

# ADELANTO SCHOOL DISTRICT EDUCATION TECHNOLOGY PLAN JULY 1, 2009 – JUNE 30, 2012



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

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# **Adelanto School District Technology Plan**

## **July 1, 2009 – June 30, 2012**

### **District Overview**

Adelanto School District is located just outside of Victorville, California. The town houses two prisons, and has one of the highest welfare populations in San Bernardino County. Adelanto has been growing at a very high rate. Adelanto School District is the home to twelve schools, nine are K-6 schools, two are middle schools, and one K-8 magnet school. The district's 2007-2008 API is 734 with 6,640 Students tested. Of these students, 1,455 were African American, 3,969 were Hispanic and 947 were White. Among these groups 5,191 students were Socio-economically Disadvantaged.

Every effort was made to invite parents, teachers, district staff, and community members to the monthly planning meetings. A copy of the plan was given to all Site Based and EL Coordinators for review from School Site and ELAC Councils. A copy of the plan was taken to the Adelanto City Council for review, as well as posted on the Adelanto School District website.

### **Technology Vision Statement**

The vision of Adelanto School District is to provide an environment where all students have equal access and opportunity to pursue their academic life, vocational, and extracurricular goals. All students and staff will have access to a technology-rich learning environment that supports and extends the district's curriculum standards. All students and staff will use technology as a tool and resource to facilitate the development of lifelong learning.

## **1. PLAN DURATION**

This technology plan spans the duration from July 1<sup>st</sup>, 2009 to June 30<sup>th</sup>, 2012 with the following benchmark highlights:

July 1<sup>st</sup> 2009 to January 2010 – Create and implement centralized storage system for collaborative information sharing. Centralize system resources and develop a district wide database for access policies.

July 1<sup>st</sup> 2009 to January 2011 – Install a District Wide managed network and VoIP system

January 2010 to July 2011 – Integrate resource sharing as a standard procedure and develop district wide best practices collaborative based upon the information gathered.

July 2011 to July 2012 – Implement school wide public wireless access with Network Access Control.

## **2. STAKEHOLDERS**

Gary Jones	Plan Developer And Planning Chair	Information Systems Manager
Tim Madoo	Technology Curriculum Coordinator	Teacher on Assignment
Jason Doss	Statistical Analysis	Database Programmer
Joanna Stewart	Integration and Installation	Information Systems Technician
Darin Brawley	Curriculum Review and Development	Deputy Superintendent
Consultant	CTAP 10 Regional	Planning Consultant
Students	The Students of the Adelanto School District	Participants

### 3. CURRICULUM COMPONENT

Technology planning is driven by curriculum standards. Outlined in this component is how technology can help students meet curriculum standards to bring about the desired learning outcomes identified by the Adelanto School District and our community. Using the information from the Ed Tech Profile needs assessments, the district has developed goals, objectives and project plans for implementing technology to improve teaching and learning.

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

Adelanto School District serves a K-8 student population. Adelanto School District has seven K-5 Elementary Schools, two K-8 Schools, and two 6-8 Middle Schools.

The district is currently able to provide an average of 1 to 6.9 student to computer ratio. We have been able to provide Internet access to 100% of our classrooms. All school sites have a computer lab to which all classes have access. The District has permanent rights to High Stakes Math, software that generates unlimited standards based quizzes and their answer keys.

**West Side Park** utilizes their computer lab after school to provide academic support utilizing Orchid Software to support curriculum. Students and Parents have access to a computer based intervention program at the site after school. In addition, Westside park has a ten workstation mini-lab to support a Community English Class after school. Finally Five Buildings on the site host mini-labs in their common areas. There are five rooms currently utilizing document camera systems and projectors.

**D.F. Bradach** uses their computer lab not only to enrich after school instruction for its at-risk students, but to support GATE and ESL programs as well. The computer lab at Bradach is also available for parent classes that support language acquisition and parent knowledge of curriculum standards outside of the school day.

**Desert Trails Elementary** allows their students and teachers to check out software programs. Desert Trails also offers after school library time for both parents and students. At Desert Trails, GATE students use the computers for Internet research, digital photography, music production, video-production, word-processing, and skills practice. At risk students use computers for reading & comprehension assessment, math skills and assessment, phonics practice, word processing, and tutorials. The media center is mostly used by grades 4 & 5 for Internet research and preparing

research papers. The ratio of students to computers is 1:8. The majority of teachers use the computers for word processing, tests, skills practice, tutoring, research topics, (internet-upper grade) and reports. Desert Trails is in the process of building a 35 workstation computer lab.

At **George School**, all students have access to the computer lab for 45 minutes every week. Students working on research projects are allotted extra time. Every classroom has at least 4 computers with at least one of them having access to the Internet. All upper-grade, classrooms have mini-labs with at least three or four computers having access to the campus network and Internet. Seventy percent of the hardware on George campus is Macintosh Power PC or better. A few Apple IIEs reside on campus. George lacks a server, so many of the software programs available on campus are single license. George's current computer to student ratio is 1:4. The school has adopted Accelerated Reading and Math, as well as STAR Reading and Math to track and instruct its at-risk students.

**Mesa Linda Middle School** has two computer labs, a state of the art Windows Vista lab, and an industrial technology lab. Individual classrooms also have at least two computers. Accelerated Math and Riverdeep Products are used to enhance curriculum. Word, Excel and Dreamweaver are also taught to Students in the Vista Lab.

The **Adelanto School** Academy of Math and Science uses Accelerated Reader and STAR Reading to work with their students. Every room hosts a minimum of two computers and several have projectors and Document Scanners

**Morgan/Kincaid Preparatory School** of Integrated Studies utilizes both the Accelerated Reader and Math software programs. Each Room has at least one internet connected computer. The library is supported by lookup facilities at each computer.

**Theodore Vick Elementary School** has also adopted the Accelerated Reader and Star Reading assessment tools and are implementing them in the classrooms as well as in their computer lab.

**Victoria Magathan Elementary School** has at least one computer in every classroom and a computer lab with open access to all classes during the regular school day.

**Columbia Middle School** has implemented Accelerated Math, Star Reading and Star Math Campus Wide using a centralized server in their 40 workstation computer lab. In addition, Columbia hosts an computerized industrial applications lab with 28 computers. Each Classroom has at least one computer and Gate and Avid Classes each have 12 laptops.

**West Creek School** is our latest addition and has at least one computer per classroom and a 28 station computer lab. They also host a centralized Accelerated Math and Reading program. There are 22 classroom that utilize document cameras and projectors.

**Eagle Ranch School** Has a thirty five workstation computer lab and a minimum of one computer per classroom. Eagle Ranch has secured wireless network access for most of the campus. Eagle Ranch utilizes Accelerated Reader and Riverdeep Software.

Our District Website ([www.aesd.net](http://www.aesd.net)) offers online math and language arts practice, worksheets and phonics programs that assist students, teachers and parents for twenty four hour a day activities that compliment the classroom instruction.

All district employees have access to a district email server. Regular communication is sent out to all employees regarding district issues, policies, curriculum goals, and implementation strategies.

Principals have access to laptops and handheld computers for use in communications, scheduling, and staff evaluations. Regular emails are sent out to principals regarding pertinent issues, meetings, and staff updates.

Assistive technology for special needs students is available through the low incidence program; additional student support is determined at the site level.

The District supports technology with a Information Systems Administrator, a Data Technician, an Information Systems Support Technician, and a Technology Instructional Support Specialist. Additionally, some sites further support technology with a stipend site Technology Coordinator or Computer Lab Coordinator.

All Elementary Schools have the ability to provide student led news programming.

All school libraries either use the Winnebago or Alexandria library automation system. The library programs are used for cataloging and circulation of books as well as look up stations for students and staff.

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

West Side Park School has implemented the Alpha Smart keyboarding and word processing program in grades 4 & 5. The school further utilizes computer based curriculum support at the discretion of the teacher. Their 35 station computer lab offers Accelerated Reader, Star Reading and Orchard software to enhance and support curriculum.

D.F. Bradach Elementary utilizes STAR Math, STAR Reading, Accelerated Reader and Math, and Perfect Copy to keep track of students in grades 1-7's progress towards meeting grade level standards. Kindergarten students are monitored using STAR Early Literacy. In addition to educational software, Bradach utilizes the STAR 9 test analyzer to track student's progress on content clusters. An EL database has been created to facilitate monitoring of our EL/LEP students. iMovie is utilized by GATE students at Bradach to create snippets for the news, as well as for portfolio purposes. All students have access to Microsoft's Office package, with instruction in word processing,

database and spreadsheet skills. Power Point is used around campus as a means for presenting research projects. Orchard software is used in the lower grades to promote phonemic awareness and reading skills. The Bradach Website offers intervention programs for students working with the Prentice Hall materials in Math, Science, and Language Arts. Individual teachers have homepages where curricular support is available. The Parent Center component of the website also offers online facts practice for both students and parents. Bradach is committed to using technology for instruction. The campus has 4 LCD projectors available for teachers to use during instruction. All classes also have access to 2 video cameras, 2 digital cameras, a scanner, a Fire wire drive and a CD burner and a DVD burner.

Morgan-Kincaid School has trained all of its teachers on both STAR Reading and Math. The Accelerated Reader software is being used in conjunction with the Houghton-Mifflin Language Arts series and the Houghton-Mifflin online resources.

Eagle Ranch School offers Internet connections in all of their classrooms. They utilize the Accelerated Reader, STAR Reading and Math programs. The site uses Type to Learn as well as Number Muncher. Currently, two classrooms have scanners for Accelerated Math. Alpha boards are used in grades 4 and 5 to teach word processing skills.

George School lacks a centralized server, so software titles are single license. As far as software is concerned George uses Math Steps, Wild West Math, The Reader Rabbit Series, Chuck Wagon Bills Language Skills, and the Math Blaster Series.

Desert Trails uses a variety of software for measuring assessment and achievement. The most commonly used programs are Accelerated Reader, Star Math, Star Reading, Skills Connection, Kid Pix, Claris Works, and Internet Explorer. Other technology available on campus include, video taped, instructional lessons in core content areas, video camcorders, listening centers, electronic musical instruments, calculators, and electronic-dictionaries.

Many sites utilize electronic grade books and lesson plan templates. D.F. Bradach utilizes both, as well as an electronic report card and course catalogue for the middle grades.

Columbia Middle School is using technology to support its NASA Explorer School Status with courses in robotics and is also using the Gavert Project which uses computers to track events in space.

Purchase Orders, Suspension forms and other pertinent tools for school-based management are kept on a centralized server.

The District maintains a website designed to promote the spread of information, as well as to offer students and parents avenues for concept acquisition. School Accountability Report Cards are kept on the website as is links to the California State Content Standards.

Accelerated Reader is utilized at most school sites in conjunction with the Houghton Mifflin Language Arts curriculum. All students have access to Houghton Mifflin online resources.

The District has undergone new adoptions in both language arts and math. Our plan is to provide adequate training and support for our teachers in both these areas as well as in how to use technology to complement these programs. Both the Houghton Mifflin and Prentice Hall programs offer new strides in technology and encourage the use of technology regularly. The Prentice Hall program offers many online activities as well as test generators and online resources for both teachers and students.

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

The District LEA states that we will utilize electronic resources whenever available to achieve our academic mission.

The mission of the Adelanto Elementary School District is to use all educational resources to build upon the District's foundation to meet the educational needs of all students by continually improving the content of our learning programs, which demonstrate our commitment to education.

