Lemon Grove School District Technology Integration Plan

July 1, 2011 - June 30, 2015

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PRINTED NAME OF AUTHORIZED REPRESENTATIVE

Superintendent
TITLE OF AUTHORIZED REPRESENTATIVE

SIGNATURE   DATE

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Background and Demographic Profile

Lemon Grove is located 8 miles east of downtown San Diego, home to a population of 25,000 residents. The school district itself is more than 100 years old. At present, there are 3,098 students in five elementary schools (K-6), one elementary school (K-8) and one middle school (7-8). Students receiving free or reduced lunch average 85 percent. The District's ethnic population reflects 20 percent African-American, 56 percent Hispanic and 14 percent Caucasian. With more than 26 native languages represented in the school population, 31 percent of students are Limited English Proficient. The district operates with a base revenue limit of $ 4,600.00 per student.

While approximately 71% of our upper elementary and middle school students have a computer connected to the Internet at home, the Lemon Grove School District continues to seek out all means possible to meet the needs of those students who may not have this access at home. Innovative approaches to technology implementation, Erate discounts, and outside funding sources continue to assist Lemon Grove in overcoming barriers that have historically prevented equal access to technology both at school and home.

The following tables offer a demographic snapshot of our district during the 2009-2010:

Lemon Grove School District School Data 2009- 2010				
	Number of Schools	Enrollment	Full-Time Equivalent Teachers	Pupil-Teacher Ratio
Elementary	6	2803	119.74	23
Middle	2	1105	45	24
Both	8	3908	164.74	

Lemon Grove School District Students by Ethnicity 2009-2010		
Demographic Group	Enrollment	Percent of Total
American Indian	27	0.7
Asian	160	4.1
Pacific Islander	71	1.8
Filipino	109	2.7
Hispanic	2177	55.7
African American	792	20.3
White	534	13.7
Multiple/ No Response	38	1.0
Total	3908	100

Technology Integration Plan (TIP) Overview

It is the overarching goal of the Lemon Grove School District to actively pursue whatever avenues possible to provide for and establish the 'Essential Conditions' necessary to effectively leverage technology for learning."(ISTE, NETS[1], 2009) The District is committed through this "systemic [Technology Integration] Plan which is paired with a shared vision for school effectiveness and student learning through the infusion of information and communication technologies (ICT) and digital learning resources." The District's vision provides real-world contexts for learning, connections to global learning communities, and opportunities for differentiation, individualization and application of learning. In this plan as we address **goals, objectives and benchmarks** the NETS will be referenced when applicable. It is the responsibility of the District leadership team to "create, provide, promote and model Visionary Leadership, a Digital-Age Learning Culture, Excellence in Professional Practice, Systemic Improvement and Digital Citizenship" as the District integrates this Plan. (ISTE, NETS-A, 2009)

This revised Technology Integration Plan is the result of many hours of communication, collaboration, research, and problem solving between a diverse representation of stakeholders including District and site administrators, teachers, bargaining unit representatives, classified staff, parents, students, business and philanthropic partners.

Our Education Technology Plan is intended to serve as a guide for technology related decision making, an instrument to monitor and evaluate progress toward identified goals and objectives and **to meet the criteria identified for state and federal Erate requirements**. An updated assessment of District technology status, needs, and resources has been completed for each section of our revised tech plan and has guided the development of our new technology goals, objectives and implementation activities. Our goals and objectives were established to integrate information and communication technology to establish the "Essential Conditions necessary to effectively leverage technology for learning." (ISTE, NETS, 2009)

Plan Duration
July 1, 2011 - June 30, 2015

The Lemon Grove School District Technology Integration Plan will be implemented over four years, from July 1, 2011 through June 30, 2015. It will serve as the primary tool to guide the district's acquisition, sustainability, and integration of technology to support the District's curricular goals. This plan will be monitored by District curriculum, data, technology and site administrators during Instructional Leadership Team (ILT) meetings and reviewed and revised biannually by the District Technology Integration Plan Committee. Any modifications indicated as a result of regular review will be communicated to both the District superintendent and Governing Board and implemented through the District leadership team.

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[1] National Educational Technology Standards (NETS), International Society for Technology in Education. Eugene, OR, 2009.

Stakeholders

2a. Stakeholders

The Lemon Grove School District Technology Integration Plan (TIP) Committee participated in the development of the plan and is responsible for the construction, implementation and oversight of the Plan. The Committee is comprised of District, site, parent, student, community, business and philanthropic members. It is the primary responsibility of the TIP Committee to provide, "Proactive leadership in developing a shared vision for educational technology among all education stakeholders including teachers and support staff, school and district administrators, teacher educators, students, parents, and the community." They envision themselves as "stakeholders empowered at every level to be leaders in effecting change." (ISTE, NETS-A, Essential Conditions, 2009)

The Committee convened in the summer of 2010 to serve as the District's strategic planning committee for redevelopment of the existing plan due to expire in June 2010. This Committee will be involved in implementing the plan by reconvening biannually to review and revise the plan as indicated. It is the responsibility of the TIP Committee to insure that the District is creating a vision and moving forward to effectively leverage technology as described in the International Society for Technology in Education's (ISTE) "Essential Conditions" including:

- Shared Vision
- Empowered Leaders
- Implementation Planning
- Consistent & Adequate Funding
- Equitable Access
- Skilled Personnel
- Ongoing Professional Learning

- Technical Support
- Curriculum Framework
- Student-Centered Learning
- Assessment and Evaluation
- Engaged Communities
- Support Policies
- Supportive External Context

Additionally, it is the responsibility of the committee to promote a vision that supports the thought that, "Implementation of emerging technologies throughout a school system requires accepting new challenges and embracing new opportunities. Today's school leaders face challenges that have expanded from local issues to concerns with global implications… it's no longer enough to take only a local view of technology leadership. More than ever before, the success of technology integration initiatives relies on leaders who excel in supporting, implementing, and sustaining systemic reform for schools. " (ISTE, National Educational Technology Standards for Administrators, 2009.)

Stakeholder Groups

District Curriculum Personnel – Governing Board representative, Superintendent, Assistant Superintendent, Director of Curriculum and Instruction, Program Manager-Technology Services, Director of Special Education and Teacher on Special Assignment-Technology (TOSA-T).

Design & Implementation Roles: District-level TIP Committee members maintain a leadership role in the design, integration and implementation of the Plan. These members attend and contribute to the District Instructional Leadership and Management Teams which facilitate all District curriculum, technology and other strategic goals. These "Educational Administrators inspire and lead development and implementation of a shared vision for comprehensive integration of technology to promote excellence and support transformation throughout the organization." (NETS-A, 1)

District Technology Services Personnel– Program Manager-Technology Services, Teacher on Special Assignment-Technology, Network Operations Supervisor, and Data Analyst

Design & Implementation Roles: District Technology Services TIP Committee members are responsible for providing information to the Committee regarding current and developing trends in hardware, infrastructure and software which contribute to the integration and "infusion of information and communication technologies (ICT) and digital learning resources." Additionally, these members provide "consistent and reliable assistance for maintaining, renewing, and using ICT and digital learning resources." (ISTE, NETS-A, Essential Conditions, 2009)

District Financial Personnel – Assistant Superintendent of Business Services

Design & Implementation Roles: District-level TIP Committee members maintain a leadership role in the quest to seek out and maintain "ongoing funding to support technology infrastructure, personnel, digital resources and staff development. (NETS-A, Essential Conditions, 2009)

Site Administration – Site Principals and Assistant Principals

Design & Implementation Roles: Site-level administration TIP Committee members maintain a leadership role in the design, integration and implementation of the Plan. These members attend and contribute to the District Instructional Leadership and Management Teams which facilitate all District curriculum, technology and other strategic goals. These "Educational Administrators inspire and lead development and implementation of a shared vision for comprehensive integration of technology to promote excellence and support transformation throughout the organization." In addition to these responsibilities, the site administrators are assigned the task of facilitating a "Digital-Age Learning Culture" and "Excellence in Professional Practice" at their sites. (NETS-A: 1, 2 & 3)

Site Teachers –Teacher representation from the elementary and middle schools

Design & Implementation Roles: Teacher TIP Committee members provide objective and subjective input and feedback to the Committee regarding the implementation success of initiatives and projects outlined in the Plan. Teacher members are responsible for the "design, implementation, and assessment of learning experiences to engage students and improve learning; enrich professional practice; and provide positive models for students, colleagues, and the community." (NETS-T: 1-5)

Parents / Students – Parents and children enrolled in District elementary and middle schools

Design & Implementation Roles: Parent and student TIP Committee members provide objective and subjective input and feedback to the Committee regarding their success utilizing the initiatives and projects outlined in the Plan. This member group is responsible for giving a voice to the most important stakeholders… our families.

Government Agencies – Representative from the California Technology Assistance Project (CTAP) Region 9.

Design & Implementation Roles: The CTAP Region 9 member offered technical assistance with the data analyses and revision of our goals and objectives; professional development planning and implementation; EETT Formula Funding; E-rate; compliance issues; hardware, software, and infrastructure outlined in our Plan.

Community Groups & Businesses – Cox Communications, Promethean Incorporated, Infinity Communications, Classroom of the Future Foundation, Sun Microwave, Action Learning Systems

Design & Implementation Roles: Community, business and philanthropic TIP Committee members provide expertise, funding and support to the District through their efforts to promote and assist the District in building the "Essential Conditions." These partners encourage and support the collaborative efforts of all stakeholders to engage in "effectively leverage technology for learning." (ISTE, NETS, 2009)

The Lemon Grove School District continues to solicit and expand our partnerships with stakeholders to enhance the infusion of educational technology into the curriculum. Our district recognizes that schools alone do not have the resources or expertise to keep pace with rapidly changing technology. We believe that these partnerships will help us serve the growing needs of an increasingly technical and global education system and society.

Member	Position/ Stakeholder Group
Ahern, Sally	TOSA, Technology Services
Anastos, Ernie	Superintendent
Anelli, Hillary	Special Education/ RSP, Golden Avenue Elementary
Attisha, Sam	Cox Communications/ business partner
Beach, Rick	Classroom of the Future Foundation/ philanthropy partner
Braciszewski, Bruce	Classroom of the Future Foundation/ philanthropy partner
Buchanan, Larry	Site Administration, Principal San Altos Elementary
Craven, Andy	Teacher, 7th & 8th grade math Vista La Mesa Academy
Finney, Pierre	Lemon Grove Teacher's Association Teacher, upper elementary, San Miguel Elementary
Griffith, Kyle	Teacher, 6th grade E/LA, Vista La Mesa Academy
Kraus, Mary	Program Manager- Technology Services
Ladao, Onrei Josh	Student, Monterey Heights (6th)
Magaña, Sonny	Promethean Inc.
Mattson, Marcia	Director, Education Services
McClish, Roy	Parent/ DELAC

Member	Position/ Stakeholder Group
Partridge, Eileen	Teacher, lower elementary, dual immersion, Mount Vernon Elementary
Potter, Gina	Asst. Superintendent, Business Services
Shaw, Tim	Governing Board Member
Skiby, Martin	Infinity Communications/ business partner
Stermon, Daryl	CTAP Region 9
Vega, Velen	Student, Palm Middle School (7th)
Vega, Victoria	Parent/ Classified Employee
Willoughby, Jason	Action Learning Systems/ business partner

Curriculum

3a. Current Technology Access. The following describes the technology access available in classrooms and media centers for all students, including special education, GATE, English Language Learners, both during and outside of school hours. Access to appropriate site-based technology resources has been evaluated through District inventory records. The 2009-2010 data has been summarized in the tables below.

Currently, all teachers have been provided a laptop workstation equipped with the most current operating system, production tools and conferencing components. Students in all schools have a 2:1 computer ratio in all classrooms although much of the student workstation ratio is based on computers which will not meet the CDE standard of 48 months or newer by the end of the first year of this plan.

Students have access to computers throughout the school day and during after school programs.

The District has created a "Curriculum Web Framework (CWF)" which organizes, stores and updates digital resources for teachers. Teachers may easily access the CWF to populate their classroom web sites with standardized and adopted resources. Students access daily assignments and activities from their teachers' web sites. Teachers are easily able to provide a differentiated learning environment based on student needs and interests and are able to plan for and implement targeted small group instruction to extend learning opportunities for all children. (NETS-A: 1a, 2a,c,d, 3a, 4e, 5d; NETS-T: 1d, 2a-c, 3b-c, 4b,d, 5a,d; NETS-S: 3b,c, 6a-d)

Currently teachers are utilizing technology tools in a variety of ways including a digital grade book, providing online assessment, communicating with students and families, presenting/ integrating adopted curriculum, data analysis to formulate instruction, and providing intervention, enrichment and inquiry-based activities. Students are utilizing technology to create, collaborate, communicate and present products of their learning. In addition, students are receiving intervention and learning extension activities through technology. (NETS-A: 3a,c,d, 4b,e; NETS-T: 2d, 3b-d, 5b,c; NETS-S: all inclusive)

The District has completed the first phase of providing interactive technologies including white boards, learner responders and audio-enhanced delivery of instruction. Currently, classrooms equipped with this technology and accompanying software are using it for formative assessment, visual representation of instruction, multimedia presentation and

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collaboration with other users worldwide. Over the tenure of this plan, it is the intention of the District that ALL classrooms District-wide will be equipped with this technology. (NETS-A: 1a,c, 2a,c,d, 3a, 4a,d, 5a; NETS-T: 1a-d, 2a,d, 3b,d, 4b, 5a,b; NETS-S: 1a,c, 2a,b,d, 3b,d, 4c, 5a,b, 6d)

With a current 2:1 ratio of students to computers, teachers are able to structure learning by means of assessment data collected through online student input and formative assessment using District software for instruction and intervention.

