based

indicators. In an extensive review of the research, *The Impact of Technology on Student Achievement*, Apple (2002) concluded that technology can impact student learning in the following ways:

- Mastering the basic skills of reading, writing and arithmetic.

- Engaging students to spend more time on basic learning tasks

- Offering customized curriculum for specialized needs

- Improving "Information Literacy" skills, which are used to acquire and organize information for better comprehension

- Providing access to a broader range of resources and communication media allows students to express their ideas more clearly and powerfully

- Decreasing absenteeism, lowering dropout rates, and encouraging students to go to college

- Allowing learners to take more pride in their work, have greater confidence in their abilities, and develop higher levels of self-esteem

CARET has also reviewed the research to determine what applications of technology facilitate new learning opportunities. They have found that technology increases learning opportunities when students:

- Use the Internet as a tool for <u>researching and discovering information</u> related to an assignment (Bozeman & Baumbach, 1995)

- Use the Internet to <u>collaborate with both peers and teachers</u> about an assignment or project (Bozeman, 1999; Rakes, Flowers, Casey, & Santana, 1999; Roschelle, Pea, Hoadley, Gordin, & Means, 2000; Wang, Laffey & Poole, 2001)

- Use technology to help <u>plan and implement projects</u> related to specific subjects (Bozeman, 1999; Hunt & Minstrell, 1994; Lehrer, Erickson, & Connell, 1994; Wang, Laffey & Poole, 2001; White & Frederiksen, 1998).

- Use computers <u>at home to continue school work</u> (Walker, Rockman, & Chessler, 2000).

**Santee School District Examples**

A number of Santee teachers are already using technology to create new learning opportunities in these ways. The SSD seeks to promote and expand the use of these practices and is doing so in the following ways:

- The Digital Curriculum Committee is researching web sites to promote teacher use of the Internet for complementing curriculum

- All SSD teachers have an Outlook Exchange Account and have received one-on-one training in their classrooms.

- The SSD has adopted ePals.com as the approved email service for students. ePals is funded and sanctioned by the U.S. Department of Education and its intent is to promote student collaboration.

- The use of teacher or classroom web pages is quickly emerging as an effective tool to extend and support student learning at home. Individual teachers have created classroom web pages with lesson plans, reviews, hints, and links to additional sites. The SSD is promoting this practice through both formal and informal web-development training opportunities for teachers.

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# Appendix A – Education Technology Plan Benchmark Review

For the grant period ending June 30, 2016

CDS #  37-68361

District Name: SANTEE SCHOOL DISTRICT

The *No Child Left Behind Act* requires each Enhancing Education Through Technology (EETT) grant recipient to measure the performance of their educational technology implementation plan. To adhere to these requirements, describe the progress towards the goals and benchmarks in your technology plan as specified below. The information provided will enable the technology plan reviewer better to evaluate the revised technology plan and will serve as a basis should the district be selected for a random EETT review.  Include this completed document in your revised technology plan and send the signed hard copy to your regional California Technology Assistance Project (CTAP) office or the California Department of Education (CDE).

1.  Describe your district's progress in meeting the goals and specific implementation plan for using technology to improve teaching and learning as described in Section 3.d., Curriculum Component Criteria, of the EETT technology plan criteria described in Appendix C. (Provide descriptive narrative in 1-3 paragraphs)

2.  Describe your district's progress in meeting the goals and specific implementation plan for providing professional development opportunities based on the needs assessment and the Curriculum Component goals, benchmarks and timeline as described in Section 4.b., Professional Development Component Criteria, of the EETT technology plan criteria described in Appendix C. (Provide descriptive narrative in 1-3 paragraphs)

The applicant certifies that the information described above is accurate as of the date of this document. Should the applicant be selected for a random EETT review, the information stated above will be supported by adequate documentation.

As the duly authorized representative of the applicant, I hereby certify that the applicant will comply with the above certifications.

Pat Shaw, EdD

PRINTED NAME OF AUTHORIZED REPRESENTATIVE

Superintendent

TITLE OF AUTHORIZED REPRESENTATIVE

SIGNATURE                                                                          DATE

# Curriculum Implementation Plan Review:

A training program was developed and supported by the Instructional Technology team, Information Systems and the Curriculum Department. Trainers of trainers across the District model integrated technology access found in the EETT plan and these teachers and others shared "best practices" with teachers at their schools.