Our commitment involves a strong community/school relationship, which will produce life long learners. In an effort to meet this goal, the District has adopted the California State Curriculum Standards for Grades K-8 and the State Frameworks for areas not yet covered under the Content Standards. The Content Standards drive the district curriculum. All curricular programs and school action plans reflect the content standards. Adelanto School District's academic focus is in the areas of language arts and math as that is what our students are primarily tested on. The use of technology is included in our LEA plan for instructing students in the Content Standards. The National Educational Technology Standards are interwoven into the core Content Standards to provide an optimum learning environment.

The Adelanto School District and individual site technology plans are an integral part of our Comprehensive Improvement Plans. Plans are monitored by both the District's Board of Education and at the State level to ensure quality of education and academic achievement.

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

After reviewing the district's/school's curricular goals as presented in various district or site comprehensive planning documents such as our LEA plan and considering the findings from the needs assessments, the Adelanto Elementary School District has developed the following goals, objectives and specific implementation projects for integrating technology to improve teaching and learning. In addition, we have compiled benchmarks and timelines for implementing our plans.

Our primary goal is to ensure that all students are using technology to enhance their learning, and all teachers are using technology to design content rich curriculum that promotes achievement and mastery in the California State Content Standards. Using the data collected from Ed Tech Profile we will be able to ensure our teachers are ready to support the student’s technology needs.

Managing data and using data effectively to track student achievement will continue to be a focus of the Adelanto School District as we implement our technology plan. The OARS system provided by Red Schoolhouse can provide our teachers with the data they need to drive curriculum. The OARS system provides an avenue for teachers to analyze both CST and CRT data as well as district benchmark tests. It is the goal of our LEA plan to utilize these multiple measures of student performance and apply thoughtful analysis of current educational practices to establish benchmarks aimed at raising academic performance for all students.

Our Student use of technology goals is defined in our LEA plan to provide access to technology that supports our curricular goals. In addition to curriculum it is our intent to develop computer literate students based upon the NETS standards to ensure our students demonstrate a sound understanding of the nature and operation of technology systems.

<b>Curriculum Goal 3D:</b>					
All students will have access to a variety of learning software and tools designed to promote achievement in their language arts and math programs. By June of 2009, 75% of Adelanto’s students will be scoring at or above the basic range on State Level Assessments.					
<b>Objectives</b>		<b>Benchmarks</b>			
A. Students will use a variety of technology software and hardware to construct, publish, and present projects demonstrating their understanding of core Content Standards. B. Students will take Monthly Assessments to track their progress in reading and math. Results will be tracked using the OARS program.		<b>2009-2010</b>	<b>2010-2011</b>	<b>2011-2012</b>	
		In June 2009, all teachers will receive a copy of the District’s Technology Expectations.  Teacher training in word processing and document production based upon needs determined from Ed Tech Profile.	By June 2011, all 3-8 <sup>th</sup> grade students will be expected to word-process at least one artifact for their portfolio.  By August 2011, all teachers will be trained on the effective use of assessment data and the use of the OARS program	By June 2012, all students in grades 3-8 will be using available technology to create multi-media projects, word process and increase reading and math skills.  All student’s progress will continue to be tracked and teachers will make data driven decisions to improve the focus areas of their classes.	
<b>Action Steps</b>	<b>Responsible Person</b>	<b>Timeline</b>	<b>Budget Source</b>	<b>Monitoring</b>	<b>Evaluation</b>
1. Software and hardware that	Curriculum Department,	Quarterly	General Fund,	District IT Support,	Quarterly Evaluation by

support the district's curriculum goals will continually be sought, upgraded and purchased.	District Tech Department		Categorical Funding and Discretionary Funds	School Site Principals and Leadership Teams as well as Site Budgets and Action Plans	School Site Tech Coordinators, District IT Staff or Technology Teacher on Assignment
2. Teachers will use The OARS Program to monitor progress and achievement in meeting grade level content standards.	Teachers, Students, Principals and SBCPs	All school sites by June 2010.	Curriculum Funds, Categorical Funds.	Site principals, SBCPs and leadership teams will continually review student achievement data and findings will be given at monthly management meetings.	Site Principals will evaluate the affective use of disaggregated data in the classroom.
3. All sites will have access to software that supports achievement in language arts.	Curriculum Department, District Tech Department, School Site Committees SSCs	Annually	Site Categorical Funds, District Categorical Funds, Curriculum Funds	Annual review & submission of school site action plans and site council/ELAC committee minutes.	District Technology Department and School Site Tech Coordinators
4. Both school & district websites will contain links to standards based curriculum.	District Tech Personnel & School Tech Coordinators	K-8 LA & Math by June 2009, K-8 Science & Social Studies by June 2010.	General Fund, State Categorical Funds.	Monitored by Teaching Staff and School Site Tech Coordinators	Annual review of website by Curriculum Department and District Tech Department
5. Middle Grade Students will use online resources, Network tutorials and online adopted materials offered by their textbooks for content acquisition in both language arts and math.	School Site Tech Coordinators, Teachers.	Annually. 50% of students by June 2009, 75% of students by January 2010, and 95% of students by June 2010.	Curriculum Funds	Teachers will monitor use and Tech Coordinator's will schedule lab time.	Evaluated by School Site Tech Coordinators as to effectiveness of digital resources

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

All students in grades K-8, we will be expected to meet minimum requirements in technology literacy as defined by the NETS Standards. Teachers are expected to

introduce technology standards into the daily practice of content standards. Teachers will be required to introduce technology standards into both the new language arts and math curriculums. Concurrently, our lab classes will continue to introduce technology literacy skills that are aligned with the National Educational Technology Standards.

In August of 2006, all teachers were given a list of student technology expectations as well as a copy of the NETS Technology Standards. Since May of 2007, a checklist of technology proficiencies have been provided for each student’s cumulative folder.

The district will provide training to teachers on technology integration, standards, and proficiencies.

Based on the NETS Standards, the Adelanto School District has adopted the following list of technology expectations for the students who attend district schools:

***Student Technology Expectations***

<b>Curriculum Goal 3E:</b> Students will receive instruction on technology skills and information literacy skills in K-8 classrooms in accordance with the district’s adopted Student Technology Expectations.					
<b>Objectives</b>		<b>Benchmarks</b>			
C. Students will continue to receive instruction on technology and information literacy skills based on the Student Technology Expectations adopted by the district.		<b>2009-2010</b>	<b>2010-2011</b>	<b>2011-2012</b>	
		All students will continue to receive instruction integrated into their daily instruction.	All students will continue to receive instruction integrated into their daily instruction. All new students will receive support to meet district expectations.	All students will continue to receive instruction integrated into their daily instruction. All new students will receive support to meet district expectations.	
<b>Action Steps</b>	<b>Responsible Person</b>	<b>Timeline</b>	<b>Budget Source</b>	<b>Monitoring</b>	<b>Evaluation</b>
1. All new teachers will be given student technology expectations.	Curriculum Department,	Current teachers will be given as needed.	General	School Site Principals and Leadership Teams	Quarterly Evaluation by School Site Tech Coordinators, and Technology Teacher on Assignment
2. New students will be given extra support to meet district standards	Teachers and site administrators.	Ongoing	General	School Site Principals and Leadership Teams	Technology Teacher on Assignment
3. All students will continue to receive instruction to	Teachers and site administrators.	Ongoing, according to expectations chart.	General	School Site Principals and Leadership	Technology Teacher on Assignment

meet student technology expectations.				Teams	
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Students will participate in activities that assist in the development of their ability to:

- ◆ Use computer-based technologies to locate, access, evaluate, manipulate, create, store and retrieve information;
- ◆ Express ideas and communicate with others, using computer-based technologies;
- ◆ Develop an awareness of the range of applications of computer-based technologies in society;
- ◆ Discriminate in the choice and use of computer-based technologies for a given purpose;
- ◆ Develop the confidence to explore, adapt and shape technological understandings and skills in response to challenges now and in the future.

The **SCOPE AND SEQUENCE OF COMPUTER-BASED SKILLS K-6** document consists of two sections.

**Part 1** consists of a K-6 index that illustrates when each skill should be

*I = Introduce skill*- introduced by the teacher

*R = Reinforce skill* - reinforced by the teacher

*IU = Independent User* - at a point a student should become an independent user.

**Part 2** outlines the skills by grade and stage levels. Software applications, grade level projects, suggested work samples and activities are also suggested in this section of the document. In both sections of the document, the scope and sequence of computer-based skills are divided into the following sub-strands:

1. Basic Computer skills
2. Word Processing skills
3. Database and Spreadsheet skills
4. Internet, Intranet and Email skills
5. Multimedia skills
6. Ethical skills

### Basic Computer Skills

*I = Introduce skill*

*R = Reinforce skill*

*IU = Independent User*

	Early Stage 1	Stage 1		Stage 2		Stage 3	
	K	1	2	3	4	5	6
<b>A Identify computer-based technologies</b>							
Keyboard & mouse	I	R	R	IU	IU	IU	IU
Monitor	I	R	R	IU	IU	IU	IU
Printer	I	R	R	IU	IU	IU	IU
Hard drive	I	R	R	IU	IU	IU	IU
Floppy drive	I	R	R	IU	IU	IU	IU
CD ROM	I	R	R	IU	IU	IU	IU
Digital camera	I	R	R	IU	IU	IU	IU
Scanner					I	R	IU
Laptop	I	R	R	IU	IU	IU	IU
RAM				I	R	IU	IU

<b>B. Care and appropriate use of computer-based technologies</b>							
Move mouse	I/R	IU	IU	IU	IU	IU	IU
Click mouse	I/R	IU	IU	IU	IU	IU	IU
Double click mouse	I/R	IU	IU	IU	IU	IU	IU
Identify letters on keyboard	I	R	R	IU	IU	IU	IU
Use special keys eg Enter, spacebar, backspace, ESC, CTRL , arrow keys, delete	I	R	R	IU	IU	IU	IU
Use CD ROM	I	R	R	IU	IU	IU	IU
Turn computer on/off	I	R	R	IU	IU	IU	IU
Access and exit software	I	R	R	IU	IU	IU	IU
Print files	I	R	R	IU	IU	IU	IU
Manage files (save, open)		I	R	R	IU	IU	IU
Choose a printer				I	R	IU	IU
<b>C. Understand computer-based terms</b>							
Cursor	I/R	IU	IU	IU	IU	IU	IU
Software/Hardware	I	R	IU	IU	IU	IU	IU
Internet	I	R	IU	IU	IU	IU	IU
Menu	I	R	IU	IU	IU	IU	IU
Open/Close program	I	R	IU	IU	IU	IU	IU
File		I	R	IU	IU	IU	IU
Save file		I	R	IU	IU	IU	IU
Edit file		I	R	IU	IU	IU	IU
Network			I	R	R	IU	IU
Directory			I	R	R	IU	IU
Spreadsheet			I	R	R	IU	IU
Cell				I	R	R	IU
Row				I	R	R	IU
Column				I	R	R	IU

### Word Processing Skills

I = Introduce skill      R = Reinforce skill      IU = Independent User

	Early Stage 1	Stage 1		Stage 2		Stage 3	
	K	1	2	3	4	5	6
<b>A. Create, open, close and save a document</b>							
Use pull down menus	I	R	R	IU	IU	IU	IU
Open file	I	R	IU	IU	IU	IU	IU
Close file	I	R	IU	IU	IU	IU	IU
Create new file			I	R	IU	IU	IU
Use save and save as	I	R	R	IU	IU	IU	IU
<b>B. Enter and modify text</b>							
Enter text	I	R	IU	IU	IU	IU	IU
Delete text (letters, words)	I	R	IU	IU	IU	IU	IU
Copy text		I	R	IU	IU	IU	IU
Paste text		I	R	IU	IU	IU	IU
Select text		I	R	IU	IU	IU	IU