Golden Avenue Elementary School	
All Students, including Special Education, English Language Learners, and GATE students have equal access to technology in the following areas:	
Description	**Total**
Computers* 4 years old or newer with Internet access	225
Computers in the classroom with Internet access	270
Computers in the media center/ library	1
Computers in labs	10
Computers available before and after school	12
Interactive white boards on site	22
Interactive learner responder classroom sets	20
* indicates computers for instructional/ student use	

Monterey Heights Elementary	
All Students, including Special Education, English Language Learners, and GATE students have equal access to technology in the following areas:	
Description	**Total**
Computers* 4 years old or newer with Internet access	210
Computers in the classroom with Internet access	240
Computers in the media center/ library	1
Computers in labs	12
Computers available before and after school	12
Interactive white boards on site	0
Interactive learner responder classroom sets	0
* indicates computers for instructional/ student use	

Mount Vernon Elementary	
All Students, including Special Education, English Language Learners, and GATE students have equal access to technology in the following areas:	
Description	**Total**
Computers* 4 years old or newer with Internet access	240
Computers in the classroom with Internet access	265
Computers in the media center/ library	1
Computers in labs	12
Computers available before and after school	12
Interactive white boards on site	0
Interactive learner responder classroom sets	0
* indicates computers for instructional/ student use	

Palm Middle School	
All Students, including Special Education, English Language Learners, and GATE students have equal access to technology in the following areas:	
Description	**Total**
Computers* 4 years old or newer with Internet access	330
Computers in the classroom with Internet access	330
Computers in the media center/ library	10**
Computers in labs	0
Computers available before and after school	12
Interactive white boards on site	0
Interactive learner responder classroom sets	0
*indicates computers for instructional/ student use **do not meet 40 month or newer rule	

San Altos Elementary School

All Students, including Special Education, English Language Learners, and GATE students have equal access to technology in the following areas:

Description	Total
Computers* 4 years old or newer with Internet access	165
Computers in the classroom with Internet access	180
Computers in the media center/ library	1
Computers in labs	12
Computers available before and after school	12
Interactive white boards on site	1
Interactive learner responder classroom sets	1
* indicates computers for instructional/ student use	

San Miguel Elementary School

All Students, including Special Education, English Language Learners, and GATE students have equal access to technology in the following areas:

Description	Total
Computers* 4 years old or newer with Internet access	240
Computers in the classroom with Internet access	285
Computers in the media center/ library	1
Computers in labs	12
Computers available before and after school	12
Interactive white boards on site	7
Interactive learner responder classroom sets	13
* indicates computers for instructional/ student use	

Vista La Mesa Academy

All Students, including Special Education, English Language Learners, and GATE students have equal access to technology in the following areas:

Description	Total
Computers* 4 years old or newer with Internet access	330
Computers in the classroom with Internet access	360
Computers in the media center/ library	1
Computers in labs	12
Computers available before and after school	12
Interactive white boards on site	20
Interactive learner responder classroom sets	20
* indicates computers for instructional/ student use	

Lemon Grove Middle School (closed August 2010- August 2012) Reopening as a Middle School STEM Magnet (August 2012)	
All Students, including Special Education, English Language Learners, and GATE students have equal access to technology in the following areas:	
Description	**Total**
Computers* 4 years old or newer with Internet access	
Computers in the classroom with Internet access	
Computers in the media center/ library	
Computers in labs	
Computers available before and after school	
Interactive white boards on site	
Interactive learner responder classroom sets	
* indicates computers for instructional/ student use	

Note: Although we site 8 schools in this document, Lemon Grove Middle School will be closed for 2 of the 4 years of this plan. It is expected to reopen as a District STEM Magnet in 2012.

3b. Current Technology Integration in Curriculum

The data tables found at the end of this section, compiled from the 2010 EdTech Profile, offer a snapshot of typical frequency and types of use of hardware (as described in Section 3a) and software which support teaching and learning. (Complete Lemon Grove EdTech Profile data is available in our District EdTech Profile assessment reports.)

Lemon Grove District Technology Integration

Technology is being integrated throughout the curriculum for student communication, collaboration and publishing (NETS-S 2a,b). Technology tools are also being used to promote research and information fluency and facilitate critical thinking, problem solving and decision making. (NETS-S: 3 & 4) Intervention and enrichment programs are presented through a digital format providing expanded opportunities for differentiation. Classroom web sites deliver instructional information and curriculum resources through daily agendas and regular classroom web site updates. The Curriculum Web Framework hosts digital resources linked to pacing guides and adopted materials to provide teachers with easy access to quality online instructional materials. Because instructional information, materials and electronic resources are delivered to students via classroom web sites, classroom technology integration is a daily expectation.

Lemon Grove School District Integrated Software

Software provided for teachers and students include: Schoolwires, Read180, Reading Counts, Microsoft Office Suite, Read Naturally, Inspiration, Kidspiration, PowerSchool and PowerGrade, DataDirector, Discovery Education Streaming, ActivInspire, Rosetta Stone, Mindstorms (robotics), Destination Math, BoardMaker, Earobics Literacy Launch, Class web site framework, integrated online assessment program at all schools, and other CLRN approved curriculum-based software. District publisher adoptions for core curricular areas which incorporate digital components include: Holt math, Glencoe science and history-social science (middle school), Harcourt science, Pearson/ enVision Math, Houghton Mifflin English/ language arts, history-social science (elementary).

Lemon Grove School District Acceptable Use Policy and Expectations for Use (BP 4040)

The Governing Board has adopted an Acceptable Use Policy which can be accessed through the District web site and evidenced through the EdTech Profile below. Annually, all student users of District information and communication technology sign and agree to the expectations defined in the Policy. It is also part of the employment documents staff sign upon hire.

The charts found of the following pages illustrate the typical use of hardware and software use in the District:

EdTech Profile Personal Use

How often do teachers use the following technology tools for classroom instruction?	daily	2-4 days/ week	between once a week and monthly	less than monthly	available but never use	not available
Computers and Peripherals (scanners, printers, etc.)	86%	8%	4%	2%	0%	0%
Internet	84%	8%	4%	2%	1%	0%
Email	93%	4%	2%	1%	0%	0%
hand-held electronic devices (pda, GPS, heart monitors, etc.)	16%	4%	5%	6%	5%	64%
video-based presentation devices (VCR, DVD, laser disk player, LCD projector, etc.)	51%	19%	15%	7%	4%	4%
video-based creation tools (video camera, digital camera, etc.)	9%	7%	23%	29%	14%	17%

EdTech Profile Personal Use

How often and in what subject areas teachers use technology tools for instruction?	daily	2-4 days/ week	between once a week and monthly	less than monthly	available but never use	not available
Reading/ Language Arts	46%	25%	10%	3%	3%	13%
Mathematics	59%	16%	7%	1%	2%	14%
Science	13%	22%	24%	10%	5%	26%
History-Social Science	10%	22%	27%	13%	5%	23%
PE/ Health	2%	4%	13%	22%	22%	36%
Fine Arts	3%	4%	12%	27%	16%	39%
Business/ Computer Science	2%	1%	2%	4%	16%	74%
Foreign Language	1%	1%	1%	4%	18%	74%
Home Economics	1%	1%	1%	1%	18%	78%
Industrial Arts	1%	1%	2%	1%	18%	78%
Careers	1%	2%	1%	4%	16%	77%

EdTech Profile Personal Use					
In what ways and to what degree teachers use technology tools (computers, video, Internet, hand-held devices) in their school.	daily	2-4 days/ week	between once a week and monthly	less than monthly	never
Create instructional materials	0.42	0.4	0.11	0.04	0.02
Deliver classroom instruction	0.64	0.2	0.08	0.02	0.06
Manage student grades and attendance	0.75	0.09	0.08	0.02	0.05
Communicate with colleagues	0.95	0.03	0.02	0.01	0
Communicate with parents or students	0.36	0.39	0.17	0.07	0.01
Gather information for planning lessons	0.38	0.38	0.19	0.04	0.01
Access model lesson plans and best practices	0.23	0.23	0.37	0.13	0.03

EdTech Profile Personal Use					
To what degree do teachers use the following technology tools at their school to support/ improve home-to-school communication?	daily	2-4 days/ week	between once a week and monthly	less than monthly	never
Voicemail	17%	22%	21%	12%	27%
School web site with class-related information, such as assignments, grades, upcoming events, parental information, etc.	42%	20%	16%	14%	8%
Video conferencing	1%	1%	2%	5%	92%
Electronic grading system	27%	11%	22%	16%	24%
Online student assessment	4%	11%	43%	24%	17%
Access model lesson plans and best practices	23%	23%	37%	13%	3%

While developing this Plan the District considered needs based on the EdTech Profile for teachers and administrators as well as the current use and implementation as viewed through a student lens. The following charts are snapshots from the EdTech Profile for students, administered in the Spring of 2010.

The implication is teachers need staff development and support in integrating technology into their daily lessons.

5. Basic Tools: Considering all of your classes, how often do your teachers have you...

	Almost Never	About Once a Month	About Once a Week	More than Once a Week	Response Total
Write reports or other documents (such as a journal entry or essay) using a word processor(Word)?	27% (247)	40% (360)	27% (242)	15% (136)	985
Enter numbers into or create a spreadsheet (Excel)?	72% (654)	20% (182)	11% (99)	6% (50)	985
Create graphs using a spreadsheet (Excel)?	70% (636)	20% (184)	12% (107)	6% (58)	985
Enter information into or create a database?	64% (579)	24% (215)	12% (111)	9% (80)	985
Search for and sort information or create a report using a database?	51% (464)	30% (273)	19% (172)	8% (76)	985
				Total Respondents	904

6. Multimedia Tools: Considering all of your classes, how often do your teachers have you...

	Almost Never	About Once a Month	About Once a Week	More than Once a Week	Response Total
Create pictures using drawing or painting software?	67% (602)	18% (166)	13% (118)	11% (99)	985
Make a video using a video camera?	80% (723)	11% (103)	7% (66)	10% (93)	985
Get pictures into a computer using a digital camera and/or scanner?	73% (662)	18% (165)	8% (72)	10% (86)	985
Create a presentation using presentation software (PPT)?	65% (588)	28% (254)	11% (97)	5% (46)	985
Create a multimedia product using multimedia software (movie, podcast, slideshow)?	72% (649)	22% (198)	7% (65)	8% (73)	985
				Total Respondents	904
				(skipped this question)	174

3c. Summary of the Lemon Grove School District's Curricular Goals Supported by this Plan

The Lemon Grove School District school board has adopted a clear, focused set of goals that identifies technology as a significant component of the complete learning environment for students. This learning environment allows teachers to create purposeful student-centered learning environments that focus on standards-based self-directed learning. The District goals are:

Maximize achievement for every student
Advance technical skills required for higher education and 21st century careers.
Prepare students to compete in a global society.

These goals support the LEA plan on the district level. Each school ties its site-based curricular goals directly to the district's LEA Plan and school board's goals in site-based comprehensive school plans and School Accountability Report Cards (SARC).

Based on student data, federal and state mandates, and research-based best practices, the District's overarching curricular goals are:

Goal 1: Schools will utilize information and communication technology to achieve the District goal of ALL students increasing one band per school year on the California Standards Test (CST) for English/ language arts and mathematics.

Goal 2: Schools will utilize information and communication technology to achieve the District goal of ALL students increasing one level per year on the California English Language Development Test (CELDT) for those identified as English Language Learners.

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

The district has developed pacing guides, online assessments, and assessment calendars for all the core subjects. Teachers are able to access these resources through the district website. Professional development is offered to teachers before the school year begins, after the school year ends and during the school year on the appropriate use of the items mentioned above.

To meet the district's goals and objectives, each school site develops a *School Accountability Report Card* (SARC) that targets specific achievement goals for their school, with an action plan and evaluation component to measure success.

Other district and site comprehensive planning documents and data that establish and/ or guide our standards-based curriculum include:

- District adopted State Content Standards for K-12
- International Society for Technology in Education Technology Standards for Administrators, Teachers and Students (NETS)
- District Local Education Agency (LEA) plan, including master plan for English Language Learners (ELL) and Gifted and Talented (GATE) programs
- Elementary and Secondary Education Act (ESEA) (formerly known as No Child Left Behind) compliance / implementation documentation
- CDE and Federal district-wide school achievement data from annual AYP, API, and CST results.
- CDE Academic Performance Survey (APS)
- The Board Policies and Administrative Regulations which details the district's philosophy and goals, and policy and procedures regarding students, instruction, promotion and retention, equity, administration, personnel, community relations, business, and much more.
- Site–based Single Plans for Student Achievement (SARC) Current district Technology Integration Plan.

Goal 3d.1 Lemon Grove School District administrators, teachers and students will increase their use of information and communication technology (ICT) to improve teaching and learning of curriculum aligned with California State Standards and NETS (A,T,S) employing ongoing opportunities to use the tools of technology to enhance achievement and to meet or exceed the academic content standards.	
Objective 3d.1.1: By June 2015, 85% of core subject (English Language Arts, Mathematics, Science, and Social Studies) teachers will use information and communication technology (ICT) tools to enhance student learning of curriculum aligned with California State Standards and NETS (T, S, A) in lesson design and delivery of instruction a minimum of three times a week.	
Target: ALL administrators, teachers, staff and students including Special Education, GATE and English Language Learners	
Benchmark Year 1: By June 2012, 25% of core subject (English Language Arts, Mathematics, Science, and Social Studies) teachers will use ICT tools to enhance student learning of curriculum aligned with California State Standards in lesson design and delivery of instruction a minimum of three times a week.	Date of Review: _____
Benchmark Year 2: By June 2013, 45% of core subject (English Language Arts, Mathematics, Science, and Social Studies) teachers will use ICT tools to enhance student learning of curriculum aligned with California State Standards in lesson design and delivery of instruction a minimum of three times a week.	Date of Review: _____
Benchmark Year 3: By June 2014, 65% of core subject (English Language Arts, Mathematics, Science, and Social Studies) teachers will use ICT tools to enhance student learning of curriculum aligned with California State Standards in lesson design and delivery of instruction a minimum of three times a week.	Date of Review: _____
Benchmark Year 4: By June 2015, 85% of core subject (English Language Arts, Mathematics, Science, and Social Studies) teachers will use ICT tools to enhance student learning of curriculum aligned with California State Standards in lesson design and delivery of instruction a minimum of three times a week.	Date of Review: _____
At the request of our Governing Board we have formatted the goal, objective and benchmark pages to facilitate an annual review process directly on the original documents.	

