

BELMONT-REDWOOD SHORES SCHOOL DISTRICT

EDUCATION TECHNOLOGY PLAN

JULY 1, 2007 – JUNE 30, 2012



Jennifer Benelli
Catherine Bonnar
Karen Clancy
Eric Shrader
Cathy Wright
Board of Trustees

Dr. Emerita Orta-Camilleri
Superintendent



Appendix J – Technology Plan Contact Information

Education Technology Plan Review System (ETPRS) Contact Information

County & District Code: 41 - 68866

School Code (Direct funded charters only): -----

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Section 1 - Plan Duration Component

The benchmarks and timelines in this latest iteration of the District Technology Plan are from July 1, 2007 to June 30, 2012. We chose the maximum number of years for our plan duration to give our stakeholders the greatest opportunity to achieve the goals and objectives described in the plan. In particular, our needs for additional infrastructure to support the learning and professional development goals will take at least five years to accomplish. We view our Technology Plan as a living document to be reviewed annually as part of the District Strategic Planning process. Modifications to the Technology Plan will reflect updates to the Curriculum and Professional Development sections of the Strategic Plan.

Belmont-Redwood Shores School District technology plan has been written in order to meet certification requirements of the California Department of Education and has a five year duration. Year One, July 1, 2007 to June 30, 2008, is a planning year which will be reflected throughout this Technology Plan. During years two through five we will implement the plan.

Section 2 - Stakeholders Component

The Belmont-Redwood Shores School District is committed to providing students and teachers with the best tools available to support the instructional program for students. With this in mind the District therefore is committed to maintaining a technology infrastructure and subsequent hardware that will support the most current and best technology-based instructional programs available to meet the needs of our special student population.

This Technology Plan is the result of the collaborative efforts of many people throughout our community. Principals and Technology Leaders (educators) have contributed time and data and will continue to work with the Technology Committee during the planning phase of this process. Board of Trustees have participated in informational meetings, as has the District Cabinet.

Over the coming months, this plan will continue to be revised by the District Technology Committee. Our stakeholders include:

Board of Trustees

Cathy Wright – President
Jenny Benelli – Vice President
Bill Davidovich – Secretary (to Dec 2007)
Karen Clancy - Member
Eric Schrader – Member
Catherine Bonnar - Member (from Dec 2007)

Administration

Dr. Emerita Orta-Camilleri, Superintendent
Penny Weaver, Assistant Superintendent of Educational Services
Nellie Hungerford, Assistant Superintendent of Business and Operations

District Technology Committee

Jon Richardson – District Technology Director (Facilitator)
Michelle Spadia – Kindergarten, Central Elementary
Sean Nakamura – Third/Fourth Grade Teacher, Cipriani Elementary
Jill Bauer, School Secretary, Cipriani Elementary
Randy Walker – Special Education Teacher, Fox Elementary
Gail Roosakos - Teacher, Nesbit Elementary
Cherie Ho – Principal, Nesbit Elementary
Maria Mendez, Technology Assistant, Ralston Middle
Steve Pomeroy, Computer Animation (6-8) Teacher, Ralston Middle
Bryan Yager, iTech/Space Design (6-8) Teacher, Ralston Middle
Todd Feinberg, Assistant Principal, Ralston Middle
John Eaves, Lead Maintenance/Grounds Assistant

Principals

Cori McKenzie, Central Elementary
Lisa Zachry, Cipriani Elementary
Chris Marchetti, Fox Elementary
Cheri Ho, Nesbit Elementary
Linda McDaniel, Sandpiper Elementary
Jennifer Kollman, Ralston Middle

Technology Department Staff

Jon Richardson – District Technology Director
Michael Chang – Computer Hardware Technician

Section 3 - Curriculum Component

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

Teachers and students in the Belmont-Redwood Shores School District utilize technology both in instructional settings as well as in their homes. Many families in this school district have computers and Internet access, and they support the use of technology for homework assignments. The following sections provide more specific information.

Student Access to Technology in School

Current access to technology varies at the six different school sites dependent upon unique factors present at each site. During school hours ALL students at all sites, especially the English learner population, staff and parents have access to the Internet and educational software through the Library Media Centers, classrooms, and computer labs; additional special consideration is offered to students in various programs such as Homework Centers, GATE, after school intervention programs and Special Education. The following technology tools are available at the six school sites:

Site	# Lib Computers	Hrs. Avail.	# Instructional (Fixed) Lab Computers	Hrs. Avail.	Mobile Lab Computers	Hrs. Avail.	# Classroom Computers	Hrs. Avail.
Central	2	8:25am-3:10pm	21	8:25am-4:30pm	3	8:25am-3:10pm	20+	8:25am-3:10pm
Cipriani	6	8:25am-3:10pm	20	8:25am-3:10pm	10	8:25am-3:10pm	16	8:25am-3:10pm
Fox	5	8:25am-3:10pm	0	8:25am-3:10pm	20	8:25am-3:10pm	26	8:25am-3:10pm
Nesbit	6	9:30am-2:30pm	3	8:25am-4:30pm	57	8:00am-4:30pm	17	8:30am-3:30pm
Ralston	4	8:00am-3:30pm	60	8:30am-4:00pm	26	8:30am-4:00pm	99	8:00am-3:10pm
Sandpiper	2	8:25am-3:10pm	23	8:25am-3:10pm	30	8:25am-3:10pm	36	8:25am-3:10pm

In addition to the computers listed in the table above, most classrooms are equipped with a Television set, VHS/DVD player, and the school has several computer projectors for teachers to check out for group presentations.

Teacher Access to Technology

Every classroom is provided with a “teacher station” equipped with a telephone and networked computer. There is a television in, or available to, 90% of classrooms, and most have VCR or DVD players. Sites are responsible for providing printers and other peripherals, productivity software and other learning resources. Most sites have invested in a “productivity suite” (MS Office) for teachers. Most teachers have access to a printer in the classroom. Other shared peripherals like scanners, digital cameras, file servers, etc. are available in about half the schools. The District provides e-mail, voice-mail, virus and spam protection, firewall and internet filtering. All teachers have access to the Student Information System, SASI.

Administrator Access to Technology

Every administrator has a desk equipped with a telephone, networked computer, and printer. Administrators are issued cellular phone/radios for emergency preparedness. The District provides administrators with MS Office, Accounting, LARS and School-Plan software, e-mail,

voice-mail, virus and spam protection, firewall and internet filtering. All Administrators have access to student assessment information (LARS), as well as our Student Information System, SASIXP.

Support Staff Access to Technology

Support staff has access to technology depending on job requirements. Typically, support staff will be issued a computer and necessary productivity software. E-mail accounts are available to all if requested by their manager. The District offers internet access to e-mail so staff without a personal computer can read e-mail from a lab computer or at home. All school secretaries have access to our Student Information System, SASIXP.

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

All schools, classrooms, and offices are connected to the Internet through the California High Speed Network provided by the San Mateo County Office of Education. Some classrooms are hard wired, and some have wireless access to this network. All teaching, administrative and office support staff have District provided E-Mail accounts. Technology is used to access standards based curriculum for teachers and students in all classrooms via on-line resources as well as site-specific software. All teachers have at least one computer dedicated to administrative, record keeping, and lesson planning tasks. Most classrooms have at least one computer for instructional use by students. Teachers have access to the District networked SASI attendance program that is used for daily attendance reporting and for accessing student information. Comprehensive assessment and data collection is managed by LARS, and is accessible by each site administrator.

Current use of technology for instruction in individual classrooms varies somewhat between the elementary and middle school sites, as reported by recent results of informal site surveys.

Grade Level	How Electronic Learning Resources are Being Used	Times per Week
K-5	FossWeb Science Teacher, Student and Parent Instructional Resources	2
K-5	Rosetta Stone - ELD & SLD Activities	4
K-5	Read Naturally - ELA and EL Development	4
K-5	KidPix Deluxe 3	2
K-5	Type To Learn 3 (Network) - Keyboarding Practice	2
2-5	Accelerated Reader – ELA/Reading Fluency Development	5
K-5	Scott Foresman California History/ Social Science Digital Pathway	5
K-5	Eduplace.com – ELA Houghton Mifflin author studies, grammar games, etc	3
K-8	On-Line Encyclopedia	5
K-8	Electronic Library Catalogue System	5
6-8	Digital Photography / Digital Video and Animation Courses/Projects	3
6-8	SuccessMaker – Technology-based intervention in Math (planning for implementation in progress with start date of January 2008)	5
6-8	Adobe Premiere Elements - Large Project Computer Animation Editing	>1
6-8	Macromedia Flash 8 - Computer Animation	5
7-8	Active Worlds - Online Virtual/3D Modeling	3

At this writing every K-8th grade teacher (100%) in the District uses technology to manage student assessment information on a weekly, if not daily, basis using one or more of the following: SASIxp/Classxp, Easy Grade Pro, LARS, or Excel spreadsheets. One high level of use of technology by teachers was reported to be in communicating with parents.

Each of our schools has a different set of technology software tools to support teaching and learning. At the Elementary level, teachers and students use educational software programs like Read Naturally, Rosetta Stone, Type to Learn, Accelerated Reader, and others. We have teachers at the Middle school who have developed online lesson plans, journalism, yearbook, and InfoQuests.

Students are engaged in learning experiences both in the classroom and computer labs. Elementary and Middle school students reported using the electronic card catalog, word processing, and reading quizzes as the most frequently used forms of technology at a minimum on a weekly bases and often up to three times a week. Technology tools for research and report development were used frequently throughout the District, at least on a weekly basis. Students at all levels reported preparing several presentations using different technology tools and software (i.e., MS Word, PowerPoint). Accessibility to technology is made available in lab setting on a scheduled, daily or weekly basis depending on grade level. All sites us technology in classrooms, computer labs, and libraries. The highest level of access to and use of technology varies from site to site. The elementary schools reported the highest level of access to be in the computer labs, where there were a number of student workstations with appropriate software applications, as well as knowledgeable staff members whose presence directly affected student performance and success. The middle school reports highest level of access and use in the computer labs and classrooms whose curricular programs are designed around technology applications. Extended hours after school in Tech Classrooms and Computer Lab, number of available workstations with appropriate software applications, as well as, knowledgeable staff members were contributing factors.