Change font style eg bold		I	R	IU	IU	IU	IU
Change font size eg size 26		I	R	IU	IU	IU	IU
Use Text Wrap				I	R	IU	IU
Change text justification					I	R	IU
Use Undo and Redo				I	R	IU	IU
Use spell checker					I	R	IU
Use grammar checker					I	R	IU
Use thesaurus					I	R	IU
Use find and replace					I	R	IU
<b>C. Print documents</b>							
Print whole document	I	R	R	R	R	IU	IU
Use print preview and Zoom				I	R	R	IU
Print selected parts				I	R	R	IU
<b>D.Format documents</b>							
Change line spacing				I	R	IU	IU
Select page orientation				I	R	IU	IU
Change margins						I	R
Indent text						I	R
Use a header						I	R
Use a footer						I	R
Use a footer with page number						I	R
<b>E. Add graphics</b>							
Insert clipart	I	R	R	IU	IU	IU	IU
Insert file from floppy disk					I	R	IU
Use WordArt		I	R	IU	IU	IU	IU
<b>F. Change layout</b>							
Use columns						I	R
Use tables						I	R
Use document wizards						I	R

### Database and Spreadsheet Skills

I = Introduce skill      R = Reinforce skill      IU = Independent User

	Early Stage 1	Stage 1		Stage 2		Stage 3	
	K	1	2	3	4	5	6
<b>A. Create a spreadsheet</b>							
Understand uses of a spreadsheet				I	R	IU	IU
Enter and edit data in appropriate cells				I	R	IU	IU
Identify a cell				I	R	IU	IU
Identify the formula bar						I	R
Use formulas						I	R
Enter labels in a cell				I	R	IU	IU
Enter numbers in a cell				I	R	IU	IU
Change column width						I	R
Change row height						I	R
Insert a row						I	R
Insert a column						I	R
Use Formulas						I	R
<b>B. Retrieve data</b>							

Sort data						I	R
Create charts				I	R	IU	IU
Print spreadsheet				I	R	IU	IU
<b>C. Understand use of a database</b>							
Use CDROM database for research eg First Fleet						I	R
Understand terms such as field, sort, record						I	R
<b>D. Create a database</b>							
Enter and edit data in appropriate fields						I	R
Name fields						I	R
<b>E. Retrieve data</b>							
Sort data						I	R
Create charts						I	R
Print database						I	R

### Internet and Email Skills

I = Introduce skill      R = Reinforce skill      IU = Independent User

	Early Stage 1	Stage 1		Stage 2		Stage 3	
	K	1	2	3	4	5	6
<b>A. Understand and use email</b>							
Open mail program eg Yahoo					I	R	IU
Read a message					I	R	IU
Send a message					I	R	IU
Reply to a message					I	R	IU
Use address book						I	R
Print a message						I	R
<b>B. Understand and use world wide web</b>							
Open a browser eg Netscape	I	R	IU	IU	IU	IU	IU
Find a specific location	I	R	IU	IU	IU	IU	IU
Use back, forward, home	I	R	IU	IU	IU	IU	IU
Use a bookmark or favourite			I	R	IU	IU	IU
Use history location box			I	R	IU	IU	IU
Use a search engine			I	R	IU	IU	IU
Copy and Paste Text				I	R	IU	IU
Copy and paste pictures				I	R	IU	IU
Save pictures				I	R	IU	IU
Identify useful information from search				I	R	IU	IU
Broaden a search term					I	R	IU
Narrow a search term					I	R	IU
Take notes from search					I	R	IU
Cite electronic sources for bibliography					I	R	IU
Open School Internet site	I	R	IU	IU	IU	IU	IU
Save page as html						I	R
<b>C. Understand and</b>							

<b>produce a Webpage</b>							
Save page to desktop					I	R	IU
Edit page					I	R	IU
Insert digital images to page					I	R	IU
Save page as HTML					I	R	IU
Use <b>ftp</b> command to upload page to fileserver					I	R	R

### Multimedia Skills

*I = Introduce skill      R = Reinforce skill      IU = Independent User*

	Early Stage 1	Stage 1		Stage 2		Stage 3	
	K	1	2	3	4	5	6
<b>A. Use a draw/paint program</b>							
Identify tool bar	I	R	R	R	IU	IU	IU
Use a variety of tools eg fill, erase,	I	R	R	R	IU	IU	IU
Use colour palate	I	R	R	R	IU	IU	IU
Delete an object	I	R	R	R	IU	IU	IU
Print a drawing	I	R	R	R	IU	IU	IU
Resize an object			I	R	R	IU	IU
Rotate an object			I	R	R	IU	IU
Save as a picture file	I	R	R	R	IU	IU	IU
Insert own drawing into document					I	R	IU
<b>B. Create a slide show</b>							
Insert a slide			I	R	IU	IU	IU
Add a graphic			I	R	IU	IU	IU
Add a sound			I	R	IU	IU	IU
Add a variety of transitions			I	R	IU	IU	IU
Show slide show			I	R	IU	IU	IU
Print slide show				I	R	R	IU
Add a video clip						I	R
<b>C. Use peripherals</b>							
Use digital camera	I	R	R	R	IU	IU	IU
Scan images/photographs						I	R
Use video camera	I	R	R	R	R	IU	IU

### Ethical Skills

*I = Introduce skill      R = Reinforce skill      IU = Independent User*

	Early Stage 1	Stage 1		Stage 2		Stage 3	
	K	1	2	3	4	5	6
<b>A. Shows appropriate ethical conduct</b>							
Follows Adelanto School District Acceptable Use Policy	I	R	R	R	IU	IU	IU
Uses computer-based	I	R	R	R	IU	IU	IU

technologies appropriately							
Uses proper procedures for protecting identity and prevents exposure of private information.			I	R	R	R	IU
Obeys copyright laws				I	R	R	IU
Uses network services in a considerate and responsible manner					I	R	IU

**3f. List of goals and an implementation plan that describe how the district will address ethical use of information technology so they can distinguish lawful from unlawful uses of copyrighted works, including: the concept and purpose of copyright and fair use; lawful and unlawful downloading and peer-to-peer file sharing; and avoiding plagiarism.**

The Adelanto School District wholly supports Assembly Bill 307 and implements several strategies to support anti-piracy laws and clearly explains fair use. File Sharing applications are thwarted at the network firewall and blocked categorically by our filters.

<b>Goal 3f: Our goal for this section is to educate children in the dangers, sociological problems and security risks of software and intellectual rights piracy.</b>			
<b>Implementation Plan</b>			
Students will be introduced to copyright rules in third grade and in fourth grade, an explanation of fair use rights will be given prior to generating reports on computers. In fifth and sixth grades students will be informed of the difference between fair use and plagiarism. Each year in sixth, seventh and eighth grades, students will be informed of anti-piracy laws and consequences. In seventh and eighth grade, students will be informed of the dangers of peer-to-peer file sharing, the unlawfulness of music and video sharing without advertising any specific model or means to do so.			
<b>Activities</b>	<b>Timeline</b>	<b>Person(s) Responsible</b>	<b>Monitoring &amp; Evaluation</b>
Introduce copyright rules, the ability of computers to be used to break them and the legalities.	3 <sup>rd</sup> grade	Teachers, Principals and SBCPs	District Technology Staff
Explain fair use and proper acknowledgment of copyrighted material.	4 <sup>th</sup> and 5 <sup>th</sup> grades	Teachers, Library Media Center personnel, Principals and SBCPs	District Technology Staff
Introduce the potential consequences of music and video sharing. Introduce anti-plagiarism services and methods used to determine plagiarism.	6 <sup>th</sup> , 7 <sup>th</sup> and 8 <sup>th</sup> grade	Teachers, Library Media Center personnel, Principals and SBCPs	District Technology Staff
Introduce the dangers of peer-to-peer file sharing, file capturing and software piracy.	7 <sup>th</sup> and 8 <sup>th</sup> grade	Teachers, Library Media Center personnel, Principals and SBCPs	District Technology Staff

**3g. . List of clear goals and an implementation plan that describe how the district will address Internet safety, including how to protect online privacy and avoid online predators.**

Adelanto School District maintains a strict policy of no two-way communication on the internet from within school facilities. This policy helps prevent the children’s exposure to internet privacy issues. Students are informed of potential exposure to criminals on the internet as early as 2<sup>nd</sup> grade and procedures for reducing dangerous exposure is reinforced throughout their attendance with our district.

<b>Goal 3g: The goal of this section of the technology plan is to help insure that our students are educated on the risks involved in the use of the internet.</b>			
<b>Implementation Plan</b> Students will not be allowed to operate computers in any fashion that will promote communication with individuals outside the school district. Email is limited to communication with students and staff that are part of the district. Instant messaging is not permitted. Students are informed of the dangers of communicating with people on the internet from home computers. Students are informed of the types of crimes that can potentially occur and that there may be others invented every day. Information is presented in the simplest fashion available.			
<b>Activities</b>	<b>Timeline</b>	<b>Person(s) Responsible</b>	<b>Monitoring &amp; Evaluation</b>
Students are informed of district policy regarding two way communication.	2 <sup>nd</sup> grade	Teachers, Principals and SBCPs	District Technology Staff School Site Principals
Students are informed of potential criminal activity on the internet. Prevention methods are presented.	3 <sup>rd</sup> , 4 <sup>th</sup> , 5 <sup>th</sup> grade	Teachers, Principals and SBCPs	District Technology Staff School Site Principals
Students are informed of predatory practices, internet anonymity and are taught methods that will develop skills in recognizing, avoiding and preventing predatory exposure on the internet.	6 <sup>th</sup> , 7 <sup>th</sup> , 8 <sup>th</sup> grade	Teachers, Principals and SBCPs	District Technology Staff School Site Principals
Students are informed of social networking’s potential risks and how to watch for “grooming”	7 <sup>th</sup> and 8 <sup>th</sup> grade	Teachers, Library Media Center personnel, Principals and SBCPs	District Technology Staff School Site Principals

**3h. Describe district policy, practices or goals that ensure equitable technology access for all students.**

It is the policy of the Adelanto School District to ensure modern equipment and techniques are available to students that best matches the systems and software they will encounter in “real world” applications. With this policy in mind, we have determined that any computer systems over four years old will be treated as obsolete. Obsolete equipment will be required to be replaced, budget allowing, after the value of repair exceeds the value of the system to be replaced. Other factors considered are student to computer ratio and the availability of a computer system on a room to room basis. At most sites access to computers is made available before and after school for projects. It is a goal of the district to make computers available at every site outside of school hours and to implement a district training center that will offer children specific classes during off school durations. Each School will be host to a computer lab consisting of at least

28 workstations and classrooms will be supported by a school server system that will host directory information and file shares. It is planned that each school will have public wireless access for internet usage and controlled network access available for students as well as staff and parents.

**Goal 3h: It is imperative that the Adelanto School District maintain the means to provide access to modern networks and current computer systems. With the districts high rate of socio economically disadvantaged students and the increasing numbers of special needs students, we must remain focused on providing access to technologies our students may not have at home, but will encounter in the workforce.**

**Implementation Plan**  
 Adelanto School District currently enforces obsolescence policies and standardized equipment requirements to ensure their technology exposure is modern and useful. Every site has implemented a site directory and file sharing server. Our district plans to assemble the District Training Facility in the summer of 2010. Public wireless access will begin in 2011 and will be district wide by summer of 2012.