- Site and District administrators and teachers have received curriculum support and training in project based learning, information literacy and technology integration. This funding has now been expended and an additional three applications for funds have been made

- Our student information system (PowerSchool) expanded the online access to important student information to all district classroom teachers and support staff. We eliminated office "student card files," retrained staff and modernized our entire registration and enrollment process to enable accurate data reporting for all students through CSIS. Staff receives ongoing support and training on this system each year.

- We implemented a student and staff notification system as an additional way of communicating with parents. Administrative and teaching staff have, and will continue to receive support and training on this system.

- The Educational Services Department hired a Coordinator, Assessments, to provide assessment data to teachers and principals. District teachers and school and District administrators have access to data in PowerSchool to help them plan instruction.

- Project based lesson training was conducted with Buck Institute of Education. Teachers and Administrators are at different stages of implementation. Lessons are developed and shared electronically.

- Curriculum Development Workshops and Professional Learning Communities are organized for middle and upper grade teachers allowing for curriculum alignment, improved pacing practices and uniform assessment of student progress and achievement.

- Integration of Tech4Learning software applications into a variety of grade levels allowed students and teachers to communicate learning and understanding in an multimedia format across the curriculum. Examples of student work are displayed in classrooms and on teacher websites.

- Apple's ILife suite has been used in numerous integration trainings. Digital storytelling is one example of linking research, writing, art, and visual communication in ongoing projects.

- There is a continued emphasis on instructional development shaping Information Literacy and Technology Integration. The lesson and the learning must always come

before the technology. We work to match the best tech tool for the student or teacher to get to the learning and share their knowledge.

## Professional Development Implementation Plan Review:

- Extensive and ongoing job specific training was developed and conducted for staff, administrators and teachers on the new PowerSchool student information system.

- Our District teachers, staff and administrators use and depend on various technology tools, web pages, email and voice mail.

- Equipment orientations are presented to all new users for presentation systems including LCD projectors and document cameras. Additional training and support is also given for the using these tools in an integrated manner within the curriculum.

- With the increase of mobile computing tools ongoing laptop and netbook computer trainings have been provided, as needed.

- SchoolWires is our web page tool. Numerous trainings have been given and all schools have active webpage supporters.

- Copyright protection and safe web practices workshops are given each year to insure staff and students are aware of their digital responsibilities.

- Workshop presentations by Santee staff members at local and national conferences have increased dramatically. Examples includes CUE and ISTE conferences. Multiple teachers also are active beta testers for products produced by our software partner, Tech4Learning.

# Appendix B – Technology Plan Contact Information

Education Technology Plan Review System (ETPRS)
Contact Information

County & District Code: <u>37-68361</u>
School Code (Direct funded charters only): _ _ _ _ _ _ _
LEA Name: **SANTEE SCHOOL DISTRICT**

*Salutation: Mr.    Ms.    **Dr.**
*First Name: **Pat**
*Last Name: **Shaw**
*Job Title:    SUPERINTENDENT
*Address:    9625 CUYAMACA STREET
*City:    SANTEE, CA
*Zip Code:    92071
*Telephone: (619) 258-2304
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Please provide backup contact information.
1st Backup Name:  **Karl Christiansen**
1st Backup E-Mail: karl.christiansen@santeesd.net
2nd Backup Name: **Bernard Yeo**
2nd Backup E-Mail: Bernard.yeo@santeesd.net

