

Lincoln Unified School District Education Technology Plan 2008-2011 Executive Summary

The Lincoln Unified Education Technology Plan is a three-year plan to promote achievement through the use of technology. The plan integrates technology into the curriculum for every student. It outlines how technology will be used to enhance teaching and learning in all of our classrooms. The plan complies with *Education Code* Section 51871.5(a) requiring every school district to have a local technology plan in place as a prerequisite for future funding.

The Education Technology Plan contains the following essential components:

Curriculum: All K-12 students in Lincoln Unified will use technology as a tool for developing information literacy, communication and presentation skills. The plan focuses on using technology specifically to improve student learning and teacher effectiveness in the area of History Social Science with the idea that these competencies will carry over into all curricular areas.

Professional Development: The plan provides a clear summary of teachers' and administrators' current technology skills and needs for professional development. The plan delineates a clear, specific and ongoing professional development strategy; the training opportunities support the implementation of the curriculum section of the plan.

Infrastructure, Hardware, Technical Support and Software: The plan summarizes the technology hardware, electronic learning resources, networking, telecommunication infrastructure, physical plant modifications, and technical support proposed for each school site to support the implementation of the curriculum and professional development components of the plan. It then contrasts these needs with what currently exists in our schools and presents a timeline for updating our resources.

Funding and Budget: Implementation costs are estimated for each year of the plan and future funding sources are described. In November 2004, Lincoln passed a school bond that is provide funds to significantly upgrade infrastructure at all sites and a 5 year "refresh" plan with Apple. In 2006-07 Microsoft Settlement money, and State Instructional Materials Funds were provided on a one time basis to help with the implementation of technology. In addition, the recent K-8 Science and History adoptions funded also by (IMFRP) Instructional Materials Realignment are filled with technology resources.

Monitoring and Evaluation: The plan describes a process for annual evaluation and reporting of the impact technology is having on student learning and the attainment of the district's curricular goals.

Education Technology Plan 2008-2011

PLAN DURATION:

1 a. The plan should guide the district's use of education technology for the next 3 years.

The Lincoln Unified Education Technology Plan is a three-year plan (7/1/2008-2011) to promote student achievement through the use of technology. The plan will be monitored by District administrators and reviewed periodically by site administrators, teachers, and a library-media specialist.

Lincoln Unified School District located in San Joaquin County in the city of Stockton. Lincoln Unified serves over 8,700 students of diverse socio-economic, linguistic and cultural backgrounds in two K-6 site, six K-8 sites, one 7-8 Middle School, one high school, and two alternative placement high schools. Title 1 funds seven of the eight elementary sites, the middle school and the alternative high schools. English Language Learners make up 24% of the student population with Spanish and Khmer being the two largest groups.

Great strides have been made over the past several years with funds from a Digital High School Grant, Bond money for staff development and infrastructure, as well as the Microsoft Settlement funds. Student and teacher access to technology has been greatly improved and many training opportunities have been provided to increase knowledge of using the available resources.

Two challenges remain which impede full implementation of the Technology standards.

1. Teachers continue to see technology as something separate even though the newest text adoptions have strong technology components. Approximately 75% of the K-5 teachers indicated that they were aware of all the technology resources of their new adoptions (Digital Path, Assessment, DVDs etc.) but were not comfortable with using them. As teachers begin implementation of the recently adopted History Social Science programs, they will learn to integrate Technology and Information Literacy activities into their instruction to support the acquisition of History Social Science content and Writing standards. Staff development will play an integral role in the success of the plan.
2. Recently it became very clear that our bandwidth was not capable of handling the increased use of web-based programs and information centers. We are currently working on expanding this initially at the high school level and then out to the other sites. This will take approximately 2 years to complete.

STAKEHOLDERS

2a. Stakeholder Description

The Lincoln Unified School District Technology Plan was developed with input and participation from a variety of stakeholders within the school district and the community. Initially, a large majority of teachers, support staff, and administrators participated in the EdTech Profile online survey to garner information about their computer skills, competence, and technology use to support the curricular goals of our schools. During the spring of 2007 teachers were surveyed on how well trained they were in the use of various types of software found on classroom computers. An additional survey was conducted in the fall of 2007 which asked teachers and administrators how and how often and in what ways they used technology to support the curriculum. These surveys were analyzed and the ideas were synthesized for use within the plan.

The Technology Plan oversight and writing team included teacher representatives, administrators, information technology staff, and library/media personnel. Members of this team were responsible for working with students, parent, and community groups to gather support and ideas for the plan.

A representative from the California Technology assistance Project Region 6 (CTAP) provided advice and technical assistance with the revisions of our goals and objectives, professional development planning, EETT Formula Funding, E-Rate and compliance issues.

Apple Computer provided a great deal of guidance in developing the staff development piece and in generating a long-term plan for continual upgrading of infrastructure and software applications. Input from personnel at Data Director was considered when developing the staff development piece in using technology to inform instruction. Additional vendors provided us with ideas for using interactive white boards, student responders, as well intervention programs for underachieving students.

CURRICULUM

3a. Description of teachers' and students' current access to technology tools

Every classroom, computer lab, and library in Lincoln Unified School District has Internet and network access (hardwired and wireless). District wide students and teachers also have access to the following technologies: network servers, laser printers, color inkjet printers, fax machines, DVD drives in computers, digital cameras, scanners, LDC Projectors, and analog technologies. Currently three sites are piloting the use of interactive whiteboards with student responders. Most schools have cable TV connection and Lincoln High School has a satellite dish downlinks. With the exception of sites with extended day programs, student access to computers is restricted to school hours when a staff member is present to supervise student work. District wide, there is access to the following software and web based programs: PowerSchool, Data Director, School Plan, Microsoft Office Suite, FileMaker, i-Life, Inspiration, Kidspiration, Accelerated Reader, Reading Plus, Scott Foresman Digital Path, Destiny, and Web Path Express.

Classrooms:

The ratio of students to computers in K-8 classrooms varies throughout the district. The majority of elementary classrooms have 1 or 2 up-to-date computers available for student use in addition to the teacher's computer. Two sites have 5 student computers in classrooms. In the 9-12 classrooms there is always a teacher computer but often only 1 for student use.

The frequency of use of technology by teachers and students varies widely based on the expertise of each teacher. 50% of the high school teachers regularly use PowerPoint to enhance instruction where only 23% of K-8 teachers report using it. All teachers use technology for attendance and reporting assessment data, with 100% of high school teachers using PowerSchool Gradebook software but only 25% of the K-8 teachers. All K-4 students complete at least one writing assignment using word processing skills, and 5-8 students are expected to produce one research paper. All students K-8 regularly use the library electronic data to access information, and check out books. Accelerated Reader and Math are used daily in over 50% of the elementary classrooms. High school students are expected to complete a minimum of 4 essays fully revised and edited and are asked to make oral presentations 3-4 times a year using multimedia resources. This again varies depending upon the strength of the instructors

Libraries:

District libraries provide students with a variety of digital technology resources during the hours that the libraries are staffed. Students have access to data, programs and software on CD-ROM and DVD disks, and digital audio books. Multiple software resources are available at individual computers. All libraries offer web-based online resources. In 2005, the Lincoln Library cataloging and management system and the online public access catalog (OPAC) became web-based with Follett Software Company's DESTINY software. The OPAC provides access to all library collections in the district. The OPAC and all online resources are accessible from any classroom in the district and from home. Teachers also have access to State Standards service that aligns district library resources and websites with California State Standards. The district also provides OPAC users with access to Follett's WebPath Express. This service encourages information literacy by supporting students' self-directed

research with Web site content differentiated by grade level. The service provides constant monitoring and updates to assure that web based content is current and remains appropriate. All web sites are educator-reviewed and verified for factual accuracy, currency, authority, educational value, coverage, and objectivity.

In each of the nine K-8 libraries, there are between six and sixteen networked computers with Internet access but access is limited to the number of hours the facility is staffed: 6 hours per day at 8 libraries and 7 hours per day at one library.

The Lincoln High School Library has 80 computers for student use with Internet access. Thirty of these computers are in a separate room within the Library. These computers are used by teachers and students from all departments, who reserve the use of the room on a first come, first served basis. Individual students use the computers in this area of the Library during Library hours on a space available basis. The Library is open to students before, during, and after school. Lincoln High School has 7 computer classrooms, each with 30 to 36 computers. They are used for instruction in keyboarding, computer literacy, web page construction, digital photography, multimedia art, math instruction, and music.

Computer Labs:

All of the K-8 schools have computer labs available where full classes of students can receive instruction or complete projects, and 3 of the sites have mobile labs of between 25 and 30 laptop computers. Five sites currently have ASES extended day programs that run until 6:00 PM that provide computer access to over 400 K-8 students. There are also multiple smaller labs designed specifically to support all departments' curriculum. Most classrooms have 1 or 2 up-to-date computers available for student use. The student-to-computer ratio at Lincoln High School is about 2.9 students per computer. Our two smaller alternative programs have new computer labs for students to use. Labs are used extensively to provide access to intervention programs to prepare students for the CAHSEE.

The district office also has a computer lab that is used to provide staff development. In addition, it provides a second lab resource for the alternative school located adjacent to the District Office.

Access:

All students have equal access to the technology described above, and supplemental technology exists for students with special needs. Students whose IEP requires assistive technology receive these services within the regular classroom and in special education programs. GATE students may have extended opportunities for training and/or access, depending upon the site program goals. Our English Language Learners access 12 additional computers for student use and 3 laptops for staff use in Lincoln High School's Multi-Lingual Center and smaller mini-labs located throughout the district. Special language development software and/or website links are provided for these students as well. Plans are underway to loan computers replaced through the "refresh" program with Apple, Inc. to families who are from lower socio-economic homes so that all students have access from home as well as school. Students and parents can monitor attendance and academic progress by logging onto the PowerSchool or the Data Director websites through links on district and school site web pages.

3b. Description of the district's current use of technology to support teaching and learning

Teachers at all school sites participated in a survey to determine their current use of technology to support teaching and learning. Many teachers in grades K-12 stated that they are using computers within their own classroom to develop and create lesson plans (sometimes by searching the Internet), to manage daily tasks such as attendance (PowerSchool), Gradebook, and to communicate with colleagues, parents, or students through e-mail. Since reading levels for all students in the district are assessed via a computer program, all teachers are utilizing a computer for at least one type of student assessment. During the 2007-08 school year the district is implementing the use of Data Director so that all teachers can track student progress, create assessments, and plan future instruction based upon those assessments. All teachers recognized the potential for creative projects and lessons using technology, but only a few teachers at each site are currently integrating technology into their teaching on a regular basis.

Students in grades K-8 are most often using computers to word process assignments. Some students are exposed to Internet research and presentation software, but this is limited in the lower grades. K-8 teachers expressed that they are also using technology to support curriculum through a variety of computerized skill-building programs that students work on individually (Accelerated Reader and Math, Reading Plus, Lexia Phonics, Kidspiration, Leap Frog, ALEKS, etc.). A few teachers feel comfortable using the technology components of the new adoptions and are making use of LCD projectors, PowerPoint, and interactive whiteboards

Students in grades 9-12 are much more likely to utilize Internet research, e-mail communication, or presentation software for their projects or assignments, but there is no uniform experience or standard for this at the high school level. Some programs such as Computer Assisted Drafting (CAD), electronic music (MIDI and Links to Learning), and journalism rely extensively on technology. Many students are using the ALEX web-based math program to improve their pre-algebra and algebra skills. All 10th graders are currently being taught to use My Access website to improve their writing skills.

District Wide there is access to the following software and web based programs: PowerSchool, Data Director, School Plan, Digital Path, Microsoft Office Suite, Reading Plus, FileMaker, i-Life, Inspiration, Kidspiration, Accelerated Reader, Math, Destiny, and Web Path Express.

3C. Summary of the district's curricular goals and academic content standards

The mission statement for the Lincoln Unified School District states:

Lincoln Unified educates all students to achieve their maximum potential and to prepare them to be responsible citizens.

Between 1997 and 2000, the Board of Trustees adopted rigorous state content standards for grades K-12 in all subject areas. These standards drive our teaching, learning, assessment, and professional development. The following documents support the acquisition of these standards by every student in the Lincoln Unified School district and were reviewed when writing this Technology Plan.

- School Plans
- LEA Plan
- District GATE Plan
- District Title I Plan
- District English Language Learner Plan

Between 2000 and 2007, the Board has adopted new textbooks to align with the standards in the areas of Language Arts, History Social Science and Science. Our technology plan will focus on the use of technology to support the curricular areas of Writing and History Social Science Standards. Again, staff development will play an integral part in the success of the plan.