Activities	Timeline	Person(s) Responsible	Monitoring & Evaluation
Enforce computer to student ratios and obsolescence policies.	Current to 2012	District Technology Staff, Tech coordinators and Principals.	District Technology Staff
Provide file sharing and collaborative services such as bulletin boards and public message forums.	Current to 2012	District Technology Staff, Tech coordinators and Principals.	District Technology Staff
Create the District Training Facility	July, 2010	District Technology Staff	District Technology Staff
Implement district wide wireless access and Network Access Control	June 2011 to July 2012	District Technology Staff	District Technology Staff

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

The Adelanto School District, in accordance with meeting State expectations and standards, has purchased the OARS web-based student data management software. This program is used to create a unified system of data management and accountability throughout all of the District's schools.

<p><b>Curriculum Goal 3i:</b> Our goal is to implement a district wide system of accountability and data collection with the aim of increasing student achievement, teacher awareness, and program effectiveness.</p>			
<b>Objectives</b>	<b>Benchmarks</b>		
A. All District Schools will use the	<b>2009-2010</b>	<b>2010-2011</b>	<b>2011-2012</b>

OARS software program to manage classroom information, to disaggregate data, and implement curriculum and assessments aligned with the California State Content Standards.		100% of Principals and 90 % of all teachers will be trained and have access to and utilize an OARS capable system in their classrooms. All schools will utilize the OARS program to disaggregate data, align curriculum and monitor achievement at the classroom level.	95% of all teachers will be trained and have access to and utilize the OARS program in their classroom. The OARS software will be used to disaggregate data as well as to shape instructional practices.	100 % of all the teachers will be trained and have access to the OARS program in their classrooms. OARS software will be used at all sites to disaggregate data, plan instruction and monitor student achievement.
Action Steps	Responsible Person	Timeline	Budget Source	Monitoring and Evaluation
1. The District TOA in Technology will conduct staff development on data disaggregation and effective monitoring and evaluation practices in regards to student achievement and for teachers to use the data to make meaningful improvements to instruction.	Teacher On Assignment Technology and District Tech Staff	All sites will receive training on how to disaggregate data by August of each year. Staff development on effective practices will be held before the end of the first trimester each school year.	General Fund, Discretionary, and Categorical Funds	Staff Development Effectiveness Survey
2. All staff required to use OARS will be provided with or have access to an OARS capable system.	Principals	80% the first year, 95% the second and 100% the third year.	Discretionary Funds, Categorical Funds.	Principals will monitor usage at their own sites, District will monitor usage on a wider scale.
4. Network speed will be increased to support the OARS adoption.	IT Staff	June 2011	General Fund	Report to Governing Board given in June.
5. Administrators will be trained on effective classroom monitoring	Deputy Superintendent	Annually	General Fund, Discretionary, and Categorical Funds	Report back to Governing Board.

strategies, data analysis and school reform.				
6. All educational staff will have training on the use of OARS.	District Tech Staff, TOA for Technology, Key-Support staff at sites	Annually	General Fund, Discretionary, and Categorical Funds	Staff Development Effectiveness Survey

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

The Adelanto School District Web Site <http://www.aesd.net> has become the portal for parent access of student and school information. Each School has it’s own web page and on each school web page are event calendars, links to principal email and statements by each principal. It is the goal of the Adelanto School District to further expand the use of these facilities by requiring the use of the available resources that have been developed. The site currently hosts public message forums and they will be linked in to each school page as the requirements are implemented. The site currently hosts links to The Aeries Browser Interface, where interested parents can examine the student records made available to them at the discretion of each school principal. These records are up to and possibly including Attendance Information, Student Demographics, Student Medical Records, Class Assignments, Grade Book and Discipline Records. The Aeries Browser Interface (ABI) is hosted on a secure server and each user is registered by mail to protect student information. It is another goal of the district to organize the web site to include email links for each member of the staff on their respective school pages. Teachers and other staff are encouraged to develop their own web pages hosted on a server specifically designated for this operation. Unified Messaging will be implemented provide e-rate funding is made available to integrate email and voice mail systems to further enhance availability of parent communication. The Blackboard Connect system is also available to broadcast urgent information and events via phone to every household with a student.

<p><b>Goal 3j:</b> Require the use of assessment data, grade management and student communications facilities provided by the Adelanto School District Web Site by July 2012 by all staff and advertise the site to parents.</p>
<p><b>Objective 3j.1:</b> Establish the requirements of School Web Page content updating and participation in Public Forums.</p>
<p><b>Year 1 Benchmark:</b> Require the standard use of web page event calendars and monthly “Principal’s Messages.” as enabled by the district CMS utilities.</p>
<p><b>Year 2 Benchmark:</b> Establish school moderators for the public forums and guidelines for forum moderation.</p>
<p><b>Year 3 Benchmark:</b> Notify parents of calendars and forums via mail, email and calling system.</p>

<p><b>Objective 3j.2</b> Require the instructional staff use of the ABI system for direct relay of individual student information and progress to the parent.</p>
<p><b>Year 1 Benchmark:</b> Establish the guidelines regarding the release of information to parents.</p>
<p><b>Year 2 Benchmark:</b> Require the use of the ABI Grade Book by every teacher in the district.</p>
<p><b>Year 3 Benchmark:</b> Directly notify parents of access available to them thru the ABI and encourage them to investigate their student records.</p>

Implementation Plan		
Obj. 1 Web Content	Activities	Schedule/Timeline
Establish Requirements	Form a committee to select the responsible personnel who will be required to maintain the content of the School Calendar and Monthly Message.	Beginning of 09-10 school year.
Select Public Forum Moderators	Create forum moderator as an ancillary duty and establish training for moderators in the use of public forums and BBS systems.	January 2010 to June 2010
Promote forum usage.	Send home notification and create links to active forums from school web pages. Send school wide phone messages to parents	August 2010
Obj. 2 ABI		
Establish Requirements	Discuss available content with principals and establish the standard "minimum information" availability. Create the training timeline and establish the mandated use of ABI Grade Book.	Beginning of 09-10 school year.
Training	Using the train the trainers model, implement the district wide use of ABI Grade Book.	No later than August 2010
Validation	Verify that consistent use of ABI Grade Book has been established.	No later then January 2011
Advertisement	Promote the parent use of available access as a means to generate greater participation and high test scores.	January 2011

Monitoring and Evaluation			
Obj. 1 Web Content	Tool/Data Source	Schedule/Timeline	Title of Person(s) Responsible
Verify Content Expansion	View the website to validate the use of facilities.	Monthly beginning July, 2009	District Technology Staff School Principals
Obj. 2 ABI Usage			
Verify Usage	Check that student grades and assignments are entered into the databases.	Monthly beginning August 2010	District Technology Staff School Principals
Monitor Parent Access	Aries database utilities and server statistics. Take note of the number of parent email addresses and frequency of visits to the ABI	Monthly beginning August 2010	District Technology Staff School Principals

**3k. Description of the process that will be used to monitor whether the strategies and methodologies utilizing technology are being implemented according to the benchmarks and timeline.**

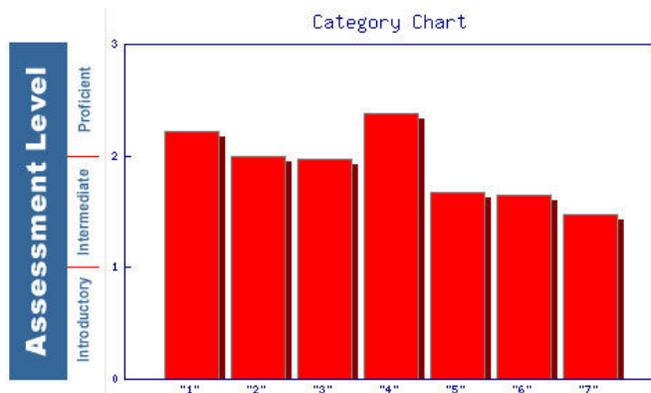
Adelanto School District Information Systems Manager will be the individual primarily responsible for monitoring all benchmarks and timelines encapsulated in the Technology Plan. A semi-annual report will be presented to the District Superintendent and Deputy Superintendent and an annual report will be presented at the annual all-management meetings.

**4. PROFESSIONAL DEVELOPMENT COMPONENT**

Professional Development is essential to the effective use of technology. Classroom teachers, library- media teachers, administrators, office staff, and technical support staff should receive technology training and use it to promote improved student achievement. This component addresses how professional development will be delivered and how time will be allocated for this important endeavor.

**4a. Summary of the teachers’ and administrators’ current technology skills and needs for professional development.**

***Summary of Technology Skills***



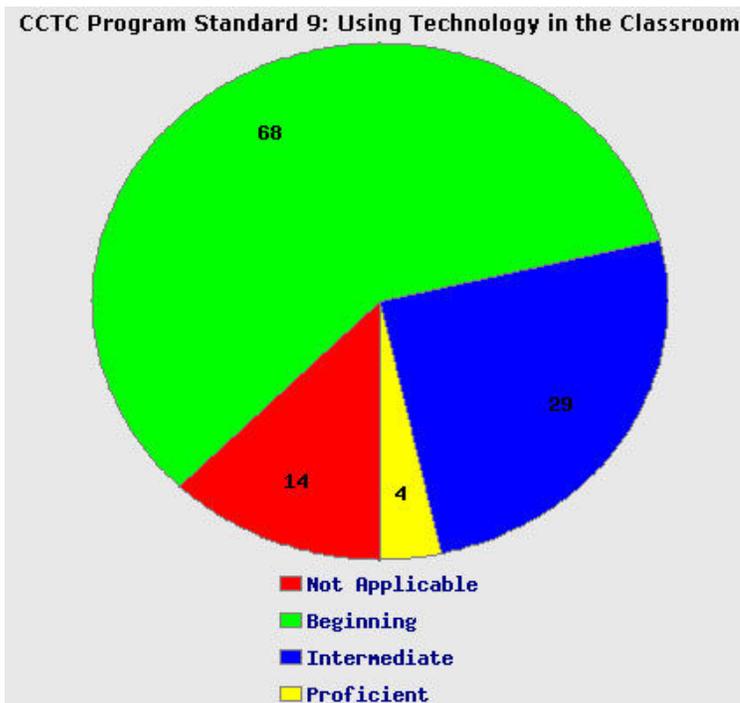
Teachers: Approximately 85% of the teachers in Adelanto School District have taken the Ed Tech Profile Proficiency Assessment and consider themselves to be intermediate to proficient in terms of skills in General Computer Knowledge and Skills, and Word Processing. The areas with the lowest averages are Databases, and Presentation Software. Instructional Technology skills are also in the low

intermediate range. Within Instructional Technology, most teachers feel fairly comfortable with privacy, security, and safety issues, but feel weakest in selection of appropriate technology resources.

Administrators: Eight administrators in Adelanto School District have taken the Ed Tech Profile Proficiency Assessment. The majority consider themselves to be intermediate to proficient in terms of skills in General Computer Knowledge and Skills, Internet, Email, and Word Processing. Proficiency levels in Spreadsheet, Publishing, Database, Presentation Software tend to be primarily introductory, with scattered instances of intermediate and proficient skill levels.

**Needs for Staff Development**

District-wide, 33% of our teachers feel they are proficient or very well prepared to use computers and/or the Internet for classroom instruction, while 68% said they are beginners. Adelanto School District believes that staff development targeted at the use of instructional technology,



specifically tied to subject area and grade level, will help more teachers feel prepared to use technology in their classrooms. In addition, the expansion of the role of site technology coordinators will provide additional opportunities for teachers to identify good models of technology integration.

67% of the AESD teachers prefer a small group-training format, with other responses being evenly split between online training courses and one-on-one training. 28% of teachers prefer training to occur after school, with 37% preferring training to be offered during the school day and 22% who prefer training to take place during the summer.