Goal 3d.1 Implementation Plan				
Activity	**Timeline**	**Person(s) Responsible**	**Monitoring & Evaluation**	**Evaluation Instrument**
• ICT integration will become a regular agenda item at site and District department, grade level and Professional Learning Community meetings • Teachers will share information on best practices and model effective strategies at collaboration meetings • Site and District administrators will include regular discussion of ICT integration at monthly meetings	Monthly, Sept. – June each year Monthly, Sept. – June each year Monthly, Sept. – June each year	• District and Site Administrators • Teachers	• Department chairs and/ or grade level team leaders will place appropriate items on agendas and facilitate discussion; agendas will be turned in to principals • TIP Committee will foster positive culture of sharing about ICT use. TOSA-T will provide coaching and modeled lessons	• Meeting agendas and notes • TOSA records • TIP review documents
• Administrators and teachers will complete the EdTech Profile Technology Assessment Profile and monitor use of ICT in instruction.	Annually, in June	• Program Manager-Technology Services • TOSA-T • Site Administrators • Teachers	• Project Facilitators will monitor at sites, supported by administrators. • TIP Committee will review results to consider modifications to Technology Integration Plan.	• EdTech Profile

Goal 3e.1 Lemon Grove administrators, teachers and students will become proficient at information and communication technology skills with a focus on basic computing skills and ICT literacy skills as defined by the NETS Grade Profiles (indicators of achievement) for Technology Literate Students. **The NETS specifically detail the information and communication technology skills the Lemon Grove School District has included in their goals and objectives for administrator, teacher and student ICT proficiency.**	
Objective 3e.1.1.a: By June, 2015, 90% of students in PK-8th grade will become proficient in **ICT literacy** for **basic computing** (as defined by the NETS) when they demonstrate proficiency in the appropriate grade-level basic computing skills defined in the NETS-S Profiles for elementary, intermediate and secondary students. **Objective 3e.1.1.b:** By June, 2015, 90% of administrators and teachers will become proficient in the integration of **ICT literacy** for **basic computing** (as defined by the NETS) for students when they demonstrate competency by creating and integrating appropriate grade-level basic computing skills defined in the NETS-S Profiles for elementary, intermediate and secondary students.	
Target: ALL administrators, teachers, staff and students including Special Education, GATE and English Language Learners	
Benchmark Year 1: 1a. By June 2012, 25% of students in PK-8th grade will demonstrate proficiency in the appropriate grade-level basic computing skills defined in the NETS-S Profiles including but not limited to Internet use, word processing, utilization of productivity tools, graphic organizers, and presentation software. **Benchmark Year 1: 1b.** By June, 2015, 25% of administrators and teachers will become proficient in the integration of **ICT literacy** for **basic computing** (as defined by the NETS) for students when they demonstrate competency by creating and integrating appropriate grade-level basic computing skills defined in the NETS-S Profiles for elementary, intermediate and secondary students.	Date of Review: _____
Benchmark Year 2: 1a. By June 2013, 45% of students in PK-8th grade will demonstrate proficiency in the appropriate grade-level basic computing skills defined in the NETS-S Profiles including but not limited to Internet use, word processing, utilization of productivity tools, graphic organizers, and presentation software. **Benchmark Year 2: 1b.** By June, 2015, 45% of administrators and teachers will become proficient in the integration of **ICT literacy** for **basic computing** (as defined by the NETS) for students when they demonstrate competency by creating and integrating appropriate grade-level basic computing skills defined in the NETS-S Profiles for elementary, intermediate and secondary students.	Date of Review: _____

Benchmark Year 3: **1a**. By June 2014, 65% of students in PK-8th grade will demonstrate proficiency in the appropriate grade-level basic computing skills defined in the NETS-S Profiles including but not limited to Internet use, word processing, utilization of productivity tools, graphic organizers, and presentation software. **Benchmark Year 3**: By June, 2015, 65% of administrators and teachers will become proficient in the integration of **ICT literacy** for **basic computing** (as defined by the NETS) for students when they demonstrate competency by creating and integrating appropriate grade-level basic computing skills defined in the NETS-S Profiles for elementary, intermediate and secondary students.	Date of Review: _____
Benchmark Year 4: **1b**.By June 2015, 85% of students in PK-8th grade will demonstrate proficiency in the appropriate grade-level basic computing skills defined in the NETS-S Profiles including but not limited to Internet use, word processing, utilization of productivity tools, graphic organizers, and presentation software.	Date of Review: _____
At the request of our Governing Board we have formatted the goal, objective and benchmark pages to facilitate an annual review process directly on the original documents.	

Goal 3e.1 Lemon Grove administrators, teachers and students will become proficient at information and communication technology skills with a focus on basic computing skills and ICT literacy skills including locating, accessing, and evaluating information and resources (including online reference databases and practice tests) on the Internet.
The NETS specifically detail the information and communication technology skills the Lemon Grove School District has included in their goals and objectives for administrator, teacher and student ICT proficiency.

Objective 3e.1.2.a: By June, 2015, 90% of students in 4th-8th grade will become proficient in **ICT literacy** (as defined by the NETS) when they demonstrate competency by creating at least one grade level appropriate desktop published research document year, requiring them to conduct effective searches, and demonstrate their ability to locate, access, and evaluate information and resources from the Internet. **Objective 3e.1.2.b:** By June, 2015, 90% of administrators and teachers will become proficient in the integration of **ICT literacy** (as defined by the NETS) for students when they demonstrate competency by creating and integrating at least one grade level appropriate desktop publishing research opportunity a year, requiring them to conduct effective searches, and demonstrate their ability to locate, access, and evaluate information and resources from the Internet

Target: ALL administrators, teachers, staff and students including Special Education, GATE and English Language Learners

Benchmark Year 1: 2a. By June 2012, 25% of students in 4th-8th grade will meet grade level appropriate instructional technology standards, as defined by the NETS, when they demonstrate competency by creating at least one grade level appropriate desktop published research document per year, requiring them to conduct effective searches, and demonstrate their ability to locate, access, and evaluate information and resources from the Internet. **Benchmark Year 1: 2b.** By June 2012, 25% of administrators and teachers will become proficient in the integration of **ICT literacy** (as defined by the NETS) for students when they demonstrate competency by creating and integrating at least one grade level appropriate desktop publishing research opportunity a year, requiring them to conduct effective searches, and demonstrate their ability to locate, access, and evaluate information and resources from the Internet.	Date of Review: _____

Benchmark Year 2: 2a. By June 2013, 45% of students in 4th-8th grade will meet grade level appropriate instructional technology standards, as defined by the NETS, when they demonstrate competency by creating at least one grade level appropriate desktop published research document per year, requiring them to conduct effective searches, and demonstrate their ability to locate, access, and evaluate information and resources from the Internet. **Benchmark Year 2: 2b.** By June 2012, 45% of administrators and teachers will become proficient in the integration of **ICT literacy** (as defined by the NETS) for students when they demonstrate competency by creating and integrating at least one grade level appropriate desktop publishing research opportunity a year, requiring them to conduct effective searches, and demonstrate their ability to locate, access, and evaluate information and resources from the Internet.	Date of Review: _____
Benchmark Year 3: **2a**.By June 2014, 65% of students in 4th-8th grade will meet grade level appropriate instructional technology standards, as defined by the NETS, when they demonstrate competency by creating at least one grade level appropriate desktop published research document per year, requiring them to conduct effective searches, and demonstrate their ability to locate, access, and evaluate information and resources from the Internet. **Benchmark Year 3: 2b.** By June 2012, 65% of administrators and teachers will become proficient in the integration of **ICT literacy** (as defined by the NETS) for students when they demonstrate competency by creating and integrating at least one grade level appropriate desktop publishing research opportunity a year, requiring them to conduct effective searches, and demonstrate their ability to locate, access, and evaluate information and resources from the Internet.	Date of Review: _____
Benchmark Year 4: **2a**. By June 2015, 85% of students in 4th-8th grade will meet grade level appropriate instructional technology standards, as defined by the NETS, when they demonstrate competency by creating at least one grade level appropriate desktop published research document per year, requiring them to conduct effective searches, and demonstrate their ability to locate, access, and evaluate information and resources from the Internet. **Benchmark Year 1: 2b.** By June 2012, 85% of administrators and teachers will become proficient in the integration of **ICT literacy** (as defined by the NETS) for students when they demonstrate competency by creating and integrating at least one grade level appropriate desktop publishing research opportunity a year, requiring them to conduct effective searches, and demonstrate their ability to locate, access, and evaluate information and resources from the Internet.	Date of Review: _____
At the request of our Governing Board we have formatted the goal, objective and benchmark pages to facilitate an annual review process directly on the original documents.	

Goal 3e.1.2 Implementation Plan				
Activities may include	**Timeline**	**Person(s) Responsible**	**Monitoring & Evaluation**	**Evaluation Instrument**
• Grades 6-8 science-based inquiry project • Staff development opportunities will be provided for administrators and teachers in inquiry-based instruction • Teachers will collaborate at department, grade level meetings • Grades 4-8 may utilize "Web Searching Strategies" curriculum from ISTE Publications • Grades 4-8 may utilize CTAP and NetSmartKids web resources • Professional development targeting teacher integration of basic computing and ICT literacy skills	• Annually for grades 6-8 • Annually for grades 4-8 • Annually for grades 4-8	• District and Site Administrators • Program Manager – Technology Services • TOSA-T • Teachers • Students	• Site and District administrator observation • teacher observation and feedback	• Student performance evaluation in the form of research publication product • Posting/showcasing of student products • Rubric (to be created) for research projects • Meeting agendas and notes • TOSA records • TIP review documents

Goal 3f.1 By June 2015, 100% of Lemon Grove administrators and teachers will be able to 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. (Assembly Bill No. 307 "Chavez": On or before July 1, 2007, the Superintendent shall develop guidelines and criteria for inclusion in the education technology plan required pursuant to subdivision (b). The guidelines and criteria shall include a component to educate pupils and teachers on the appropriate and ethical use of information technology in the classroom, Internet safety, the manner in which to avoid committing plagiarism, the concept, purpose, and significance of a copyright so that pupils are equipped with the skills necessary to distinguish lawful from unlawful online downloading, and the implications of illegal peer-to-peer network file sharing.) (NETS-S #5 "Digital Citizenship," NETS-T #4 "Promote and Model Digital Citizenship and Responsibility." NETS-A #5 "Digital Citizenship")	
Objective 3f.1.1: Lemon Grove School District administrators and teachers will be able to 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.	
Target: ALL administrators, teachers, staff and students including Special Education, GATE and English Language Learners	
Benchmark Year 1: By June 2012, 50% of administrators and teachers will be provided the opportunity for staff development in the integration of the appropriate and ethical use of information and communication 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. Once this opportunity has been provided it is expected that all will integrate at least one lesson prior to the end of year one.	Date of Review: _____
Benchmark Year 2: By June 2013, 100% of administrators and teachers will be provided the opportunity for staff development to learn how to integrate the appropriate and ethical use of information and communication 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. Once this opportunity has been provided it is expected that all will integrate at least one lesson each semester prior to the end of year two.	Date of Review: _____
Benchmark Year 3: By June 2014, any new or returning staff will be provided the opportunity for staff development in the integration of the appropriate and ethical use of information and communication 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. Once this opportunity has been provided it is expected that all will integrate at least one lesson each trimester before the end of year three.	Date of Review: _____
Benchmark Year 4: By June 2015, it will be the expectation of the Lemon Grove School District that the integration of ethical use of information and communication 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 will be standard practice and integrated at least monthly by the end of year four.	Date of Review: _____

Goal 3.f.1 Implementation Plan				
Activity	**Timeline**	**Person(s) Responsible**	**Monitoring & Evaluation**	**Evaluation Instrument**
• Develop resources to address "Digital Citizenship" for staff development and classroom use • Parent and student informational meetings • Staff Development for administrators, teachers and library technicians and on NETS-S 5 • develop and provide District and site administrators and teachers with document to record compliance with Assembly Bill No. 307 • Review and teaching of District "Acceptable Use Policy" • Use of school broadcast/advisory period at PMS and VLMA middle schools for "public announcements and learning opportunities" • grades K-8 may utilize CTAP, ISTE and NetSmartKidz web resources	• Year one • Annually for grades K- 8	• Program Manager-Technology Services • TOSA-T • District and Site Administrators • Program Manager-Technology Services • TOSA-T • Teachers • Students	• Site and District administrator observation • teacher observation and feedback	• Meeting agendas and notes • TOSA records • TIP review documents • cached copies of student broadcasts • District and site administrator and teacher records documenting compliance with Assembly Bill No. 307.

Goal 3g.1 By June 2015, ALL administrators, teachers and students in our district will be provided instruction in how to be safe responsible users of information and communication technology; including Internet safety awareness, dangers of cyber bullying, protection against online predators, and how to maintain online privacy.. (NETS-S #5 "Digital Citizenship," NETS-T #4 "Promote and Model Digital Citizenship and Responsibility." NETS-A #5 "Digital Citizenship")	
Objective 3g.1.: By June 2015, ALL administrators, and teachers in our district will be provided instruction in how to be safe responsible users of information and communication technology; including Internet safety awareness, dangers of cyber bullying, protection against online predators, and how to maintain online privacy.. (NETS-S #5 "Digital Citizenship," NETS-T #4 "Promote and Model Digital Citizenship and Responsibility." NETS-A #5 "Digital Citizenship")	
Target: ALL administrators, teachers, staff and students including Special Education, GATE and English Language Learners	
Benchmark Year 1: By June 2012, 50% of administrators and teachers will be provided the opportunity for staff development in how to integrate the concepts of how students can be safe responsible users of information and communication technology digital tools. Once this opportunity has been provided it is expected that all those who have received staff development will integrate at least one lesson into classroom instruction before the end of year one.	Date of Review: _____
Benchmark Year 2: By June 2013, 100% of administrators and teachers will be provided the opportunity for staff development in how to integrate the concepts of how students can be safe responsible users of information and communication technology digital tools. Once this opportunity has been provided it is expected that at least two lessons will be integrated into classroom instruction before the end of year two in all District classrooms.	Date of Review: _____
Benchmark Year 3-4: By June 2014, administrators and teachers will maintain the District expectation to exhibit safe and responsible use of information and communication technology. Teachers will continue to annually integrate up to monthly lessons whose focus is safe and responsible use of information and communication technology.	Date of Review: _____ Date of Review: _____

Objective 3g.1.2: By June 2015, ALL students in our district will be provided instruction in how to be safe responsible users of information and communication technology; including Internet safety awareness, dangers of cyber bullying, protection against online predators, and how to maintain online privacy. (NETS-S #5 "Digital Citizenship," NETS-T #4 "Promote and Model Digital Citizenship and Responsibility." NETS-A #5 "Digital Citizenship")	
Target: ALL administrators, teachers, staff and students including Special Education, GATE and English Language Learners	
Benchmark Year 1: By June 2012, 100% of students will be provided instruction in how to be safe responsible users of information and communication technology; including Internet safety awareness, dangers of cyber bullying, protection against online predators, and how to maintain online privacy.	Date of Review: _____
Benchmark Year 2: By June 2013, 100% of administrators and teachers will be provided the opportunity for staff development in how to integrate the concepts of how students can be safe responsible users of information and communication technology digital tools. Once this opportunity has been provided it is expected that at least two lessons will be integrated into classroom instruction before the end of year two in all District classrooms.	Date of Review: _____
Benchmark Year 3-4: By June 2014, administrators and teachers will maintain the District expectation to exhibit safe and responsible use of information and communication technology. Teachers will continue to annually integrate up to monthly lessons whose focus is safe and responsible use of information and communication technology.	Date of Review: _____ Date of Review: _____

Goal 3.g.1.2 Implementation Plan				
Activity	**Timeline**	**Person(s) Responsible**	**Monitoring & Evaluation**	**Evaluation Instrument**
• Develop resources to address "Digital Citizenship" for staff development and classroom use • Parent and student informational meetings • Staff Development for administrators, teachers and library technicians and on NETS-S 5 • Review and teaching of District "Acceptable Use Policy" • Use of school broadcast/advisory period at PMS and VLMA for "public announcements and learning opportunities" • grades K-8 may utilize CTAP, ISTE and NetSmartKidz web resources	• Year one • Annually for grades K- 8	• Program Manager-Technology Services • TOSA-T • District and Site Administrators • Program Manager-Technology Services • TOSA-T • Teachers students	• Site and District administrator observation • teacher observation and feedback	• Meeting agendas and notes • TOSA records • TIP review documents • cached copies of student broadcasts • District and site administrator and teacher records documenting compliance with Assembly Bill No. 307.