Writing and History Social Science Standards that will be specifically targeted are as follows:

Grade	History Social Science Standards	Writing Standards
K	K.4	1.1
1	1.4	2.2
2	1.2	1.1, 1.4
3	3.3	2.2
4	4.4	2.3
5	5.3	2.3
6	6.2.2, 6.4.2, 6.7.3	1.2
7	7.1, 7.11, 7.9	1.6, 2.3
8	8.1, 8.6.1, 8.10	1.4, 2.3
9	None available	1.5, 1.7, 2.3, 2.4
10	10.1, 10.5, 10.8,	1.5, 1.7, 2.3, 2.4
11	11.1, 11.5, 11.6,	1.7, 1.8, 2.4, 2.6
12	12.1, 12.3, 12.4, 12.9	1.7, 1.8, 2.4, 2.6

CURRICULUM COMPONENT

Objective 1 of 1:

All K-12 students in Lincoln Unified will learn History Social Science content and develop literacy, critical thinking, and communication skills through the use of technology.

3 d. Curricular Goals for K-2 Students	3 e. Technology Skills for K-2 Students	Timeline for K-2 Curriculum Technology Skills Benchmarks
<p>History Social Science Specific and Measurable Objective:</p> <ul style="list-style-type: none"> ▶ Students will reinforce lesson content through the use of interactive practice activities, songs and digital games and activities found on the Scott Foresman Digital Path* part of the Social Studies adoption. ▶ Students will learn to create timelines of people and key events of an historical era using word processing skills, selecting and importing appropriate graphics from the Digital Path graphics ▶ Students will learn to highlight unique details about the environment and the people of particular places and times by creating charts and graphic organizers <p>* The Digital Path is the technology part of the History/ Social Science Text. Teachers and students may log on to the website and choose several options from a tool bar:</p> <ul style="list-style-type: none"> ▶ Interactive Text for listening to and reading along ▶ Digital Games and Activities to deepen understanding of the standards ▶ Biographies, and Print Partner for research ▶ Lesson planning tools for the teacher.. <p>A CD-ROM is also available to the classroom that contains, Sing-alongs, Interactive Reader, as well as teacher resources for lesson planning, assessment and tracking student progress.</p> <p>Writing Specific and Measurable Objective:</p> <ul style="list-style-type: none"> ▶ Students will create sentences to describe events that took place during a historical period, as well as explain cause and effect of events using word processing tools. <p>Reading Standards: K (2.3), 1st (1.16 & 2,7), 2nd (1.6) Specific and Measurable Objective:</p> <ul style="list-style-type: none"> ▶ Students will improve fluency and comprehension skills of expository text by listening to and reading along with the Digital Path Interactive Text 	<p>Kdg.-2nd Grade students will acquire the following technology and Information Literacy Skills:</p> <p>General Computer Skills</p> <ul style="list-style-type: none"> ▶ Students will use General Computing Skills: open, close, save, scroll, and retrieve a document, keyboarding <p>Word Processing</p> <ul style="list-style-type: none"> ▶ Students will learn spacing, indenting, simple editing, basic formatting <p>Multimedia Skills</p> <ul style="list-style-type: none"> ▶ Students will create and/or import a graphic and use draw & paint tools to create a timeline of people and key events of an historical era <p>Information Literacy Skills</p> <ul style="list-style-type: none"> ▶ Students will engage in discussions about the common uses of technology in their daily lives ▶ Students will move towards becoming independent learners by accessing the Digital Path from Scott Foresman ▶ Students will learn to use successful strategies for researching and locating information 	<p>Year 1 All K-2 students will make progress toward writing proficiency and develop an understanding of Social Science standards through use of technology. <u>Curricular:</u> Students will:</p> <ul style="list-style-type: none"> ▶ Create sentences to describe an event in history ▶ Participate in teacher led Scott Foresman, Digital Path Games to increase understanding of the standards <p><u>Technology:</u> Students will:</p> <ul style="list-style-type: none"> ▶ Develop basic keyboarding skills ▶ Develop basic word processing skills indenting, and spacing ▶ Independently access the Interactive Text online <p>Year 2 All K-2 students will continue to develop Year 1 skills. All 1-2 students will make progress toward proficiency in key Writing and History Social Science Standards by use of Multimedia Tools <u>Curricular:</u> Students will:</p> <ul style="list-style-type: none"> ▶ Create an expository sentence or paragraph that describes the cause and effect of an event in history ▶ Create timelines of key events ▶ Improve their fluency and comprehension by listening to and responding to the Interactive Text <p><u>Technology:</u> Students will:</p> <ul style="list-style-type: none"> ▶ Import a graphic from the digital path ▶ Log on to the Digital Path and use the tool bar on to select an application from the menu ▶ Use draw tools to create a timeline <p>Year 3 All K-2 students will continue to develop Year 1 skills and all 1-2 students Year 2 skills. All 2nd grade students will develop Information Literacy Skills. <u>Curricular:</u> Students will:</p> <ul style="list-style-type: none"> ▶ 60% of the students will be proficient or above on the District expository writing assessment <p><u>Technology:</u> Students will:</p> <ul style="list-style-type: none"> ▶ Students will learn to independently explore the Digital Path and other age appropriate web sites ▶ Students will describe common uses of technology in daily life today and how it helps provide for their daily needs ▶ Students will create basic mind maps using Kidspiration software

CURRICULUM COMPONENT

Objective 1 of 1:

All K-12 students in Lincoln Unified will learn History Social Science content and develop literacy, critical thinking, and communication skills through the use of technology.

3 d. Curricular Goals for 3-5 Students	3 e. Technology Skills for 3 –5 Students	Timeline for 3-5 Curricular& Technology Skills Benchmarks
<p>History Social Science Specific Measurable Objective:</p> <ul style="list-style-type: none"> ▶ Students will compare the past and present by explaining changes that happen over time using word processing skills ▶ Students will summarize the key events of the era they are studying and explain the historical context of those events using Multimedia applications and skills ▶ Students demonstrate an understanding of the History/ Social Science standards by taking the Digital Quizzes found on the Digital Path <p>Writing Standards Specific and Measurable Objectives</p> <ul style="list-style-type: none"> ▶ Students will write descriptive paragraphs or essays that use concrete sensory details to describe and support unified impressions of people, places, things, and events . <p>Reading Standards: 3rd (1.3 & 2.6), 4th (1.1), 5th (1.1 & 2.4)</p> <p>Specific and Measurable Objectives</p> <ul style="list-style-type: none"> ▶ Students will improve fluency and comprehension skills of expository text by listening to the Digital Path Interactive Text while reading along 	<p>General Computer Skills</p> <ul style="list-style-type: none"> ▶ Students will use General Computing Skills, Keyboarding Skills <p>Word Processing Skills</p> <ul style="list-style-type: none"> ▶ Students will create, format, edit, and revise sentences and paragraphs <p>Multimedia Skills</p> <ul style="list-style-type: none"> ▶ Students will learn to prepare 2-4 PowerPoint slides which include a charts and/or graphic ▶ Organize a group presentation for a class ▶ Students will create and manipulate graphics <p>Information Literacy Skills</p> <ul style="list-style-type: none"> ▶ Students will use library digital resources such as Destiny, encyclopedias and the Scott Foresman Digital Path to find information, prepare reports, create displays and presentations 	<p>Year 1 All 3-5 students will make progress toward writing proficiency and develop an understanding of Social Science standards through the use of technology.</p> <p><u>Curricular:</u> Students will:</p> <ul style="list-style-type: none"> ▶ Create, edit and publish an expository essay that summarizes a key event in history ▶ 35% of 4th graders will be at or above proficiency on the Writing CST ▶ Improve fluency and comprehension skills by listening to the Digital Path Interactive text while reading along <p><u>Technology:</u> Students will:</p> <ul style="list-style-type: none"> ▶ Use the navigation bar in the Digital Path to access the Interactive Text and Digital Games ▶ Merge information from two digital resources (Digital Path and Destiny) to compare past and present ▶ Use word processing skills to create edit, format, and revise a document <p>Year 2 All 3-5 students will continue to develop Year 1 skills. All 4-5 students will use Information Literacy Skills to produce newsletters, a bulletin or a flyer</p> <p><u>Curricular:</u> Students will:</p> <ul style="list-style-type: none"> ▶ Analyze and report an event in history from two different viewpoints ▶ 40% of 4th graders will be at or above proficiency on the Writing CST <p><u>Technology:</u> Students will</p> <ul style="list-style-type: none"> ▶ Identify accurate and misleading digital information ▶ Create newsletter or flyer, using proper formatting, to share with others ▶ Create, manipulate, and insert a graphic <p>Year 3 All 3-5 students will continue to develop Year 1 skills and all 4-5 students Year 2 skills. All 5th grade students will use Multimedia Skills to organize a multimedia presentation.</p>

		<p><u>Curricular:</u> Students will:</p> <ul style="list-style-type: none">▶ Place key events and people of an historical era in a chronological sequence in a newsletter or report▶ Deepen knowledge of History/ Social Science standards through the use of the Digital Path Interactive games▶ 45% of 4th graders will be at or above proficiency on the Writing CST <p><u>Technology:</u> Students will:</p> <ul style="list-style-type: none">▶ Independently navigate the navigation bar in the Digital Path and Destiny library software to find information▶ Create basic citations from technology information▶ Learn how to create a PowerPoint slide which includes a chart or graphic
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Objective 1 of 1:

All K-12 students in Lincoln Unified will learn History Social Science content and develop literacy, critical thinking, and communication skills through the use of technology.

3 d. Curricular Goals for 6-8 Students	3 e. Technology Skills for 6-8 Students	Timeline for 6-8 technology skills Benchmarks
<p>History Social Science Specific Measurable Objective:</p> <ul style="list-style-type: none"> ▶ Students will explain how major events are related to one another in the expansion and disintegration of empires and economies using word processing skills and importing appropriate graphics. ▶ Students will frame a list of questions for discussion using historical research, distinguish fact from opinion, relevant from irrelevant and draw sound conclusions ▶ Students will identify the central issues and problems of the past, describe cause and effect, sequence and correlations between historical events using word processing skills and importing appropriate graphics ▶ Students will access podcasts found online to enhance their research and understanding of an historical event ▶ Students will participate in a group podcast concerning a central issue in history <p>Writing Specific and Measurable Objectives</p> <ul style="list-style-type: none"> ▶ Write expository descriptions to show cause and effect, defend a position or describe a sequence of events using word processing skills and importing appropriate graphics <p>Reading Fluency & Comprehension (Expository Text) Specific and Measurable Objectives</p> <ul style="list-style-type: none"> ▶ Students will develop fluency and comprehension skills with expository text using the digital text for model ▶ Students will improve comprehension skills by researching topics, taking notes and creating graphic organizers 	<p>General Computer Skills</p> <ul style="list-style-type: none"> ▶ Students will continue to improve General Computing and Keyboarding Skills <p>Word Processing</p> <ul style="list-style-type: none"> ▶ Students will create, format, edit, and revise sentences and paragraphs. <p>Multimedia Skills (PowerPoint, iPhoto, cameras)</p> <ul style="list-style-type: none"> ▶ Students will learn to create and present a Multimedia report ▶ Students will import a photo they have taken into iPhoto, modify it with the cropping tool then export it into another document ▶ Students will learn to merge documents and graphics into one document. ▶ Students will learn beginning skills in Podcasting <p>Information literacy skills</p> <ul style="list-style-type: none"> ▶ Students will use the library digital resources such as Destiny, encyclopedias, Inspiration, CD-Rom resources, and InfoTrac to effectively gather information ▶ Students will develop intermediate search techniques, etiquette and safety ▶ Students will seek information from diverse sources, contexts, and cultures to understand central issues in a more unbiased way 	<p>Year 1 All 6-8 students will make progress toward writing proficiency and develop an understanding of History /Social Science standards through the use of technology</p> <p><u>Curriculum</u></p> <p>Students will:</p> <ul style="list-style-type: none"> ▶ Demonstrate knowledge of a central issue from the past by writing a descriptive ▶ 62% of 7th graders will score proficient or above on the Writing CST ▶ 42% of 8th graders will score proficient or above on the History CST <p><u>Technology</u></p> <p>Students will:</p> <ul style="list-style-type: none"> ▶ Merge information from 3-4 digital resources to to explain how the major events of an time period are related using draw tools and graphics ▶ Demonstrate word processing (formatting palette) and keyboarding skills to write, edit, format, <p>Year 2 All 6-8 students will continue to develop Year 1 skills. All 7-8 students will expand their Information Literacy skills through historical research from at least 4 digital resources</p> <p><u>Curriculum</u></p> <p>Students will:</p> <ul style="list-style-type: none"> ▶ Frame a question to research, and then sort out relevant, factual information, draw sound conclusions ▶ Write a persuasive essay based on this research using proper citations ▶ 65% of 7th graders will score proficient or above on the Writing CST ▶ 45% of 8th graders will score proficient or above On the History CST <p><u>Technology</u></p> <p>Students will:</p> <ul style="list-style-type: none"> ▶ Seek information from diverse sources and contexts ▶ Students will create and insert a chart into a word document <p>Year 3 All 6-8 students will continue to develop Year 1 skills and all 7-8 students Year 2 skills. 8th grade students will use Multimedia Skills to organize a collaborative presentation</p>

		<p><u>Curriculum</u> Students will:</p> <ul style="list-style-type: none">▶ Place key events and people of an historical era in US History in sequence to demonstrate the correlation between them▶ 68% of 7th graders will score proficient or above on the Writing CST▶ 48% of 8th graders will score proficient or above on the History CST <p><u>Technology</u> Students will:</p> <ul style="list-style-type: none">▶ Students will learn the basics of a Podcast▶ Students will create and modify a graphic and insert it into a word document▶ Students will use digital cameras, import into iPhoto and export into a PowerPoint or Word document
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Objective 1 of 1

All K-12 students in Lincoln Unified will use technology as a tool for enhancing and demonstrating literacy, critical thinking, and communication skills.