Because the focus of our plan is on the use of technology to facilitate student assessment to improve student outcomes, we feel that the primary staff development need for both teachers and administrators is in the use of student information systems, the use of data-collection systems, and in disaggregating data to improve classroom instruction.

**4b. List clear goals, measurable objectives, annual benchmarks, and an implementation plan for providing professional development opportunities based on the needs assessment and the Curriculum Component objectives (sections 3d – 3j.**

<b>Professional Development Goal 4B:</b> The district will provide staff development opportunities that focus on data analysis and effective teaching strategies using technology.			
<b>Objectives</b>	<b>Benchmarks</b>		
A. All staff will receive training on	<b>2009-2010</b>	<b>2011-2012</b>	<b>2012-2013</b>

<p>existing hardware and software.                  B. All staff will receive training on how to integrate technology into the curriculum.                  C. All staff will receive training on how to use technology as an instructional tool.                  D. All staff will receive training on how to use technology as a data tool for instruction.</p>		<p>All staff will complete the Ed Tech Profile Survey by middle of the second trimester. By June 30<sup>th</sup>, 2010, the tech committee will have a staff development plan in place for the upcoming year.</p>	<p>All Buy-Back and Staff Development meetings will offer at least one workshop on technology integration and data analysis.</p>	<p>The district will show proficient in all areas of the Ed Tech Profile Survey. Technology integration will be a regular part of Adelanto's staff development opportunities.</p>
<b>Action Steps</b>	<b>Responsible Person</b>	<b>Timeline</b>	<b>Budget Source</b>	<b>Monitoring and Evaluation</b>
<p>1. All Adelanto Instructional Staff will complete the Ed Tech Profile Survey.</p>	<p>School Site Administrators</p>	<p>Annually by the middle of the second trimester.</p>	<p>Staff Salaries</p>	<p>District IT staff and TOA in Technology will monitor the district and school site charts and rubrics.</p>
<p>2. An annual staff development plan reflective of the curricular goals will be re-evaluated before the beginning of each school year.</p>	<p>Tech Committee, Assistant Superintendent of Curriculum.</p>	<p>Annually before the beginning of each school year.</p>	<p>Staff Salaries</p>	<p>The District Superintendent and Governing Board will review and approve staff development plan.</p>
<p>3. District Tech Committee will utilize their regional CTAP for staff development opportunities on existing software, hardware and technology integration</p>	<p>District Tech Committee, TOA for Technology &amp; the Assistant Superintendent of Curriculum.</p>	<p>Annually</p>	<p>Categorical Funds, Buy-Back Funds</p>	<p>Monthly tech newsletters will go out to all staff providing dates for training as well as technology integration tips. The Assistant Superintendent of Educational Services will be responsible for staff development surveys and attendance sheets.</p>
<p>4. Teachers who attend conferences and training will be expected to present a workshop on the key concepts</p>	<p>Conference Attendees, SBCPs, School Site Principals.</p>	<p>As conferences are attended</p>	<p>Categorical</p>	<p>Site SBCPs will integrate these workshops into their staff development schedule.</p>

presented at the training to fellow staff				
5. Data Analysis and OARS training will be given to all teachers.	IT Staff, Principals, District Staff	Beginning of each year for new staff, priority to IIUSP schools.	Categorical, General Funds, Buy-Back Funds, Staff Salaries	Effectiveness surveys and attendance reports
6. Hardware Equipment training will be available to all staff.	IT Staff, Principals, District Staff	Beginning of each year for new staff, priority to IIUSP schools.	Categorical, General Funds, Buy-Back Funds, Staff Salaries	Effectiveness surveys and attendance reports
7. Visual Presentation training will be available to all teachers and administration staff.	IT Staff, Principals, District Staff	Beginning of each year for new staff, priority to IIUSP schools.	Categorical, General Funds, Buy-Back Funds, Staff Salaries	Effectiveness surveys and attendance reports
8. Document Processing training will be available to all staff.	IT Staff, Principals, District Staff	Beginning of each year for new staff, priority to IIUSP schools.	Categorical, General Funds, Buy-Back Funds, Staff Salaries	Effectiveness surveys and attendance reports

**4c. Description of the process that will be used to the Professional Development (Section 4b) goals, objectives, benchmarks and planned implementation activities including roles and responsibilities.**

Staff development surveys will be conducted at each staff development opportunity. These surveys will measure staff development effectiveness as well as provide opportunities for staff to determine what types of staff development they still need. A staff development calendar will be created each June for the following school year and will be based on the results of the annual Ed Tech Profile Survey and needs of the district in regards to data analysis and accountability. The chart above delineates the individual roles and responsibilities of participants.

**5. INFRASTRUCTURE, HARDWARE, TECHNICAL SUPPORT AND SOFTWARE COMPONENT**

In order to implement the curriculum and professional development components for the students and staff, the infrastructure that is currently in place will need to be upgraded in all locations. Major systems upgrades will be required at Eagle Ranch, and D.F. Bradach, while less major upgrades will be required for Adelanto School Academy of Math and Science, Desert Trails, George School and Mesa Linda Middle School. New Schools will adhere to new standards in wiring and infrastructural components to support VoIP Systems and to transport data up to 1 Gigabit across CAT6 specifications.

**5a. Describe the existing hardware, Internet access, electronic learning resources, and technical support already in the district that will be used to**

**support support the Curriculum and Professional Development Components (sections 3 & 4) of the plan.**

School Name	Computers	Ratio	Integrators*	Printers	Classrooms
ASAMS	99	6.1	5	12	28
Columbia Middle	107	7.3	12	32	40
Desert Trails	83	9.3	1	16	35
Bradach	109	6.4	1	8	28
Eagle Ranch	110	8.1	5	12	41
George Magnet Middle	64	7.1	3	4	16
Mesa Linda Middle	97	11.4	6	41	49
Morgan Kincaid Prep	64	11.1	0	6	52
Theodore Vick	65	12	3	12	33
Victoria Magathan	90	7.6	1	17	30
West Creek	68	7.1	20	18	18
Westside Park	142	4.8	8	12	30
* Integrators referres to Document Cameras and Smartboards to integrate lessons					

The District provides the following resources: Aeries Student Database, District Website (Interactive Learning Tools and Assessments), central back up server, central content filter, central cache server and central firewall. Most of the schools local systems are connected via a 100Mbps network backbone with Fiber Optic connections between the buildings. The district currently leases a Metropolitan Area Network and all of the schools connect to the District's Network Operations Center via 45Mb wireless Microwave connections.

Mesa Linda Middle School uses Accelerated Reader and Accelerated Math in conjunction with Star Reading and Math components. They use a centralized application server in their Macintosh computer lab. In this lab they have full control over all the machines using Mac Manager and Network Assistant. In the Macintosh Lab they teach computer literacy courses. They also have a PC lab that is running a Paxton/Patterson industrial technology program. The rest of the school site has a distributed application model. The site utilizes a cache server to support and speed up their connection to the Internet. The school's network has a fiber optic backbone running at 100Mbps, with 100Mbps copper to the desktop computers. The school is connected back to the district office with a 100Mbps microwave link. The school also has 12 phone lines that are accessible for staff use.

George Magnet School uses Accelerated Reader and Accelerated Math in conjunction with Star Reading and Math components. They use a centralized application server in their Macintosh computer lab. In this lab they have full control over all the machines using AT-Ease and Network Assistant. In the Macintosh Lab they go through a large project that encompasses multiple disciplines. The rest of the school site has a distributed application model on the Macintosh platform. The site utilizes a cache server to support and speed up their connection to the Internet. The school's network has a fiber optic backbone running at 100Mbps, with 100Mbps copper to the desktop computers. The school is connected back to the district office with a 100Mbps microwave link. The school also has 10 phone lines that are accessible for staff use.

George Magnet Elementary uses a variety of programs such as Math Blaster and various Reader Rabbit titles as well as other software in the classroom and the lab to reinforce the standard curriculum. They have a mixed platform computer lab in the library. The rest of the school site has a distributed application model on both Macintosh and PC platforms. The school's network has a fiber optic backbone running at 100Mbps, with 100Mbps copper to the desktop computers. The school is connected back to Sheppard Middle School with a 11Mbps 802.11 link. The school also has 6 phone lines that are accessible for staff use.

Adelanto School Academy of Math and Science uses Accelerated Reader in conjunction with the Star Reading component. They use a variety of programs such as: Math Blaster, Reader Rabbit and other similar software in the classroom and the lab to reinforce the standard curriculum. They use a centralized application server for the entire campus in their Macintosh computer lab. In this lab they have full control over all the machines using AT-Ease and Network Assistant. The school's network has a fiber optic backbone running at 100Mbps, with 100Mbps copper to the desktop computers. The school is connected back to the district office with a 100Mbps fiber optic link. The school also has 9 phone lines that are accessible for staff use.

Westside Park Elementary School uses Orchard curriculum enhancement software. They use a variety of programs such as Math Blaster and various Reader Rabbit titles as well as other software in the classroom and the lab to reinforce the standard curriculum. They use a centralized application server in their computer lab. In this lab they have full control over all the machines using Deep Freeze and Norton Ghost software. The rest of the school site has a distributed application model on the Macintosh platform. The school's network has a fiber optic backbone running at 100Mbps, with 100Mbps copper to the desktop computers. The school is connected back to the district office with 45Mbps microwave link. The school also has 7 phone lines that are accessible for staff use.

Desert Trails Elementary School uses a variety of programs such as Math Blaster and various Reader Rabbit titles as well as other software in the classroom and the lab to reinforce the standard curriculum. The school site has a distributed application model on the Macintosh platform. The school's network has a fiber optic backbone running at 100Mbps, with 10/100Mbps copper to the desktop computers. The school is connected back to the district office with a 45Mbps microwave link. The school also has 10 phone lines that are accessible for staff use.

Donald F. Bradach Elementary School uses Accelerated Reader curriculum enhancement software. They also use a variety of programs such as Math Blaster and various Reader Rabbit titles as well as other software in the classroom and the lab to reinforce the standard curriculum. The school site has a distributed application model. The site utilizes a cache server to support and speed up their connection to the Internet. The school uses its website to promote interactivity with students, teachers and parents. The school's network has a fiber optic backbone running at 10Mbps, with 10Mbps copper to the desktop computers. The school is connected back to the district office with a 45Mbps microwave link. The school also has 12 phone lines that are accessible for staff use.

Columbia Middle School uses Star Reading and Math and NASA Technology Courses. In the 2007-2008 School year Columbia added an Industrial Tech Lab with Paxton Patterson Software. They are using a centralized application server. Columbia's network consists of a 100Mbps fiber optic backbone with 100Mbps copper to the classroom and is connected back to the district office with a 45Mbps microwave link. The School also has 15 Phone Lines that are accessible for staff use.

Eagle Ranch Elementary School uses Accelerated Reader and Accelerated Math in conjunction with Star Reading and Math components. They use a centralized application server in their PC computer lab. In this lab they have full control over all the machines using VNC. The rest of the school site has a distributed application model. The school uses its website to promote interactivity with students, teachers and parents. They use the website to promote interactivity with students, teachers and parents. It has links to homework for students and teachers and showcases student built pages. The school's network has a fiber optic backbone running at 100Mbps, with 100Mbps copper to the desktop computers. The school is connected back to the district office with a 45Mbps microwave link. The school also has 12 phone lines that are accessible for staff use.

Morgan/Kincaid Preparatory School of Integrated Studies uses Accelerated Reader and Accelerated Math curriculum software. They use a distributed application model for the entire campus on the PC Platform. The school's network has a fiber optic backbone running at 100Mbps, with 100Mbps copper to the desktop computers. The school is connected back to the Mesa Linda Middle School with a 1Gbps fiber optic link. The school also has 7 phone lines that are accessible for staff use.