*Required information in the ETPRS

**Enhancing Education Through Technology Formula Grant Program
Criteria for EERR-Funded Education Technology Plans**

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

| 1. PLAN DURATION CRITERION | Page in District Plan | Example of Adequately Addressed | Example of Not Adequately Addressed |
|---|---|---|---|
| The plan should guide the district's use of education technology for the next three to five years. (For a new plan, can include technology plan development in the first year) | 4 | The technology plan describes the districts use of education technology for the next three to five years. (For new plan, description of technology plan development in the first year is acceptable). Specific start and end dates are recorded (7/1/xx to 6/30/xx). | The plan is less than three years or more than five years in length.<br><br>Plan duration is 2008-11. |
| 2. STAKEHOLDERS CRITERION Corresponding EETT Requirement(s): 7 and 11 (Appendix D). | Page in District Plan | Example of Adequately Addressed | Not Adequately Addressed |

| Description of how a variety of stakeholders from within the school district and the community-at-large participated in the planning process. | 5-11 | The planning team consisted of representatives who will implement the plan. If a variety of stakeholders did not assist with the development of the plan, a description of why they were not involved is included. | Little evidence is included that shows that the district actively sought participation from a variety of stakeholders. |
|---|---|---|---|
| **3. CURRICULUM COMPONENT CRITERIA** Corresponding EETT Requirement(s): 1, 2, 3, 8, 10, and 12 (Appendix D). | **Page in District Plan** | **Example of Adequately Addressed** | **Example of Not Adequately Addressed** |
| a. **Description of teachers' and students' current access to technology tools both during the school day and outside of school hours.** | **12-15** | The plan describes the technology access available in the classrooms, library/media centers, or labs for all students and teachers. | The plan explains technology access in terms of a student-to-computer ratio, but does not explain where access is available, who has access, and when various students and teachers can use the technology. |
| b. **Description of the district's current use of hardware and software to support teaching and learning.** | **14-18** | The plan describes the typical frequency and type of use (technology skills/information and literacy integrated into the curriculum). | The plan cites district policy regarding use of technology, but provides no information about its actual use. |

| c. | Summary of the district's curricular goals that are supported by this tech plan. | 19-23 | The plan summarizes the district's curricular goals that are supported by the plan and referenced in district document(s). | The plan does not summarize district curricular goals. |
|---|---|---|---|---|
| d. | List of clear goals, measurable objectives, annual benchmarks, and an implementation plan for using technology to improve teaching and learning by supporting the district curricular goals. | 23-48 | The plan delineates clear goals, measurable objectives, annual benchmarks, and a clear implementation plan for using technology to support the district's curriculum goals and academic content standards to improve learning. | The plan suggests how technology will be used, but is not specific enough to know what action needs to be taken to accomplish the goals. |
| e. | List of clear goals, measurable objectives, annual benchmarks, and an implementation plan detailing how and when students will acquire the technology skills and information literacy skills needed to | 49 | The plan delineates clear goals, measurable objectives, annual benchmarks, and an implementation plan detailing how and when students will acquire technology skills and information literacy skills. | The plan suggests how students will acquire technology skills, but is not specific enough to determine what action needs to be taken to accomplish the goals. |

| | | | |
|---|---|---|---|
| succeed in the classroom and the workplace. | | | |
| f. List of goals and an implementation plan that describe how the district will address the appropriate and ethical use of information technology in the classroom so that students and teachers can distinguish lawful from unlawful uses of copyrighted works, including the following topics: the concept and purpose of both copyright and fair use; distinguishing lawful from unlawful downloading and peer-to-peer file sharing; and avoiding plagiarism | 49-50 | The plan describes or delineates clear goals outlining how students and teachers will learn about the concept, purpose, and significance of the ethical use of information technology including copyright, fair use, plagiarism and the implications of illegal file sharing and/or downloading. | The plan suggests that students and teachers will be educated in the ethical use of the Internet, but is not specific enough to determine what actions will be taken to accomplish the goals. |
| g. List of goals and an implementation plan that describe how the district will address Internet safety, including | 50 | The plan describes or delineates clear goals outlining how students and teachers will be educated about Internet | 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. |

| | | | |
|---|---|---|---|
| how students and teachers will be trained to protect online privacy and avoid online predators. | | safety. | |
| h. Description of or goals about the district policy or practices that ensure equitable technology access for all students. | 51 | The plan describes the policy or delineates clear goals and measurable objectives about the policy or practices that ensure equitable technology access for all students. The policy or practices clearly support accomplishing the plan's goals. | The plan does not describe policies or goals that result in equitable technology access for all students. Suggests how technology will be used, but is not specific enough to know what action needs to be taken to accomplish the goals. |
| i. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan to use technology to make student record keeping and assessment more efficient and supportive of teachers' efforts to meet individual student | 51-52 | The plan delineates clear goals, measurable objectives, annual benchmarks, and an implementation plan for using technology to support the district's student record-keeping and assessment efforts. | The plan suggests how technology will be used, but is not specific enough to know what action needs to be taken to accomplish the goals. |