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

Using the District’s Vision/Mission and State Standards documents as guideposts, the following section addresses our specific curriculum goals. The Belmont-Redwood Shores School District will present to the board for adoption, specifically designed goals for students, teachers, staff, and administrators in relation to technology literacy skills that we believe will prepare our students to successfully contribute to the connected society of the 21st Century.

The number one goal for students will be Reading/Language Arts; “All District schools will demonstrate continued growth in student reading performance by increasing the percentage of grade K-8 students at or above grade level.”¹ Curriculum Goals are an articulated part of the state Content Standards. The achievement of these goals is monitored through: STAR CST testing results, API calculations, California Standards Writing Assessment in 4th and 7th grades, CELDT test reports, as well as the District's benchmark assessment regimen. Review of all of these assessments indicates that Reading and Math achievement for all students is a focus for improvement. Reading improvement specifically for EL students is another focus area.

¹- Cabinet work-study session held Oct. 2, 2007; official documentation still in draft form.

Belmont-Redwood Shores School District made phenomenal academic achievement gains. The District has committed resources to the technology based interventions/supplements and continues to support updating and upgrading these programs.

At the Elementary schools, we recently purchased Read Naturally to supplement the non technology reading programs historically used. And at Ralston Middle School, we are evaluating SuccessMaker Enterprise to bridge the gap between students who are operating below grade level in Mathematics and those who are proficient.

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.

In the magazine “Learning & Leading with Technology,” Cheryl Lemke clearly states a problem facing educators today. She writes, “Today, given the realities of globalization, knowledge work, and accelerating social change, it’s obvious that what students learn, as well as how and when they learn it, are changing. Consider, for example, just a few of the technology-based trends and issues that have confronted Americans in the past three years alone: cloning, high-tech warfare, and the ascendancy of global culture. Our children live in a world transformed by technology and ingenuity. To be truly prepared for success in this digital age, all students need evolving skill sets that reflect this reality.”²

Building upon our previous work and experience, the curriculum section of this Five Year Technology Plan provides the operational basis and research-driven methodology for the integration of technology in the curriculum for our district. Based on California Subject Area Content Standards, this plan seeks to offer a practical roadmap for technology integration into content areas for all students, teachers, and administrators within our district. The desired outcomes of this plan include, but are not limited to: engaging students to ensure all are challenged, demonstrate higher thinking skills, and maximize their academic learning; using student assessment data to direct and inform instruction in order to ensure that all students meet or exceed standards; articulating curriculum throughout grades K-8, and equipping students with the technology skills required for further education and the workplace.

The California Content Standards form the base of this technology plan, with support by the National Education Technology Standards (NETS) and Information Literacy standards. Because the use of technology is so embedded in the California Language Arts Standards, our initial plan has as its focus the Language Arts framework. It seems natural to begin with Language Arts standards, as they delineate research and technology skills in the curriculum; all other subject areas will benefit from the same integration. State curriculum standards, aligned to the NETS and the Information Literacy standards, demonstrate a synthesis of these three primary guides in educational technology today.

In striving to integrate technology into every classroom in the Belmont-Redwood Shores School District, we intend to use standards as a guideline for curriculum integration. Language Arts is only the beginning. In outlining specific grade levels for particular focus in this plan, consideration was given to the premise that application and learning of technology are an

² - “Learning & Leading with Technology,” International Society for Technology in Education (ISTE), Vol. 31 No. 1, September 2003, p. 7.

ongoing process. Our plan includes five goals; however, no particular grade level is restricted to any individual goal. All goals should be addressed at all grade levels. The best learning opportunities occur with multiple experiences; ideally, technology in learning should begin at kindergarten, or even pre-school and it is recommended that kindergarten students begin keyboarding instruction as they learn their letters.

Goal

All K-8 teachers will use technology to differentiate learning and improve delivery of instruction to assist students in meeting academic content standards and District curricular goals.

Objective

By June 30th, 2012, 100% of 4th-8th grade teachers in the Belmont-Redwood Shores School District will utilize technology for differentiated instruction and will offer learning opportunities for all students through subscription and/or web based services.

Benchmarks

Year 1 (Planning Year): By June 30, 2008, the Technology Committee and Curriculum Council will articulate and communicate technology applications that support the curricular goals to all sites.

Year 2: By June 30th, 2009, 25% of all teachers and students will use technology to improve writing as measured by the California English Language Arts Standards.

Year 3: By June 30th, 2010, 50% of all teachers and students will use technology to improve writing as measured by the California English Language Arts Standards.

Year 4: By June 30th, 2011, 75% of all teachers and students will use technology to improve writing as measured by the California English Language Arts Standards.

Year 5: By June 30th, 2012, 100% of all teachers and students will use technology to improve writing as measured by the California English Language Arts Standards.

The Technology Plan's benchmarks are based on the English/Language Arts content standards for specific grade levels 4-8. The expectation is that each student will achieve the benchmark and the acquired skills will aide the student's efforts to attain the grade level content standard. By the end of each grade span, the student will be able to complete the items listed. Each successive grade span includes the skills and content of the previous grade span.

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

As is shown in Section 3a, there are substantial technology resources available at all school sites for students to interact with various forms of technology. As is outlined later in the discussion of Infrastructure, we plan on adding additional computers to the learning environments and work with community agencies to expand access to our technology resources. Appendix A is a list of our goals for technology and information literacy skills.

Objective:

80% of students exiting our school district at the end of the school year will demonstrate mastery of grade level appropriate technology and information literacy skills as articulated in the District's Technology Literacy Goals.

Benchmarks:

Year 1: (Planning Year) By June 30, 2008, the Technology Committee and Curriculum Council will develop and distribute grade level appropriate technology and information literacy goals for educators to implement in their classrooms during Years 2-5 and they will identify specific curricula that can be used by teachers at each grade level to achieve master of the adopted goals.

Year 2: By June 30th, 2009, 20% of students in grades K-8 will demonstrate mastery in activities outlined in the District Technology Literacy Goals.

Year 3: By June 30th, 2010, 40% of students in grades K-8 will demonstrate mastery in activities outlined in the District Technology Literacy Goals.

Year 4: By June 30th, 2011, 60% of students in grades K-8 will demonstrate mastery in activities outlined in the District Technology Literacy Goals.

Year 5: By June 30th, 2012, 80% of students in grades K-8 will demonstrate mastery in activities outlined in the District Technology Literacy Goals.

3f. List of goals and an implementation plan that describe how the district will address the appropriate and ethical use of information technology in the classroom so that students can distinguish lawful from unlawful uses of copyrighted works, including the following topics: the concept and purpose of both copyright and fair use; distinguishing lawful from unlawful downloading and peer-to-peer file sharing; and avoiding plagiarism (AB 307: Optional in 2007-08, required July 1, 2008).

Leveraging the CyberSafety curriculum work of CTAP Region IV (<http://www.ctap4.org/cybersafety/>) and iSafe, Inc (<http://www.isafe.org/>), the Belmont-Redwood Shores School District will ensure that by the end of 8th grade, students who have passed through our schools will demonstrate a working knowledge of Internet safety, online privacy, avoidance of online predators, and identification of online scams.

Each grade level will have age appropriate lessons that will lead each student to understand the potential benefits and dangers that we face in an Internet connected world.

Other Resources

Safety Pledges by Grade Level: <http://www.netsmartz.org/resources/pledge.htm>

Staying away from Cyber Predators: <http://www.ctap4.org/cybersafety/cp.htm>

CyberBullying: http://www.nea.org/nea_today/0605/stopcyberbullying.html?mode=print

Inappropriate Content: <http://csriu.org/onlinedocs/documents/nwnas.html>

Copyright, Piracy, and General Safety: <http://www.playitcybersafe.com/>

Social Networking: <http://staysafeonline.org/connectedandprotected.html>

3g. List of goals and an implementation plan that describe how the district will address Internet safety, including how to protect online privacy and avoid online predators. (AB 307: Optional in 2007-08, required July 1, 2008)

This standard will be fully addressed by July 1 2008.

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

While Belmont is a relatively affluent suburb of San Francisco and very close to Silicon Valley, there are still families and students who do not have access to computer technology and the Internet at home. Belmont-Redwood Shores School District provides access to computers connected to the Internet at all schools, and makes these available to students in Computer Labs and School Libraries.

The District will ensure access to technology for all students by supporting the current levels of technology present in the classrooms while seeking ongoing funding to increase and enhance availability. As noted in the chart in section 3a there are currently significant numbers of computers available at each campus for student use. The current and future standard for computers in classrooms and in other instructional settings is tabled below.

Grade or other Location	Minimum Number of Computers to be Maintained For Student Use
Kindergarten	3
First	3
Second	3
Third	3
Fourth	3
Fifth	3
Sixth	4
Seventh	4
Eighth	4
Library – Elementary	6
Library – Middle School	25
Computer Lab	31

During Year 1 of this technology master plan, the Belmont-Redwood Shores School District will seek grant funding to expand access to computer learning centers, currently operating, at several schools. Such grants would fund staff time for expanded hours first, and endeavor to expand the menu of programs available on those computers. The Technology Committee, working with the Principals of each school, will identify schools and programs suitable for expanded hours and software offerings.