Theodore Vick Elementary School uses Accelerated Reader and Star Reading assessment software. They use a centralized application server that operates on a 1Gbps fiber optic backbone and 100Mbps copper to the classrooms. The school's network is attached to the district network via a 45Mbps microwave link.

Victoria Magathan Elementary School has been using Accelerated Reader and Star Reader since the 2006-2007 school year. They use a centralized application server that operated on a 100Mbps fiber optic backbone and 100Mps copper to the desktop. The school's network is connected to the district network with a 45Mbps microwave link.

West Creek Elementary School has been using Accelerated Reader and Star Reader in the 2007-2008 school year. They use a centralized application server that operated on a 100Mbps fiber optic backbone and 100Mps copper to the desktop. The school's network is connected to the district network with a 45Mbps microwave link.

The District Metropolitan Area Network (MAN) will be upgraded to 100MBPs wireless to each of the schools in June and July of 2011.

Our current technical support group is insufficient to provide adequate technical support to our sites. We have too many computers and not enough support staff to effectively

offer technical support. By enlisting more site specific personnel, we hope to obtain adequate support for all sites. Currently, technology staff includes The Information Technology Manager, A Database Programmer, One full time computer support technologist, a Teacher on Assignment, two part time technologists at our middle schools and two stipend ancillary duty teachers.

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

The district will likely add three hundred computers and hundreds of peripheral each year for the duration of this plan. Looking ahead three years, it is evident that less than 150 computers will retire each year and others will be kept to preserve their content. This provides an overall need to expand data storage, transport and processing abilities in the back end support systems and servers.

In order to support a greater communication effort and provide reliable access to information systems an overall system standard must be met. We feel that the internal data reliability is imperative. Adelanto School District Will also improve communications by integrating Unified Messaging systems throughout the district on a standardized system consisting of 1Gb transport between buildings and a minimum of 100Mb to the desktop computers. We will further support curriculum efforts by standardizing drop locations and the number of drops in each classroom. This standard will improve accessibility by making computers and peripherals more readily available in each and every possible location.

In order to meet standards in line with the current networking standards, we are setting the minimum component attached to the infrastructure as capable of communicating at 1Gbps across a minimum of category 6 wiring. We will amend our current 100MBs specification to promote the purchase of 1Gbps devices and strive to direct the entire system towards that goal.

In order to run VoIP systems and IP security systems, we will need to upgrade our network capabilities. We will need a server capable of operating Unified Messaging through out the district, as well as the larger bandwidth.

As our staff and students expand their use of the Internet, we will need to provide more than adequate bandwidth. The access point from our district has been expanded to a minimum of 10 Mbps incoming and 10 Mbps outgoing traffic. The district has established a fiber optic connection that is expandable up to one gigabit for future needs.

Current electrical supplies need to be upgraded as required and made fire safe during implementation of this technology plan. Most of our schools are running on inadequate power supplies for computer labs and circuits with more than 20 computers on them. Each room with this amount of machines in it need to have a minimum of 4 20 Amp circuits powering the room.

Presently, all technical support is dispatched from the district office and as we begin full upgrade, all sites with more than 100 devices attached to a network will need to have both a Technology Coordinator and a Computer-Media Center Technologist. Currently we have a 800:1 support ratio at our district. We seek to reduce this ratio to 100:1.

**5c. List of clear annual benchmarks for obtaining the hardware, infrastructure, learning resources and technical support required to support the other plan components.**

<b>Infrastructure, Hardware Goal 5A1:</b> The district will acquire the hardware necessary to meet the data analysis and accountability goals established earlier in the plan.				
<b>Objectives</b>		<b>Benchmarks</b>		
A. By June 2012, All sites will utilize VoIP infrastructure and 1GB backbone.		<b>2009-2010</b>	<b>2010-2011</b>	<b>2011-2012</b>
		Begin construction on updated data infrastructure	Installation of Backbone and network equipment	Installation of VoIP System components
<b>Action Steps</b>	<b>Responsible Person</b>	<b>Timeline</b>	<b>Budget Source</b>	<b>Monitoring and Evaluation</b>
1. Coordinate and Begin Installation	Information Systems Manager	June 2009	Construction Funds and e-rate	Update to the Governing Board.
2. Switch existing networks to new equipment.	Information Technology Department	June 2009 to June 2011	Construction Funds, VVEDA and e-rate	Update submitted to Governing Board
3. Install VoIP Handsets and Train Users	All District technology Personnel and SBCEPs.	Beginning July 2011	Staff Salaries	Updates Sent to Governing Board.
4. Integrate Unified messaging	Information Systems Manager	August 2011	Staff Salaries	Completion Report to Board of Trustees

**5d. Description of the process that will be used to monitor whether the annual benchmarks including roles and responsibilities.**

Please refer to the chart above for monitoring, benchmarks, roles and responsibilities. The Information Systems Manager will be responsible to oversee the obtainment of these goals. Annual reports of acquisitions, assessments, utilization, expansion and staff development will be presented to administration.

**6. FUNDING AND BUDGET COMPONENT**

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

<b>Resource</b>	<b>Application</b>
General Funds	Portions of hardware, personnel salaries and software

VVEDA	Victor Valley Educational Development Agency, Infrastructure Upgrades
EETT Formula Grant	Hardware and Staff Development
Microsoft Voucher Program	Hardware and Software
E-Rate	Infrastructure and Telecommunications
Categorical Funds	Portions of Hardware and Personnel Salaries
Building Funds	Infrastructure and Hardware at New Schools

**6b. Estimate implementation costs for the term of the plan (3-5 years).**

Component	Year 1	Year 2	Year 3	Possible Funding Source
<b>Curriculum</b>				
Implement and Maintain Oars (0 projected growth)	\$72,000	\$72,000	\$72,000	General Fund Categorical Funds
Implement and Maintain ABI (With New Schools)	\$25,000	\$27,500	\$35,000	General Fund
Student Media (Lessons, Exercises in Net Safety)	\$5000	\$5000	\$5000	Categorical Funds
Student Software maintenance as listed in section three	\$400,000	\$400,000	\$400,000	Microsoft Vouchers Categorical Funds General Fund
<b>Professional Development</b>				
Conference and Local Training Expenses	\$10,000	\$10,000	\$10,000	EETT Categorical Funds
Training Media (CDs, Paper)	\$9,000	\$9,000	\$9,000	EETT General Fund
<b>Infrastructure</b>				
VoIP Hardware & Support (Unified Messaging, phones and maintenance agreements)	\$1,000,000	\$800,000	\$20,000	Building Funds VVEDA General Funds
Network Standardization and Upgrades (Switching, Cable Infrastructure)	\$4,370,000	\$2,000,000	\$580,000	Building Funds E-Rate VVEDA General Fund
Wireless Links	\$150,000	\$150,000	\$150,000	E-Rate General Fund
Fiber and DSL Internet Connections	\$19,200	\$19,200	\$19,200	E-Rate General Fund
<b>Hardware</b>				
Maintain Student to Computer Ratios and Obsolescence Policy	\$400,000	\$400,000	\$1,400,000	Microsoft Vouchers Categorical Funds General Fund
District Technology Training Center	\$25,000	\$2000	\$2000	General Fund Categorical Funds EETT
<b>Electronic Resources</b>				
Accelerated Reader	\$200,000	\$200,000	\$200,000	Categorical Funds General Fund
Website Subscriptions	\$50,000	\$50,000	\$50,000	Categorical Funds General Fund
County Services	\$125,000	\$125,000	\$125,000	General Fund
<b>Technical Support</b>				
IT Salaries And Stipends	\$315,000	\$388,000	\$430,000	General Fund

**6c. Description of the district's replacement policy for obsolete equipment.****Obsolescence plan**

Administrative systems required are no more than 4 years old. Operational computers for Aries CS will be required to exceed 1.8Ghz Multi Processor, 40GB hard disk 2048MB ram and run Windows XP or greater operating system.

The majority of educational testing packages operate under low powered systems. The district does not support systems older than 7 years on Windows or Mac based PC. It is not cost effective to upgrade or replace components in most instances systems are that are older than 4 years and should be replaced based on requirements found in the Replacement Policy.

**Replacement and New Machine Policy**

New computers need to meet minimum requirements based on system compliance and cost effectiveness. School sites and district office technology personnel have the option to purchase computer parts and assemble computers. If this method is chosen the individual school site or District Office is responsible for proper assembly and status operations. The suggested method is to purchase from OEM computer companies I.E. Dell, Gateway, HP, Compaq, Toshiba etc. Macintosh computers may only be purchased for specific applications such as Video Editing and publications software as needed on an incidence by incidence basis. Minimum requirements for individual situations are listed below.

The Specs listed below will be placed in a folder, which is to be kept at the District Office for reference purposes. The specs will be updated every 6 months. The next update will be due June 2010. The specs available at the time for the next plan to be produced will be used unless the supervising technician feels it necessary to make an official update for the next plan.

**PC Desktop or Laptop Requirements for Student Use:**

- Pentium or Athlon (Compatible) 2GHz or above
- 1048MB of RAM
- 40GB of Hard Disk space
- DVD ROM
- Windows XP or Greater

**PC Desktop Requirements for Administrative Use:**

- Pentium or Athlon (Compatible) Multi-Core 1.8GHz or above
- 2048MB of DDR or RDRAM
- 80GB of Hard Disk space
- DVD R/RW
- Windows XP or Greater

**PC Laptop Requirements for Administrative Use:**

- Pentium or Athlon Compatible 1.2GHz or above

- 1024MB of RAM
- 80GB of Hard Disk space
- DVD ROM + CD R/RW Drive
- Windows XP or Greater

All new monitors being purchased for any reason are to be 17" or larger LCD. All laptops are required to have a 7" screen or larger.

All laser printer purchase orders need to be approved by District Technology staff before purchase can be made.

Accidental damage warranties available from some Manufacturers are optional.

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

The Information Systems Manager will meet quarterly with the Assistant Superintendent of Business Services, the Assistant Superintendent of Instructional Resources and the School Site Principals to discuss budgetary matters and develop strategies that will meet the district technology goals.

## **7. MONITORING AND EVALUATION COMPONENT**

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

The District's TOA for Technology will be actively involved in the evaluation of our district's curricular goals and will work closely with the Information Systems Manager and school site representatives in collecting data, analyzing data and preparing the annual status report. Data collected will be derived from site test scores, action plans, and usage surveys.

As the District's focus is accountability and data analysis, much of our monitoring will occur within these areas. Special attention will be given to monitoring the effectiveness of staff development in these areas and then in the transitioning of knowledge to effective instructional practices.

For specific items on monitoring and evaluation, please refer to the goal charts listed in each of the areas.

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

This three-year plan requires a quarterly review, with revisions being made based on data collected and information gathered. Timelines for review, revision, and modification have been placed within each goal area.

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

The district is committed to ongoing monitoring and evaluation of this plan. Next to each action step, a plan for monitoring and evaluation has been included. An annual review of the plan by the plan stakeholders will be conducted. Revisions will be made upon recommendation of the stakeholders and will be based on data and evidence gathered throughout the implementation of the plan. An annual report of included aspects will be presented to the District Administration. Quarterly summaries will be made available and referred to as needed.

**8. EFFECTIVE COLLABORATIVE STRATEGIES WITH ADULT LITERACY PROVIDERS TO MAXIMIZE THE USE OF TECHNOLOGY****8a. If the district has identified adult literacy providers, there is a description of how the program will be developed in collaboration with those providers.**

The Adelanto School District currently offers CBET programs to our adult community. Participants in this community were actively sought in the creation of our technology plan and practices. The plan was shared with our adult literacy participants and input was noted and incorporated into the plan.