| | | | |
|---|---|---|---|
| academic needs. | | | |
| **j. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan to use technology to improve two-way communication between home and school.** | **53** | The plan delineates clear goals, measurable objectives, annual benchmarks, and an implementation plan for using technology to improve two-way communication between home and school. | The plan suggests how technology will be used, but is not specific enough to know what action needs to be taken to accomplish the goals. |

| | | | |
|---|---|---|---|
| **k. Describe the process that will be used to monitor the Curricular Component (Section 3d-3j) goals, objectives, benchmarks, and planned implementation activities including roles and responsibilities.** | **53-57** | The monitoring process, roles, and responsibilities are described in sufficient detail. | The monitoring process either is absent, or lacks detail regarding procedures, roles, and responsibilities. |
| **4. PROFESSIONAL DEVELOPMENT COMPONENT CRITERIA** Corresponding EETT Requirement(s): 5 and 12 (Appendix D). | **Page in District Plan** | **Example of Adequately Addressed** | **Example of Not Adequately Addressed** |
| a. **Summary of the teachers' and** | | The plan provides a clear | Description of current level of staff expertise is too |

| administrators' current technology proficiency and integration skills and needs for professional development. | 58-61 | summary of the teachers' and administrators' current technology proficiency and integration skills and needs for professional development. The findings are summarized in the plan by discrete skills that include Commission on Teacher Credentialing (CTC) Standard 9 and 16 proficiencies. | 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. |
| b. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan for providing professional development opportunities based on your district needs assessment data (4a) and the Curriculum Component objectives (Sections 3d - 3j) of the plan. | 61-75 | The plan delineates clear goals, measurable objectives, annual benchmarks, and an implementation plan for providing teachers and administrators with sustained, ongoing professional development necessary to reach the Curriculum Component objectives (sections 3d - 3j) of the plan. | The plan speaks only generally of professional development and is not specific enough to ensure that teachers and administrators will have the necessary training to implement the Curriculum Component. |

| c. Describe the process that will be used to monitor the Professional Development (Section 4b) goals, objectives, benchmarks, and planned implementation activities including roles and responsibilities. | 75-78 | 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. |
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| **5. INFRASTRUCTURE, HARDWARE, TECHNICAL SUPPORT, AND SOFTWARE COMPONENT CRITERIA** Corresponding EETT Requirement(s): 6 and 12 (Appendix D). | **Page in District Plan** | **Example of Adequately Addressed** | **Example of Not Adequately Addressed** |
| a. Describe the existing hardware, Internet access, electronic learning resources, and technical support already in the district that will be used to support the Curriculum and Professional Development Components | 79-83 | 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 | 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. |

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| (Sections 3 & 4) of the plan. | | and Professional Development Components. | |
| b. **Describe the technology hardware, electronic learning resources, networking and telecommunications infrastructure, physical plant modifications, and technical support needed by the district's teachers, students, and administrators to support the activities in the Curriculum and Professional Development components of the plan.** | **83-86** | The plan provides a clear summary and list of the technology hardware, electronic learning resources, networking and telecommunications infrastructure, physical plant modifications, and technical support the district will need to support the implementation of the district's Curriculum and Professional Development components. | The plan includes a description or list of hardware, infrastructure, and other technology necessary to implement the plan, but there doesn't seem to be any real relationship between the activities in the Curriculum and Professional Development Components and the listed equipment. Future technical support needs have not been addressed or do not relate to the needs of the Curriculum and Professional Development Components. |
| c. **List of clear annual benchmarks and a timeline for obtaining the hardware, infrastructure, learning resources and technical support required to support the other plan components identified in** | **86-94** | 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. |