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

In order to measure progress against curriculum goals, data will be collected annually as appropriate from the following sources: API scores, Star Test results, California State Standards Examination, student portfolios, and student achievement records at the school site. A specific list of measures to be collected, the role of each in the measurement process, and criteria for success will be developed by June 30, 2007. It is also recommended that an evaluation tool (i.e. test) be developed for each grade level that is specific to measure each student's proficiency against California Content standards. Data will be aggregated at the site and District level by grade and compared year-to-year.

Site-to-site differences will be considered in conjunction with data on differences in socio-economic levels and levels of access to technology.

If results do not meet success criteria, there will be analysis of where results fell short (i.e. grade and subject/content area). Following this analysis, the Technology Committee will develop an action plan to address the shortcomings.

Goal 3i: Teachers will use technology to support the district's student record-keeping and assessment efforts.
Objective 3i: By June 2012, 80% of all teachers will access and utilize LARS to monitor student progress and drive instructional practice.
Year 1 Benchmark: By June 2008, 10% of all teachers will access and utilize LARS to monitor student progress and drive instructional practice.
Year 2 Benchmark: By June 2009, 20% of all teachers will access and utilize LARS to monitor student progress and drive instructional practice.
Year 3 Benchmark: By June 2010, 50% of all teachers will access and utilize LARS to monitor student progress and drive instructional practice.
Year 4 Benchmark: By June 2011, 80% of all teachers will access and utilize LARS to monitor student progress and drive instructional practice.
Year 5 Benchmark: By June 2012, 100% of all teachers will access and utilize LARS to monitor student progress and drive instructional practice.

3i. Activities/Implementation Plan	Timeline	Person(s) Responsible	Monitoring & Evaluation
District implementation of LARS	2007	Superintendent Site Principals Director of Technology	District curriculum, technology administrators and school site administrators track the development
Standardize procedures for output	2007	Director of Technology	
Evaluate administrative level of readiness to improve LARS functions	2007	Director of Technology	

Provide professional development for Administrators	August 2007, Ongoing	Director of Technology, Tech Facilitators	and implementation of all activities and accomplishments monthly and report progress at regular district/site administration meetings. Modifications to our district activities will be made as needed in order to insure that we meet or exceed measurable objectives.
Provide professional development for Teachers	2007, Ongoing	Director of Technology, Tech Facilitators	
Provide professional development in the use of test banks	2008	Director of Technology, Tech Facilitators	
Identify and evaluate data that exists at school sites	2007	Director of Technology, Site Principals	
Ensure that administrators have the fundamental skills to interpret data at the site level.	2007-2008	Assistant Superintendent, Educational Services	
Develop scanning specification and use of special equipment	2007-2008	Director of Technology	
Provide training for administrators to develop SMART Goals.	2007-2008	Assistant Superintendent, Educational Services	
Ensure that all technology staff are proficient in data management	2007	Director of Technology, Tech Facilitators	
Create templates, tutorials and protocols for teachers to obtain assistance	2007-2008	Director of Technology, Tech Facilitators	
Develop goal-monitoring reports for administrators and teachers	2008	Director of Technology, Tech Facilitators	
Expand the types of data collected and used for school improvement efforts	2009	Assistant Superintendent, Educational Services, Director of Technology	
Teach staff to use data thoughtfully. Sustain a culture of continuous improvement through data driven decision-making.	2008-2012	Superintendent, Director of Technology, and Management Team	
Gather details on the process in which teachers are differentiating instruction in response to students who need additional support.	2008-2012	Assistant Superintendent, Educational Services, Director of Technology, Site Principals	
Evaluation instrument: administrator and teacher training materials, sign-in sheets, log-ins to site, usage records.			

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

Web 2.0 applications have opened new opportunities for parents, teachers, and administrators to communicate with each other. Communication is currently facilitated through these channels:

Communication Agent	Description of Use of Communication Agent	Who Uses Communication Agent	How Agent is used	Communication Type
Standard Website	Posting/Downloading Daily Classroom Assignments	iTech, Social Studies, Middle School	Teacher to Student	1 Way
Traditional Email	Written Communication	All District Teachers and Administrators	Staff and Community	2 Way
School Notes	Posting Assignments (Ralston Middle)	Teachers at Ralston Middle	Teacher to Students/Parents	1 Way
Comcate Web Communication	Feedback from Community to District Staff	Any community member	Community to District Staff	1 Way
GAMUT online	CSBA hosted website for online posting of School Board minutes, agenda, and policies	Any community member	School Administration to staff and community	1 Way
Wiki style Website	Currently: WebSchoolPro websites for each school, teachers will be able to post assignments within their school's website	Teachers at all schools (still in development)	Back and forth communication between District staff and community	2 Way
Future Communication Agent	Description of Use of Communication Agent	Who would use Communication Agent	How Agent would be used	Communication Type
Automated Callout System	Integrated into Student Information System, allows delivery of voice message to parents from district staff.	Teachers and Administrators	Voice messages are sent to individual or groups of parents notifying them of school activities, attendance, behavior, and/or emergency issues.	1 Way
Private Social Networking	Elgg.net based private social networking will allow teachers, students, and parents to communicate and interact outside the boundaries of the classroom.	Students, Parents, Teachers, Administrators (Still in planning stage)	Teachers, Administrators, Parents, & Students	2 Way
Online Surveys	Opinion and use surveys to be developed	Students, Parents, Teachers, Administrators (Still in planning stage)	Administrators and Teachers create surveys, Community members express opinions.	2 Way

Following are goals we have established to support the use of technology to improve communication between home and school.

Goal 1: Our first goal is to implement an automated callout system, as this technology is proven and readily available

Goal 2: Our second goal is to implement Online surveys.

Goal 3: Our third goal is to implement Private Social Networking initially as a pilot, and eventually for all schools, and classrooms.

Benchmark: In the first year each of these goals is implemented, it is expected that 20% of staff will receive training in that technology to utilize.

Implementation: Implementation of these communication strategies will depend on funding and staff readiness. After our teachers and administrators have taken the EdTech Profile, the Technology Committee and Curriculum Council will determine where to implement pilots of these communication goals.

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

The Belmont-Redwood Shores School District Curriculum Council provides standards based curriculum guidance and is comprised of educators and administrators from all six schools. Part of this council's annual work is to monitor the Technology Master Plan's curricular component and work with the Technology Committee to ensure that technology initiatives are in alignment with current and future curricular initiatives and goals.

As of the writing of this Technology Master Plan, members of the Curriculum Council include:

- Blanca Torres, 4th/5th Grade Teacher - Central Elementary
- Chris Marchetti, Principal - Fox Elementary: Facilitator
- Cherie Ho, Principal - Nesbit Elementary
- Cori McKenzie, Principal - Central Elementary
- Ed Keyani, 4th Grade Teacher - Sandpiper Elementary
- Emerita Orta-Camilleri, Superintendent
- Janet Young, 1st Grade Teacher - Central Elementary
- Jennifer Kollmann, Principal - Ralston Middle
- Karen Clancy, Board Member
- Kim Dalton, Reading Specialist - Cipriani
- Kim Suydam, 5th Grade Teacher - Cipriani Elementary
- Linda McDaniel, Principal - Sandpiper Elementary
- Lisa Zachry, Principal - Cipriani Elementary
- Penny Weaver, Assistant Superintendent - Educational Services
- Ryan Haven, 5th Grade Teacher - Nesbit Elementary
- Sheri Sitkoff, 2nd Grade Teacher - Sandpiper Elementary
- Stephanie Papas/McMasters, Reading Specialist - Nesbit Elementary
- Tami Schilling, Grade Teacher - Fox Elementary
- Todd Feinberg, Assistant Principal - Ralston Middle

Members of the Technology Committee include:

- Bryan Yager, 6th-8th Grade Teacher, Ralston Middle
- Jameson Ray, Former Student, Technology Volunteer
- Jon Richardson, District Technology Director
- Maria Mendez, Technology Assistant, Ralston Middle
- Michelle Spadia, Kindergarten Teacher, Central Elementary
- Nellie Hungerford, Assistant Superintendent, Business and Operations
- Penny Weaver, Assistant Superintendent, Educational Services
- Sean Nakamura, 4th Grade Teacher, Cipriani Elementary
- Steve Pomeroy, 6th-8th Grade Teacher, Ralston Middle
- Todd Feinberg, Assistant Principal, Ralston Middle

District curriculum, technology, and school site administrators track the development and implementation of all activities and accomplishments monthly and report progress at regular

District/site administrator meetings. Modifications to our district activities will be made as needed in order to insure that we meet or exceed measurable objectives.

The District will take part in the State Annual Technology Survey annually. Teachers will complete the EdTech Profile assessment.

Annually, the committees will review synthesized data and make recommendations to adjust the site Single Plans for Student Achievement, Site and District Technology plans, as well as provide data to the Superintendent and the Board of Trustees.

Section 4 - Professional Development Component

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

Based on local surveys and observations, Belmont-Redwood Shores School District staff technology proficiency levels vary considerably from school secretaries and administrators who use Microsoft Office productivity software, Financial 2000 accounting, and SASI student information system software daily to custodians who rarely touch a computer in their daily duties. All teachers in our district have had a computer on their desk since 1998, when the first large-scale infusion of technology was made. Some of our educators have spent many hours developing their technology literacy skills and apply that in their classrooms. Others have not gone beyond taking student attendance online and the use of email for communication with their peers and the community.

Over the course of the next five years, BRSSD will focus staff development to cover not only the skills needed to implement our curricular goals, but to improve the proficiencies of the EdTechProfile skills for all staff that use technology in the course of furthering the mission and vision of the District. Based on the data received from the survey, the biggest need for the majority of our users is in the area of basic applications, advanced organizational procedures with electronic communication tools (currently Microsoft Outlook 2003), and the integration of presentation software into the curriculum.