3h. Description of the Lemon Grove School District's policy and practices that ensure equitable technology access for all students

Lemon Grove School District has a long history of maximizing information and communication technology access for ALL students regardless of socioeconomic status, academic mastery or participation in special programs such as special education, GATE or English Language Learner. **There is clear direction from our Governing Board that EVERY student receives appropriate access to technology when our curriculum requires it.** Currently, all students have a 2:1 or greater computer-to-student ratio in their classrooms which is deployed through a thin client environment. In the efforts to expand access to District resources, the District has begun implementation of a private cloud connection to replace the VPN configuration which had become an unsustainable and unreliable portal for access to our centrally located server farm. By August 2011, completion of our private web based cloud the LemonLink Learning Network (www.lemonlinklearning.net) will be fully functional for all Lemon Grove School District users. This will allow connectivity to all Lemon Grove staff, students and their families as long as they have an Internet connection.

The District has been recognized by Promethean, Inc. in our efforts to extend access of interactive technologies to District special education students and their families. These efforts were highlighted at the national ISTE Conference in the summer of 2010. Of particular focus was utilization of interactive technologies, use of video documentation and digital Individual Education Plan (IEP) folders to facilitate annual review of IEP goals and objectives using digital/video documentation.

The District continues to highly guard the safety of our users. The Governing Board has adopted Policy # BP 4040 as the "Acceptable Use Policy" for use of District-provided information and communication technology. As part of this Technology Integration Plan we will be reviewing BP #4040 in Year 1 to assure it is up-to-date with current laws and resources available to our staff and families. Additionally, we deploy Internet filtering software through Lightspeed Systems which protects all our users from undesirable Internet and email content. With this software, we are able to allow and block Internet sites both manually and automatically by rule. Additionally, the Technology department has begun and will continue to offer instruction to students and their families information on how to maintain their safety online when not connected to District filtering resources. It is the vision of the District that all users, regardless of filtering software in place become their own best filters! (NETS-S #4: Critical Thinking, Problem Solving and Decision Making," #5: "Digital Citizenship")

Through the 2:1 students-to-computer ratio available in all classrooms District-wide and teacher's access to the Curriculum Web Framework, the District has been able to standardize digital resources between and among grade levels. All teachers have the ability to provide reviewed, appropriate, and standards-based digital educational instruction to their students. Additionally, teachers are more easily able to differentiate and individualize instruction to better meet the learning needs of their students. Intervention and enrichment resources are available to students during and outside of their school day. Currently, the after school program funded through ASES will be implementing robotics programs using Lego

Mindstorms and KIPP Botball and language acquisition programs (including Spanish, English and Mandarin) using Rosetta Stone software.

The Lemon Grove School District has recently begun using Data Director an electronic data system to record and monitor student progress towards improving academic achievement. We have begun to work toward our goal to empower teachers and administrators to quickly and easily access the information they need to guide instruction and improve achievement.

Goal 3i.1: All administrators and teachers will access and use Data Director for data-driven decision-making to improve student academic achievement.	
Objective 3i.1.1 By June 2015, 100% of teachers and administrators will use Data Director to manage student achievement information more efficiently.	
Benchmark Year 1: By June 2012, 25% of teachers and administrators will use Data Director to manage student achievement information more efficiently.	Date of Review: _____
Benchmark Year 2: By June 2013, 45% of teachers and administrators will use Data Director to manage student achievement information more efficiently.	Date of Review: _____
Benchmark Year 3: By June 2014, 65% of teachers and administrators will use Data Director to manage student achievement information more efficiently.	Date of Review: _____
Benchmark Year 4: By June 2015, 85% of teachers and administrators will use Data Director to manage student achievement information more efficiently.	Date of Review: _____

Goal 3i.1 Implementation Plan				
Activity	**Timeline**	**Person(s) Responsible**	**Monitoring & Evaluation**	**Evaluation Instrument**
• Data Director will be purchased, information from previous application will be rolled over • Data analyst, Program Manager-Technology Services, Director of Curriculum and Instruction, Site Administrators and TOSA-T will receive training on implementation and management of application • Teachers will receive training in Data Director • Teachers will use Data Director for online assessment (ELA and Math)	• Fall, 2010 through June, 2015	• Director of Curriculum and Instruction • Data Analyst • Program Manager-Technology Services • TOSA-T • District and Site Administrators	• Project Manager – Technology Services will oversee the purchase and rollover of data • Training for district administration will take place during before school and during monthly ILT meetings • TOSA-T will attend all staff development sessions • Teachers will run reports and reference them at monthly staff meetings • Administrators will run site reports after each assessment period	• Meeting agendas and notes • TOSA records • TIP review documents • Data Director reports

Goal 3j. By June 2015, ALL Administrators and teachers will utilize information and communication technology to maximize their accessibility to parents and community members.	
Objective 3j.1.1: June 2012, 100% of administrators and teachers will maintain the District goal to annually offer parents password protected, online access to their student's attendance, assignments and grades through our web-based student information system (SIS), PowerSchool.	
Target Group: Administrators, teachers and parents of ALL students including special education, English Learner, and GATE students.	
Benchmark Year 1: By June 2012, 100% of administrators and teachers will maintain the District goal to disseminate SIS passwords though first-day packets, direct mailing or back-to-school night opportunities.	Date of Review: _____
Benchmark Year 2: By June 2013, 100% of administrators and teachers will be provided the opportunity for staff development and deployment of SIS passwords through a digital format including but not limited to parent registration through the SIS or LemonLINK Learning Network private cloud environment.	Date of Review: _____
Benchmark Year 3: By June 2014, 100% of administrators and teachers will maintain deployment of SIS passwords through a digital format including but not limited to parent registration through the SIS or LemonLINK Learning Network private cloud environment.	Date of Review: _____
Benchmark Year 4: By June 2015, 100% of administrators and teachers will maintain deployment of SIS passwords through a digital format including but not limited to parent registration through through the SIS or LemonLINK Learning Network private cloud environment.	Date of Review: _____

Objective 3j.1.2: June 2012, 100% of administrators and teachers will maintain the District goal to utilize information and communication technology to maximize their accessibility to parents and community members through regular maintenance of District, department and classroom web sites.	
Target Group: Administrators, teachers and parents of ALL students including special education, English Learner, and GATE students.	
Benchmark Year 1-4: By June 2015, 100% of administrators and teachers will maintain the District goal to update District, department and classroom web sites with current, useful and applicable information.	Date of Review: _____ Date of Review: _____ Date of Review: _____ Date of Review: _____

Goal 3.j.1.2 Implementation Plan				
Activity	**Timeline**	**Person(s) Responsible**	**Monitoring & Evaluation**	**Evaluation Instrument**
• disseminate parent passwords in pdf format to site administration for distribution- Year 1 • research and develop parent registration capabilities on SIS or LemonLINK Learning Network • staff development to implement parent registration through digital format • parent education/ information to access digital registration process	• Year 1 • Year 1 • Year 1-4	• Program Manager-Technology Services • District Data Analyst • TOSA-T • District and Site Administrators • Teachers • Parents	• Site and District administrator observation • teacher observation and feedback • parent attendance to information opportunities • Help Desk calls	• Meeting agendas and notes • Help Desk Records

3k. CST and CELDTdata will be reviewed annually by the Director of Curriculum and Instruction and a formal data report will be presented annually to the Governing Board. TIP committee review documents will be collected by the Program Manager-Technology Services and plans for implementation, including suggestions for change, will be shared annually at the Governing Board meeting, monthly at ILT meetings, and weekly at Technology Team meetings. TOSA-T will collect staff development documentation and share the information with the Program Manager-Technology Services. The curricular component of the Plan will be overseen by the Director of Curriculum and Instruction and the Program Manager-Technology Services who will work closely together to monitor the curricular component of the Plan towards reaching the District's curricular goals:

Goal 1: Schools will utilize information and communication technology to achieve the District goal of ALL students increasing one band per school year on the California Standards Test (CST) for English/ language arts and mathematics.

Goal 2: Schools will utilize information and communication technology to achieve the District goal of ALL students increasing one level per year on the California English Language Development Test (CELDT) for those identified as English Language Learners.
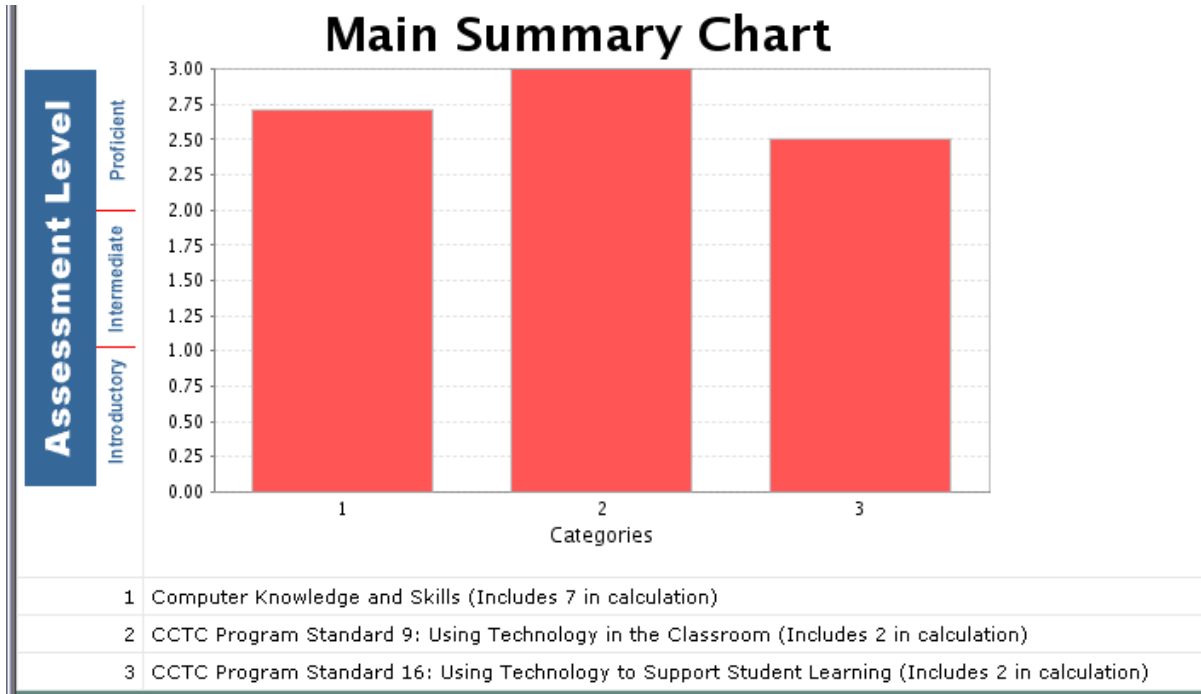
4. Professional Development

4a. Summary of Administrator and Teacher Skills and Needs
The Technology Integration Plan provides a clear summary of District teachers' and administrators' current technology skills from the EdTech Profile survey. Findings are summarized by discrete skills, based on NETS-T and NETS-A.

Our coordinated professional development plan is based on the District's curricular goals, an analysis of current technology skills and needs, as well as the District technology vision. The district will offer a variety of training options such as face-to-face training (whole staff, small group, one-on-one), virtual training and tutorials, and grade level and/or subject specific collaboration time. The District has committed to staff development by providing a Teacher on Special Assignment (TOSA)for technology training and integration. The TOSA will work with teachers and administrators to provide training, coaching, modeled lessons, and support. We will maximize the use of technology and site resources to support the district's goals and objectives for curriculum, instruction, intervention, communication and assessment.

Administrators

	Main Summary Chart
1	Computer Knowledge and Skills (Includes 7 in calculation)
2	CCTC Program Standard 9: Using Technology in the Classroom (Includes 2 in calculation)
3	CCTC Program Standard 16: Using Technology to Support Student Learning (Includes 2 in calculation)

Staff Development Needs

Question 1: How many hours of formal professional development (online classes, workshops, coaching, technology conferences, etc.) in the use of computers and the Internet did you participate in during the last 3 years?	# of Respondents	%
0 hours	1	14%
1 - 8 hours	1	14%
9 - 20 hours	1	14%
21 - 40 hours	3	43%
More than 40 hours	1	14%

Question 2: Indicate your needs and preferences regarding technology training at your school. Select all that apply. I need opportunities to participate in educational technology staff development focused on:	# of Respondents	%
Basic computer/technology skills.	0	0%
Integrating technology into the curriculum.	7	100%

Question 3: Indicate your needs and preferences regarding technology training at your school. Select all that apply. The training format I prefer is:	# of Respondents	%
One-on-one informal technology training.	1	11%
Small group technology training.	6	67%
Online web-based technology training.	2	22%

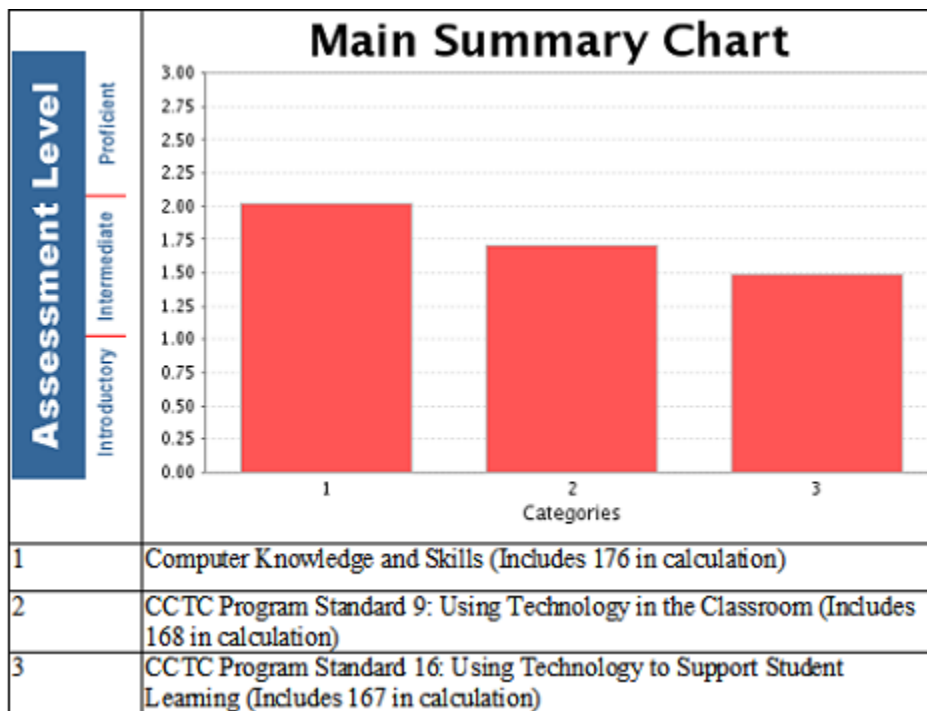| Question 4: Indicate your needs and preferences regarding technology training at your school. Select all that apply. I prefer technology training to be offered:	# of Respondents	%
During the school day.	2	18%
After school.	4	36%
In the evening.	2	18%
On the weekend.	1	9%
During the summer/off track.	2	18%

Summary for Administrators:

EdTech Profile information from 2010 indicates administrators are at the proficient level with computer knowledge and skills, using technology in the classroom, and using technology to support student learning. The district is in the process of implementing electronic components

from District adoptions, interactive white board and student responder technology, data system software, and educational software not listed on the EdTech Profile.