The Victor Valley Community College District hosts adult literacy classes, links to these classes and other resources have been provided on our website for parents to explore.

Our goal as a district is not only to provide our students with opportunities to learn, but their parents as well. With this in mind, we continually strive to offer educational opportunities online at our website and through individual school sites. Westside Park School offers Adult Literacy Classes for English learners after school hours and plans are being considered to offer sessions at Adelanto School as well.

**9. EFFECTIVE, RESEARCHED-BASED METHODS AND STRATEGIES****9a. Summarize the relevant research and describe how it supports the plan's curricular and professional development goals.**

A variety of resources were considered as the technology team designed this plan. The very first elements we looked at were the California State Content Standards and the NETS Technology Standards and how these standards would integrate with our language arts and math adoptions. Teachers were consulted on learning strategies of students. Gardner's theory of Multiple Intelligences was explored, as well as materials on learning styles. Listed below are some online resources we looked at when crafting our plan.

**9b. Describe the district's plans to use technology to extend or supplement the district's curriculum with rigorous academic courses and curricula, including distance learning technologies (particularly in areas that would not otherwise have access to such courses or curricula due to geographical distances or insufficient resources).**

All middle school students will have access to Prentice Hall's Online Math Intervention. Students may take quizzes, watch instructional movies, work on practice pages, and receive immediate feedback on their progress. In addition to the online math intervention, all middle grades students may go to Prentice Hall Online School and access chapter summaries, selections related information and participate in practice activities.

The Adelanto School District website is currently working to offer test practice activities online. These activities provide immediate feedback to students on how they are measuring up to state content clusters.

All students have access to professionals in various fields by using email or participating in web cast activities. Online field trips are encouraged, and used to deliver content specific instruction.

A partnership has been formed with John Hopkins University, where gifted students are allowed to participate in distance learning programs designed to challenge, stimulate, and educate the students in all areas of curriculum.

Further online opportunities to deliver rigorous academic challenges will be explored annually and integrated as needed.

## Appendix C – Criteria for EETT Funded Technology Plans

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

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

1. PLAN DURATION CRITERION	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
<i>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)</i>		The technology plan describes the districts use of education technology for the next three to five years. (For new plan, description of technology plan development in the first year is acceptable). Specific start and end dates are recorded (7/1/xx to 6/30/xx).	The plan is less than three years or more than five years in length.  Plan duration is 2009-12.
<b>2. STAKEHOLDERS CRITERION Corresponding EETT Requirement(s): 7 and 11 (Appendix D).</b>	<b>Page in District Plan</b>	<b>Example of Adequately Addressed</b>	<b>Not Adequately Addressed</b>
<i>Description of how a variety of stakeholders from within the school district and the community-at-large participated in the planning process.</i>		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, 12 (Appx D).	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
a. <b>Description of teachers' and students' current access to technology tools both during the school day and outside of school hours.</b>		The plan describes the technology access available in the classrooms, library/media centers, or labs for all students and teachers.	The plan explains technology access in terms of a student-to-computer ratio, but does not explain where access is available, who has access, and when various students and teachers can use the technology.
b. <b>Description of the district's current use of hardware and software to support teaching and learning.</b>		The plan describes the typical frequency and type of use (technology skills/information literacy/integrated into the curriculum).	The plan cites district policy regarding use of technology, but provides no information about its actual use.
c. <b>Summary of the district's curricular goals that are supported by this tech plan.</b>		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. <b>List of clear goals, measurable objectives, annual benchmarks, and an implementation plan for using technology to improve teaching and learning by supporting the district curricular goals.</b>		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. <b>List of clear goals, measurable objectives, annual benchmarks, and an implementation plan detailing how and when students will acquire the technology skills and information literacy skills needed to succeed in the classroom and the workplace.</b>		The plan delineates clear goal(s), measurable objective(s), annual benchmarks, and an implementation plan detailing how and when students will acquire technology skills and information literacy skills.	The plan suggests how students will acquire technology skills, but is not specific enough to determine what action needs to be taken to accomplish the goals.
f. <b>List of goals and an implementation plan</b>		The plan describes or delineates clear goals	The plan suggests that students will be educated in

<p><b>that describe how the district will address the appropriate and ethical use of information technology in the classroom so that teachers and students can distinguish lawful from unlawful uses of copyrighted works, including the following topics: the concept and purpose of both copyright and fair use; distinguishing lawful from unlawful downloading and peer-to-peer file sharing; and avoiding plagiarism (AB 307)</b></p>		<p>outlining how students 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 (as stated in AB 307).</p>	<p>the ethical use of the Internet, but is not specific enough to determine what actions will be taken to accomplish the goals.</p>
<p><b>g. List of goals and an implementation plan that describe how the district will address Internet safety, including how to protect online privacy and avoid online predators. (AB 307)</b></p>		<p>The plan describes or delineates clear goals outlining how students will be educated about Internet safety (as stated in AB 307).</p>	<p>The plan suggests Internet safety education but is not specific enough to determine what actions will be taken to accomplish the goals.</p>
<p><b>h. Description of or goals about the district policy or practices that ensure equitable technology access for all students.</b></p>		<p>The plan describes the policy or delineates clear goals and measurable objectives about the policy or practices that ensure equitable technology access for all students. The policy or practices clearly support accomplishing the plan's goals.</p>	<p>The plan does not describe policies or goals that result in equitable technology access for all students. Suggests how technology will be used, but is not specific enough to know what action needs to be taken to accomplish the goals.</p>
<p><b>i. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan to use technology to make student record keeping and assessment more efficient and supportive of</b></p>		<p>The plan delineates clear goal(s), measurable objective(s), annual benchmarks, and an implementation plan for using technology to support the district's student record-keeping and assessment efforts.</p>	<p>The plan suggests how technology will be used, but is not specific enough to know what action needs to be taken to accomplish the goals.</p>

<p><b>teachers' efforts to meet individual student academic needs.</b></p>			
<p><b>j. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan to use technology to improve two-way communication between home and school.</b></p>		<p>The plan delineates clear goal(s), measurable objective(s), annual benchmarks, and an implementation plan for using technology to improve two-way communication between home and school.</p>	<p>The plan suggests how technology will be used, but is not specific enough to know what action needs to be taken to accomplish the goals.</p>
<p><b>k. Describe the process that will be used to monitor the Curricular Component (Section 3d-3j) goals, objectives, benchmarks, and planned implementation activities including roles and responsibilities.</b></p>		<p>The monitoring process, roles, and responsibilities are described in sufficient detail.</p>	<p>The monitoring process either is absent, or lacks detail regarding procedures, roles, and responsibilities.</p>

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

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

<b>5b.</b>			
<b>d. Describe the process that will be used to monitor Section 5b &amp; the annual benchmarks and timeline of activities including roles and responsibilities.</b>		The monitoring process, roles, and responsibilities are described in sufficient detail.	The monitoring process either is absent, or lacks detail regarding who is responsible and what is expected.

<b>6. FUNDING AND BUDGET COMPONENT CRITERIA</b> Corresponding EETT Requirement(s): 7 & 13, (Appendix D)	<b>Page in District Plan</b>	<b>Example of Adequately Addressed</b>	<b>Example of Not Adequately Addressed</b>
<b>a. List established and potential funding sources.</b>		The plan clearly describes resources that are available or could be obtained to implement the plan.	Resources to implement the plan are not clearly identified or are so general as to be useless.
<b>b. Estimate annual implementation costs for the term of the plan.</b>		Cost estimates are reasonable and address the total cost of ownership, including the costs to implement the curricular, professional development, infrastructure, hardware, technical support, and electronic learning resource needs identified in the plan.	Cost estimates are unrealistic, lacking, or are not sufficiently detailed to determine if the total cost of ownership is addressed.
<b>c. Describe the district's replacement policy for obsolete equipment.</b>		Plan recognizes that equipment will need to be replaced and outlines a realistic replacement plan that will support the Curriculum and Professional Development Components.	Replacement policy is either missing or vague. It is not clear that the replacement policy could be implemented.
<b>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.</b>		The monitoring process, roles, and responsibilities are described in sufficient detail.	The monitoring process either is absent, or lacks detail regarding who is responsible and what is expected.

<b>7. MONITORING AND EVALUATION COMPONENT CRITERIA</b> Corresponding EETT Requirement(s): 11 (Appendix D).	<b>Page in District Plan</b>	<b>Example of Adequately Addressed</b>	<b>Example of Not Adequately Addressed</b>

<p><b>a. Describe the process for evaluating the plan’s overall progress and impact on teaching and learning.</b></p>		<p>The plan describes the process for evaluation using the goals and benchmarks of each component as the indicators of success.</p>	<p>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.</p>
<p><b>b. Schedule for evaluating the effect of plan implementation.</b></p>		<p>Evaluation timeline is specific and realistic.</p>	<p>The evaluation timeline is not included or indicates an expectation of unrealistic results that does not support the continued implementation of the plan.</p>
<p><b>c. Describe the process and frequency of communicating evaluation results to tech plan stakeholders.</b></p>		<p>The plan describes the process and frequency of communicating evaluation results to tech plan stakeholders.</p>	<p>The plan does not provide a process for using the monitoring and evaluation results to improve the plan and/or disseminate the findings.</p>

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

<p><b>9. EFFECTIVE, RESEARCHED-BASED METHODS, STRATEGIES, AND CRITERIA</b> Corresponding EETT Requirement(s): 4 and 9 (Appendix D).</p>	<p><b>Page in District Plan</b></p>	<p><b>Example of Adequately Addressed</b></p>	<p><b>Not Adequately Addressed</b></p>

<p><b>a. Summarize the relevant research and describe how it supports the plan’s curricular and professional development goals.</b></p>		<p>The plan describes the relevant research behind the plan’s design for strategies and/or methods selected.</p>	<p>The description of the research behind the plan’s design for strategies and/or methods selected is unclear or missing.</p>
<p><b>b. Describe the district’s plans to use technology to extend or supplement the district’s curriculum with rigorous academic courses and curricula, including distance-learning technologies.</b></p>		<p>The plan describes the process the district will use to extend or supplement the district’s curriculum with rigorous academic courses and curricula, including distance learning opportunities (particularly in areas that would not otherwise have access to such courses or curricula due to geographical distances or insufficient resources).</p>	<p>There is no plan to use technology to extend or supplement the district’s curriculum offerings.</p>

## Appendix C – Criteria for EETT Funded Technology Plans

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

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

10. PLAN DURATION CRITERION	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
<i>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)</i>		The technology plan describes the districts use of education technology for the next three to five years. (For new plan, description of technology plan development in the first year is acceptable). Specific start and end dates are recorded (7/1/xx to 6/30/xx).	The plan is less than three years or more than five years in length.  Plan duration is 2009-12.
<b>11. STAKEHOLDERS CRITERION Corresponding EETT Requirement(s): 7 and 11 (Appendix D).</b>	<b>Page in District Plan</b>	<b>Example of Adequately Addressed</b>	<b>Not Adequately Addressed</b>
<i>Description of how a variety of stakeholders from within the school district and the community-at-large participated in the planning process.</i>		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.