BRSSD realizes that without sufficient professional knowledge, the curricular goals and objectives will not be met. To this end, the major focus is training and support for administrators, teachers, and staff in the practical use of technological tools that will improve standards-based instruction and school operations. BRSSD recognizes the need to increase the proficiency of administrative personnel to ensure successful implementation among teachers and support staff. Those in administration will be asked to carry out the vision by committing resources to technology-based staff development at the site level.

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

Over the next 5 years, all certificated and classified staff will receive staff development training opportunities in order to become familiar with existing site technology and electronic learning resources available to them, to integrate that technology into their instructional program, and to increase individual job productivity and effectiveness. The District Technology Committee working in collaboration with the Educational Services Assistant Superintendent will establish a comprehensive technology training program organized by level of proficiency, as defined in the EdTechProfile Technology Proficiencies for Teachers. Staff members will update their EdTechProfile information on an annual basis. The data will be used for individual goal setting as well as for collective needs assessment and planning of future professional development programs at the site and District levels.

Formal training will be offered throughout the school year and summer vacations based on need and level of staff interest. Training sessions will be lead by District personnel, publishing companies of District adopted materials (e.g., Scott Foresman California History/Social Science) and/or experts recommended by EdTechProfile and other like agencies.

All technology-based staff development will be directed toward professional skills necessary to implement effective technology resources that support student success as described in the standards and expectations for each curricular area. Special attention will be given to the use of technology tools for the development and achievement in reading and writing in the classroom. Technology resource use/access will be included as a component in addition to specific training for skills identified on the EdTechProfile survey. Staff working with students with needs beyond the baseline curriculum (e.g., special education, GATE, ELL) will also receive training on how to implement technology resources to best meet the needs of their students.

BRSSD will use a variety of cost effective incentives to encourage and promote continued participation. Some incentives include: In-District training opportunities, professional growth units, college credit, overtime, and/or use of specialized hardware or software.

The following outline summarizes the goals and objectives for staff development. Staff Development Goals 1 and 2 are specifically tied to the curriculum goals outlined in sections 3c – 3g of this plan. Staff Development goals reflect skills necessary for effective use of technology as a professional in education. Consideration of proficiency in the areas of communication and collaboration; planning, design and implementing learning experiences; and assessment and evaluation as described in the EdTechProfile Technology Proficiency for California Teachers document is embedded as an integral part of each goal.

Goal 1: Staff will demonstrate increased technology proficiency skills and their application in the use of technological learning resources to organize, teach and assess student learning in California Reading/Language Arts.

Implementation Plan Objectives	Responsible Position	Timeline	Evaluation & Monitoring
Objective 1 of 4: 100% of certified staff working with students in grades K-2 and/or with special needs (i.e., Special Ed., ELL, GATE) will receive hands-on training in the Read Naturally program.	Assistant Superintendent of Educational Services, School Principals	New staff: Classes offered during summer. Returning staff: Training offered Fall, Winter, Spring.	Teacher/participant evaluation and needs assessment of training session. Review of student participation logs by class.
Objective 2 of 4: 100% of certified staff working with students in grades K-8 and/or with special needs (i.e., Special Ed., ELL, GATE) will receive hands-on training in the use of Accelerated Reader.	Assistant Superintendent of Educational Services, School Principals	New staff: Classes offered during summer. Returning staff: Training offered Fall, Winter, Spring.	Teacher/participant evaluation and needs assessment of training session. Review of student participation logs by class.
Objective 3 of 4: 100% of certified staff working with intervention students in grades 4-8 and/or with special needs (i.e., Special	Assistant Superintendent of Educational	New staff: Classes offered during summer.	Teacher/participant evaluation and needs assessment of training

Ed., ELL, GATE) will receive hands-on training in the use of Read Naturally.	Services, School Principals	Returning staff: Training offered Fall, Winter, Spring.	session. Review of student participation logs by class.
Objective 4 of 4: 100% of certified staff will be proficient at using a database and spreadsheet to review and analyze student assessment data from the LARS program.	Assistant Superintendent of Educational Services, Principals	New staff: Classes offered during summer. Returning staff: Training offered Fall, Winter, Spring.	Teacher/participant evaluation and needs assessment of training session. Review of student participation logs by class.

Goal 2: Staff will demonstrate increased technology proficiency skills and their application in the use of technological learning resources to organize, teach and assess student learning in California Mathematics.

Implementation Plan Objectives	Responsible Position(s)	Timeline	Evaluation and Monitoring
Objective 1 of 3: 100% of certified staff working with students in grades K-8 and/or with special needs (i.e., Special Ed., ELL, and GATE) will receive hands-on training in the use of Kaplan Math.	Assistant Superintendent of Educational Services Principals	New staff: Classes offered during summer. Returning staff: Training offered Fall, Winter, Spring.	Teacher/participant evaluation and needs assessment of training session. Review of staff participation logs by Principal.
Objective 2 of 3: 100% of certified staff working with intervention students in grades 6-8 and/or with special needs (i.e., Special Ed., ELL, GATE) will receive hands-on training in the use of Skills Bank	Assistant Superintendent of Educational Services Principals	New staff: Classes offered during summer. Returning staff: Training offered Fall, Winter, Spring.	Teacher/participant evaluation and needs assessment of training session. Review of staff participation logs by Principal.
Objective 3 of 3: 100% of certified staff will be proficient at using a database and spreadsheet to review and analyze student assessment data from the LARS program.	Assistant Superintendent of Educational Services Principals	New staff: Classes offered during summer. Returning staff: Training offered Fall, Winter, Spring.	Participant evaluations and random checks in designated grade-level meetings of staff's successful use. Annual Completion of EdTechProfile Survey

Goal 3: Staff will demonstrate increased technology proficiency skills and their application in the use of technological learning resources to educate students on CyberSafety.

The Professional development goals provide teachers and administrators a roadmap of where to focus their attention in order to implement the curriculum component of this plan. It lists the specific goals, objectives, and benchmarks. It also includes who leads the development and

when this takes place. These goals are developed based upon the District Student Learning Outcomes Matrix, Curriculum Driven Technology Goals, EdTechProfile Technology Proficiencies for Teachers standards, portfolio assessments and the legislated requirements for new teachers.

Annual Benchmarks

The primary evaluation instrument to assess the success of the Professional Development opportunities offered each year will be the EdTechProfile. The Technology Director will meet at least once annually with each Principal to review the previous year scores reported by staff, programs offered during the year, and progress made in the current year. From this, plans for the following year will seek to address the technology related professional development needs of the teachers at each school.

Year 1 All Teachers and Principals will complete the EdTechProfile.

Year 2 At least 20% of teachers will score at or above the Intermediate level (1.00 – 1.99) on the EdTech Profile

Year 3 At least 40% of teachers will score at or above the Intermediate level (1.00 – 1.99) and at least 10% of teachers will score above 2.00 (Proficient) on the EdTechProfile.

Year 4 At least 60% of teachers will score at or above the Intermediate level (1.00 – 1.99) and at least 30% of teachers will score above 2.00 (Proficient) on the EdTechProfile.

Year 5 At least 80% of teachers will score at or above the Intermediate level (1.00 – 1.99) and at least 50% of teachers will score above 2.00 (Proficient) on the EdTechProfile.

4c. 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.

Timelines and Monitoring Plan for Curriculum Strategies and Methodologies included with tables in 4a & 4b.

Evaluation and monitoring of the successful delivery of CyberSafety curriculum is somewhat difficult to foresee, as this area is evolving. One would suspect that within Year 2, there will emerge student assessments that can be used to accurately measure the success of CyberSafety curricula. The Technology Committee and Curriculum Council will work together through years 1 and 2 to develop measurement instruments to evaluate the effectiveness of the adopted CyberSafety program.

As was the case with the academic goals listed in tables 4a and 4b, training will be offered new teachers at the end of summer, and open to all staff during classes offered in the Fall, Winter, and Spring. The positions responsible for measuring the success of his goal will be the Assistant Superintendent of Educational Services and the Principals.

Section 5 - Infrastructure Component

5a. Describe the existing hardware, Internet access, electronic learning resources, and technical support already in the district that will be used to support the Curriculum and Professional Development Components (sections 3 & 4) of the plan.

Overview

Recent years have seen a tremendous increase in the demand and availability of technology resources to enhance education. We are committed to support the efforts of our instructional teams at each school to enrich the educational experience of our students. This chapter will describe our current state of technology, where we are going, and how we plan to get there.

The Belmont and Redwood Shores communities that make up our school district have a rich tradition of parent and community involvement. Much of what we have today exists because of the efforts of past and present parent volunteers. As technology standards have evolved and computers added to our network, it has become increasingly clear that it is time to retool our communication infrastructure.

Computer Hardware

Currently the schools in the Belmont-Redwood Shores School District have 520 personal computers available for students for classroom education or lab instruction. This translates to having one computer for every four students at the middle school level and one computer for every 6 students in our elementary schools.

There are 177 computers used by teachers, support staff, and administrators in our schools. All teacher and administration computers currently run Windows XP, as do most instructional computers. However, there are still some classroom and library computers running Windows 98. Many of our computers used by students have been donated by parents, businesses, or purchased for the school by local PTA groups. Much of the older equipment is not capable of connecting to the network and running the Districts' anti virus software. There is little standardization on manufacturer or model of computer in use. The majority of workstations purchased by the District in the last 5 years were manufactured by Tangent, a small computer manufacturer in Burlingame CA. The next largest group of computers is Dell workstations. These are mostly found in labs. There are also Acer, HP, and Sony computers. There are very few, but some "white box clone" computers in use. This lack of standardization adds to the difficulty in supporting the current technology assets the District uses for educational and operational purposes.

Network Access

The networking infrastructure at all our schools is multimode fiber and Cat5 cabling. The network in our five older schools was installed by parent volunteers in the mid 1990s during "NetDay" events. All schools are connected to the District Office via a single T1 line. The District Office connects to the CA-HSN via a single T1 line to the San Mateo County Office of Education.