Implications: Staff development focusing on computer knowledge and skills, using technology in the classroom, and using technology to support student learning is not needed for administration of duties, however administrators will be invited to participate in staff development opportunities which support these skills in order to support teachers and students.

Administrators will require initial as well as on-going staff development for District adopted materials as well as any new hardware or software purchases.

Teachers

Main Summary Chart

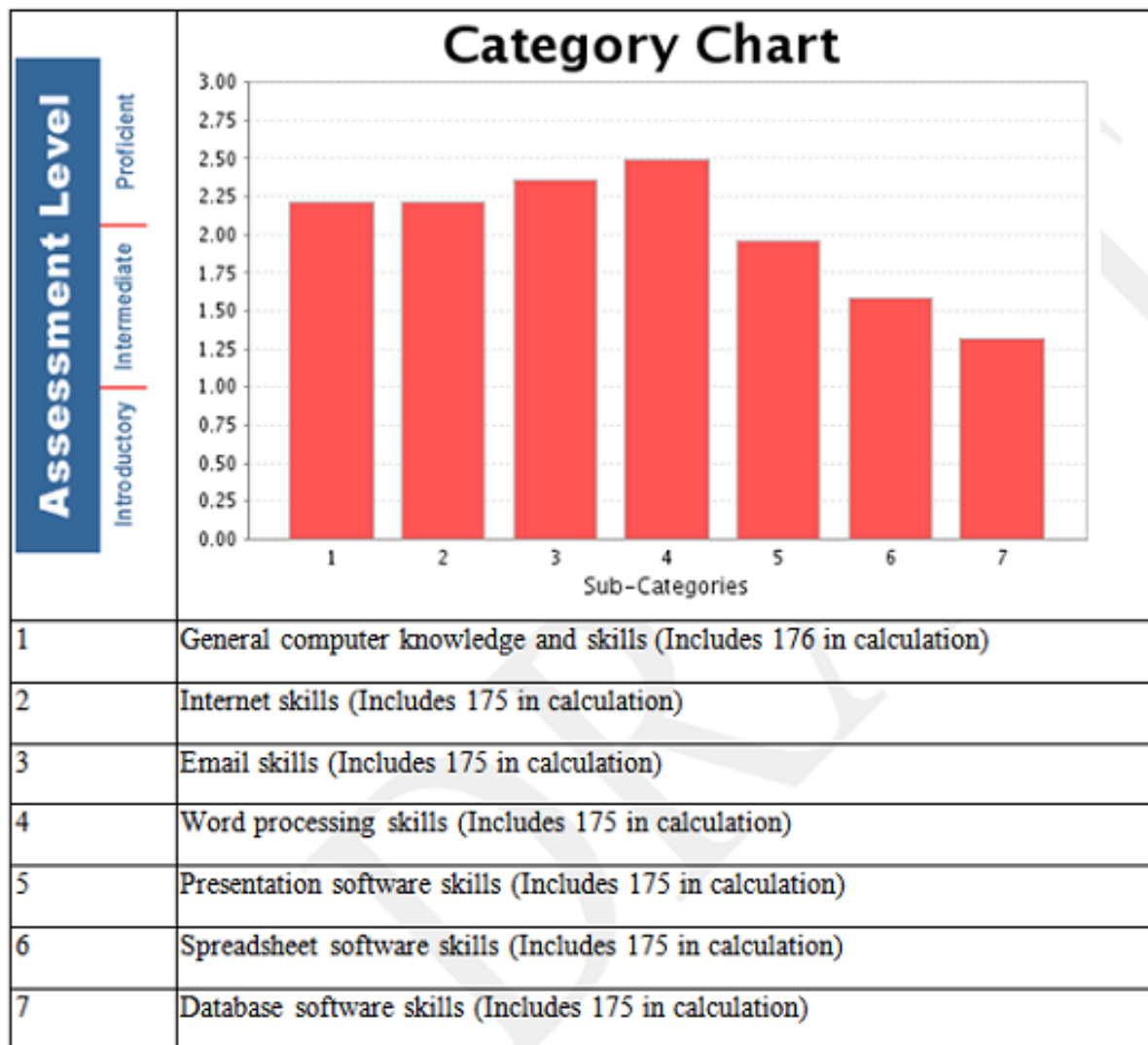|	
1	Computer Knowledge and Skills (Includes 176 in calculation)
2	CCTC Program Standard 9: Using Technology in the Classroom (Includes 168 in calculation)
3	CCTC Program Standard 16: Using Technology to Support Student Learning (Includes 167 in calculation)

Summary for Teachers:

EdTech Profile information from 2010 indicates teachers are at the intermediate level with computer knowledge and skills, using technology in the classroom, and using technology to support student learning. The district is in the process of implementing electronic components from District adoptions, interactive white board and student responder technology, data system software, and educational software not listed on the EdTech Profile.

Implications: Staff development focusing on computer knowledge and skills, using technology in the classroom, and using technology to support student learning will be needed to help teachers reach the proficient level. Specifically, using technology to support student learning and managing classroom experiences that incorporate digital resources including appropriate and ethical use of technology for teachers and students will be included in the training.

Teachers will require initial as well as on-going staff development for District adopted materials as well as any new hardware or software purchases.

Assessment Level	Category Chart
Proficient / Intermediate / Introductory	(bar chart: sub-category 1 ≈ 2.20, 2 ≈ 2.20, 3 ≈ 2.35, 4 ≈ 2.48, 5 ≈ 1.95, 6 ≈ 1.58, 7 ≈ 1.33; y-axis 0.00 to 3.00; x-axis labeled Sub-Categories 1–7)
1	General computer knowledge and skills (Includes 176 in calculation)
2	Internet skills (Includes 175 in calculation)
3	Email skills (Includes 175 in calculation)
4	Word processing skills (Includes 175 in calculation)
5	Presentation software skills (Includes 175 in calculation)
6	Spreadsheet software skills (Includes 175 in calculation)
7	Database software skills (Includes 175 in calculation)

Summary for Teachers:

EdTech Profile information from 2010 indicates teachers are at the proficient level with general computing, Internet, e-mail, and word processing and at the intermediate level in presentation, spreadsheet, and database skills.

Implication: As software is updated and technology evolves, teachers will need professional development to maintain proficiency with general computing skills. Opportunities for professional development in presentation, spreadsheet, and database skills will be needed to attain proficiency with newly adopted and/or purchased hardware and software.

In addition, the following District technology training preferences came from 2010 EdTech Profile for the district and were factored into our professional development plans.

Indicate your needs and preferences regarding technology training at your school. Select all that apply.	Basic computer/ technology skills.	Integrating technology into the curriculum.	Total Responses
I need opportunities to participate in educational technology staff development focused on:	36	161	197
Percentage of total	18%	82%	100%

Implication: The majority of teachers need professional development in integrating technology into the classroom.

Indicate your needs and preferences regarding technology training at your school. Select all that apply. The training format I prefer is:	One-on-one informal technology training.	Small group technology training.	Online web-based technology training.	Total Responses
	46	125	33	204
Percentage of total	23%	61%	16%	100%

Implication: A variety of training opportunity formats will need to be offered to fill the individual needs and learning styles of teachers.

Indicate your needs and preferences regarding technology training at your school. Select all that apply. I prefer technology training to be offered:	During the school day.	After school.	In the evening.	On the weekend.	During the summer	Total Responses
	95	88	12	11	70	276
Percentage of total	34%	32%	4%	4%	25%	100%

Implication: The schedule of opportunities for staff development will need to be planned to accommodate teacher schedules.

Our coordinated professional development plan is based on the analysis of our teachers' and administrators' technology skills and needs as well as our district's curricular goals. We will maximize the use of technology and site resources to support the district's goals and objectives for curriculum, instruction, intervention, and assessment.

Our professional development action plans are based on needs analysis, NETS-S, NETS-T, NETS-A and include clear, specific, realistic goals, and measurable objectives that will provide teachers and administrators with sustained, ongoing professional development necessary to implement the Curriculum Component of the Technology Integration Plan. The District believes the support and involvement of administrators is crucial to the successful implementation of the Plan and when possible teachers and administrators will attend training together. There will be times throughout the Plan when administrators and teachers might have different needs and therefore the training will be adapted to reflect the requirements of individual participants.

Goal 4a.	Summary of the teachers' and administrators' current technology proficiency and integration skills and needs for professional development.
NETS-T	5. Engage in Professional Growth and Leadership. Teachers continuously improve their professional practice, model lifelong learning, and exhibit leadership in their school and professional community by promoting and demonstrating the effective use of digital tools and resources.
NETS-A	1. Visionary Leadership . Educational Administrators inspire and lead development and implementation of a shared vision for comprehensive integration of technology to promote excellence and support transformation throughout the organization. 3. Excellence in Professional Practice. Educational Administrators promote an environment of professional learning and innovation that empowers educators to enhance student learning through the infusion of contemporary technologies and digital resources.

Goal 4b.1: Teachers and administrators will participate in staff development opportunities to maintain proficiency in general technology skills and expand knowledge in the integration of District technology and information literacy skills needed to inspire creativity, facilitate digital-age learning, and increase student achievement. As new hardware and software is added or upgraded, teachers and administrators will receive training to implement programs which support student achievement, including English Language Learners.

Objective 4b.1.1: By 2015 85% of teachers and administrators will participate in staff development opportunities to maintain proficiency with current, new, and upgraded applications and expand knowledge in the integration of District technology and information literacy skills needed to inspire creativity, facilitate digital-age learning, and increase student achievement.

Benchmark Year 1: By 2012 at least 25% of teachers and administrators will participate in staff development opportunities to maintain proficiency with general technology skills as well as new and upgraded programs.	Date of Review: _____
Benchmark Year 2: By 2013 at least 45% of teachers and administrators will participate in staff development opportunities in order to retain proficiency with general technology skills as well as new and upgraded programs.	Date of Review: _____
Benchmark Year 3: By 2014 at least 65% of teachers and administrators will participate in staff development opportunities in order to retain proficiency with general technology skills as well as new and upgraded programs.	Date of Review: _____
Benchmark Year 4: By 2015 at least 85% of teachers and administrators will participate in staff development opportunities in order to retain proficiency with general technology skills as well as new and upgraded programs.	Date of Review: _____

Goal 4b.1 Implementation Plan				
Activity	**Timeline**	**Person(s) Responsible**	**Monitoring & Evaluation**	**Evaluation Instrument**
• General technology skills training • General technology skills webinars • Technology application updates/upgrades training for teachers and administrators • NETS-S, -T, and –A training for teachers and administrators • Training in classroom management for a 21st Century learning environment • Rosetta Stone training for identified teachers and administrators • In class TOSA support	• Beginning in 2011 and offered annually as needed	• Director of Curriculum and Instruction • Program Manager-Technology Services • TOSA-T • District and Site Administrators	• Teachers and administrators will self-assess using the EdTech Profile • Site and District administrators will observe classrooms • Site and District administrators will share information through ILT meetings • Program Manager will share information with TIP committee • Teachers will provide training feedback • TOSA-T will attend all staff development activities	• EdTech Profile • Training handouts and sign-in sheets • Meeting agendas and notes • District and site-based training agendas and records • TIP review documents • TOSA-T records • Usage reports • Webinar registration forms

Goal 4b.2: Teachers and administrators will participate in staff development opportunities to integrate digital components of District adopted core and intervention materials to increase student achievement and differentiate instruction for ALL students.	
Objective 4b.2.1: By June 2015, 85% of teachers and administrators will participate in professional development opportunities to integrate the technology components of District adopted core curriculum programs, including data base, spreadsheet, and presentation software.	
Benchmark Year 1: Year 1: By June 2012, at least 25% of teachers and administrators will participate in professional development opportunities to integrate the technology components of District adopted core curriculum programs.	Date of Review: _____
Benchmark Year 2: Year 2: By June 2013, at least 45% of teachers and administrators will participate in professional development opportunities to integrate the technology components of District adopted core curriculum programs.	Date of Review: _____
Benchmark Year 3: Year 3: By June 2014, at least 65% of teachers and administrators will participate in professional development opportunities to integrate the technology components of District adopted core curriculum programs.	Date of Review: _____
Benchmark Year 4: Year 4: By June 2015, at least 85% of teachers and administrators will participate in professional development opportunities to integrate the technology components of District adopted core curriculum programs.	Date of Review: _____

Goal 4b.2: Teachers and administrators will participate in staff development opportunities to integrate digital components of District adopted core and intervention materials to increase student achievement and differentiate instruction for ALL students.	
Objective 4b.2.2: By June 2013, 100% of teachers using the District adopted intervention program will participate in professional development opportunities to integrate the technology components of READ 180 for at-risk students in special programs.	
Benchmark Year 1-4: All identified teachers of READ 180 will participate in professional development to integrate the technology components of the intervention program. Ongoing and sustained staff development will follow the initial training and newly identified teachers will be included each year of the Plan. Modifications will be made as needed to support student achievement in reaching the goals of this Plan.	Date of Review: _____ Date of Review: _____ Date of Review: _____ Date of Review: _____

Goal 4b.3: Teachers and administrators will participate in staff development opportunities to incorporate the use of District purchased interactive technologies into daily instruction to support the District's curricular goals.	
Objective 4b.3.1: By June 2015, 85% of teachers and administrators will participate in staff development opportunities to assist them in using District purchased interactive technologies available in classrooms.	
Benchmark Year 1: Year 1: By June 2012, at least 25% of teachers and administrators will participate in staff development opportunities to assist them in using District purchased interactive technologies available in classrooms.	Date of Review: _____
Benchmark Year 2: Year 2: By June 2013, at least 45% of teachers and administrators will participate in staff development opportunities to assist them in using District purchased interactive technologies available in classrooms.	Date of Review: _____
Benchmark Year 3: Year 3: By June 2014, at least 65% of teachers and administrators will participate in staff development opportunities to assist them in using District purchased interactive technologies available in classrooms.	Date of Review: _____
Benchmark Year 4: Year 4: By June 2015, at least 85% of teachers and administrators will participate in staff development opportunities to assist them in using District purchased interactive technologies available in classrooms.	Date of Review: _____