12. CURRICULUM COMPONENT CRITERIA Corresponding EETT Requirement(s): 1, 2, 3, 8, 10, 12 (Appx D).	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
i. <b>Description of teachers' and students' current access to technology tools both during the school day and outside of school hours.</b>		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.
m. <b>Description of the district's current use of hardware and software to support teaching and learning.</b>		The plan describes the typical frequency and type of use (technology skills/information literacy/integrated into the curriculum).	The plan cites district policy regarding use of technology, but provides no information about its actual use.
n. <b>Summary of the district's curricular goals that are supported by this tech plan.</b>		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.
o. <b>List of clear goals, measurable objectives, annual benchmarks, and an implementation plan for using technology to improve teaching and learning by supporting the district curricular goals.</b>		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.
p. <b>List of clear goals, measurable objectives, annual benchmarks, and an implementation plan detailing how and when students will acquire the technology skills and information literacy skills needed to succeed in the classroom and the workplace.</b>		The plan delineates clear goal(s), measurable objective(s), annual benchmarks, and an implementation plan detailing how and when students will acquire technology skills and information literacy skills.	The plan suggests how students will acquire technology skills, but is not specific enough to determine what action needs to be taken to accomplish the goals.
q. <b>List of goals and an implementation plan</b>		The plan describes or delineates clear goals	The plan suggests that students will be educated in

<p><b>that describe how the district will address the appropriate and ethical use of information technology in the classroom so that teachers and students can distinguish lawful from unlawful uses of copyrighted works, including the following topics: the concept and purpose of both copyright and fair use; distinguishing lawful from unlawful downloading and peer-to-peer file sharing; and avoiding plagiarism (AB 307)</b></p>		<p>outlining how students 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 (as stated in AB 307).</p>	<p>the ethical use of the Internet, but is not specific enough to determine what actions will be taken to accomplish the goals.</p>
<p><b>r. List of goals and an implementation plan that describe how the district will address Internet safety, including how to protect online privacy and avoid online predators. (AB 307)</b></p>		<p>The plan describes or delineates clear goals outlining how students will be educated about Internet safety (as stated in AB 307).</p>	<p>The plan suggests Internet safety education but is not specific enough to determine what actions will be taken to accomplish the goals.</p>
<p><b>s. Description of or goals about the district policy or practices that ensure equitable technology access for all students.</b></p>		<p>The plan describes the policy or delineates clear goals and measurable objectives about the policy or practices that ensure equitable technology access for all students. The policy or practices clearly support accomplishing the plan's goals.</p>	<p>The plan does not describe policies or goals that result in equitable technology access for all students. Suggests how technology will be used, but is not specific enough to know what action needs to be taken to accomplish the goals.</p>
<p><b>t. 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</b></p>		<p>The plan delineates clear goal(s), measurable objective(s), annual benchmarks, and an implementation plan for using technology to support the district's student record-keeping and assessment efforts.</p>	<p>The plan suggests how technology will be used, but is not specific enough to know what action needs to be taken to accomplish the goals.</p>

<p><b>teachers' efforts to meet individual student academic needs.</b></p>			
<p><b>u. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan to use technology to improve two-way communication between home and school.</b></p>		<p>The plan delineates clear goal(s), measurable objective(s), annual benchmarks, and an implementation plan for using technology to improve two-way communication between home and school.</p>	<p>The plan suggests how technology will be used, but is not specific enough to know what action needs to be taken to accomplish the goals.</p>
<p><b>v. Describe the process that will be used to monitor the Curricular Component (Section 3d-3j) goals, objectives, benchmarks, and planned implementation activities including roles and responsibilities.</b></p>		<p>The monitoring process, roles, and responsibilities are described in sufficient detail.</p>	<p>The monitoring process either is absent, or lacks detail regarding procedures, roles, and responsibilities.</p>

13. 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
d. <b>Summary of the teachers' and administrators' current technology proficiency and integration skills and needs for professional development.</b>		The plan provides a clear summary of the teachers' and administrators' current technology proficiency and integration skills and needs for professional development. The findings are summarized in the plan by discrete skills that include CTC Standard 9 and 16 proficiencies.	Description of current level of staff expertise is too general or relates only to a limited segment of the district's teachers and administrators in the focus areas or does not relate to the focus areas, i.e., only the fourth grade teachers when grades four to eight are the focus grade levels.
e. <b>List of clear goals, measurable objectives, annual benchmarks, and an implementation plan for providing professional development opportunities based on your district needs assessment data (4a) and the Curriculum Component objectives (Sections 3d through 3j) of the plan.</b>		The plan delineates clear goals, measurable objectives, annual benchmarks, and an implementation plan for providing teachers and administrators with sustained, ongoing professional development necessary to reach the Curriculum Component objectives (sections 3d through 3j) of the plan.	The plan speaks only generally of professional development and is not specific enough to ensure that teachers and administrators will have the necessary training to implement the Curriculum Component.
f. <b>Describe the process that will be used to monitor the Professional Development (Section 4b) goals, objectives, benchmarks, and planned implementation activities including roles and responsibilities.</b>		The monitoring process, roles, and responsibilities are described in sufficient detail.	The monitoring process either is absent, or lacks detail regarding who is responsible and what is expected.

<b>14. INFRASTRUCTURE, HARDWARE, TECHNICAL SUPPORT, AND SOFTWARE COMPONENT CRITERIA</b> Corresponding EETT Requirement(s): 6 and 12 (Appendix D).	<b>Page in District Plan</b>	<b>Example of Adequately Addressed</b>	<b>Example of Not Adequately Addressed</b>
<b>e. Describe the existing hardware, Internet access, electronic learning resources, and technical support already in the district that will be used to support the Curriculum and Professional Development Components (Sections 3 &amp; 4) of the plan.</b>		The plan clearly summarizes the existing technology hardware, electronic learning resources, networking and telecommunication infrastructure, and technical support to support the implementation of the Curriculum and Professional Development Components.	The inventory of equipment is so general that it is difficult to determine what must be acquired to implement the Curriculum and Professional Development Components. The summary of current technical support is missing or lacks sufficient detail.
<b>f. Describe the technology hardware, electronic learning resources, networking and telecommunications infrastructure, physical plant modifications, and technical support needed by the district's teachers, students, and administrators to support the activities in the Curriculum and Professional Development Components of the plan.</b>		The plan provides a clear summary and list of the technology hardware, electronic learning resources, networking and telecommunications infrastructure, physical plant modifications, and technical support the district will need to support the implementation of the district's Curriculum and Professional Development Components.	The plan includes a description or list of hardware, infrastructure, and other technology necessary to implement the plan, but there doesn't seem to be any real relationship between the activities in the Curriculum and Professional Development Components and the listed equipment. Future technical support needs have not been addressed or do not relate to the needs of the Curriculum and Professional Development Components.
<b>g. List of clear annual benchmarks and a timeline for obtaining the hardware, infrastructure, learning resources and technical support required to support the other plan components as identified in Section</b>		The annual benchmarks and timeline are specific and realistic. Teachers and administrators implementing the plan can easily discern what needs to be acquired or repurposed, by whom, and when.	The annual benchmarks and timeline are either absent or so vague that it would be difficult to determine what needs to be acquired or repurposed, by whom, and when.

<b>5b.</b>			
<b>h. Describe the process that will be used to monitor Section 5b &amp; the annual benchmarks and timeline of activities including roles and responsibilities.</b>		The monitoring process, roles, and responsibilities are described in sufficient detail.	The monitoring process either is absent, or lacks detail regarding who is responsible and what is expected.

<b>15. FUNDING AND BUDGET COMPONENT CRITERIA</b> Corresponding EETT Requirement(s): 7 & 13, (Appendix D)	<b>Page in District Plan</b>	<b>Example of Adequately Addressed</b>	<b>Example of Not Adequately Addressed</b>
<b>e. List established and potential funding sources.</b>		The plan clearly describes resources that are available or could be obtained to implement the plan.	Resources to implement the plan are not clearly identified or are so general as to be useless.
<b>f. Estimate annual implementation costs for the term of the plan.</b>		Cost estimates are reasonable and address the total cost of ownership, including the costs to implement the curricular, professional development, infrastructure, hardware, technical support, and electronic learning resource needs identified in the plan.	Cost estimates are unrealistic, lacking, or are not sufficiently detailed to determine if the total cost of ownership is addressed.
<b>g. Describe the district's replacement policy for obsolete equipment.</b>		Plan recognizes that equipment will need to be replaced and outlines a realistic replacement plan that will support the Curriculum and Professional Development Components.	Replacement policy is either missing or vague. It is not clear that the replacement policy could be implemented.
<b>h. Describe the process that will be used to monitor Ed Tech funding, implementation costs and new funding opportunities and to adjust budgets as necessary.</b>		The monitoring process, roles, and responsibilities are described in sufficient detail.	The monitoring process either is absent, or lacks detail regarding who is responsible and what is expected.

<b>16. MONITORING AND EVALUATION COMPONENT CRITERIA</b> Corresponding EETT Requirement(s): 11 (Appendix D).	<b>Page in District Plan</b>	<b>Example of Adequately Addressed</b>	<b>Example of Not Adequately Addressed</b>

<p><b>d. Describe the process for evaluating the plan’s overall progress and impact on teaching and learning.</b></p>		<p>The plan describes the process for evaluation using the goals and benchmarks of each component as the indicators of success.</p>	<p>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.</p>
<p><b>e. Schedule for evaluating the effect of plan implementation.</b></p>		<p>Evaluation timeline is specific and realistic.</p>	<p>The evaluation timeline is not included or indicates an expectation of unrealistic results that does not support the continued implementation of the plan.</p>
<p><b>f. Describe the process and frequency of communicating evaluation results to tech plan stakeholders.</b></p>		<p>The plan describes the process and frequency of communicating evaluation results to tech plan stakeholders.</p>	<p>The plan does not provide a process for using the monitoring and evaluation results to improve the plan and/or disseminate the findings.</p>

<p><b>17. EFFECTIVE COLLABORATIVE STRATEGIES WITH ADULT LITERACY PROVIDERS TO MAXIMIZE THE USE OF TECHNOLOGY CRITERION</b> Corresponding EETT Requirement(s): 11 (Appendix D).</p>	<p><b>Page in District Plan</b></p>	<p><b>Example of Adequately Addressed</b></p>	<p><b>Example of Not Adequately Addressed</b></p>
<p><b>If the district has identified adult literacy providers, describe how the program will be developed in collaboration with them. (If no adult literacy providers are indicated, describe the process used to identify adult literacy providers or potential future outreach efforts.)</b></p>		<p>The plan explains how the program will be developed in collaboration with adult literacy providers. Planning included or will include consideration of collaborative strategies and other funding resources to maximize the use of technology. If no adult literacy providers are indicated, the plan describes the process used to identify adult literacy providers or potential future outreach efforts.</p>	<p>There is no evidence that the plan has been, or will be developed in collaboration with adult literacy service providers, to maximize the use of technology.</p>

<p><b>18. EFFECTIVE, RESEARCHED-BASED METHODS, STRATEGIES, AND CRITERIA</b> Corresponding EETT Requirement(s): 4 and 9 (Appendix D).</p>	<p><b>Page in District Plan</b></p>	<p><b>Example of Adequately Addressed</b></p>	<p><b>Not Adequately Addressed</b></p>

<p><b>c. Summarize the relevant research and describe how it supports the plan’s curricular and professional development goals.</b></p>		<p>The plan describes the relevant research behind the plan’s design for strategies and/or methods selected.</p>	<p>The description of the research behind the plan’s design for strategies and/or methods selected is unclear or missing.</p>
<p><b>d. Describe the district’s plans to use technology to extend or supplement the district’s curriculum with rigorous academic courses and curricula, including distance-learning technologies.</b></p>		<p>The plan describes the process the district will use to extend or supplement the district’s curriculum with rigorous academic courses and curricula, including distance learning opportunities (particularly in areas that would not otherwise have access to such courses or curricula due to geographical distances or insufficient resources).</p>	<p>There is no plan to use technology to extend or supplement the district’s curriculum offerings.</p>