At present, each classroom and administrative computer connects to the network with at least a 10mb connection. Our newest school, Sandpiper Elementary has gigabit links between IDF/MDF closets, and 100mb connections to all stations. The others have an array of equipment

delivering anywhere from 10mb shared to 100mb switched connections. Much of this networking hardware is more than 10 years old.

In many classrooms there is a single network connection. These often are stapled to walls and pass to the nearest IDF laid on the ceilings. Labeling is evident, but not standardized. In some cases, technicians must guess about wiring locations. This often adds to the time needed to troubleshoot connectivity problems.

Electronic Learning Resources

A table on page 7, titled “How Electronic Resources are being used, outlines a list of the most widely used ELRs in use today in Belmont-Redwood Shores schools.

Technology Support

Technology Support currently is provided by one part time (.5 FTE) District computer hardware technician, a part time (.875 FTE) middle school technology coordinator, a full time director, and individual parent/community volunteers. Historically, technical support provided by the technology department augmented teachers who either received a stipend or took it upon themselves to keep computers in theirs' and others' classrooms running. At that time, the District technology department staff was responsible for supporting the school office staff on a day to day basis and physically repair any broken computers.

As investments in technology placed more and more instructional computers throughout the schools, a commensurate level of support staff was not added. Our parent volunteer communities fill in the gaps currently and help the District keep technology equipment operational. Without the help of our parent volunteers, our students and educators would not have the same level of access to technology.

Current curricular and professional development goals are supported, albeit with great effort, by the current network infrastructure. However, upgrading this equipment, cabling, and connectivity circuits is high on our list of priorities to accomplish the goals we have outlined.

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

Hardware

Standards for classroom computer technology include the following:

- A minimum of 5 instructional computer/devices in each classroom, networked to the Internet
- A computer projector for large group presentation
- A teacher workstation that has DVD burning capacity, and is connected to the Internet
- AlphaSmart devices for individual practice

Standards for school based servers

- Servers will be centrally housed in the MDF room whenever possible
- Each school will have at least one Authentication (Windows/AD as of Nov 2007) server
- Each school will have a file storage space for educators to use for their own work as well as the work of their student

Learning Resources

We see in our students the need to be connected to their community. Today, this takes the form of Web 2.0 technologies like Blogging, Wiki publication, Podcasts, Social Networking, Folksonomy. We see our classrooms taking shape in such a way that the boundaries of learning extend into the home and libraries for our students. Communication between teacher and student takes place in person and online at once or exclusively. Learning and interacting with online resources becomes available to students in school, at home, or anywhere they have a connection to the web.

Networking Infrastructure

Within the duration of this plan, our classrooms will be outfitted with CAT5e cabling to support 1 teacher workstation, 5 instructional computers, and 1 wireless access point. This is a total of 7 drops per room. A standard wiring closet (IDF) will include "Power Over Ethernet" switches commensurate to provide connectivity to all network drops in each classroom. In addition, each IDF will have a battery backup unit capable of delivering power to keep the switch operational for at least 30 minutes during power outage.

Each IDF will be connected to the building MDF via multi strand fiber optic cable terminated with the commonly used standard at the time of installation (currently LC connectors as of Nov 2007).

The MDF at each school will include at least 1 19" rack for installation of networking equipment, horizontal cabling patch panels, fiber optic termination junctions, servers, and Wide Area Network (WAN) hardware. All servers, switches, phone, and networking equipment will be connected to utility power through an Uninterruptible Power Supply.

Schools will be rewired in the following order: 1) Nesbit Elementary; 2) Cipriani Elementary; 3) Central Elementary; 4) Ralston Middle; 5) Fox Elementary; 6) Sandpiper Elementary. More detailed plans will be developed during year one of this plan.

Physical Plant

In order to support the infusion of technology into our schools that we plan over the next 5 years, the Belmont-Redwood Shores School District will need to examine electrical, HVAC, and space capacity in all schools. During year one, we will identify electrical, HVAC, and (potential) space needs for the MDF and IDFs for each school. In those schools that have a dedicated MDF/server room, proper environmental controls will be installed in order to ensure safe operating temperatures for all core equipment.

In schools that co-house their network and server infrastructure in open areas, we will identify secure locations to build out as MDF/Server rooms.

Technical Support

The past has taught us that, while technically literate educators enable students to achieve high levels of competence across the curriculum, it is not efficient for teachers to spend their time repairing and troubleshooting their computers. Their efforts will benefit our students most when they focus their energy and talent toward the creation of rich and engaging activities for students, using transparent technological tools as the medium through which their lessons are delivered and explored.

With this in mind, our plan for technical support includes the following:

- A minimum of one .5 FTE Level 1 technical support specialist for each elementary schools
- A minimum of 1 full time level 1 technical support specialists for our middle school
- One minimum of one full time level 2 computer technician
- One full time network technician
- One full time director

In this model, the Level 1 technicians would each be assigned to two geographically adjacent elementary schools. They would likely spend alternating mornings and afternoons at each of their schools. Fox and Cipriani schools would share one technician, Central and Nesbit another, and Sandpiper and the new elementary school would share the third. The District level network technician would provide advanced workstation support to the level 1 technicians and maintain the LAN and WAN connections for the schools. The director would be responsible for supporting the level 1 and 2 technicians, the network technician, managing the District and site based servers, and overseeing any vendors contracted for special needs and projects.

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

Goal 1: All sites will meet the recommended equipment standards

- Year 1:*
- Take an accurate count of computers in each school, including years in service
 - Establish supported lifespan of instructional and operational computers
 - Identify computers to be replaced in year 2, 3, and 4
 - Establish list of approved vendors for structured cabling and LAN hardware upgrades
 - Finalize schedule and select vendor(s) for upgrade of school LANs
- Year 2:*
- Retire computers identified for replacement in year 2
 - Replace retired computers
 - Add one additional instructional computer per classroom on average at each school
 - Complete installation of structured cabling at Nesbit Elementary and Cipriani Elementary
 - Hire one full time Network Technician
- Year 3:*
- Retire computers identified for replacement in year 3.
 - Replace retired computers.
 - Add one additional instructional computer per classroom on average at each school.
 - Complete installation of structured cabling at Central Elementary and Ralston Middle School
 - Hire one full time Level 1 Technician
 - Hire one full time Level 2 Technician

Year 4: • Retire computers identified for replacement in year 4

- Replace retired computers
- Add one additional instructional computer per classroom on average at each school
- Complete installation of structured cabling at Fox Elementary and Sandpiper Elementary
- Hire one full time Level 1 Technician

Year 5:

- Continue retiring computers that fall below the supported lifespan threshold
- Replace retired computers
- Add one additional instructional computer per classroom on average at each school

Goal 2: All sites will adhere to equipment standards when purchasing new equipment
General Specs for Desktop and Laptop Computers

Future PC purchases at Belmont-Redwood Shores School District will meet the following minimum standards: Intel Pentium 4 (or equivalent) 2.0GHz processor; 1GB RAM; CDRW/DVD; 80 GB hard drive; integrated audio with speakers; 10/100/1000BASE-T Ethernet; USB ports; 17” LCD color; keyboard and pointer device. The operating system will be Windows XP professional with Microsoft Office 2003 for productivity software.

Future PC Laptop purchases will follow the same specifications as the PCs except for an Intel Pentium 4 (or equivalent) 1.6 GHz processor and 14” screen size.

Every classroom will be connected to a black and white laser printer with a color laser printer available to all for special projects. The District Technology Committee, in collaboration with the District Technology Director, shall review standards for minimum hardware requirements on a yearly basis.

All computer purchase orders will be routed through the District Technology Director to ensure compliance with purchasing standards.

Goal 3: Technical support will be adequate to maintain a high level of implementation of the Curriculum Applications and Professional Development

At present, with well over 700 computers District-wide, the ratio of technical support personnel to computers is approximately 450 to 1. District staff finds that this standard is manageable but needs to be monitored regularly to insure repair/maintenance response times are adequate for optimal system functioning. The District Technology Director will review response times every 4 months and modify/secure additional services as needs indicate.

Goal 4: Supporting software for teaching, learning and assessment will be available

In addition to the software needed to run the programs available to students via the LAN, Accelerated Reader (upgraded 2004), and Read Naturally (upgraded 9/2006), all networked classroom computers will have access to the listed programs. Oversight to insure classroom-level access will be provided by site principals and District Technology Director.

5d. Describe the process that will be used to monitor the annual benchmarks including roles and responsibilities.

- The Technology Committee will meet monthly to gather and/or disseminate information about the state of computer upgrades taking place in each school.
- The Technology Director and Assistant Superintendents of Educational Services and Business and Operations will meet quarterly to review the state of progress toward achievement of the goals outlined in Section 5c.
- Bi-annually, the Technology Director will report to the Superintendent and Board of Trustees on progress toward achievement of the goals outlined in Section 5c.

Section 6 - Funding and Budget

The Belmont-Redwood Shores School District has relied in the past on donations by parent groups and the local business community to augment general fund expenditures to enhance technology. The District will aggressively pursue grants, but we cannot be certain which grants will be available to fund the items mentioned in the Budget Forms

The District already has a full-time Director and a part time computer repair technician. This five-year plan increases technical support staffing for schools, broadens the reach of standards based software from (currently) one to all six of our schools, includes staff development for curriculum-integrated and technology literacy training, replacement of obsolete and increase of instructional computers, wiring of all 6 schools. The Budget table below shows a detailed breakdown of cost estimates.

6a. List established and potential funding sources

Established funding sources the District currently accesses to forward technology implementation include: CTF discounts to defray some of the costs of maintaining our telecommunication circuits and categorical and special state monies from Title I, Title II, SIP, EIA-LEP, State Lottery, and School Force, a local Community Foundation whose aim is to improve instructional programs, replace hardware, and provide for software and other non-E-Ratable purchases.