Goal 4b.3 Implementation Plan				
Activity	**Timeline**	**Person(s) Responsible**	**Monitoring & Evaluation**	**Evaluation Instrument**
• Promethean ActivClassroom training, including interactive whiteboard and learner responder technologies for teachers and administrators • Promethean Planet training and workshop • Promethean flipchart collaboration sessions • Webinars and online tutorials	• 2011-June, 2015 Training will take place during the year of equipment installation. Currently the District is adding Promethean ActivClassroom technologies to 1.5 schools per year.	• Director of Curriculum and Instruction • Program Manager-Technology Services • TOSA-T • District and Site Administrators • Classroom teachers	• Teachers and administrators will self-assess using the EdTech Profile • Site and District administrators will observe classrooms • Site and District administrators will share information through ILT meetings • Program Manager will share information with TIP committee • Teachers will provide training feedback and notes from collaboration sessions • TOSA-T will attend all staff development activities and collaboration sessions when possible	• EdTech Profile • Training handouts and sign-in sheets • Meeting agendas and notes • TIP review documents • TOSA-T records • Teacher feedback forms • Collaboration notes • Webinar registration forms

Goal 4b.4: Teachers and administrators will participate in staff development opportunities to become proficient in the use of technology for data collection and analysis, reporting, and decision-making to guide instruction and improve student achievement.	
Objective 4b.4.1: By 2015, 85% of teachers and administrators in the district will participate in staff development in the use of technology for data collection and analysis, reporting, and decision making to guide instruction and improve student achievement.	
Benchmark Year 1: By 2012, at least 25% of teachers and administrators in the district will participate in staff development in the use of technology for data collection and analysis, reporting, and decision making to guide instruction and improve student achievement.	Date of Review: _____
Benchmark Year 2: By 2015, at least 45% of teachers and administrators in the district will participate in staff development in the use of technology for data collection and analysis, reporting, and decision making to guide instruction and improve student achievement.	Date of Review: _____
Benchmark Year 3: By 2014, at least 65% of teachers and administrators in the district will participate in staff development in the use of technology for data collection and analysis, reporting, and decision making to guide instruction and improve student achievement.	Date of Review: _____
Benchmark Year 4: By 2015, at least 85% of teachers and administrators in the district will participate in staff development in the use of technology for data collection and analysis, reporting, and decision making to guide instruction and improve student achievement.	Date of Review: _____

Goal 4b.4 Implementation Plan				
Activity	**Timeline**	**Person(s) Responsible**	**Monitoring & Evaluation**	**Evaluation Instrument**
• Data Director training for teachers and administrators • Webinars and online tutorials	• 2011-June,2015	• Director of Curriculum and Instruction • Program Manager-Technology Services • TOSA-T • District and Site Administrators	• Teachers and administrators will self-assess using the EdTech Profile • Site and District administrators will share information through ILT meetings • Program Manager will share information with TIP committee • Teachers will provide training feedback • TOSA-T will attend all staff development activities • After initial training teachers and administrators will collect, analyze, and run data reports quarterly (middle school) or each trimester (elementary).	• EdTech Profile • Training handouts and sign-in sheets • Meeting agendas and notes • TIP review documents • TOSA-T records • Teacher feedback forms • Data Director Reports • Usage reports • Webinar registration forms

Goal 4b.5: Teachers and administrators will participate in staff development opportunities to become proficient in the use of technology to improve communication between home and school.	
Objective 4b.5.1: By 2015 85% of teachers and administrators will participate in staff development opportunities to become proficient in the use of technology to improve communication between home and school through the development and use of school and classroom websites.	
Benchmark Year 1: By 2012 at least 25% of teachers and administrators will participate in staff development opportunities to become proficient in the use of technology to improve communication between home and school through the development and use of school and classroom websites.	Date of Review: _____
Benchmark Year 2: By 2013 at least 45% of teachers and administrators will participate in staff development opportunities to become proficient in the use of technology to improve communication between home and school through the development and use of school and classroom websites.	Date of Review: _____
Benchmark Year 3: By 2014 at least 65% of teachers and administrators will participate in staff development opportunities to become proficient in the use of technology to improve communication between home and school through the development and use of school and classroom websites.	Date of Review: _____
Benchmark Year 4: By 2015 at least 85% of teachers and administrators will participate in staff development opportunities to become proficient in the use of technology to improve communication between home and school through the development and use of school and classroom websites.	Date of Review: _____

Goal 4b.5: Teachers and administrators will participate in staff development opportunities to become proficient in the use of technology to improve communication between home and school.	
Objective 4b.5.2: By 2014 the District will provide bi-annual parent/student technology training events to build awareness and encourage use of district provided communication tools.	
Benchmark Year 1 and 2: The District will provide one parent/student technology training event per year to build awareness and encourage use of district provided communication tools.	Date of Review: _____
Benchmark Year 3 and 4: The District will provide bi-annual parent/student technology training events to build awareness and encourage use of district provided communication tools.	Date of Review: _____

Goal 4b.5 Implementation Plan				
Activity	**Timeline**	**Person(s) Responsible**	**Monitoring & Evaluation**	**Evaluation Instrument**
• School and classroom website training for teachers and administrators • Information nights for parents and students • Rosetta Stone training for identified teachers and administrators	• 2011-June,2015	• Director of Curriculum and Instruction • Program Manager-Technology Services • TOSA-T • District and Site Administrators	• Teachers and administrators will self-assess using the EdTech Profile • Site and District administrators will share information through ILT meetings • Program Manager will share information with TIP committee • Teachers will provide training feedback • TOSA-T will attend all staff development activities • Site and District administrators will monitor websites for updates, etc.	• EdTech Profile • Training handouts and sign-in sheets • Meeting agendas and notes • TIP review documents • TOSA-T records • Teacher feedback forms • Usage reports • Classroom website rubric

Goal 4b.6: Teachers and administrators will participate in staff development opportunities in the integration of 2:1 and 1:1 computing environment.	
Objective 4b.6.1: Teachers and administrators will participate in staff development opportunities for teaching project-based and inquiry-based learning using a 2:1 and 1:1 student to computer ratio in the classroom.	
Benchmark Year 1: By June, 2012 at least 25% of teachers and administrators will participate in staff development opportunities for teaching project-based and inquiry-based learning within a 2:1 and/or 1:1 student to computer ratio in the classroom.	Date of Review: _____
Benchmark Year 2: By June, 2013 at least 45% of teachers and administrators will participate in staff development opportunities for teaching project-based and inquiry-based learning within a 2:1 and/or 1:1 student to computer ratio in the classroom.	Date of Review: _____
Benchmark Year 3: By June, 2014 at least 65% of teachers and administrators will participate in staff development opportunities for teaching project- and inquiry-based learning within a 2:1 and/or 1:1 student to computer ratio in the classroom.	Date of Review: _____
Benchmark Year 4: By June, 2015 at least 85% of teachers and administrators will participate in staff development opportunities for teaching project- and inquiry-based learning within a 2:1 and/or 1:1 student to computer ratio in the classroom.	Date of Review: _____

Goal 4b.6: Teachers and administrators will participate in staff development opportunities in the integration of 2:1 and 1:1 computing environment.	
Objective 4b.6.2: Teachers and administrators will participate in staff development opportunities to learn how to manage assignments, equipment, and behavior in a 2:1 and/ or 1:1 students to computer ratio setting.	
Benchmark Year 1: By June, 2012 at least 25% of teachers and administrators will participate in staff development opportunities to learn how to manage assignments, equipment, and behavior in a 2:1 and/ or 1:1 setting.	Date of Review: _____
Benchmark Year 2: By June, 2013 at least 45% of teachers and administrators will participate in staff development opportunities to learn how to manage assignments, equipment, and behavior in a 2:1 and/ or 1:1 setting.	Date of Review: _____
Benchmark Year 3: By June, 2014 at least 65% of teachers and administrators will participate in staff development opportunities to learn how to manage assignments, equipment, and behavior in a 2:1 and/ or 1:1 setting.	Date of Review: _____
Benchmark Year 4: By June, 2015 at least 85% of teachers and administrators will participate in staff development opportunities to learn how to manage assignments, equipment, and behavior in a 2:1 and/ or 1:1 setting.	Date of Review: _____

Goal 4b.6 Implementation Plan				
Activity	**Timeline**	**Person(s) Responsible**	**Monitoring & Evaluation**	**Evaluation Instrument**
• Inquiry and Project-Based learning for teachers and administrators • Training for teachers and administrators: How to teach in a 2:1 and/ or 1:1 environment	• 2011-June,2015	• Director of Curriculum and Instruction • Program Manager-Technology Services	• Site and District administrators will share information through ILT meetings • Program Manager will share information with TIP committee • Teachers will provide training feedback • TOSA-T will attend all staff development activities	• Training handouts and sign-in sheets • Meeting agendas and notes • TIP review documents • TOSA-T records • Teacher feedback forms

Goal 4b.7: Teachers and administrators will participate in staff development opportunities providing education and training in STEM programs.	
Objective 4b.7.1: Teachers and administrators at designated STEM school will participate in staff development opportunities to learn how to implement a STEM program.	
Benchmark Year 1: By June, 2012 at least 25% of teachers and administrators will participate in staff development opportunities to learn how to implement a STEM program.	Date of Review: _____
Benchmark Year 2: By June, 2013 at least 45% of teachers and administrators will participate in staff development opportunities to learn how to implement a STEM program.	Date of Review: _____
Benchmark Year 3: By June, 2014 at least 65% of teachers and administrators will participate in staff development opportunities to learn how to implement a STEM program.	Date of Review: _____
Benchmark Year 4: By June, 2014 at least 85% of teachers and administrators will participate in staff development opportunities to learn how to implement a STEM program.	Date of Review: _____

Goal 4b.7 Implementation Plan				
Activity	**Timeline**	**Person(s) Responsible**	**Monitoring & Evaluation**	**Evaluation Instrument**
• Training for teachers and administrators in implementing a STEM program	• 2011-June,2015	• Director of Curriculum and Instruction • Program Manager-Technology Services	• Administrator at designated STEM school will monitor and evaluate the STEM program and share information at ILT meetings • Program Manager will collaborate with STEM administrator and share information with TIP committee • Teachers will provide training feedback • TOSA-T will attend all staff development activities	• Training handouts and sign-in sheets • Meeting agendas and notes • TIP review documents • TOSA-T records • Teacher feedback forms

4c. Professional Development Monitoring

The Director of Curriculum and Instruction and school site administrators track the development and implementation of all activities and accomplishments monthly and report progress at Instructional Leadership Team (ILT) meetings. Modifications to district activities will be made as needed in order to insure that we meet or exceed our objectives. Program Manager-Technology will meet bi-annually with the TIP committee to report on progress towards the goals and collaborate on revisions to the Plan. Results of progress towards the Plan goals will be presented annually to the school board.

Annually administrators and teachers will complete the EdTech Profile. Program Manager-Technology Services, Teacher on Special Assignment-Technology (TOSA-T) and site administrators will coordinate scheduling and completion of survey. Analysis of results will be presented to the district leadership team (Superintendent, Director of Curriculum and Instruction, and site administrators) by the Program Manager-Technology monthly.

Training records, feedback, notes and observations, and assessment data will be used to record progress toward meeting the above goals. TOSA-T will be responsible for collecting and organizing the training documentation and sharing it with the Program Manager-Technology Services monthly.

District Superintendent, Director of Curriculum and Instruction, Program Manager/Technology, site administrators, Teacher on Special Assignment/Technology, and members of the Technology Integration Plan committee are responsible for the planning, development, implementation, and evaluation of the Plan. Teachers are responsible for completing all necessary staff development and ensuring their instruction is based on standards-aligned objectives and research based programs and practices.

The Superintendent, the Director of Curriculum and Instruction and the Program Manager-Technology Services will oversee the Plan and work closely to review the District curricular goals and assess how the staff development component of the Technology Integration Plan is supporting those goals.

5. Infrastructure, Hardware, Technical Support and Software

5a Current District Hardware
Existing hardware and electronic resources at each site is included in *Component 3a: Current Technology Access* in our tech plan.

Site	2009-2010 District Enrollment	# of current computers/ thin clients 4 years old or newer 2010	# of total computers/ thin clients	# of new computers needed to maintain current 2:1 minimum student: computer ration for duration of plan*				# of interactive technology devices needed during duration of plan	
				Y1**	Y2	Y3	Y4	ActivBoards	ActivExpression sets
Golden Avenue Elementary	434	210	225	225				0	0
Monterey Heights Elementary	413	210	240	240				16	16
Mount Vernon Elementary	454	240	265	265				0	17
Palm Middle School	566	330	330	330				8	8
San Altos Elementary	369	165	180	180				12	12
San Miguel Elementary	549	240	285	285				0	0
Vista La Mesa Academy	465	165	360	360				0	0
Lemon Grove Middle School	508	0	0	0	254			27	27
District Totals	**3,694**	**1560**	**1885**	**1885**	**0**	**350**		**63**	**80**
Total classrooms 2:1 student: computer ratio		100%							

*It should be noted that with the ability to virtualize our current thin client devices in our private cloud environment, the projected upgrades in computers/ thin client devices *according to CDE definitions* may not be necessary to maintain a functional and robust 21st Century Classroom environment.

** Number of computers unable to be purchased in the target year will be rolled over to the following year as budget allows.

Current District Software

Software provided for teachers and students include: Schoolwires, Read180, Reading Counts, Microsoft Office Suite, Read Naturally, Inspiration, Kidspiration, PowerSchool and PowerGrade, DataDirector, Discovery Education Streaming, ActivInspire, Rosetta Stone, Mindstorms (robotics), Destination Math, BoardMaker, Earobics Literacy Launch, Class web site framework, integrated online assessment program at all schools, and other CLRN approved curriculum-based software. District publisher adoptions for core curricular areas which incorporate digital components include: Holt math, Glencoe science and history-social science (middle school), Harcourt science, Pearson/ enVision Math, Houghton Mifflin English/ language arts, history-social science (elementary).

Current District Infrastructure, Site Networks, and Connectivity

All eight sites in the Lemon Grove School District are connected to high-speed Internet access through a combination of 100mb fiber and microwave connections. The Network Operations Center at the District Office centrally manages and deploys all electronic learning, networking and telecommunication resources through a thin client environment. The District is currently in the process of deploying a private cloud environment called the "Lemon LINK Learning Network" which will connect staff, students, families and the community to District-provided resources anywhere there is an Internet connection.

Additionally, it is the goal of the District to expand its current number of interactive technologies in each District classroom. Promethean ActivBoards and ActivExpression learner responders will be purchased and installed as the budget allows.