3 d. Curriculum Goals for 9-12	3 e. Technology Skills for 9-12 Grade Students	Timeline for 9-12 Curriculum and Technology Skills
<p>History Social Science Specific Measurable Objective</p> <ul style="list-style-type: none"> ▶ Students compare past and present by evaluating the consequences of past events and decisions using graphic organizers, graphics and charts. ▶ Students present their analyses that distinguish valid arguments from invalid arguments, and identify bias and prejudices in historical interpretations. ▶ Students construct and test hypotheses; collect, evaluate, and employ information from multiple primary and secondary sources; and apply it in oral and written presentations. ▶ Students participate in online debates regarding various viewpoints on an historical event or concept using wikis and blogs ▶ Students use i-Movie to create a presentation which defends various positions on the influence of the media on American political life and publish as a podcast on the web or a blog <p>Writing Specific Measurable Objective</p> <ul style="list-style-type: none"> ▶ Students integrate quotations and creative works of others into their own work with proper citations for each to acknowledge the intellectual property rights of others and to avoid plagiarism. ▶ Students integrate quotations and creative works of others into their own work with proper citations regardless of the format—print, nonprint, and digital, while maintaining the flow and presentation of their own ideas. ▶ Students use appropriate conventions for documentation in text, notes, and bibliographies. ▶ Students write expository compositions including analytical essays, research papers and technical documents. 	<p>General Computer Skills</p> <ul style="list-style-type: none"> ▶ Students use computers, digital tools, software, and the Internet to access, create, and publish information <p>Word Processing Skills</p> <ul style="list-style-type: none"> ▶ Students expand word processing skills to publish information in a variety of formats, i.e. print, slides, images, movies, and web page content ▶ Students expand their word processing skills to use additional features including spell and grammar check, thesaurus, tables, outline, and the full use of the formatting palette. <p>Information Literacy Skills</p> <ul style="list-style-type: none"> ▶ Students expand their skills using Destiny library catalog software’s advanced search features to locate print, nonprint, and digital library resources that address the History Social Science Standards ▶ Students locate and access information efficiently and effectively using library analog and digital resources, online databases, and Internet websites. ▶ Students evaluate information critically and competently. ▶ Students use information accurately and creatively to publish new information addressing History Social Science Standards. ▶ Students practice ethical behavior in regard to information and information technology respecting principles of intellectual freedom and intellectual property rights, using tools such Bibliography Citation Maker to avoid plagiarism. <p>Multimedia / Presentation Skills.</p> <ul style="list-style-type: none"> ▶ Students save and access documents and media in their digital locker, and drop documents and media in teacher drop boxes ▶ Students use a variety of digital tools, software, and formats to communicate information and ideas effectively. ▶ Students expand their use of tools to access information on the Internet using Internet directories such as the Library catalog Destiny WebPath Express feature to locate educator selected state standards aligned websites, and the 	<p>Year 1 Curriculum Skills Students will:</p> <ul style="list-style-type: none"> ▶ All 9-12 students will deepen their knowledge of History /Social Science standards through researching the consequences of past events and decisions. ▶ Students compare past and present by evaluating the consequences of past events and decisions using graphic organizers, graphics and charts. ▶ Students present their analyses that distinguish valid arguments from invalid and identify bias and prejudices in historical interpretations ▶ 30% of the students taking U.S History will score at or above proficiency on the CST. <p>Information Literacy Skills Students will continue to develop their information literacy skills and will:</p> <ul style="list-style-type: none"> ▶ Identify a variety of potential sources. ▶ Develop and use successful strategies for locating information. ▶ Determine accuracy, relevance, and comprehensiveness of information. ▶ Evaluate web pages for accuracy, authority, objectivity, currency and coverage using criteria from online web page evaluation tools linked on the Library web page. ▶ Organize information for practical application and creative expression. ▶ Use information accurately and creatively to publish new information addressing History Social Science Standards content. ▶ Share knowledge and information with others using technology to generate and share new information ▶ Respect intellectual property rights and practice ethical behavior in regard to information and information technology using tools such as the online Bibliography Citation Maker to avoid plagiarism and to cite sources of text, images, media and other information formats properly. <p>Technology Skills Students will:</p> <ul style="list-style-type: none"> ▶ Save and access documents and media in their digital locker on the high school student server and drop documents and media in teacher drop boxes. ▶ Use Inspiration and i-Life software to organize

public Internet directory The Librarian's Index to the Internet.

- ▶ Students expand their PowerPoint presentation skills focusing on improving presentation content. Students use the Outline view to organize and write the presentation content; expand and improve the depth of information by using the speaker notes feature. Students print their presentations in multiple formats to improve the sharing of information with others and to create additional evidence for teacher assessment of student understanding of History Social Science Standards.
- ▶ Students import images from digital cameras, the web, scanned images or other sources as well as charts and graphics into Word documents and PowerPoint presentations.
- ▶ Students create links in PowerPoint slides to presentation slides and to websites.
- ▶ Students use Inspiration and/or iLife software to organize information and ideas effectively and to create graphic organizers.
- ▶ Students create iMovies as stand-alone presentations and/or to publish on the Internet.
- ▶ Students use email and contribute to wikis and blogs to communicate, gather information, collaborate, and interact with peers, teachers, and others, and to publish information.
- ▶ Students expand their educational use of the Internet to include Web 2.0 applications to facilitate creativity, collaboration and sharing in the learning community.
- ▶ Students create audio or video presentations for podcasts or web pages, which may be linked to PowerPoint slide presentations or web pages.

information and ideas effectively and create graphic organizers.

- ▶ Use a variety of digital tools, software, and formats to locate, access, and organize information, and create and effectively communicate new information and ideas.
- ▶ Use Library Destiny catalog software to locate print, nonprint, and digital library resources to research
 - ▶ Use Web Directories such as the Library' Destiny software WebPath Express feature to find educator selected online resources aligned with state standards, and the public Internet directory The Librarians Index to the Internet,
- ▶ Use Library subscription on-line resources such as NewsBank, InfoTrac, eLibrary, Encyclopedia Britannica Online, SIRS, and Opposing Viewpoints
- ▶ Expand word processing skills using additional tools and features including outline to organize information; spell and grammar check, the dictionary and thesaurus, formatting palette tools,
- ▶ Expand PowerPoint skills
 1. Use the Outline View to organize ideas and write the presentation content.
 2. Use Speaker Notes to expand on the depth of knowledge found on the slides
 3. Use the Print Slides and Handouts features
- ▶ Use the "How to Cite" feature of Library online resources or the online Bibliography Citation Maker.
- ▶ Use the "Help" feature of Library online resources to learn about advanced search features that are unique to each resource.
- ▶ Recognize the differences between various Top Level Domains (i.e.. biz, .com, .edu, .gov, .net, .org, .us, .ca, .jp, etc.) and implications for usefulness of the website to meet information needs.

Year 2

All 9-12 students will continue to develop the Year 1 skills.

Curriculum Skills

All 10-12 students will:

- ▶ Collaboratively research an historical event or issue that compares two differing opinions or perspectives.
- ▶ 35% of the students taking U.S History will score at or above proficiency on the CST.
- ▶ 35% of the students taking World History will score at or above proficiency on the CST.

Information Literacy Skills

Students will continue to develop their information

		<p>literacy skills.</p> <ul style="list-style-type: none"> ▶ All 10-12 students will demonstrate information literacy skills through a collaborative research project to discuss bias and prejudices in historical interpretations of historical persons and events. <p>10-12 students will:</p> <ul style="list-style-type: none"> ▶ Seek information from diverse sources, contexts, disciplines and cultures. ▶ Recognize that accurate and comprehensive information is the basis for intelligent decision making. ▶ Distinguish among fact, point of view, and opinion ▶ Collaborate with others, in person and through technologies to identify information problems and to seek their solutions. <p>Technology Skills</p> <p>10-12 students will:</p> <ul style="list-style-type: none"> ▶ Use Opposing Viewpoints and other Library online resources to transfer text to a Microsoft Word document for comparative analysis of information from multiple sources. ▶ Use Microsoft Word or Inspiration 2 software to write comments about a perspective or interpretation of an historical event or controversial issue. ▶ Enter the comments from the Word document into a blog or wiki discussion about the historical event or controversial issue. ▶ Use Microsoft Word templates to create presentations tools such pamphlets, brochures, newspaper columns, etc. to communicate information <p><u>Year 3</u></p> <p>All 9-12 students will continue to develop Year 1 skills and all 10-12 students will continue to develop year 2 skills.</p> <p>Curriculum Skills</p> <p>11-12 students will:</p> <ul style="list-style-type: none"> ▶ Students construct and test hypotheses; collect, evaluate, and employ information from multiple primary and secondary sources; and apply it in oral and written presentations. ▶ 40% of the students taking U.S History will score at or above proficiency on the CST. ▶ 40% of the students taking World History will score at or above proficiency on the CST. <p>Information Literacy Skills</p> <p>Students will:</p> <ul style="list-style-type: none"> ▶ Identify inaccurate and misleading information. ▶ Integrates new information into one's own
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		<p>knowledge.</p> <ul style="list-style-type: none">▶ Assess the quality of the process and products of personal information seeking.▶ Respect others' ideas and backgrounds and acknowledge their contributions. <p>Technology Skills</p> <p>Students will:</p> <ul style="list-style-type: none">▶ Collaboratively produce multimedia presentations, which compare past and present by showing consequences of past events and decisions.▶ Students will participate in on-line discussion forums (blogs and wikis) to collaborate, create, and share information and ideas, in order to produce and present a multimedia presentation.▶ Publish as a podcast, on a web page, and/or on a blog, a collaboratively produced multimedia presentation that compares past and present by showing consequences of social/cultural events past and present.
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Evaluation for Curricular and Technology Goals

3d 3e	Evaluation Instruments Data To Be Collected	Schedule for Evaluation	Program Analysis and Modification Process	
<p><u>Grades K-12</u></p> <p>History/ Social Science</p> <ul style="list-style-type: none"> ▶ History CST scores grade 8 ▶ Summative Assessments evaluated by History teachers <p>Writing</p> <ul style="list-style-type: none"> ▶ Site and District grade level teachers evaluate results of District Writing Assessment ▶ CST for Writing in grades 4, 7 & 10 evaluated by staff and principals <p>Technology</p> <ul style="list-style-type: none"> ▶ Surveys of student use of technology ▶ Rubric scores for use of tech standards on projects (to be developed) ▶ Bibliographies ▶ Samples of student technology projects 			<p>Yearly</p> <p>K-6 Trimesters 7-12 Quarterly</p> <p>K-6 Trimesters 7-12 Quarterly</p> <p>Yearly</p> <p>Yearly</p> <p>Ongoing</p>	<ul style="list-style-type: none"> ▶ Site Principals will work with Grade Level or Department Teams to assess the overall program, analyze data and make recommendations to the School Site Council for changes in the school plan. Suggestions will be forwarded to the District Technology Committee who will make needed changes to the Technology plan <p>The Director of Curriculum and Instruction will monitor the over effectiveness of this plan. Adjustments to staff development and teaching support for implementation will be done on an as needed basis</p>

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)

Objective 1 of 1: Students will learn about information literacy, copyright, and the appropriate and ethical use of information technology.		
End of year 1: Train staff on information literacy, copyright, and the ethical use of information and start developing lessons. Teachers will model the correct skills as they use technology with students.		
End of year 2: Complete the development of lessons for the grade spans and develop a rubric to provide feedback to students.. Teachers will continue to model correct skills as they use technology with the students. Implement the lessons in grades 9-12 during the spring semester.		
End of year 3: Full implementation of lessons in grades 3-12. K-2 teachers continue to model correct skills as they use technology. Implement the use of a rubric to score the levels of proficiency when students are using information technology to research and make reports or presentations. Students will create works with cited pages or bibliographies.		
Evaluation Instrument(s): Data To Be Collected	Schedule for Evaluation	Program Analysis and Modification Process
<ul style="list-style-type: none"> ▶ Roster from Teacher Training ▶ Teacher Self assessment ▶ Examples of Lessons ▶ Bibliographies & Objective 1 Rubric scores from student work 	<ul style="list-style-type: none"> ▶ End of Year 1 ▶ Yearly ▶ End of Year 2 & 3 ▶ End of Year 2 & 3 	<ul style="list-style-type: none"> ▶ The technology committee will collect data, analyze the results, and make recommendations for program modification. ▶ Teachers will moderate rubric scores and modify instruction as needed

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.