Potential funding sources include special State and Federal grants as well as Foundation Grants. The District actively communicates with the California Technology Assistance Project (CTAP) Region 4, which acts as a conduit for current information about potential funding sources that are related to technology.

Description	Existing Funding Sources	Annual Amount	Potential New Sources	Annual Amount
Computer Hardware	State Lottery Donations/PTA Donations/Business General Fund [Arts and Music PE Block] [SLIP] [Instr Materials for Libraries & Instr Technology] [State Special Ed]	Amount varies 44,000	General Fund Parent Donations Private Sector Grants State Lottery CDE Technology Grants	144,000
Infrastructure E-Ratable/CTF	General Fund	77,000	CTF Discounts ERate Discounts General Fund Grants Gifts/Donations	77,000
Infrastructure Non-E-Rateable	General Fund		Grants Gifts/Donations General Fund	254,000

Software	General Fund	66,000	Grants Gifts/Donations General Fund	85,000
Staff Development	General Fund	150,000	Grants Gifts/Donations General Fund	160,000
Technical Support	State Lottery General Fund	150,000	State Lottery Grants Gifts/Donations General Fund	300,000
Curriculum Support	General Fund		General Fund Grants	

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

The National Education Technology Plan advocates innovative restructuring and reallocation of existing budgets to realize efficiencies and cost savings. Every program in No Child Left Behind is an opportunity for technology funding, with each having a different focus on how funding will help attain specific educational goals. Needed technology often can be successfully funded through innovative restructuring and reallocation of existing budgets to realize efficiencies and cost savings. The new focus begins with the educational objective and evaluates funding requests – for technology or other programs – in terms of how they support student learning. Today, every program in No Child Left Behind is an opportunity for technology funding—but the focus is on how the funding will help attain specific educational goals.

The national committee recommends the following actions as funding and budgetary recommendations for states, schools and districts:

- Determine the total costs for technology as a percentage of total spending.
- Consider a systemic restructuring of budgets to realize efficiencies, cost savings and reallocation. This can include reallocations in expenditures on textbooks, instructional supplies, space and computer labs.
- Consider leasing with 3-5 year refresh cycles.
- Create a technology innovation fund to carry funds over yearly budget cycles.

Description	2007/08	2008/09	2009/10	2010/11	2011/12
Salaries Classified Technology Support Staff	210,000	280,000	373,000	415,000	415,000
Staff Development	10,000	10,000	10,000	10,000	10,000
Infrastructure	80,000	356,400	421,800	381,400	15,000
Software Licensing	66,300	110,800	72,500	85,900	89,200
Computer Hardware	56,000	141,000	141,000	235,000	235,000
Total	422,300	898,200	1,018,300	1,127,300	764,200

6c. Description of the district’s replacement policy for obsolete equipment

Being a small school district, we do not currently have any Board adopted policies regarding the replacement of technology equipment. Our schools have operated in an ad hoc manner for years. Ad Hoc committees at each school encourage PTA and School Site Councils to consider utilizing PTA funds, State Block and general grant monies to replace worn out equipment. The District allocates \$4000 annually to each school to support technology. Each principal determines how to appropriate these funds, often in combination with other sources (PTA, grants, and donations) to add, replace, and support computer hardware.

When equipment breaks after numerous repairs and/or runs too slowly to perform the duties required of it, the equipment is taken out of service, put in storage and eventually taken off-site by maintenance staff.

As we look forward to increase the quantity and effectiveness of technology in our schools, the District realizes that it must have a clear vision of the life cycle of equipment from initial deployment to disposal. The lifespan of computers in our schools generally runs five to seven years. The lifecycle can be summarized by the following stages:

- Allocation of funding (Planning)
- Coordination of purchasing (Oversight)
- Fixed Asset Inventorying (Accountability)
- Deployment of technology (Use)
- Maintenance of deployed technology (Adequate Tech Support)
- Determination of obsolescence (Oversight)
- Removal from Fixed Asset Inventory (Accountability)
- Disposal through donation or ewaste recycling (Responsibility)

Currently, the District is developing the following policies for Board adoption:

- Acceptance of technology donations
- Distribution/donation of obsolete technology equipment to others
- Disposal of E-Waste unfit for donation

Guidelines for staff relating to technology equipment can be found in Appendix B.

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 Assistant Superintendent, Business Service and Operations (BS&O) and the Superintendent monitor the budget. When enrollment increases, adjustments are made in the budget for new computers. The Director of Technology develops the budget plan and allocation projections. The budget reflects the priorities and goals outlined in this Technology Plan. The Assistant Superintendent, BS&O is part of the District Technology Committee and consults with the committee on feasibility of major purchases. Site principals can also monitor their own technology budgets online. The District Office handles capital expenses. Local schools are responsible for cost of consumables, printers and other peripherals.

Section 7 - Monitoring and Evaluation

The District Technology Committee will provide overall coordination and oversight of the technology planning process. Coordination will include the implementation of goals and objectives set forth in this plan to integrate technology to meet core curriculum goals identified by the Curriculum Council. Oversight of the plan will include monitoring of implementation activities to enable adjustments to be made as needed in order to provide a learning environment that enables students to achieve 21st century skills.

The Director of Technology and technology leads at each school will provide information and oversight to guide the infrastructure plan and issues. The Director of Technology, with support from business services, will provide coordination and oversight of technology funds and budget issues.

Site principals will provide site-based updates on tech plan implementation and needs; site based training support; input on efforts, outcomes and needs to support implementation of the plan to meet District curricular goals.

This educational technology plan is meant to be a “living” document that will guide District decision making over the five-year duration of the plan. It will be monitored, evaluated and revised by the District Technology Committee as needed. The revised plan will be presented to the board of trustees annually.

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

Every effort will be made to collect relevant “hard” or objective data that can be documented, referenced and reviewed. In the case of monitoring and evaluation our District Technology plan, such data will include (but will not be limited to):

- Surveys
- Classroom observations
- Academic performance data
- Sociological data
- CBEDS data
- CELDT Data
- Technology inventory data
- Correlations to State or National standards
- Teacher proficiency data
- Professional development evaluation data
- Help Desk record
- Correlations to research
- TCO (“total cost of ownership”) analysis
- Documentation of staff development plans & objectives

The District conducts annual surveys of students and teachers. Professional Development needs and progress are analyzed annually by aggregate data obtained on teacher proficiencies using the

State survey instrument, Ed Tech Profile. Processes for evaluating the effectiveness of this plan as a whole, include the following:

- Site Administrators examine data at the site, grade level/subject, teacher, and student levels.
- Principals will focus on where intervention is needed and which interventions have been successful in the past.
- Site data teams will analyze data for strengths and weaknesses in content and grade specific areas.
- The District Technology Committee reviews data to identify areas in which technology may have affected results and areas in which technology might support future improvement. The committee makes recommendations to the Curriculum Council for the effective use of technology to support curricular goals.

The Director of Technology, school administrators and the District Technology Committee members bear the responsibility to communicate and replicate successes across the District. Communication may occur via meetings of the Board of Trustees, administrative meetings, media and press releases, tours of the District, and features on the District web site.

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

The District Technology Committee meets monthly to review progress in meeting technology plan benchmarks for each goal and objective in sections 3-5. The committee makes recommendations for modifications to the plan as needed. The plan is revisited and modified on an annual basis.

Site administrators and site technology facilitators will be part of the evaluation team. When midcourse corrections are necessary, the director of technology and site administrators will have the authority to request, approve and allocate resources to effect change in technology initiatives.

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

Information obtained through monitoring and evaluation of this plan will be used to do the following:

- Update the technology plan
- Inform District decision makers and stakeholders
- Make technology purchase recommendations (including hardware, software and infrastructure)
- Guide the adoption of emerging technologies
- Integrate technology into single site plans for the coming year
- Plan future technology professional development
- Determine technical support needs

The Director of Technology will prepare an implementation status report on the progress toward the plan goals and the completion of activities and will submit the report and budget recommendation to the Superintendent and the Board of Trustees on an annual basis. Reports at all board meetings are posted online and disseminated to the local community.

Section 8 - Adult Education Component

8. EFFECTIVE COLLABORATIVE STRATEGIES WITH ADULT LITERACY PROVIDERS TO MAXIMIZE THE USE OF TECHNOLOGY CRITERION

Adults currently have access to technology through several existing programs. Project Read, operated by the city of Redwood City, has several programs to address adult literacy: 1 on 1 tutoring for English speakers, and Project Read offers a variety of computer and adult literacy training opportunities. These free classes are open to all adult residents of Redwood City.

Nesbit Elementary School offers Family English Nights starting in early Spring. Plans are underway to offer parents access to Rosetta Stone Literacy software in the Electronic Arts Community (computer) Center at Nesbit. Also, going on at Nesbit every Tuesday morning, a volunteer from Sequoia Adult School checks out English learner video cassettes to parents who have a desire to build the foundation of literacy in their homes.

At scheduled times, through the work of our librarians and computer lab technicians, parents are able to use the computers in the schools after regular school hours when accompanied by their children. The District is exploring funding sources to expand library and computer lab hours and services to reach even more parents and their children after regular school hours.

Our local community college, College of San Mateo, offers Adult Computer Literacy Courses to adults in our community. Participants must be eighteen years old to take advantage of these courses. Courses offered include Computer Applications, Introduction to Computer Studies and Technology, and Microcomputer Operating Systems. These tend to be a combination of lecture and hands-on lab classes.