Current District Technology which Supports Curriculum and Professional Development

The Technology Services Department is staffed by a Program Manager- Technology Services, Teacher on Special Assignment- Technology (TOSA-T), Network Operations Center Supervisor, Data Analyst, Help Desk/ Secretary, and two full-time District Computer Technicians. These employees are funded both through District and Technology Services resources and are available to sites five days a week.

Type Of District Support Provided	Individuals Responsible
Ongoing equipment maintenance, repair, and replacement	District Computer Technicians (2 FTE)
Technical Support provided during school hours	District Computer Technicians; Helpdesk (3 FTE)
Network Operations Center Administration, Supervision	Network Operations Specialist, (1 FTE)
Technology Integration and Support	Program Manager, TOSA-T, District and site administration, technology lead teachers

5b. District Hardware, Networking, Physical Plant and Technical Resources Needed to Support Curriculum and Professional Development

Classroom Hardware Needs and Upgrades
Maintaining a 21st Century learning environment integrated with current information and communication tools supported by state-of-the-art infrastructure and resources is a challenging task at best! With the assistance of federal stimulus funding, the Lemon Grove School District has begun implementation of its upgrade plan for both classrooms and the central Network Operations Center in the summer of 2010. Every classroom is now equipped 2:1 with either thin client tablet devices or a flat screen monitor/ thin client combination to support advances in software and screen resolution requirements. As a result of the suspension of the District's 1:1 middle school initiative, the thin client tablet devices were able to be repurposed for classroom use. The District was also able to procure thin client equipment from two neighboring districts, which although used, will be able to be utilized in the LGSD private cloud environment in classrooms once implemented.

As part of the upgrade plan, every teacher received a laptop computer with the latest Windows OS, Microsoft Office and ActivInspire software necessary to support student learning, interaction, and engagement. Additionally, with an untethered computer, teachers will be able to be more flexible in their classroom environment as they integrate 21 Century teaching and learning strategies and will have more opportunities for professional development beyond the classroom.

Although we intend to replace old computers/ thin client devices to meet CDE minimum recommended standards, we also are looking into ways to repurpose any unit which may be used robustly through virtualization. For detailed information, **please refer to the chart in section 5a which outlines the total number of current and projected classroom resources needed to support Curriculum and Professional Development goals described in this Plan.**

Software Needs and Upgrades
The District will need to maintain or obtain the following software solutions/ applications:
- classroom software applications described in section 5a
- PowerSchool and DataDirector
- Lightspeed Internet content and email filtering
- software/ assistive devices for students with special needs
- licensing for Microsoft Office Suite and Windows Operating Systems
- CLRN approved curriculum and intervention software and web based resources
- Stoneware private cloud software to facilitate connectivity to District-provided resources from any Internet connection
- Resources to implement/ integrate emerging technologies unknown at this time

Infrastructure Needs and Upgrades

The Lemon Grove School District has an immediate need to upgrade the central and site-based infrastructure to support the Curriculum and Professional Development goals outlined in this Plan. The District is currently planning upgrades to the Network Operations Center (NOC) with the end goal of virtualization through a private cloud environment, the LemonLink Learning Network. The current hardware and network equipment in the NOC is over ten years old and largely inadequate to continue to provide the type of environment necessary for 21st Century learning and computing. The District will need to maintain or upgrade the following infrastructure within the duration of the plan:

- servers and backend operating systems including virtualization solutions
- storage hardware for back up of digital content, archiving
- VLAN infrastructure for 7 of 8 sites
- telecommunications infrastructure and hardware, at NOC and school sites
- wireless solution at seven sites
- wireless Internet solution for home-to-school computing

The District is currently working on an Erate Priority 2 project to provide for the upgrades listed above. Preliminary cost analyses to purchase all new equipment described above is outlined in the chart below. The District is also working on a plan to repurpose much of the existing servers and networking equipment to offset the need to purchase all new equipment at one time. As new and emerging technologies become available, the Lemon Grove School District will want to include as many as possible in our Erate applications for eligible discounts and make adjustments to our plan as Erate rules change. **THIS SECTION IS SUBJECT TO CHANGE BASED ON AVAILABLE FUNDING during duration of the Plan.**

STEM School Conversion Infrastructure, Network, Technology Upgrades/ Needs

Item for Purchase	Estimated Pre-Erate Cost	Estimated Post-Erate Cost (85%)	Year 1	Year 2	Year 3	Year 4
Structured Cabling, Basic NOC Room Build Out	$264,100.00	$51,175.00	$51,175.00	N/A	N/A	N/A
Phone System	$91,000.00	$66,000.00	$66,000.00	N/A	N/A	N/A
LAN/WLAN	$438,000.00	$84,750.00	$84,750.00	N/A	N/A	N/A
Server	$75,000.00	$36,750.00	$36,750.00	N/A	N/A	N/A
Sound Amplification	$108,000.00	$60,440.00		$60,440.00	N/A	N/A
Promethean ActivBoards (27)	$80,413.29	$80,413.29	$80,413.29	N/A	N/A	N/A
Promethean ActivExpression sets	$67,844.79	$67,844.79	N/A	$67,844.79	N/A	N/A
Video conferencing	$64,000.00	$46,150.00	$46,150.00	N/A	N/A	N/A
thin client computers	$150,000.00	$150,000.00	$38,074.81	$38,074.81	$38,074.81	$38,074.81
monitors	$53,865.00	$53,865.00	$13,466.25	$13,466.25	$13,466.25	$13,466.25
printers	$10,125.00	$10,125.00		$10,125.00	N/A	N/A
TOTALS	**$1,.402,348.08**	**$707,513.08**	**$416,779.35**	**$189,950.85**	**$51,541.06**	**$51,541.06**

THIS SECTION IS SUBJECT TO CHANGE BASED ON AVAILABLE ANNUAL FUNDING.

Other District Infrastructure, Network, Technology Upgrades/ Needs

Item for Purchase	Estimated Pre-Erate Cost	Estimated Post-Erate Cost (85%)	Year 1**	Year 2**	Year 3**	Year 4**
Virtualized Servers (52:1) Hardware ONLY	$150,000.00	$150,000.00	$150,000.00	$50,000.00	$50,000.00	$50,000.00
Phone System (w/ Remote survivable sites)	$185,000.00	$66,000.00	N/A	N/A	N/A	N/A
*Promethean ActivBoards	$187,631.00	$187,631.00	$187,631.00	N/A	N/A	N/A
*Promethean ActivExpression sets	$201,021.60	$201,021.60	N/A	$201,021.60	N/A	N/A
Sound Amplification (7 sites)	$756,000.00	$182,000.00	$45,500.00	$45,500.00	$45,500.00	$45,500.00
LAN/WLAN (6 sites)	$450,000.00	$86,625.00	N/A	$28,875.00	$28,875.00	$28,875.00
*Thin client classroom upgrades	$659,750.00	$659,750.00	$164,937.50	$164,937.50	$164,937.50	$164,937.50
*monitors	$188,325.00	$188,325.00	$47,081.25	$47,081.25	$47,081.25	$47,081.25
*printers	$12,000.00	$3,000.00	$3,000.00	$3,000.00	$3,000.00	$12,000.00
*Video conferencing (2 sites)	$64,000.00	$46,150.00	$46,150.00	N/A	N/A	N/A
Server maintenance	$50,000.00	$50,000.00	$50,000.00	$50,000.00	$50,000.00	$50,000.00
Totals	**$2,903.727.60**	**$1,820,502.60**	**$694,299.75**	**$590,415.35**	**$389,393.75**	**$398,393.75**

* Includes 27 classrooms for STEM site conversion

** If projected upgrades are unable to be funded in designated year, item will be carried over to the following year

THIS SECTION IS SUBJECT TO CHANGE BASED ON AVAILABLE ANNUAL FUNDING.

5c. Benchmarks and Timelines for Obtaining District Hardware, Networking, Physical Plant and Technical Resources Needed to Support Curriculum and Professional Development

Goal 5c.1 Lemon Grove administrators, teachers and students will have access to hardware, infrastructure, learning resources and technical support required to effectively leverage technology for learning, to support the needs outlined in Section 5b and support the Curriculum and Staff Development goals in Sections 3 and 4. **The NETS specifically detail the Essential Conditions for learning including: Equitable Access, Skilled Personnel, Technical Support, and Support Policies.**	
Objective 5c.1.1: By June, 2015, 100% of administrators, teachers and students will have current (as defined by CDE) **desktop technology and software** to effectively leverage technology for learning as defined by the NETS, and needed to support of the Curriculum and Staff Development goals outlined in this Plan.	
Target: ALL administrators, teachers, staff and students including Special Education, GATE and English Language Learners	
Benchmark Year 1: By June 2012, 25% of upgrades (as described in Section 5a) to desktop technology and software needed to effectively leverage technology for learning will be purchased and installed.	Date of Review: _____
Benchmark Year 2: By June 2013, 50% of upgrades (as described in Section 5a) to desktop technology and software needed to effectively leverage technology for learning will be purchased and installed.	Date of Review: _____
Benchmark Year 3: By June 2014, 75% of upgrades (as described in Section 5a) to desktop technology and software needed to effectively leverage technology for learning will be purchased and installed.	Date of Review: _____
Benchmark Year 4: By June 2015, 100% of upgrades (as described in Section 5a) to desktop technology and software needed to effectively leverage technology for learning will be purchased and installed.	Date of Review: _____
At the request of our Governing Board we have formatted the goal, objective and benchmark pages to facilitate an annual review process directly on the original documents.	

Goal 5c.1. Lemon Grove administrators, teachers and students will have access to hardware, infrastructure, learning resources and technical support required to effectively leverage technology for learning, to support the needs outlined in Section 5b and support the Curriculum and Staff Development goals described in this Plan. **The NETS specifically detail the Essential Conditions for learning including: Equitable Access, Skilled Personnel, Technical Support, and Support Policies.**	
Objective 5c.1.2: By June, 2015, 100% of administrators, teachers and students will have current **hardware and infrastructure** to effectively leverage technology for learning as defined by the NETS, and in support of the Curriculum and Staff Development goals outlined in this Plan.	
Target: ALL administrators, teachers, staff and students including Special Education, GATE and English Language Learners	
Benchmark Years 1-4: By June 2015, hardware, network and infrastructure upgrades described in section 5b for the Network Operations Center and individual sites will be implemented as budget and Erate discounts allow.	Date of Review: _____ Date of Review: _____ Date of Review: _____ Date of Review: _____
At the request of our Governing Board we have formatted the goal, objective and benchmark pages to facilitate an annual review process directly on the original documents.	

Goal 5c.1 Lemon Grove administrators, teachers and students will have access to hardware, infrastructure, learning resources and technical support required to effectively leverage technology for learning, to support the needs outlined in Section 5b and support the Curriculum and Staff Development goals described in this Plan.
The NETS specifically detail the Essential Conditions for learning including: Equitable Access, Skilled Personnel, Technical Support, and Support Policies.

Objective 5c.1.3: By June, 2015, 100% of administrators, teachers and students will have the **technical support** necessary to effectively leverage technology for learning as defined by the NETS, and in support of the Curriculum and Staff Development goals outlined in this Plan.

Target: ALL administrators, teachers, staff and students including Special Education, GATE and English Language Learners

Benchmark Years 1-4: By June 2015, as budget resources allow, District technical support will be maintained or upgraded as necessary in order to effectively leverage technology for learning as defined by the NETS, and in support of the Curriculum and Staff Development goals outlined in this Plan.	Date of Review: _____ Date of Review: _____ Date of Review: _____ Date of Review: _____

At the request of our Governing Board we have formatted the goal, objective and benchmark pages to facilitate an annual review process directly on the original documents.

5d. Monitoring of Benchmarks and Timelines for Obtaining District Hardware, Networking, Physical Plant and Technical Resources Needed to Support Curriculum and Professional Development

The benchmarks and timelines for obtaining district hardware, networking, physical plant and technical resources needed to support curriculum and professional development will be regularly monitored and evaluated by the Program Manager- Technology Services as outlined in the chart below, including responsibility for determining and communicating the hardware, networking, physical plant and technical resources needed in the District. Included in this ongoing process will be regular review, planning and implementation of Erate procedures to obtain maximum discounts for both Priority 1 and 2 projects. Necessary review documents will be collected by the Program Manager-Technology Services and plans for implementation, including recommendations for change and a timeline for agreed upon changes will be shared annually or more often upon request at the Governing Board meeting, monthly at ILT meetings, and weekly at Technology Team meetings.

Monitoring of 5b and 5c: Benchmarks and Timelines for Obtaining District Hardware, Networking, Physical Plant and Technical Resources Needed to Support Curriculum and Professional Development			
Activity	**Responsible Person (s)**	**Expectation**	**Frequency**
TIP Committee Review	Program Manager- Technology Services	review all goals, objectives and record progress on TIP documents	biannually
Instructional Leadership & Management Team Meetings	Superintendent, Director of Curriculum & Instruction, Program Manager-Technology Services, ILT Members	provide updates, progress and communicate needs to achieve goals and objectives defined in 5b and 5c	monthly
Erate Consultation Meetings	Program Manager- Technology Services, Infinity Communications consultants	review, plan and implement Erate procedures to obtain maximum discounts for both Priority 1 and 2 projects	as needed, at least quarterly
LGSD Cabinet Meetings	Program Manager-Technology Services, Cabinet members	communicate and gain support for implementation and funding for goals outlined in Sections 5b and 5c	monthly or more if needed
LGSD Governing Board Meetings	Program Manager-Technology Services, Cabinet members,	communicate progress and gain support for implementation and funding for goals outlined in Sections 5b and 5c	biannually or more as requested by Board
LGSD Technology Team Meetings	Program Manager-Technology Services, Technology Team members	communicate progress and update team regarding implementation, usage and upgrade needs	weekly

6a. Funding and Budget

The Lemon Grove School District is unique in that the Technology Services Department is able to provide information and communication technology services to other school districts and local government entities, due to the capabilities of our existing data centers. This ability to partially self-support the department enables the District to move forward with technology initiatives where other districts may not have the resources. However, in this declining budget environment it is becoming increasingly difficult to attract and maintain outside contracts for technology services, which has financially impacted the department. With our new LemonLink Learning Network, a private cloud connection, we are hopeful this will increase our ability to provide web-based technology services for school districts nationwide!

We will seek every opportunity to supplement the existing funding through partnerships, grant opportunities and philanthropic contributions. The following in-kind or funding resources have been identified as existing or potential opportunities to support the current Plan:

- District General Fund
- Technology Services Department Contract revenues
- District Educational Technology Lottery funds
- combined Site-based allocations for central use
- California Teleconnect Fund
- Erate discounts
- Title I, Title II Part A
- Economic Impact Aid
- EETT-F and EETT-C (if funded)
- bond monies
- K-12 Voucher Fund
- Microsoft Partners in Learning (residual funds for staff development only)
- philanthropic and business partners such as Classroom of the Future Foundation, Cox Communications, Cox Kids Foundation, Promethean, Marzano Research Institute, San Diego Foundation, Las Patroñas, etc.