Objective 1 of 1: Students will understand how to navigate and communicate safely using networked resources while respecting the privacy of others and protecting one's own privacy.

End of year 1:

Provide professional development for teachers. Work with Consultant Doug Johnson, Director of Media and Technology for the Mankato Public Schools, to provide professional development for teachers. Training will enable teachers to understand and recognize threats to the safety of young people using the Internet.

Adopt and plan for implementation of Internet Safety curriculum. With professional development assistance and materials from Be CyberSmart and/or the California State PTA Web Wise Kids program, staff will identify strategies and a curriculum that will enable students to learn skills and behaviors that protect their privacy while using networked resources. Staff will develop and/or select Internet safety curriculum materials to support those strategies,

End of year 2:

Implement use of Internet safety curriculum with students K-12.

Students in grades K-12 will begin formal instruction in Internet Safety concerning private identity information and recognizing commercial intentions. Students in grades 2-12 will also begin formal instruction in netiquette, computer ethics, and protecting privacy on commercial websites. Students in grades 4-12 will also begin formal instruction about Cyber Pals, feeling comfortable online, chat and message safety, and e-mail safety. Students will demonstrate their understanding by completing and Internet Safety Quiz

Offer Internet safety educational opportunities for parents.

Working with district PTSA leaders and using California PTA Web Wise Kids resources, staff will plan and conduct educational opportunities for parents.

End of year 3:

Refine and continue implementation of Internet safety curriculum with students.

Students in grades K-12 will continue formal instruction in Internet safety concerning private identity information and recognizing commercial intentions. Students in grades 2-12 will continue formal instruction in netiquette, computer ethics, and protecting privacy on commercial websites. Students in grades 4-12 will continue formal instruction about Cyber Pals, feeling comfortable online, chat and message safety, and e-mail safety. Students will demonstrate their understanding by completing and Internet Safety Quiz

Continue to offer Internet safety educational opportunities for parents.

Working with district PTSA leaders and using California PTA Web Wise Kids resources, staff will plan and conduct educational opportunities for parents.

Evaluation Instrument(s): Data To Be Collected	Schedule for Evaluation	Program Analysis and Modification Process
<ul style="list-style-type: none"> ▶ Teacher, parent and student surveys. ▶ Evaluations of staff development ▶ Student quizzes and assessment 	Yearly	Teachers and Principals leadership will collect data, analyze the results, and make recommendations for program modification.

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

Goal 1: All students, including special populations, will have access to technology to support the curricular goals defined in 3d.		
By the end of year 1		
<ul style="list-style-type: none"> ▶ All classrooms will have a computer to student ratio of 1:10 ▶ The Library/Media Centers will be open during lunchtime for student use ▶ The Library/Media Centers will be accessible from home ▶ Computer labs @ each site with 35 computers, teacher station with remote access, LCD projector ▶ 9-12 sites will add 1 mobile computer lab with 35 computers ▶ All History/ Social Science classrooms will have and LCD projector ▶ Every teacher with a laptop computer so online resources can be accessed from anywhere ▶ Increased bandwidth from District office to the County of 100 MB/ second 		
By the end of year 2		
<ul style="list-style-type: none"> ▶ 9-12 sites with 2 mobile labs with 35 computers each ▶ The Library/Media Centers will be open during lunchtime and after school for students or parents ▶ At least 1 interactive white board with student responders per site ▶ Increased network bandwidth internally and externally of 50MB/second from the high schools to the district office 		
By the end of year 3		
<ul style="list-style-type: none"> ▶ All K-8 classrooms will have a computer to student ratio of 1:3 in each classroom ▶ Each 9-12 Core Curriculum Departments will have 1 mobile lab with 35 computers ▶ At least 2 interactive whiteboards for History/ Social Science teachers at each site ▶ A loaner program for students without computers at home will be piloted ▶ Increased bandwidth internally and externally of 10MB/second in K-8 classrooms 		
Evaluation Instrument (s): Data To Be Collected	Schedule for Evaluation	Program Analysis and Modification Process
<ul style="list-style-type: none"> ▶ Site Hardware inventory ▶ Library/Media center schedules ▶ Work order completions on infrastructure 	Yearly	Director of Info Tech will monitor and make modifications as needed

Goal 2:
All students, including special populations, will have ready access to high-quality, age appropriate instructional media that support the content standards.
By the end of year 1
<ul style="list-style-type: none"> ▶ Define basic software packages to support Curricular goals ▶ Identify online learning resources and lesson plans to support curriculum content with special emphasis on special populations such as English Learners, GATE and Special Education ▶ Evaluate and make recommendations for instructional media that support the grade level standards ▶ Establish student accounts on online resources such as the Digital Path, My Access, etc ▶ Assign Technology Team members to work with the Mathematics adoption committee to ensure new programs meet the requirements of the technology standards

By the end of year 2

- ▶ Expand licenses for CD-ROM and on-line reference materials and research databases to permit teacher and student use from home or community based computers
- ▶ Continue to evaluate and make recommendations for instructional media that support the grade level standards and identify those that will help differentiate for English Learners, GATE and Special Education
- ▶ Teachers in subject area or grade alike teams will dialog on affective ways to get the students to utilize the instructional media available to them on a consistent basis
- ▶ Assign Technology Team members to work with the Reading Language arts adoption committee to ensure new programs meet the requirements of the technology standards

By the end of year 3

- ▶ Continue to evaluate and make recommendations for instructional media that support the grade level standards

Evaluation Instrument (s): Data To Be Collected	Schedule for Evaluation	Program Analysis and Modification Process
<ul style="list-style-type: none"> ▶ Site & District Purchase Orders ▶ Teacher & student surveys ▶ Site & District inventories 	<ul style="list-style-type: none"> ▶ Yearly ▶ Yearly ▶ Yearly 	<p>▶ Site Principals and Site Technology Teams will review and analyze overall program & collected evaluation data and recommend modifications to staff and the District-wide Technology Curriculum Committee. This committee will make recommendations for modifications to the Associate Superintendent, Superintendent, and Board.</p>

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

Objective 1 of 1: All students, including special populations, will have student achievement records, attendance, historical, and demographic data maintained in the district's electronic database – Data Director

During the previous tech plan the District piloted the use of and student assessment and data management system called Focus on Standards (FOS) but did not find that it met the requirements of ease of use at the teacher level. Several programs were reviewed by upper, middle and site management and a new program was selected called Data Director

By the end of year 1

- ▶ Teachers will learn to use the "assessment tab" to enter Grade equivalent scores for reading
- ▶ Teachers will scan district assessments into data director
- ▶ Principals will generate reports for teachers from State and District assessment results
- ▶ Teachers will analyze prepared reports from Data Director to inform instruction

By the end of year 2

- ▶ Teachers will create exams or create scoring sheets for existing exams
- ▶ History/ Social Science benchmark assessments will be created for use district wide
- ▶ Resource staff will create reports to monitor progress of at risk students

By the end of year 3

- ▶ Teachers will consistently use Data Director to create administer and analyze data from formative as well as summative assessment
- ▶ Grade and subject alike teams will collaborate to analyze results and modify instructional practices as needed so that all students have access to the core

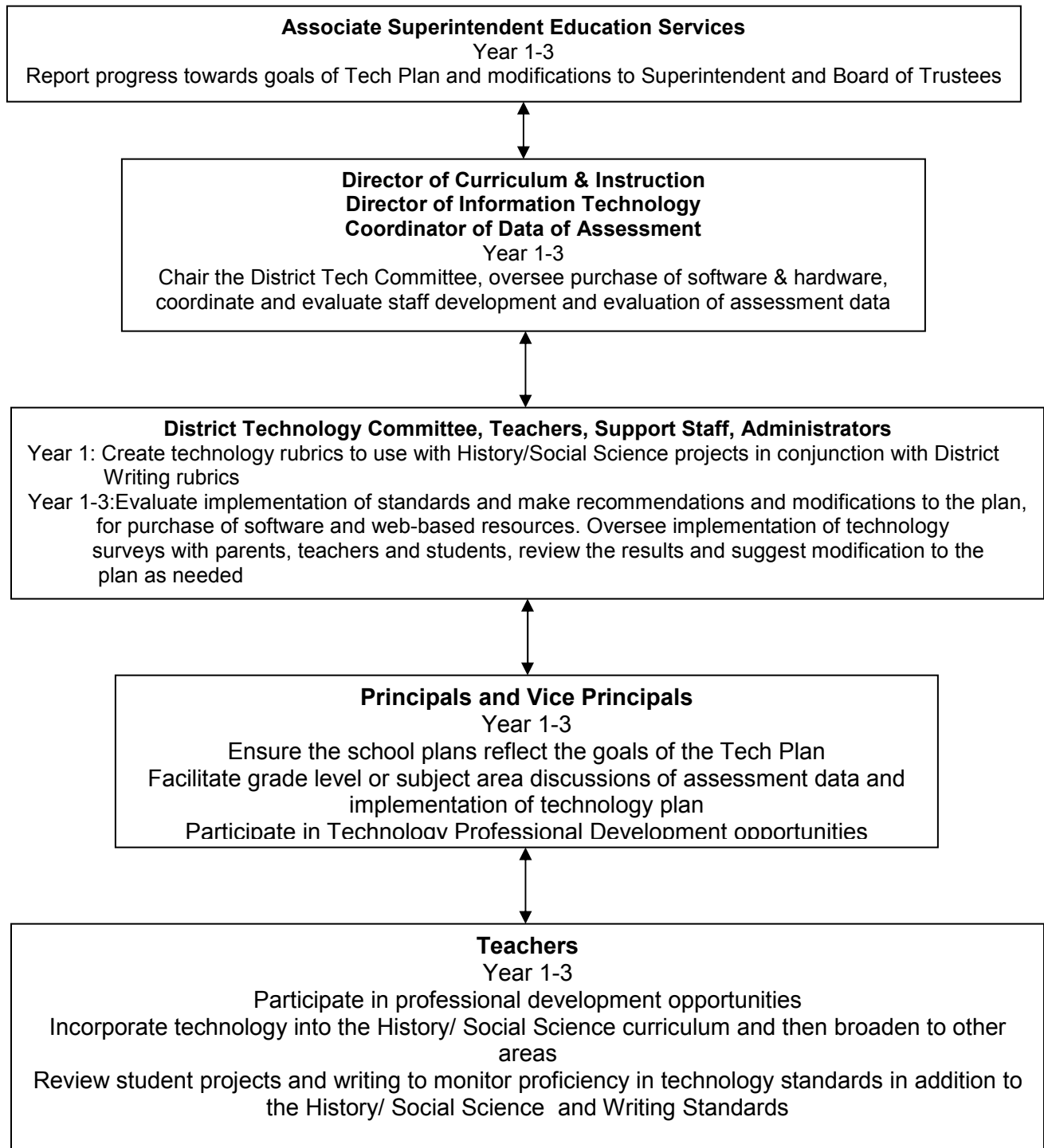
Evaluation Instrument (s): Data To Be Collected	Schedule for Evaluation	Program Analysis and Modification Process
<ul style="list-style-type: none"> ▶ Scores entered in Data Director ▶ Scanned assessments found in Data Director ▶ Samples of assessments created ▶ Reports generated ▶ Minutes from grade level collaboration meetings ▶ Grade Sheets 	<ul style="list-style-type: none"> ▶ Yearly ▶ Quarterly ▶ Yearly ▶ Ongoing ▶ Quarterly ▶ Quarterly 	<ul style="list-style-type: none"> ▶ Principals and grade level teams will evaluate overall use and effectiveness Data Director to monitor student progress and inform instructional practices. ▶ Assoc. Superintendent of Ed. Services in conjunction with the directors will monitor implementation via “look ins” on the site’s activities in Data Director

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.