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| Section 5b. | | | |
| d. Describe the process that will be used to monitor Section 5b & the annual benchmarks and timeline of activities including roles and responsibilities. | 95 | The monitoring process, roles, and responsibilities are described in sufficient detail. | The monitoring process either is absent, or lacks detail regarding who is responsible and what is expected. |
| 6. FUNDING AND BUDGET COMPONENT CRITERIA Corresponding EETT Requirement(s): 7 & 13, (Appendix D) | **Page in District Plan** | **Example of Adequately Addressed** | **Example of Not Adequately Addressed** |
| a. List established and potential funding sources. | 96-97 | The plan clearly describes resources that are available or could be obtained to implement the plan. | Resources to implement the plan are not clearly identified or are so general as to be useless. |
| b. Estimate annual implementation costs for the term of the plan. | 98-103 | 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 | Cost estimates are unrealistic, lacking, or are not sufficiently detailed to determine if the total cost of ownership is addressed. |

| | Page in District Plan | | |
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| | | electronic learning resource needs identified in the plan. | |
| c. **Describe the district's replacement policy for obsolete equipment.** | **104** | Plan recognizes that equipment will need to be replaced and outlines a realistic replacement plan that will support the Curriculum and Professional Development Components. | Replacement policy is either missing or vague. It is not clear that the replacement policy could be implemented. |
| d. **Describe the process that will be used to monitor Ed Tech funding, implementation costs and new funding opportunities and to adjust budgets as necessary.** | **104** | The monitoring process, roles, and responsibilities are described in sufficient detail. | The monitoring process either is absent, or lacks detail regarding who is responsible and what is expected. |
| 7. **MONITORING AND EVALUATION COMPONENT CRITERIA** Corresponding EETT Requirement(s): 11 (Appendix D). | **Page in District Plan** | **Example of Adequately Addressed** | **Example of Not Adequately Addressed** |
| a. **Describe the process for evaluating the plan's overall progress and impact on teaching and** | **105-110** | The plan describes the process for evaluation using the goals and benchmarks of each component | 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. |

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| learning. | | as the indicators of success. | |
| **b. Schedule for evaluating the effect of plan implementation.** | **110-111** | Evaluation timeline is specific and realistic. | The evaluation timeline is not included or indicates an expectation of unrealistic results that does not support the continued implementation of the plan. |
| **c. Describe the process and frequency of communicating evaluation results to tech plan stakeholders.** | **111-112** | The plan describes the process and frequency of communicating evaluation results to tech plan stakeholders. | The plan does not provide a process for using the monitoring and evaluation results to improve the plan and/or disseminate the findings. |
| **8. EFFECTIVE COLLABORATIVE STRATEGIES WITH ADULT LITERACY PROVIDERS TO MAXIMIZE THE USE OF TECHNOLOGY CRITERION** Corresponding EETT Requirement(s): 11 (Appendix D). | **Page in District Plan** | **Example of Adequately Addressed** | **Example of Not Adequately Addressed** |
| **If the district has identified adult literacy providers, describe how the program will be developed in collaboration with them. (If no adult literacy providers** | **113-114** | The plan explains how the program will be developed in collaboration with adult literacy providers. Planning included or will | 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. |

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| are indicated, describe the process used to identify adult literacy providers or potential future outreach efforts.) | | 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. | |
| 9. **EFFECTIVE, RESEARCHED-BASED METHODS, STRATEGIES, AND CRITERIA** Corresponding EETT Requirement(s): 4 and 9 (Appendix D). | **Page in District Plan** | **Example of Adequately Addressed** | **Not Adequately Addressed** |
| a. **Summarize the relevant research and describe how it supports the plan's curricular and professional development goals.** | **115-119 121-128** | The plan describes the relevant research behind the plan's design for strategies and/or methods selected. | The description of the research behind the plan's design for strategies and/or methods selected is unclear or missing. |
| b. **Describe the district's plans to use technology to extend or supplement the** | **119-121** | The plan describes the process the district will use to extend or supplement the | There is no plan to use technology to extend or supplement the district's curriculum offerings. |

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| **district's curriculum with rigorous academic courses and curricula, including distance-learning technologies.** | | 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). | |