The District will continue to work closely with College of San Mateo, the local high school and the schools themselves to assess and to determine the needs of the adults in the community. During the spring of 2008 the Belmont-Redwood Shores School District Technology Committee will meet with adult literacy providers to share information about the technology plan, find out how the adult literacy providers are currently incorporating technology into their curriculum, and to collaborate in order to provide better services to our students, their parents and the community as a whole. Possible assistance could be provided in the areas of sharing facilities, sharing ideas of curriculum integration, pursuing funding sources together, offering technology professional development opportunities, and/or providing online access.

Section 9 - Methods and Strategies

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

In the CEO Forum (2001), school technology and readiness report: Key Building Blocks for Student Achievement in the 21st Century, the authors concluded that effective uses of technology to enhance student achievement are based on four elements: alignment to curricular standards and objectives, assessment that accurately and completely reflects the full range of academic and performance skills, holding schools and districts accountable for continuous evaluation and improvement strategies, and equity of access across geographic, cultural, and socio-economic boundaries.

Consistent with this research, the Belmont-Redwood Shores School District has already been in the process of carefully analyzing learning resources and lessons for alignment with California content standards and selects nothing that does not match our clearly charted standards aligned curriculum. District assessments have been designed/selected to accurately and completely reflect the full range of academic and performance skills students are expected to achieve. Through ongoing data collection from these carefully selected/developed assessments and ongoing thorough analysis, the Belmont-Redwood Shores School District will continue to monitor its attainment of the goals and objectives of the ETP, and will report results annually to the Superintendent, the School Board, and the public. Equity of access to all of our students is an integral part of the school's programs as well as this plan. The District is dedicated to insuring all students of any special needs population are afforded the same access to all components of the curriculum whether it be in the realm of technology or any other area, the motto of this Technology Plan being, "Success for All, Whatever it Takes!"

Our curricular goals and professional development goals are guided by effective instruction research. According to Marzano, R., Pickering, D., and Pollock, J. (2001) in *Classroom Instruction that Works: Research-based Strategies for Increasing Student Achievement*, there are a variety of instructional strategies with proven success in improving student achievement. The research-based strategies include: 1) identifying similarities and differences; 2) summarizing and note-taking; 3) reinforcing effort and providing recognition; 4) homework and practice; 5) nonlinguistic representations; 6) cooperative learning; 7) setting objectives and providing feedback; 8) generating and testing hypotheses; and 9) cues, questions, and advance organizers.

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

Software evaluation and selection in the area of literacy will be consistent with research from the Early Reading First initiative, which has identified five components essential to a child's learning to read: phonemic awareness, phonics, vocabulary, fluency, and comprehension. All software selected will be evaluated for its ability to support the five key literacy components, and will follow the "assess, align, instruct, and evaluate" model to target instructional activities based on students' needs.

Integration within the curriculum framework strengthens information literacy skills "Moreover, using technology within the curriculum framework can enhance important skills that will be valued in the workplace, such as locating and accessing information, organizing and displaying data, and creating persuasive arguments according the authors of "Critical issue: Using technology to improve student achievement" (1999). In addition, "Integrated learning programs should be considered as a supplement for the systematic development of basic academic skills but should not replace project-based activities that are designed to teach students the relevance and application of the basic skills as they are mastered." Mann, D., Shakeshaft, C., Becker, J., & Kottkamp, R. (1998).

In a meta analysis of research on improving student achievement, the "...results of over 300 studies of technology use, allow the authors to conclude that teacher training was the most significant factor influencing the effective use of educational technology to improve student achievement. Specifically, the report states that students of teachers with more than ten hours of training significantly outperformed students of teachers with five or fewer training hours" (Sivin-Kachala, J., & Bialo, E., 2000). Training plays a role in whether teachers will use technology to support instruction in the classroom. According to statistics from the National Center for Educational Statistics (2000), "66% of teachers who received more than 32 hours of technology related training felt well to very well prepared to use technology in their classrooms. The percentage who felt well to very well prepared to use technology dropped to 34% for those who received from 9 to 32 hours and to 24% for those who received less than 9 hours of technology-related professional development."

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.

We are committed to exploring avenues for offering our students access to specialized curricula via technology. As noted in the curriculum sections of this plan we have invested in technology based instruction with an added emphasis on the power and success of technology-based intervention programs for emerging readers as well as students struggling to meet standards in math and Reading/Language Arts content areas. The menu of services being offered students during and after school that are technology based include: Read Naturally, Accelerated Reader, Active

As for Distance Learning opportunities, all schools in our district have full access to San Mateo County Office of Education "Portal" network that offers a wide variety of programs that are broadcast to schools and the community and delivered through wireless cable transmission and through land based cable companies.

The District schools also have access to high quality standards aligned resources, also developed by the San Mateo County Office of Education. Some specific programming that supports the K-5 Language Arts and Math standards is through a Digital Learning Solutions Suite that includes Digital Math, Digital Math Spanish, MathQuiz, and Digital English. In addition they have included a Standards Based Resource Guide that provides educators with access to resources that support the teaching of specific standards. San Mateo County Office of Education has also developed an online Textbook Resource Guide that provides teachers with access to resources that support adopted K-8 textbooks for Language Arts.

Information Literacy is the foundation for learning in our contemporary environment of continuous technological change. According to Christine Bruce (2002), as information and communication technologies develop rapidly, and the information environment becomes increasingly complex, educators are recognizing the need for learners to engage with the information environment as part of their formal learning processes. Information Literacy is generally seen by educators as being pivotal to the pursuit of lifelong learning, and central to achieving both personal empowerment and economic development.

Appendix A – Goals for Information Literacy

Section 3e

Goal 1 – Each student will use technology as a tool for learning.

- K-2 Understand the basic components of a computer, hardware, and terminology; introduce keyboard functions; use a graphic application.
- 3-5 Demonstrate proficiency in using word processing to create multi page documents including advanced formatting features (headers, footers, tables, graphs, outline numbering, table of contents) using touch-typing.
- 6-8 Understand multimedia production equipment; create iMovies using digital media; conduct Internet research using Infotrack; information literacy.

Goal 2 – Each student will access, select, retrieve and record information

- K-2 Open a folder, document, and application; save work, login, print a document; use Library Pro.
- 3-5 Conduct a web search using Boolean terms; ability to independently use search engines to research information on the Internet using basic and advanced search techniques; select documents from web; note taking from the Internet; word processing.
- 6-8 Access a database on web; select and record information to create a presentation using PowerPoint; search on databases; construct a database.

Goal 3 – Each student demonstrate Information Literacy at an age appropriate level

- K-8 Locate sources of information; determine that information is fact or opinion, determine accuracy of facts, organize facts into sequence, present information in writing and in group settings.

Goal 4 – Each student will effectively present and communicate information

- K-2 Produce a single page presentation.
- 3-5 Produce a multi-page slideshow presentation independently incorporating text, charts, graphics, and/or sound.
- 6-8 Produce a multi-page slideshow presentation including animation, sound, photos and/or video.

Goal 5 – Each student will use technology ethically, legally and responsibly

- K-8 Understand and sign the District's Internet use agreement; understand age-appropriate use and plagiarism; understand uses and potential pitfalls of e-mail and chat rooms.

Appendix B: Guidelines and Draft Policies



Belmont-Redwood Shores School District

Computer Donation Standards

The Belmont-Redwood Shores School District welcomes donations of useful technology equipment. Technology equipment is constantly changing, and while it is our goal to provide state of the art technology for our students and staff, we must be prudent in our use of resources.

This letter provides a guideline for those companies, institutions, and individuals who are considering the donation of technology equipment to the Belmont-Redwood Shores School District.

All technology donations must be approved by the District Director of Technology.

Computers must meet the following minimum standard:

- Must be made by a Tier 1 vendor, such as HP or Dell
- Intel Pentium 4, with valid license (COA Sticker) for Windows XP or above
- CRT monitors are accepted only if they accompany a working PC
- The computer must be able to turn on and boot up with display
- Working LCD monitors will be accepted separately from a working PC

Printers must meet the following minimum standard:

- Manufactured by HP
- Manufactured by Ricoh
- Printer must be in generally good working order

Network (LAN) Switching Equipment

- Manufactured by Cisco
- Manufactured by HP
- Manufactured by Juniper
- Manufactured by Foundry
- Manufactured by Nortel
- Switch must be in generally good working order (all ports work)



Belmont-Redwood Shores School District

Technology Donation Form

The Belmont-Redwood Shores School District acknowledges receipt of the following technology equipment from:

_____ (donor).

After the Board of Education officially accepts this donation (usually at it's next scheduled meeting), a formal letter will be mailed to you at:

_____ Street _____ City _____ State _____ Zip

Teacher Parent Community Member Other: _____

Qty	Description	Serial Number
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Use for donated equipment: _____

Received by: _____

Date: _____

Total Value Estimated by Donor:

\$ _____

Belmont-Redwood Shores School District

Acceptance of donation from Belmont-Redwood Shores School District

The Belmont-Redwood Shores School District (District) is committed to recycling used electronic equipment in adherence with all EPA and California State regulations regarding the disposal of e-waste.



From time to time, the District may choose to donate functional computer equipment it can no longer use, to individuals and/or organizations that may still find them useful.

In accepting this donation (items listed below), I, _____ agree to properly dispose of this equipment, when I no longer need or can make use of it, according to State and/or Federal laws regarding the disposal of ewaste.

Examples of agencies and fundraising organizations that will make sure the toxic materials inside items listed below do not inadvertently end up in the environment include:

- Allied Waste: 650-592-2411, (pick your city from list)
- Direct Computer Disposal: 510-786-9382 (computer recyclers)

List of Equipment I am being given today: _____
Date

Item 1: _____
Description Serial Number

Item 2: _____
Description Serial Number

Item 3: _____
Description Serial Number

Item 4: _____
Description Serial Number

Name: _____ (Printed) _____ (Signed)

Address: _____

City _____ State: _____

Phone: _____



Belmont-Redwood Shores School District

Technology Equipment Disposal Guidelines for Schools and Departments

This document outlines the process schools and departments in the Belmont-Redwood Shores School District must follow to dispose of used electronic equipment that they no longer wish to use.