Objective 1 of 1: Use technology to improve two-way communication between school and home
<p>By end of year 1</p> <ul style="list-style-type: none"> ▶ Site and District staff will continue to use the district website, and email to increase communication between home and school ▶ School newsletters and workshops will inform parents about new communication tools such as PowerSchool Grade book parent access ▶ Train all 6-12 teachers to use Grade Book in PowerSchool so that parents can access this information ▶ Continue to promote updating and access to school and District web pages ▶ Continue the use of the district PACE phone systems and provide translations for major groups
<p>By end of year 2</p> <ul style="list-style-type: none"> ▶ As new communication resources are identified, sites will be chosen to pilot ▶ Parents will learn to access publisher websites (as available) and e-texts so they can better support student homework ▶ Explore alternative web site content management system with emphasis on ease of use and cross-platform compatibility
<p>By end of year 3</p> <ul style="list-style-type: none"> ▶ Expand use of school web sites for parent access to student attendance and academic performance ▶ Create a blog for dialog on parenting issues, homework, or access to outside resources with special focus on at risk groups such as English Language Learners, GATE, and Special Education ▶ Train parents on use of blogging as well as accessing PowerSchool

Evaluation Instrument (s): Data To Be Collected	Schedule for Evaluation	Program Analysis and Modification Process
<ul style="list-style-type: none"> ▶ Sign in sheets for parent workshops ▶ Parent Surveys (Year 2 & 3) ▶ PACE phone records ▶ Records of hits on website by parents 	<ul style="list-style-type: none"> ▶ Yearly ▶ Yearly ▶ Yearly ▶ Yearly 	<ul style="list-style-type: none"> ▶ Principals, grade level teams, and School Site Councils will evaluate overall use and effectiveness of home/school communication and make recommendations for change. ▶ Director of Technology will monitor use of websites, and use of parent access to

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.



4. Professional Development

4a. Summary of teachers' and administrators' current technology skills and professional development needs

Summary of District Proficiencies

Basic Skills: Teachers and administrators were surveyed on the EdTech Profile in the Spring of 2007. Results indicated that most teachers and administrators were at the intermediate level in the areas of general computer knowledge, Internet and email skills, as well as word processing. While more secondary teachers report proficiency with presentation software, both the EdTech survey and the LUSD survey indicate that the majority of teachers and administrators need more staff development in this area. This holds true for spreadsheet software skills as well as database software skills. (Since Data Director is just being introduced this fall, questions were not specifically included on the LUSD survey.) Staff development efforts must focus then on presentation software (Objective 3) and the use of Data Director to create assessments, and reports that enable teachers to collaborate and improve instructional practices (Objective 1).

CTC Standard 9: Using Technology in the Classroom: There is a large gap between the teachers' competencies in basic skills and in their use of technology for teaching and communicating within the classroom setting as reported on the EdTech survey. The LUSD Tech Survey shows that a small percentage of teachers make use of technology standards when planning lessons or use the digital resources in their new History Social Science adoptions. We must, therefore, focus our staff development on the CTC Standard 9 (Objective 3) via History/ Social Science and Writing standards.

Special attention will be focused on:

- ▶ 9b: Teachers will analyze best practices and research findings on the use of technology and design lessons accordingly
- ▶ 9f: Teachers will examine a variety of educational technologies and uses established selection criteria to evaluate materials
- ▶ 9i: Teacher will demonstrate knowledge of copyright issues and of privacy, security, safety issues and Acceptable Use Policies

CTC Standard 16: Using Technology to Support Student Learning: There is a clear need to help teachers learn to communicate with other professionals using technology in a collaborative way. Extensive work is needed in helping teachers learn to promote effective use of technology aligned with the curriculum in the classroom as well as in the libraries. The focus of staff development will be on developing 16 b.,d,e,g through the teaching of the History/ Social Science and Writing standards., and by providing time for collaborative reflections on the effectiveness of technology in instruction (Objective 2).

Special attention will be focused on:

- ▶ 16b Teachers will interact and communicate with other professionals through a

variety of methods to support technology enhanced

- ▶ 16d Teachers will design, adapt, and uses lessons which address the students' needs to develop information literacy and problem solving skills
- ▶ 16e Teachers makes use of learning environments that promote effective use of technology aligned with the curriculum inside the class room, library, or in computer labs.
- ▶ 16g Teachers will frequently monitor and reflect upon the results of using technology in instruction and adapts lessons accordingly.

Conclusion: It is recognized that all Technology standards for teachers are important. Our data shows that the above areas need to be focused on through staff development. These skills, along with other basic skills the teachers already have, will enable them to effectively use technology in their instruction and to guide students towards becoming independent, responsible, ethical and safe users of a wide array of technology skills and resources.

4a. Professional Development cont.

EdTechProfile 2007

General Computer Knowledge and Skills

Computer Knowledge and Skills	General computer knowledge and skills		Internet skills		Email skills		Word processing skills		Presentation software skills		Spreadsheet software skills		Database software skills	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Not Applicable	5	2%	3	3%	6	2%	4	1%	24	21%	27	25%	82	29%
Beginning	67	19%	89	30%	75	25%	43	14%	113	37%	133	44%	120	40%
Intermediate	141	40%	144	47%	144	49%	136	43%	86	28%	78	26%	69	23%
Proficient	79	23%	62	21%	83	28%	126	42%	61	20%	33	11%	29	10%
Total Responses	345	100%	298	100%	299	100%	299	100%	301	100%	301	100%	301	100%

CTC Standard 9

CTC Program Standard 9: Using Technology in the Classroom	Standard 9a		Standard 9b		Standard 9c		Standard 9d		Standard 9e		Standard 9f		Standard 9g		Standard 9h		Standard 9i	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Not Applicable	14	6%	32	11%	11	4%	15	5%	62	21%	57	19%	84	28%	63	21%		
Beginning	135	40%	157	52%	132	45%	119	40%	123	41%	146	50%	113	38%	127	43%		
Intermediate	111	38%	87	29%	90	31%	73	25%	24	8%	61	21%	72	24%	72	24%		
Proficient	32	11%	20	7%	60	20%	83	28%	17	6%	3	1%	21	7%	13	4%		
Total Responses	298	100%	298	100%	298	100%	298	100%	298	100%	298	100%	298	100%	298	100%	298	100%

CTC Standard 16

CTC Program Standard 16: Using Technology to Support Student Learning	Standard 16a		Standard 16b		Standard 16c		Standard 16d		Standard 16e		Standard 16f		Standard 16g	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Not Applicable	32	12%	75	25%	8	3%	68	23%	56	19%	128	37%	95	32%
Beginning	153	52%	165	55%	131	44%	113	38%	140	47%	94	32%	117	40%
Intermediate	95	31%	43	15%	135	46%	56	19%	85	29%	48	16%	59	20%
Proficient	12	4%	12	4%	21	7%	19	6%	15	5%	45	15%	14	5%
Total Responses	295	100%	295	100%	295	100%	295	100%	295	100%	295	100%	295	100%

LUSD Fall 2007 Teacher Survey of Use

Question Topic	K-8 % Proficient	9-12 % Proficient
Regular use of Powerpoint for instruction	23%	50%
Use lesson planning software from publishers	13%	10%
Digital Resources for History/ Social Science	17%	80%
Use technology standards when planning lessons	20%	34%
Easily use web search to find materials to support instruction	77%	80%
Well informed regarding citations for graphics and text found on the web	50%	50%
Use PowerSchool Grade book software	25%	100%
Use Destiny software for researching topics	1%	1%
Total Responses	187	115

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

<p>Objective 1: Teachers and administrators understand the social ethical, legal and human issues surrounding the use of technology and apply them in practice (Standard 9i and Information Literacy)</p>		
<p>By the end of year 1: Teachers will gain an understanding of the social ethical and legal issues surrounding the use of technology. Staff development will be provided by an outside consultant (Doug Johnson: Director of Media Technology Mankato Area Public Schools) so that teachers are well informed about the social ethical, and legal issue surrounding the use of technology.</p>		
<p>By the end of year 2: Teachers will continue the year 1 training and collaborate to choose curriculum to take to the Board of Trustees for adoption.. 9-12 teachers will begin implementing practices the second semester.</p>		
<p>By the end of year 3: Teachers will formally integrate the curriculum identified into History/Social Science and Writing instruction. Year 1 staff development will be repeated for new teachers k-12. Coaches (partial release teachers) will be provided for teachers to facilitate the integration of these skills into their teaching.</p>		
<p>Evaluation Instrument(s): Data To Be Collected</p>	<p>Schedule for Evaluation</p>	<p>Program Analysis and Modification Process</p>
<ul style="list-style-type: none"> ▶ Pre and post assessment of objective ▶ Board adoption of curriculum ▶ Classroom observations ▶ Lesson Plans 	<ul style="list-style-type: none"> ▶ pre and post training ▶ Year 2 ▶ Semiannually 	<ul style="list-style-type: none"> ▶ Ed Services will evaluate and make recommendations for further training as needed ▶ Principals will observe teachers and lesson plan to provide feedback
<p>Objective 2: Each teacher and administrator uses computer applications to manipulate and analyze data as a tool for assessing student learning and for providing feedback to students and parents (Standard 16 f)</p>		
<p>End of year 1: All teachers will learn to post results of District Summative assessments on the Data Director database and post them for the spring assessments</p>		
<p>End of year 2: All teachers will be able to create exams on Data Director to use for their formative and summative assessments and use them in their classrooms.</p>		
<p>End of year 3: All teachers will generate reports from their assessments and analyze the data to provide feedback to students and modify instruction as needed</p>		
<p>Evaluation Instrument(s): Data To Be Collected</p>	<p>Schedule for Evaluation</p>	<p>Program Analysis and Modification Process</p>

<ul style="list-style-type: none"> ▶ A district “look up” into site bases to determine teacher use Data Director ▶ Minutes from grade level collaboration on data results 	Semester	Education Services and principals will identify areas of need and recommend additional training
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Objective 3: Each teacher uses best practices in the use of technology within the classroom, library, or labs, to create technology enhanced lessons aligned with the History Social Science and Writing Standards and will frequently monitor the effectiveness(Standards 9 & 16)

By the end of Year 1: K-5 teachers will learn to effectively use the Interactive Text, Digital games, research, and lesson planning from Scott Foresman History/ Social Science program. 6-8 History teachers will learn to access and merge a wide variety of digital information for use in their instruction. 9-12 History teachers will learn to access and evaluate materials from various electronic resources for use in communicating their instruction and develop a rubric for evaluating the validity of those materials.

By the end of Year 2: K-12 teachers will learn to use an access multimedia tools such as CD-ROMs,LCD projectors, PowerPoints, digital photos and videos to enhance their lessons in History.
3-12 teachers will model and discuss appropriate information literacy skills via their use of technology in classroom instruction.

By the end of year 3: K-2 teachers will model and discuss information literacy skills as they demonstrate the use of the Digital Path in their History/ Social Science lessons. 6-12 teachers will learn blogging and podcasting skills to enhance their instruction. 3-12 teachers will learn to create original multimedia presentations through the use of PowerPoint, iLife, and digital cameras to integrate into their instruction. Teachers will learn to use the interactive whiteboards and student responders to enhance the quality of learning in their classrooms.

Evaluation Instrument(s): Data To Be Collected	Schedule for Evaluation	Program Analysis and Modification Process
<ul style="list-style-type: none"> ▶ Teacher Use Survey ▶ Student survey of Use of Tech in classrooms ▶ Principal Walk About Forms (classroom observations) 	<ul style="list-style-type: none"> ▶ Yearly ▶ Yearly ▶ On going 	<ul style="list-style-type: none"> ▶ Ed Services and principals will evaluate and make recommendations for further training as needed ▶ Teachers and principals collaboratively review surveys and “walk abouts” to identify areas of need

4c. Describe the process that will be used to monitor the Professional Development goals, objectives, benchmarks and planned implementation activities

Teachers and principals will review surveys and “walk abouts” to identify areas of need. Site and District Administration will review staff development data to make changes as needed.

5. Infrastructure, Hardware, Technical Support, and Software

5a. Describe the existing hardware, Internet access, electronic learning resources, and technical support already in the district that could be used to support the Curriculum and Professional Development Components of the plan.

Lincoln Unified School District has made major strides in the last two years toward becoming a state of the art educational technology facility. This phenomenon was rendered possible by the passing of a bond in 2005 that has enabled the district to put in place a 5 year computer refresh program with Apple Computer. At the end of the 5-year period no computer in classrooms, or offices will be more than 4 years old. The bond also enabled the placement of a pervasive wireless computing system, district wide, and major upgrades to all Local Area Networks at all school sites. The district is in the process of this current 2007/2008 school year of upgrading it's WAN connectivity for all school sites, it's MDF for better access to software housed at the district office, and it's connectivity to the San Joaquin County Office of Education and the Internet.

Printers throughout the district have been standardized with mid range H.P. 2015 laser printers, and higher end H.P. 4050N laser printers in the offices. There is also a mishmash of non standardized color and dot matrix printers scattered throughout the district, which are quickly being replaced with the aforementioned standards. All sites have at least 10 Infocus LCD projectors for presentation purposes.

School Site	Hardware	Software	Internet Access	Technical Support
Claudia Landeen	227 Networked Computers 70 Laptops 1 Mobile Lab 1 Interactive Whiteboard 2 Wired Computer Labs	Renaissance Place Digital Path iLife Suite Reading Plus Accelerated Reader Accelerated Math MS Office Kidspiration Inspiration Powerschool Destiny Filemaker Pro Data Director School Plan	Full Internet Access over Ethernet as well as pervasive wireless Access to the district and the Internet over 1 T1 2-6 data outlets per classroom	No onsite staff District support of 1 certified computer technician 1 day a week

School Site	Hardware	Software	Internet Access	Technical Support
Colonial Heights	117 Networked Computers 22 Laptops 1 Wired 32 computer lab	Renaissance Place Digital Path iLife Suite Reading Plus Accelerated Reader Accelerated Math MS Office Kidspiration Inspiration Powerschool Destiny Filemaker Pro Data Director School Plan	Full Internet Access over Ethernet as well as pervasive wireless Access to the district and the Internet over 1 T1 2-6 data outlets per classroom	No onsite staff District support of 1 certified computer technician 1 day a week
School Site	Hardware	Software	Internet Access	Technical Support
Don Riggio	126 Networked Computers 30 Laptops Small Wired lab with 10 computers Laptop Cart with 17 Laptops	Renaissance Place English in a Flash Digital Path iLife Suite Reading + Accelerated Reader Accelerated Math MS Office Kidspiration Inspiration Powerschool Destiny Filemaker Pro Data Director School Plan	Full Internet Access over Ethernet as well as pervasive wireless Access to the district and the Internet over 1 T1 2-6 data outlets per classroom	No onsite staff District support of 1 certified computer technician 1 day a week

School Site	Hardware	Software	Internet Access	Technical Support
John R Williams	155 Networked Computers 40 Laptops 1 Wired 32 computer lab Mobile Laptop lab with 25 computers	Renaissance Place Digital Path iLife Suite Reading + Accelerated Reader Accelerated Math MS Office Kidspiration Inspiration Powerschool Destiny Filemaker Pro Data Director School Plan	Full Internet Access over Ethernet as well as pervasive wireless Access to the district and the Internet over 1 T1 2-6 data outlets per classroom	No onsite staff District support of 1 certified computer technician 1 day a week
School Site	Hardware	Software	Internet Access	Technical Support
Lincoln Elementary	150 Networked Computers 64 Laptops Small Wired Lab with 15 computers Mobile Laptop Lab with 10 computers	Renaissance Place Digital Path iLife Suite Reading + Accelerated Reader Accelerated Math MS Office Kidspiration Inspiration Powerschool Destiny Filemaker Pro Data Director School Plan	Full Internet Access over Ethernet as well as pervasive wireless Access to the district and the Internet over 1 T1 2-6 data outlets per classroom	No onsite staff District support of 1 certified computer technician 1 day a week

School Site	Hardware	Software	Internet Access	Technical Support
Mable Barron	135 Networked Computers 43 Laptops 1 Computer Lab with 35 computers Mobile Laptop Lab with 15 computers	Renaissance Place Digital Path iLife Suite Reading + Accelerated Reader Accelerated Math MS Office Kidspiration Inspiration Powerschool Destiny Filemaker Pro Data Director School Plan	Full Internet Access over Ethernet as well as pervasive wireless Access to the district and the Internet over 1 T1 2-6 data outlets per classroom	No onsite staff District support of 1 certified computer technician 1 day a week
School Site	Hardware	Software	Internet Access	Technical Support
Tully C. Knoles	155 Networked Computers 5 Laptop Computers 1 Computer Lab with 33 computers	Renaissance Place Digital Path iLife Suite Reading + Accelerated Reader Accelerated Math MS Office Kidspiration Inspiration Powerschool Destiny Filemaker Pro Data Director School Plan	Full Internet Access over Ethernet as well as pervasive wireless Access to the district and the Internet over 1 T1 2-6 data outlets per classroom	No onsite staff District support of 1 certified computer technician 1 day a week

School Site	Hardware	Software	Internet Access	Technical Support
Brookside	164 Networked Computers 45 Laptop Computers	Renaissance Place Digital Path iLife Suite Reading Plus Accelerated Reader Accelerated Math MS Office Kidspiration Inspiration Powerschool Destiny Filemaker Pro Data Director	Full Internet Access over Ethernet as well as pervasive wireless Access to the district and the Internet over 1 T1 2-6 data outlets per classroom	No onsite staff District support of 1 certified computer technician 1 day a week
School Site	Hardware	Software	Internet Access	Technical Support
Sierra Middle School	100 Networked Computers 1 computer lab with 33 computers Mobile Laptop Lab with 15 computers	Renaissance Place School Plan iLife Suite Reading Plus Accelerated Reader Accelerated Math MS Office Kidspiration Inspiration Powerschool Destiny Filemaker Pro Data Director ALEKS	Full Internet Access over Ethernet as well as pervasive wireless Access to the district and Internet over 1 T1 2-6 data outlets per classroom	No onsite staff District support of 1 certified computer technician 1 day a week

School Site	Hardware	Software	Internet Access	Technical Support
Sture Larsson H.S. (Alt. Ed.)	10 Networked Computers 10 Laptops 1 computer lab with 25 computers	Renaissance Place School Plan iLife Suite Reading + Accelerated Reader Accelerated Math MS Office Inspiration Powerschool Destiny Filemaker Pro Data Director ALEKS My Access	Full Internet Access over Ethernet as well as pervasive wireless Access to the district and the Internet over 1 T1 2-6 data outlets per classroom	No onsite staff District support of 1 certified computer technician 1 day a week
School Site	Hardware	Software	Internet Access	Technical Support
Lincoln High School	860 Networked Computers 148 Laptops Mobile laptop lab with 28 computers 5 computer labs with 30 computers	Powerschool ALEKS MS Office Filemaker Pro CAD Destiny Inspiration iLife Suite Final Cut Pro MIDI software My Access School Plan	Full Internet Access over Ethernet as well as pervasive wireless Access to the district and the Internet over 2 T1 lines 2-6 data outlets per classroom	No onsite staff District support of 1 certified computer technician 4 days a week + 1 certified computer technician 1 day a week for PC's

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.

Lincoln Unified has identified the following areas of need in order to implement the curriculum, technology and professional development components of this plan:

- ▶ Upgraded Training Lab with 32 computers
- ▶ Mobile computer labs of 32 computers at each site (LHS needs 2)
- ▶ 32 ipods for podcasting
- ▶ 5 digital video cameras
- ▶ 10 Intereactive whiteboards with a class set of responders
- ▶ Apple XServe set up
- ▶ Increase district WAN bandwidth to a minimum bandwidth of 10 MB
- ▶ Gigabyte fiber backbone between AT&T and LUSD District Office
- ▶ Continue Apple “ Refresh” program so that computers are not older than 5 years
- ▶ Upgrade printers and scanners on an as needed basis

The charts on the following pages show in detail the needs by site for the coming three years of implementation.

School Site	Hardware	Software	Internet Access	Technical Support
Claudia Landeen	No Current Needs LCD Projector in Lab Teacher station in lab	No Current Needs	Double Internet and WAN access to 2 T1's Increase bandwidth to 10MBS in 08/09 school year	On site Technology Mentor District support of 1 certified computer technician 2 days a week
Colonial Heights	1 Mobile Lab 1 Interactive Whiteboard Continue with Computer refresh Year 3,4,5 LCD Projector in Lab Teacher station in lab	No Current Needs	Double Internet and WAN access to 2 T1's Increase bandwidth to 10MBS in 08/09 school year	District Digital Information Specialist District Student Information Coordinator
Don Riggio	Upgrade Computer Lab to full 32 Computers Upgrade Laptop Cart to 30 Laptops 1 Interactive Whiteboard Continue with Computer refresh Year 3,4, LCD Projector in Lab Teacher station in lab	No Current Needs	Double Internet and WAN access to 2 T1's Increase bandwidth to 10MBS in 08/09 school year	

School Site	Hardware	Software	Internet Access	Technical Support
John R Williams	1 Interactive Whiteboard Continue with Computer refresh Year 3,4, LCD Teacher station in lab	No Current Needs	Double Internet and WAN access to 2 T1's Increase bandwidth to 10MBS in 08/09 school year	On site Technology Mentor District support of 1 certified computer technician 2 days a week
Lincoln Elementary	Upgrade Computer Lab to full 32 Computers Upgrade Laptop Cart to 30 Laptops 1 Interactive Whiteboard Continue with Computer refresh Year 3,4 LCD Projector in Lab Teacher station in lab,	No Current Needs	Double Internet and WAN access to 2 T1's Increase bandwidth to 10MBS in 09/10 school year	District Digital Information Specialist District Student Information Coordinator
Mable Barron	Upgrade Laptop Cart to 30 Laptops 1 Interactive Whiteboard Continue with Computer refresh Year 3,4, LCD Projector in Lab Teacher station in lab	No Current Needs	Double Internet and WAN access to 2 T1's Increase bandwidth to 10MBS in 09/10 school year	

School Site	Hardware	Software	Internet Access	Technical Support
Tully C. Knoles	1 Mobile Lab Continue with Computer Refresh program Year 4 LCD Projector in Lab Teacher station in lab	No Current Needs	Double Internet and WAN access to 2 T1's Increase bandwidth to 10MBS in 09/10 school year	On site Technology Mentor District support of 1 certified computer technician 2 days a week
Brookside	1 Mobile Lab 1 Interactive Whiteboard 1 32 computer lab Continue with Computer refresh Year 3,4,5 Teacher station in lab	No Current Needs	Double Internet and WAN access to 2 T1's Increase bandwidth to 10MBS in 09/10 school year	District Digital Information Specialist District Student Information Coordinator
Sierra Middle School	Continue with Computer refresh Year 3,4,5 1 Interactive Whiteboard Increase Mobile Laptop Lab to 32 Laptops LCD Projector in Lab Teacher station in lab	Science Probes and Interactive Science Software ipods and Video Cameras	Internet and WAN access increases to 10MBS 07/08 school year	

School Site	Hardware	Software	Internet Access	Technical Support
Sture Larsson H.S.	1 Interactive Whiteboard Teacher station in lab	Science Probes and Interactive History Software	Internet and WAN access increases to 10MBS 07/08 school year	On site Technology Coach District support of 1 certified computer technician 1 day a week District Digital Information Specialist District Student Information Coordinator
Lincoln High School	Continue with Computer Refresh program Year 3,4,5 1 Interactive Whiteboard 1 Mobile Laptop Lab with 35 Laptops 14 LCD Projectors	iPods and Video Cameras Science Probes and Interactive History Software	Internet and WAN access increased 07/08 school year to 50-60 MBS	On site Technology Mentor District support of 1 certified computer technician 5 days a week District Digital Information Specialist District Student Information Coordinator
District Office	Upgrade Teaching Computer Lab with 32 new computers in the 08/09 school year 32 iPods and 5 video cameras for Podcasting Apple Xserve for serving Webquests, Podcasts and other student projects during the 08/09 school year	No Current Needs	Increase WAN bandwidth with a GIG backbone. Increase Internet bandwidth to a 100 MBS 07/08 school year Build new MDF for better WAN connectivity 07/08 school year	Offer classes in training lab to parents of lower income families to overcome Digital Divide . Provide Lab Tech 1-2 nights per week to run lab

5C . Benchmarks and timeline for obtaining the needed hardware, infrastructure, learning resources and technical support.