Federal laws mandate that as a public agency we must ensure that electronic equipment is disposed of in an environmentally sound manner. If our used electronic equipment is found in a landfill or lagoon, the District could be held responsible and fined, even if we gave or sold the computer to someone else.

In addition, we are required to maintain an accurate accounting of our fixed assets. You will find below a form that must be filed out for each electronic item that you wish to have picked up for disposal by the District. This form must be completed by school or department staff and sent to Jon Richardson to process for removal from your site.

Examples of items that should be inventoried include:

- Desktop Computers
- Laptop Computers
- Monitors
- Printers
- Fax Machines
- Scanners
- Televisions
- Network Hubs or Switches
- Any item that has a BRSSD Asset Tag

Examples of items that do not need to be inventoried individually:

- Keyboards
- Mice
- Cables

If you have an item that falls in the “should be inventoried” category and it does not have an asset tag number, make sure to include the serial number and a brief description of the item (Dell computer “Service Tag” = serial number).

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

3. CURRICULUM COMPONENT CRITERIA			
Corresponding EETT Requirement(s): 1, 2, 3, 8, 10, and 12 (Appendix D).			
	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
a. Description of teachers' and students' current access to technology tools both during the school day and outside of school hours.	6-7	The plan describes the technology access available in the classrooms, library/media centers, or labs for all students and teachers.	The plan explains technology access in terms of a student-to-computer ratio, but does not explain where access is available, who has access, and when various students and teachers can use the technology.
b. Description of the district's current use of hardware and software to support teaching and learning.	7-8	The plan describes the typical frequency and type of use (technology skills/information literacy/integrated into the curriculum).	The plan cites district policy regarding use of technology, but provides no information about its actual use.
c. Summary of the district's curricular goals that are supported by this tech plan.	8-9	The plan summarizes the district's curricular goals that are supported by the plan and referenced in district document(s).	The plan does not summarize district curricular goals.
d. 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.	9-10	The plan delineates clear goals, measurable objectives, annual benchmarks, and a clear implementation plan for using technology to support the district's curriculum goals and academic content standards to improve learning.	The plan suggests how technology will be used, but is not specific enough to know what action needs to be taken to accomplish the goals.
e. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan detailing how and when students will acquire the technology skills and information literacy skills needed to succeed in the classroom and the workplace.	10-11	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.

	Page in Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
f. List of goals and an implementation plan that describe how the district will address the appropriate and ethical use of information technology in the classroom so that students 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: Optional in 2007-08, required July 1, 2008).	11	The plan describes or delineates clear goals 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).	The plan suggests that students will be educated in the ethical use of the Internet, but is not specific enough to determine what actions will be taken to accomplish the goals.
g. List of goals and an implementation plan that describe how the district will address Internet safety, including how to protect online privacy and avoid online predators. (AB 307: Optional in 2007-08, required July 1, 2008)	12	The plan describes or delineates clear goals outlining how students will be educated about Internet safety (as stated in AB 307).	The plan suggests Internet safety education but is not specific enough to determine what actions will be taken to accomplish the goals.
h. Description of or goals about the district policy or practices that ensure equitable technology access for all students.	13	The plan describes the policy or delineates clear goals and measurable objectives about the policy or practices that ensure equitable technology access for all students. The policy or practices clearly support accomplishing the plan's goals.	The plan does not describe policies or goals that result in equitable technology access for all students.
i. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan to use technology to make student record keeping and assessment more efficient and supportive of teachers' efforts to meet individual student academic needs.	14-15	The plan delineates clear goal(s), measurable objective(s), annual benchmarks, and an implementation plan for using technology to support the district's student record-keeping and assessment efforts.	The plan suggests how technology will be used, but is not specific enough to know what action needs to be taken to accomplish the goals.
j. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan to use technology to improve two-way communication between home and school.	16-17	The plan delineates clear goal(s), measurable objective(s), annual benchmarks, and an implementation plan for using technology to improve two-way communication between home and school.	The plan suggests how technology will be used, but is not specific enough to know what action needs to be taken to accomplish the goals.

<p>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.</p>	<p>18-19</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>
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4. PROFESSIONAL DEVELOPMENT COMPONENT CRITERIA Corresponding EETT Requirement(s): 5 and 12 (Appendix D).			
	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
a. Summary of the teachers' and administrators' current technology proficiency and integration skills and needs for professional development.	20	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. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan for providing professional development opportunities based on district needs assessment data (4a) and the Curriculum Component objectives (sections 3d through 3j) of the plan.	20-23	The plan delineates clear goal(s), measurable objective(s), 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. 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.	23	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.

5. INFRASTRUCTURE, HARDWARE, TECHNICAL SUPPORT, AND SOFTWARE COMPONENT CRITERIA			
Corresponding EETT Requirement(s): 6 and 12 (Appendix D).			
	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
a. Describe the existing hardware, Internet access, electronic learning resources, and technical support already in the district that will be used to support the Curriculum and Professional Development Components (sections 3 & 4) of the plan.	24-25	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. 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.	25-27	The plan provides a clear summary and list of the technology hardware, electronic learning resources, networking and telecommunications infrastructure, physical plant modifications, and technical support the district will need to support the implementation of the district's Curriculum and Professional Development Components.	The plan includes a description or list of hardware, infrastructure, and other technology necessary to implement the plan, but there doesn't seem to be any real relationship between the activities in the Curriculum and Professional Development Components and the listed equipment. Future technical support needs have not been addressed or do not relate to the needs of the Curriculum and Professional Development Components.
c. List of clear annual benchmarks for obtaining the hardware, infrastructure, learning resources and technical support required to support the other plan components as identified in section 5b.	27-28	The annual benchmarks 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 are either absent or so vague that it would be difficult to determine what needs to be acquired or repurposed, by whom, and when.
d. Describe the process that will be used to monitor the annual benchmarks including roles and responsibilities.	29	The monitoring process, roles, and responsibilities are described in sufficient detail.	The monitoring process either is absent, or lacks detail regarding who is responsible and what is expected.

6. FUNDING AND BUDGET COMPONENT CRITERIA Corresponding EETT Requirement(s): 7 & 13, (Appendix D).			
	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
a. List established and potential funding sources.	30-31	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.
b. Estimate annual implementation costs for the term of the plan.	31	Cost estimates are reasonable and address the total cost of ownership, including the costs to implement the curricular, professional development, infrastructure, hardware, technical support, and electronic learning resource needs identified in the plan.	Cost estimates are unrealistic, lacking, or are not sufficiently detailed to determine if the total cost of ownership is addressed.
c. Describe the district's replacement policy for obsolete equipment.	31-32	Plan recognizes that equipment will need to be replaced and outlines a realistic replacement plan that will support the Curriculum and Professional Development Components.	Replacement policy is either missing or vague. It is not clear that the replacement policy could be implemented.
d. Describe the process that will be used to monitor Ed Tech funding, implementation costs and new funding opportunities and to adjust budgets as necessary.	32	The monitoring process, roles, and responsibilities are described in sufficient detail.	The monitoring process either is absent, or lacks detail regarding who is responsible and what is expected.

7. MONITORING AND EVALUATION COMPONENT CRITERIA Corresponding EETT Requirement(s): 11 (Appendix D).			
	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
a. Describe the process for evaluating the plan's overall progress and impact on teaching and learning.	33-34	The plan describes the process for evaluation using the goals and benchmarks of each component as the indicators of success.	No provision for an evaluation is included in the plan. How success is determined is not defined. The evaluation is defined, but the process to conduct the evaluation is missing.
b. Schedule for evaluating the effect of plan implementation.	34	Evaluation timeline is specific and realistic.	The evaluation timeline is not included or indicates an expectation of unrealistic results that does not support the continued implementation of the plan.
c. Describe the process and frequency of communicating	34	The plan describes the process and frequency of communicating evaluation	The plan does not provide a process for using the monitoring and evaluation

evaluation results to tech plan stakeholders.		results to tech plan stakeholders.	results to improve the plan and/or disseminate the findings.
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8. EFFECTIVE COLLABORATIVE STRATEGIES WITH ADULT LITERACY PROVIDERS TO MAXIMIZE THE USE OF TECHNOLOGY CRITERION Corresponding EETT Requirement(s): 11 (Appendix D).			
	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
a. 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.)	35	The plan explains how the program will be developed in collaboration with adult literacy providers. Planning included or will include consideration of collaborative strategies and other funding resources to maximize the use of technology. If no adult literacy providers are indicated, the plan describes the process used to identify adult literacy providers or potential future outreach efforts.	There is no evidence that the plan has been, or will be developed in collaboration with adult literacy service providers, to maximize the use of technology.

9. EFFECTIVE, RESEARCHED-BASED METHODS, STRATEGIES, AND CRITERIA Corresponding EETT Requirement(s): 4 and 9 (Appendix D).			
	Page in District Plan	Example of Adequately Addressed	Not Adequately Addressed
a. Summarize the relevant research and describe how it supports the plan's curricular and professional development goals.	36-37	The plan describes the relevant research behind the plan's design for strategies and/or methods selected.	The description of the research behind the plan's design for strategies and/or methods selected is unclear or missing.
b. Describe the district's plans to use technology to extend or supplement the district's curriculum with rigorous academic courses and curricula, including distance-learning technologies.	37-38	The plan describes the process the district will use to extend or supplement the district's curriculum with rigorous academic courses and curricula, including distance learning opportunities (particularly in areas that would not otherwise have access to such courses or curricula due to geographical distances or insufficient resources).	There is no plan to use technology to extend or supplement the district's curriculum offerings.