5D Process used to monitor section 5b and annual benchmarks and timelines

Objective 1 of 1: To insure the necessary Infrastructure, Hardware/Software and Tech Support are in place by the end of this three year tech plan.		
End of Year 1:		
<ul style="list-style-type: none"> ▶ Hire 2 new Certified technicians, 1 for PC's and Networking, and one for MacIntosh Optiman Contract for Lincoln High School, Sierra Middle School, and Sture Larsson Alternative ▶ Expand K-6, and K-8 site T1 lines ▶ Build new MDF at District Office ▶ Complete fiber backbone between AT&T and District Servers ▶ Purchase 32 iPods ▶ Refresh Year 3 computers & printers ▶ Continue purchasing user and software licenses for core subjects 		
End of Year 2:		
<ul style="list-style-type: none"> ▶ Add 3 more K-8 schools upgrade to 10 MBS connectivity to WAN and the Internet ▶ Purchase Interactive Whiteboards for 4, K-6, and K-8 school sites ▶ Refresh year 4 computers & printers (includes training lab) ▶ Continue purchasing user and software licenses for core subjects ▶ Set up new XServe outside of district's protected network 		
End of Year 3:		
<ul style="list-style-type: none"> ▶ Continue upgrade of the last 3 school sites to 10 MBS connectivity within WAN ▶ Continue purchasing user and software licenses for core subjects ▶ Refresh Year 5 computers & printers ▶ Purchase 5 video cameras ▶ Purchase 4 more interactive whiteboards with responders ▶ Purchase additional student computers to reach a 5:1 ratio 		
Evaluation Instrument(s):	Schedule for Evaluation	Program Analysis and Modification Process
Data To Be Collected		
<ul style="list-style-type: none"> ▶ Site and District Office Inventories ▶ Purchase orders 	Yearly	Director of Info Tech, Assoc. Superintendent of Business , Director of Curriculum services will meet twice annually to monitor progress and make adjustments as needed

6. Funding and Budget

6a. List of established and potential funding sources.

Lincoln Unified School District was very fortunate to have passed Bond in 2005 that allocated funds to bring the infrastructure up to date and ensure all computers were less than 5 years old. This Bond funding will provide the needed funds described in this plan for the three-year plan for hardware expansion. In addition, another \$150,00 was allocated from the Bond to provide staff development through Apple Corporation.

Other funding sources include:

- Microsoft Settlement
- State and Federal Categorical Funding
- Block Grant
- One-Time Instructional Materials Fund
- Title II Staff Development
- EETT Grant
- Private Foundation Grants
- Lincoln Educational Foundation
- General Fund

The Directors of Info Tech and Curriculum and Instruction will be responsible for searching out future funding to replace the Bond money when it is expended in 2011.

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

Budget Code	Year 1	Year 2	Year 3	Justification for Expenses
1000 Certificated employees	\$83,000 15,000 12,500	\$86,000 10,000 12,500	89,775 10,000 12,500	<ul style="list-style-type: none"> ▶ Salary for Director of Info Tech ▶ Substitutes for staff development days ▶ Stipends for summer institutes & weekend workshops
2000 Classified employees	\$369,000 6,000	\$383,760 6,000	\$399,110 6,000	<ul style="list-style-type: none"> ▶ Salary for certified computer technicians & support staff ▶ Stipends for supplemental technical certifications
3000 Employee Benefits	\$150,350	\$154,460	\$206,890	▶ Fringe benefit costs/ health premium (31% of total 1000 and 2000 costs)
4000 Materials & Supplies	\$60,000 10,000 20,000 150,000 2,000	\$62,400 10,400 20,800 2,000 \$8,500 \$3,500	\$64,800 10,816 21,632 2,000	<ul style="list-style-type: none"> ▶ Purchase software & licenses for "Refresh" ▶ Supplies for repair & expansion of routers, data mines, hubs, switches, and ports ▶ Computer parts ▶ Web-based licenses ▶ LCD Projectors ▶ 32 iPods ▶ 3 video cameras
5000 Other Services & Operating Expenses	\$41,000 30,000 25,000 250,000	\$41,000 30,000 25,000 250,000	\$41,000 30,000 25,000 250,000	<ul style="list-style-type: none"> ▶ Contracted support of band width increase ▶ Contracted support for data line repair & expansion ▶ Contracted support for repair & maintenance of servers, switches, hubs, electrical service ▶ SJCOE data processing services
6000 Equipment	\$10,000 350,000 50,000 \$25,000	\$25,000 10,000 350,000 50,000	\$15,000 350,000 50,000	<ul style="list-style-type: none"> ▶ Upgrade Training lab ▶ Whiteboards with responders ▶ "Refresh" purchases for computers and printers ▶ Additional computers to reduce ratios ▶ Upgrade Business and Ed. Group Servers
Total	\$1,658,850	\$1,540,820	\$1,584,523	

6c. Describe the district's replacement policy for obsolete equipment.

Lincoln Unified has addressed this issue with a 7-year agreement with Apple Corp. known as the "Refresh" program. Funded by a bond issue this plan ensures that each year any computers that are older than five years old are refreshed by Apple. This program is outlined in Section 5 Infrastructure in this plan. Included in the refresh is updated software so that computers are running on current operating systems (OSX).

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.

Director of Information Technology, the Director of Curriculum & Instruction and the Technology Committee will review and analyze district purchases and recommend budget modifications to the Associate Superintendent of Business Services. This group will meet twice a year, once in the fall when State and Federal Budgets are finalized and at the end of the year to review what was accomplished and modify plans for the following year.

7. Monitoring and Evaluation

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

The following is a general overview of the detailed goals and benchmarks of the various components found in the plan.

Classroom Teachers:

- ▶ Monitor and evaluate ongoing student work & technology samples in student portfolios
- ▶ Collaborate to review effectiveness of technology in their instruction by reviewing District Assessment data and CST scores
- ▶ Use district rubric to assess each student's technology skill level and enter a "meets" or "below" as in district's multiple measures assessment set that is reported to parents
- ▶ Review student self assessments will be used to determine students':
 - Levels of satisfaction with access to and use of technology
 - Levels of satisfaction with progress in technology skills
 - Level of satisfaction with availability of technology training

Principals and School Site Councils

- ▶ Review site summary of student progress as measured by the District Assessments, CST results, and portfolios
- ▶ Review site summaries of teacher, student, and parent surveys to determine student, teacher, and parent:
 - Level of satisfaction with access to and use of technology
 - Level of satisfaction with progress in technology skill level
 - Levels of satisfaction with availability of technology training
- ▶ Review attendance log and evaluations from site, district, and county training

District Administrators

- ▶ Review site summary of student progress as measured by the District

Assessments, CST results

- ▶ Review Staff development evaluation forms and reports from classroom coaches
- ▶ Review progress towards implementation of purchases and infrastructure

7b. Schedule for evaluating the effect of plan implementation

Student progress is formally evaluated at the end of each Trimester (K-6) or quarterly (7-12) with District Summative Assessments of the content standards. Teachers assess more frequently. The evaluation of the effectiveness of the plan's implementation will occur in the fall of each year when all data from the previous year is available.

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

Each fall, teachers, School Site Councils, and administrators (site and District) analyze the effectiveness of instructional practices by looking at District and State achievement data. As the technology is integrated more fully into classroom instruction, its affect will be analyzed. Teachers and principals analyze formative assessments on every six weeks and use the data to inform their instruction. Results of year long achievement data are reported on the District Web site each year and several reports are made to the School Board. Reports are available to parents, community members or local businesses as well.

8. Collaborative Strategies with Adult Literacy Providers

8a. Description of how the program will be developed in collaboration with those providers.

The families served by Lincoln Unified School District reflect a culturally and linguistically diverse population. 24% of our K-12 students come from homes where languages other than English are spoken and read. The Adult Literacy needs of our families are equally diverse. Full day State Preschool programs make it possible for low-income parents to attend college or trade school while their children are cared for.

In 1985, Lincoln USD established a community-based project in a multi-building apartment complex to respond to the educational needs of our Cambodian families who were at the time our largest group of English learners. Over the last few years, the complex has become more linguistically diverse with more Spanish speakers and African American families.

- ▶ Classroom located in the Manchester Apartment complex used to provide Adult Literacy classes for Cambodian parents and another for Spanish-speaking parents
- ▶ Staffed by an Lincoln USD Primary Language Outreach Worker and a certificated teacher
- ▶ Adult Literacy classes held at Manchester
- ▶ Adults tutored in this program commit to tutoring others to learn English
- ▶ 10 Networked computers with DSL are available for parents and students to use daily until 5:30 p.m.

A new Community Based English Tutoring (CBET) program was launched during the 2007-08 school year. Approximately 100 parents are coming to classes to improve their

English and learn to help their children with homework. We are piloting the use of Rosetta Stone, a digital tutorial for learning to speak English. Classes are held at three locations and offer daytime as well as evening schedules. We are planning to pilot a loaner program for these families with computers turned in on the Apple “refresh” program. Two of the sites have computer labs available for parent use after school hours. It is our plan to expand the use of computers to all three sites so that parents can learn to access PowerSchool to view their child’s progress, as well as digital resources on the Internet.

Lincoln Latin Leadership funded by the state’s Economic Impact Act was established in 2006. Initially, Spanish-speaking parents were the primary participants. Now as membership exceeds 100, other language groups are represented. The Leadership group meetings are held at Lincoln High and rotate to other school sites where parents have joined. The participating families continue to build connections and relationship with each other as they learn about the resources and services that are available to them in the district and the community. For example, students and parents at the high school learn to research potential college choices, to complete applications, and to write application essays. Parents learn to fill out financial aid forms and scholarship application forms.

HSA Tutoring Program sponsored by San Joaquin County Human Services Agency (HSA):

This program provides a district Coordinator who selects, trains, and schedules the high school tutors who provide tutoring services after school hours at the elementary school sites. They are trained to meet the social and academic needs of students and meet bi-weekly with the Coordinator. For the families of our English Learners, these students are most often the individual in the home who acts as translators for his or her parents. These high school students attend parent conferences, Student Study Team meetings, and school functions for their younger siblings with their parents.

- ▶ Provides a Program Coordinator
- ▶ High school student receive training in programs that address basic reading skills, fluency, and learning modality from HSA
- ▶ Students from all schools that reside in the complex receive homework assistance and reading instruction
- ▶ High school tutors and student tutees gain socially and academically

State Preschool at Manchester Complex:

The State Preschool offers Spanish-speaking and Cambodian parents a comfortable and language compatible setting to use and extend their English language skills. Preschool instructors are bilingual-bicultural and preschoolers are grouped by language.

- ▶ AM sessions for Cambodian families and PM sessions for Spanish-speaking families

Parents attending the CBET Adult Literacy classes commit to practice their developing literacy skills with students at the State Preschool

Lincoln Unified School District Technology Training Center:

The Center was created in the fall of 2002 in collaboration with Title VII. The first classes were held on August 22, 2002. Since then each month, the EETT Center has offered a series of classes for teachers and parents to increase their skill in using the

software required by the District Tech Plan. We are also planning classes to familiarize parents with the technology that their students use in our district. We are planning to offer classes in using the parent feature of PowerSchool as well as classes regarding the ethical and safe use of digital resources such as the Internet.

- ▶ 24 iBook workstations
- ▶ Projectors, printer, a variety of multi-media hardware and software
- ▶ Digital cameras and blue screen

9. Effective, Researched-Based Methods and Strategies

Lincoln Unified School District demonstrated its commitment to Educational Technology for students and teachers 6 years ago when it completed networking every classroom with wireless and hard-wired access in the district. Every classroom including special education classes has at least two network connection drops. The district believes that its Education Technology Plan supports the District's Mission Statement to educate "all students to achieve their maximum potential." The Plan integrates technology into the curriculum for every student from kindergarten to twelfth grade. The Plan provides a clear summary of teachers' and administrators' current technology skills and needs. A clear, specific, and ongoing professional development plan is delineated that provides teachers with support and training to implement the curriculum section of the plan. In addition, the Plan addresses updating the district's infrastructure, hardware, technical support, and software.

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

SUMMARY of education technology strategies and proven methods for Student Learning:

3 d. and 3 e. on pages 7 through 15 of the District Education Technology Plan describes the activities for students that will improve teaching and learning and support students to acquire technology and information literacy skills. Lincoln USD based its Plan upon effective, research-based methods and strategies.

Our strategies and methods fall under four major areas: 1.) Curriculum Integration, 2.) Developing Positive Social and Ethical Behaviors, 3.) Representing, Collecting, Organizing, and Analyzing Information, 4.) Skill Reinforcement

In our Education Technology Plan, students at every grade level will use computers to produce documents appropriate in length according to grade level and using Multimedia skills for presentations representing learning in one or more Content Areas. The Plan supports the belief that technology should be a tool to improve students' ability to represent, collect, organize, analyze and synthesize Content Area learning. Students actively engaged in content area learning will use technology to support lessons learned in Content Area project based activities.

Beginning in First Grade, students will use technology research tools to support Curriculum Standards. A constructivist definition of teaching and learning supports the integration of technology into the curriculum. A constructivist teaching and learning approach embraces knowledge as a dynamic process whereby the learner constructs new knowledge or understandings by scaffolding newly acquired information upon prior knowledge. Technological research and computer processing provides a means of

synthesizing and expressing new information into deeper levels of understanding. Constructivist teaching and learning approaches are particularly suited to integrating technology because a key strategy is to allow learners many opportunities and modes of representing or expressing thinking. Informal and formal presentations are integral to constructivist teaching approaches. Included in our Technology Plan are Objectives for students to demonstrate positive ethical and social behaviors. Students will be required to collaborate to produce multimedia presentations to support Content Area learning. They will also be required to learn to use electronic resources and the Internet. Both of these requirements are intended as experiences to foster positive social and ethical behaviors that are essential for developing into productive and responsible citizens.

Our Technology Plan describes the skills that students and staff will acquire over a three-year period. The principals and School Site Council will be integral in the ongoing Evaluation and Revision of the Tech Plan and the efforts to increase effectiveness (Section 7, Pages 41-42). Section 3d, 3e and Timelines on pages 6-15 of the Plan show how the plan aligns the skills and software needed for effective implementation of the Plan in the district's major areas of emphasis: 1.) Curriculum Integration, 2.) Developing Positive Social and Ethical Behaviors, 3.) Representing, Collecting, Organizing, and Analyzing Information, 4.) Skill Reinforcement. As the grade levels increase, the complexity and sophistication of the student skills and software also increases. Pages 26-27 of the Tech Plan describe the Staff Development plan designed to assist teacher with learning and teaching technology and technology integration skills.

Research Citations:

"First and foremost, research reminds us that technology generally improves performance when the application directly supports the curriculum standards being assessed. In other words, making standards and learning objectives explicit to the students is part of effective technology implementation."

May 2002 Learning & Leading with Technology

ISTE (International Society for Technology in Education), 1.800.336.5191 (U.S. & Canada)

"And in the ACOT study, student engagement remained highest when technology use was integrated into the larger curricular framework, rather than being an "add-on" to an already full curriculum."

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

"Higher-order thinking and problem solving skills (e.g., information research, comparing and contrasting, synthesizing, analyzing, and evaluating) enable learners to apply their content knowledge in a variety of ways leading to innovation and deeper understanding of content domains."

May 2002 Learning & Leading with Technology

ISTE (International Society for Technology in Education), 1.800.336.5191 (U.S. & Canada)

"These technologies provide an excellent platform—conceptual environment—where children could collect information in multiple formats and then organize, play, visualize, link, and eventually construct new ideas about relationships among facts and events."

Dwyer, D. (1992). ACOT: History, findings, impact. Cupertino, CA: Apple Computer, Inc.

“Opportunities for teachers to develop their own computer skills correlate with enhanced student achievement.”

(Mann, Shakeshaft, Becker, & Kottkamp, 1999).

“Intensive and ongoing staff development that provides opportunities for modeling, practice, and reinforcement of technology use with curricula should be linked to curriculum goals and objectives from the onset of technology implementation efforts.”

(Roschelle, Pea, Hoadley, Gordin, & Means, 2000).

SUMMARY of Models and Strategies for Professional Development

2b. through 4d. on pages 27 through 28 of the District Education Technology Plan describe the activities for Professional Development that will improve teaching and learning and support students to acquire technology and information literacy skills. Lincoln USD based its Plan upon effective, research-based methods and strategies.

Our Professional Development strategy is to ensure that staff receives: 1.) On-going, sustained professional development, on-site Coaching and technical assistance, 2.) Training to acquire skills to implement curriculum aligned across grades K through 12, 3.) Training to address differentiating Instruction for all students.

Our plan to meet the Professional Development needs of Lincoln Unified is based upon the diverse hardware and software inventories conducted at our ten school sites. All sites have computer labs with adequate numbers of up-to-date multimedia computers. Most teachers have one to two computers for daily use in their classrooms. The results of the EdTech Profile show that staff needs to gain proficiency in multimedia software, technology research, presentation skill, spreadsheets, and databases. Staff will acquire these skills in computer labs at sites, at District Technology Training Center, and at the San Joaquin County PDC. District staff, Information Technology, and the San Joaquin County PDC will support all school sites. The advantage of onsite teams is that they can address more appropriately and readily to a site’s technical and training needs.

Our belief is that all learners including adult learners acquire proficiency while producing and practicing technology related activities that support content area learning. Student access and opportunity to engage in technological activities will increase as teachers become more confident in their own use of technology and the teaching of technology to support achievement. The Professional Development three-year implementation plan on pages 28 through 30 will focus upon training, skills, and methods for teaching the grade appropriate software that supports the Technology Plan’s Curricular Goals.

Research Citations:

“Mentors who can help teachers adapt technology applications to their classroom needs are important to the success of innovative uses of technology.”

(Zhao, Pugh, Sheldon, & Byers, 2002)

“Teachers need long-term professional development to adapt and infuse curricula with technology.”

(Wetzel, 2001a, 2001b; Wetzel, Zambo, Buss, & Padgett, 2001).

“The frequency, breadth, and depth of collaboration with colleagues influence the instructional context and the quality of technology use.”
(Becker & Riel, 2000).

“Technology standards can be met by integrating them with school-site professional development.”
(ISTE, 2000; U.S. Congress, Office of Technology Assessment [OTA], 1995).

“Opportunities for teachers to develop their own computer skills correlate with enhanced student achievement.”
(Mann, Shakeshaft, Becker, & Kottkamp, 1999).

“Intensive and ongoing staff development that provides opportunities for modeling, practice, and reinforcement of technology use with curricula should be linked to curriculum goals and objectives from the onset of technology implementation efforts.”
(Roschelle, Pea, Hoadley, Gordin, & Means, 2000).

“Considerable time for collaborative learning and practice is required for teachers to gain confidence in using technology.”
Coley, Cradler, & Engel, 1997; Cradler & Cradler, 1995; OTA, 1995).

“Computer-integrated instructional program, (Project Child) found that elementary project classrooms from kindergarten through fifth grade consistently had higher and better discipline than their counterparts.”
S. M. (2000, June). Project Child: A decade of success for young children Feature].
Technology Horizons in Education Journal, 27(11). Retrieved from
www.thejournal.com/magazine/vault/A2882.cfm

“Analyses of 500 computer-based instruction studies concluded that computer-assisted and drill and practice software can significantly improve students’ scores on standardized achievement tests.”
J.A. & Kulik C.-L. C. (1987a) Computer-based instruction: What 200 evaluations Paper presented at the Annual Convention of the Association for Educational Communications and Technology, Atlanta, GA. (ERIC Document Reproduction Service ED 285 521)

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

SUMMARY of Strategies for using technology including Distance Learning:

▼ **Data Director**

- ▶ Beginning in 2007, the district Information Technology and Educational Services created web-based access to Data Director to provide student achievement information including a Gradebook with Standards-based information sets for teachers’ desktops
- ▶ Data Director has continued to be customized to meet the Assessment and demographic needs of the district from which district and teachers can generate a variety of reports and graphs to assist teachers to meet the academic needs of students
- ▶ Provides cross platform access to a variety of programs

- ▶ The Title VII Systemwide project purchased 100 laptops for loans to staff to use for Data Director or student achievement assessment and evaluation
- ▶ FileMaker is used along with Data Director by central and site staff for a variety of data based tasks

▼ **Lincoln Unified School District Technology Training Center**

- ▶ The Center was created in the fall of 2002 in collaboration with Title VII. The first classes were held on August 22, 2002. The first priority is to establish a series of classes for teachers to increase their skill in using the software required by the District Tech Plan. We are also planning classes to familiarize parents with the technology that their students use in our district

▼ **Distance-Learning**

- ▶ The HS is planning to offer *Online Advanced Placement* classes for subject with insufficient numbers of students
- ▶ Sites with *Life Labs* communicate via the Internet with other Life Lab schools sharing data and experiments. These same sites participate in studies conducted by universities and government agencies using the Life Lab
- ▶ *Renzulli Learning System*: Web-based program that matches students' interests and learning styles to many different opportunities designed to provide enriched, challenging learning. In the Renzulli Learning System, an individual Talent Development Program (TDP) is created for each student. Then an individualized Enrichment Database (EDD) collection of Internet and downloadable resources are located and made available in a personalized selection of activities related to a unique match for student interests, learning styles, and preferred modes of expression. Based on students' responses to questions, specific activities are identified in each of the following areas: Virtual Field Trips, Real Field Trips, Creativity Training, Critical Thinking, Projects & Independent Study, Contests & Competitions, Websites, Fiction Books & e-Books, Non-Fiction Books & e-Books, How-To Books & e-Books, Summer Projects.
- ▶ *ALEKS*: A Web-based mathematics program for grades 7-12 that provides students with on-going assessment, remediation and/or acceleration of instruction aligned to math content and state standards. Students have the flexibility to work in class, in the library, in the computer lab and from home.
- ▶ *Rosetta Stone*: A Web-based program that provides students and parents with on-going assessment and leveled instruction in language acquisition.
- ▶ *Advantage My Access*: A Web-based writing program for grade 10 students that provides on-going assessment for writing from school and home. Students receive feedback on their writing based upon a rubric that scores student work assigns appropriate mini-lessons for instruction.

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).	Page1-2	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 2007-10.
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.	Page 3	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.	Page 4-5	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.	Page 5-6	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.	Page 6	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.	Page 7-15	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.	Page 7-16	The plan delineates clear goal(s), measurable objective(s), annual benchmarks, and an implementation plan detailing how and when students will acquire technology skills and information literacy skills.	The plan suggests how students will acquire technology skills, but is not specific enough to determine what action needs to be taken to accomplish the goals.

<p>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)</p>	<p>Page 17</p>	<p>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).</p>	<p>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.</p>
<p>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.</p>	<p>Page 17-18</p>	<p>The plan describes or delineates clear goals outlining how students will be educated about Internet safety.</p>	<p>The plan suggests Internet safety education but is not specific enough to determine what actions will be taken to accomplish the goals.</p>
<p>h. Description of or goals about the district policy or practices that ensure equitable technology access for all students.</p>	<p>Page 19-20</p>	<p>The plan describes the policy or delineates clear goals and measurable objectives about the policy or practices that ensure equitable technology access for all students. The policy or practices clearly support accomplishing the plan's goals.</p>	<p>The plan does not describe policies or goals that result in equitable technology access for all students.</p>
<p>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.</p>	<p>Page 20-21</p>	<p>The plan delineates clear goal(s), measurable objective(s), annual benchmarks, and an implementation plan for using technology to support the district's student record-keeping and assessment efforts.</p>	<p>The plan suggests how technology will be used, but is not specific enough to know what action needs to be taken to accomplish the goals.</p>
<p>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.</p>	<p>Page 22</p>	<p>The plan delineates clear goal(s), measurable objective(s), annual benchmarks, and an implementation plan for using technology to improve two-way communication between home and school.</p>	<p>The plan suggests how technology will be used, but is not specific enough to know what action needs to be taken to accomplish the goals.</p>
<p>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>Page 23</p>	<p>The monitoring process, roles, and responsibilities are described in sufficient detail.</p>	<p>The monitoring process either is absent, or lacks detail regarding procedures, roles, and responsibilities.</p>

4. 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.	Page 24-26	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.	Page 27-28	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.	Page 28	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.	Page 29-33	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.	Page 35-39	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.	Page 40	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.	Page 40	The monitoring process, roles, and responsibilities are described in sufficient detail.	The monitoring process either is absent, or lacks detail regarding who is responsible and what is expected.

6. 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.	Page 41	The plan clearly describes resources that are available or could be obtained to implement the plan.	Resources to implement the plan are not clearly identified.
b. Estimate annual implementation costs for the term of the plan.	Page 42	Cost estimates are reasonable and address the total cost of ownership, including the costs to implement the curricular, professional development, infrastructure, hardware, technical support, and electronic learning resource needs identified in the plan.	Cost estimates are unrealistic, lacking, or are not sufficiently detailed to determine if the total cost of ownership is addressed.
c. Describe the district's replacement policy for obsolete equipment.	Page 43	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.	Page 43	The monitoring process, roles, and responsibilities are described in sufficient detail.	The monitoring process either is absent, or lacks detail regarding who is responsible and what is expected.