The Superintendent, Assistant Superintendent of business Services, Director of Curriculum and Instruction, and Program Manager-Technology Services actively and continually pursue any and all avenues for identifying future funding which would support the goals and objectives of this Plan. Any grant or funding opportunities including Erate discounts, EETT-F, EETT-C, Cox Kids Foundation, Microsoft Partners in Learning, i3, ARRA and federal stimulus monies, Race-to-the-Top, STEM grants, NSF, and any other funding sources are carefully watched for possible funding. Grant opportunities which are known to be offered annually are pursued on a regular basis.

6b. Estimate of Annual Implementation Costs for Term of Plan

Category	Description Item Category Cost	Funding Source	Estimated Cost Per Year				Total Cost Estimate Years 1-4
			Year 1	Year 2	Year 3	Year 4	
1000-1999 Certificated Salaries	PD Stipends Subs for collaboration stipends for curriculum development	District General Fund Title I (Staff Development) Microsoft PIL (residual) District & site grants Philanthropic/ in-kind donations	$55,000.00	$55,000.00	$55,000.00	$55,000.00	$220,000.00
	Program Manager-Technology Services	District General Fund	$97,000.00	$97,000.00	$97,000.00	$97,000.00	$388,000.00
	100% TOSA-T position	District Title I Philanthropic donations (CFF)	$78,530.00	$79,303.00	$80,082.00	$80,870.00	$318,785.00
2000-2999 Classified Salaries	Technology Support	Contract Revenues District General Fund	$451,628.75	$460,044.13	$468,938.52	$478,881.35	$1,859,492.75
3000-3999 Employee Benefits	Benefits for certificated and classified support	Contract Revenues District General Fund	$129,413.80	$129,413.80	$129,413.80	$129,413.80	$517,655.20
4000-5899 Materials & Supplies Software & Hardware Repair & Replacement	Infrastructure, hardware, network upgrades	Contract Revenues District General Fund Erate discounts Federal Stimulus Monies Philantrhopic/ in-kind donations	$560,615.00	$50,000.00	$50,000.00	$50,000.00	$710,615.00
	Obsolescence Plan TC: thin clients P: printers M: monitors	Contract Revenues District General Fund State Pre School funds IDEA/SPED funds Philanthropic/ in-kind donations	TC = $164,937.00 P = $2,450.00 M = $47,081.25	$164,937.00 $2,450.00 $47,081.25	$164,937.00 $2,450.00 $47,081.25	$164,937.00 $2,450.00 $47,081.25	$659,750.00 $9,800.00 $188,325.00 Total: $857,875.00

4000-5899 (cont.) Materials & Supplies Software & Hardware Repair & Replacement	Promethean Interactive Technology (AB: board, AE: responders)	Site Title I funds State Pre School funds Philanthropic/ in-kind donations	AB = $187,631.00 AE = $201,021.00	AB = $187,631.00 AE = $201,021.00			$187,631.00 $201,021.00 Total: 388,652.00
	Maintenance: Network Operations Center servers and upgrades	Contract Revenues District General Fund Erate discounts	$50,000.00	$50,000.00	$50,000.00	$50,000.00	$200,000.00
	Software Licensing (District, Site)	Contract Revenues District General Fund Title I, Title II A Grant funding as available EDP funds IDEA/SPED funds SIP, PTA, ASB	$278,871.25	$281,821.25	$281,821.25	$281,821.25	$1,124,335.00
5000-5999 Services & Other Operating expenditures, travel	Professional services including consultants, legal advice, staff development, contractors, conference travel	Contract Revenues District General Fund Erate discounts Proposition W funds for STEM consultation Title I, II A Microsoft PIL (residual) Philanthropic in-kind donations	$10,000.00 $50,000.00 (STEM project)	$10,000.00	$10,000.00	$10,000.00	$90,000.00
	Erate Consultation services	District General Fund	$21,500.00	$21,500.00	$21,500.00	$21,500.00	$86,000.00

4000-5900 Communications/ Telecommunications I: Internet PM: phone maintenance CP: cell phone W: wifi/mobile broadband P2P: point-to-point	Cell phones, telephone service and system maintenance, Internet service/access, wifi/mobile broadband service for 1:1 programming	Contract Revenues District General Fund Erate discounts Philanthropic in-kind donations	I: $35,186.00 PM: $38,524.80 CP: $25,000.00 W: $15,000.00 P2P: $44,767.00	I: $35,186.00 PM: $38,524.80 CP: $25,000.00 W: $15,000.00 P2P: $44,767.00	I: $35,186.00 PM: $38,524.80 CP: $25,000.00 W: $15,000.00 P2P: $44,767.00	I: $35,186.00 PM: $38,524.80 CP: $25,000.00 W: $15,000.00 P2P: $44,767.00	$200,744.00 Total: $179,068.00
6000-6999 Capitol Outlay if over $10,000 purchased at one time	Including cabling/ wiring for telecommunications, infrastructure, hardware, network, upgrades, equipment including computer upgrades at LGMS to support bond STEM project	Contract Revenues District General Fund Erate discounts Proposition W funds for STEM consultation Federal Stimulus Monies Philanthropic in-kind donations	All Capitol Outlay expenditures are outlined in the sections above.				

6c. **Lemon Grove School District's Replacement Policy for Obsolete Equipment**

The Lemon Grove School District Governing Board Policy 3270 outlines procedures for obsolete equipment. The governing board revised this policy on August 24, 2010. Obsolete technology equipment will be sold or disposed of in accordance with BP 3270.
The Program Manager-Technology Services is responsible for the assessment of and recommendation for replacement of all District technology infrastructure, networking and classroom equipment in accordance with the Technology Integration Plan monitoring and review practices outlined in section 5d. Past practices for replacement of classroom computers have been to replace of one computer per year, per classroom; however replacement of obsolete equipment will be determined by the current year's operating budget.

6d. District's Budget and Funding Monitoring Process

The Lemon Grove School District is committed to a dependable and sustainable technology plan that ensures funding for reliable infrastructure, hardware, technical support, professional development, and software district-wide.

The Program Manager-Technology Services has the primary responsibility and access to appropriate budgets to meet goals and objectives specified in this plan. District budget and funding monitoring is the responsibility of the Assistant Superintendent of Business Services who takes budget recommendations and revision requests to Cabinet-level meetings and the School Board as needed to ensure funding of technology at an appropriate level. Routine District budget analyses and funding opportunities are tracked to ensure optimal leveraging of funds. Site technology budgets have been centralized to maximize and standardize technology purchases for the District and sites.

The Program Manager-Technology Services meets monthly with Cabinet members and site administration and frequently with key teacher-leaders to monitor progress and gather information regarding technology purchases. Additionally, District technology support staff provide the Program Manager-Technology Services ongoing data on technology replacement, upgrade, maintenance, and technical support needs.

As a goal of this current plan, the Program Manager- Technology Services, the Teacher on Special Assignment- Technology, and a newly formed Technology Integration Plan Committee will work together throughout the year to review goals, set priorities and determine funding needs. The members of this committee will include site administration, teacher and District representatives. The function of TIP Committee Advisory Group will be to filter curricular based applications, including funding priorities and decisions for software and hardware purchases. The Program Manager will then prepare budget documents and recommendations to be presented to the Cabinet and Governing Board for consideration.

7a. Monitoring and Evaluation of Technology's Impact on Student Learning, Curricular Goals, Classroom and School Management

In order to maintain the accuracy and relevance of our Technology Integration Plan, it is essential to monitor and if necessary revise each component of this plan on an ongoing basis. Ongoing collection, tools, and the use of data to inform decision-making are embedded into each goal and objective in our Technology Integration Plan. Strategies for monitoring and evaluation of stated goals and objectives can be located in the "Monitoring and Evaluation" sections following the goals and objectives. Additionally, all data and documentation of Technology Integration Plan monitoring and evaluation activities are collected and can be accessed in the Lemon Grove Technology Center.

The chart on the following page details the schedule for communicating and disseminating progress of the Technology Integration Plan (TIP) implementation. Included are the venues, persons responsible, expected activities, outcomes and frequency of TIP evaluation.

7c. Communication & Dissemination Venues	Responsible Person (s)	Expected Activities/ Outcome	7b: Schedule/ Frequency
TIP Committee Review (includes: all stakeholders defined in section 2)	Program Manager- Technology Services	review all goals, objectives and record progress on TIP documents in all sections of Plan	Biannually
TIP Erate Review (includes: all stakeholders defined in section 2)	Program Manager- Technology Services	review all goals, objectives and record progress for preparation of **annual Erate addendums and review documents**	Annually
TIP Committee Advisory Group Meetings (includes site administration, teacher and District representation)	Program Manager- Technology Services	provide updates, progress and communicate needs to achieve or revise goals and objectives defined in TIP for all sections of Plan	Quarterly
Instructional Leadership & Management Team Meetings (includes: principals, Cabinet, District management)	Superintendent, Director of Curriculum & Instruction, Program Manager- Technology Services, ILT Members	provide updates, progress and communicate needs to achieve or revise goals and objectives defined in TIP for all sections of Plan, including CST and CELDT data	Monthly
Erate Consultation Meetings (includes: Program Manager, consultants from Infinity Communications)	Program Manager- Technology Services, Infinity Communications consultants	review, plan and implement Erate procedures to obtain maximum discounts for both Priority 1 and 2 projects (Sections 5 &6)	as needed, at least quarterly
LGSD Cabinet Meetings (includes: Superintendent, Assist. Superintendent for Business Services, Directors of Curriculum and Instruction, Human Resources and Facilities)	Program Manager-Technology Services, Cabinet members	provide updates, progress and communicate needs to achieve or revise goals and objectives defined in TIP for all sections of Plan	monthly or more if needed
LGSD Governing Board Meetings (includes: Governing Board Members, Cabinet, Directors of Nutrition Services, Student Services, Program Manager-Technology Services, public)	Program Manager-Technology Services, Cabinet members	communicate progress and gain support for implementation, funding and/ or revision of goals outlined in all sections of Plan	biannually or more as requested by Board
LGSD Technology Department/ Team Meeting (includes: Program Manager, TOSA-T, Data Analyst, Technicians, Help Desk personnel)	Program Manager-Technology Services, Technology Team members	communicate progress and update team regarding implementation, usage and upgrade needs	weekly

8. Effective Collaborative Strategies with Adult Literacy Providers

In our attendance area, adult literacy is provided through the Grossmont Adult School Program. We solicited Grossmont Adult School in an attempt to partner together and share resources to provide adult learning opportunities for the families of the Lemon Grove School District. The current agreement between Grossmont and Lemon Grove specifies that Grossmont will provide teachers and instruction and Lemon Grove will provide the physical space for classes. An additional adult learning opportunity is provided through a partnership with the San Diego County Office of Education to provide adult literacy for our adult English Language Learner Population through their online program Plaza Comunitaria.

Recently several campuses have initiated a partnership with the UCSD program, "It Starts with a Dream." The District coordinator is a member of the Technology Integration Plan Committee as well as a lead parent of the DELAC committee. All agencies are in agreement with the goals and objectives of the Plan and will continue to provide their support throughout the planning and implementation.

With our new private cloud environment, The LemonLink Learning network, sharing of resources for purposes of adult literacy and enrichment will become increasingly available to families through any Internet connection.

The Program Manager-Technology Services will continue to extend outreach to the adult literacy providers in an effort to collaborate with and assist them in their integration and expansion of technology into their programs.

9. Effective Research Based Strategies

The Lemon Grove School District's Technology Integration Plan lists clear goals and strategies for integrating technology into the core curriculum to improve student learning. The District's learning objectives are based on the California State Academic Content Standards and measured by CST and CELDT assessment data. The research outlined in this section emphasizes best practices for technology integration into the curriculum, and important factors that contribute to successful staff development.

9a.

The District has been fortunate to collaborate with the Marzano Research Institute and Promethean in our endeavor to build and provide the very best staff development model for implementation of interactive technologies while integrating Marzano's core learning strategies. Dr. Robert Marzano, internationally respected for his research and application of effective teaching strategies, has stated, "I think the advent of this new technology which Promethean does so well…will change the face of teaching in terms of how we interact with students and what we use as content. I think this technology will help add a whole new set of strategies that were never available before."[5] Dr. Marzano's current research indicates that significant improvement in student achievement can occur in a classroom by pairing interactive classroom technologies with proven teaching strategies if the teacher:

1. has high confidence in his or her ability to use the technology.
2. uses the technology between 75% and 85% of the class period.
3. has 10 years or more of experience.
4. has the opportunity to use the equipment for two years or more. [6]

With the implementation of Marzano's research outcomes above it was determined that student achievement would be expected to increase in Lemon Grove if:

1. teachers are given time to learn and integrate teaching strategies, such as scaffolding, chunking, pacing, and preview/review with new classroom technologies.
2. staff development is designed to increase teacher confidence.
3. teachers pair the use of engaging technologies with effective teaching strategies.
4. the classroom focus is on new, interactive technologies and strategies because the teachers have already acquired the basic teaching skills that come with years of experience.

The work of Robert Marzano, in his 2003 study, "What Works in Schools" studied the attributes of highly successful schools. As Lemon Grove applies the four essential tenets found in this work we are able to outline a research-based framework for integration of curricular and technology goals:

1. **A guaranteed and viable curriculum**. Technology is being integrated throughout the curriculum for student communication, collaboration and publishing (NETS-S 2a,b). Technology tools are also being used to promote research and information fluency and facilitate critical thinking, problem solving and decision making. (NETS-S: 3 & 4) Intervention and enrichment programs are presented through a digital format providing expanded opportunities for differentiation. Classroom web sites deliver instructional information and curriculum resources through daily agendas and regular classroom web site updates. The Curriculum Web Framework hosts digital resources linked to pacing guides and adopted materials to provide teachers with easy access to quality online instructional materials. Because instructional information, materials and electronic resources are delivered to students via classroom web sites, classroom technology integration is a daily expectation.
2. **Challenging Goals and Effective Feedback**: As evidenced throughout this Plan the technology, curricular and staff development goals are set at a high level and include a rigorous expectation of achievement. These goals are routinely and systematically reviewed as described in Section 7. All stakeholders have and will continue to be involved in the implementation and revision of the goals described in this Plan.
3. **Parent and Community Feedback:** The Lemon Grove School District prides itself on the strength and passion of its commitment to our families and community. We communicate continuously to our families through our District and individual teacher web sites, all-call system and community events. Over the past several years we have organized and welcomed parent and community feedback through formal surveys, community forums and District and site-based events.

4. **Collegiality and Professionalism:** As the District moves more toward integration of Web 2.0 tools such as wikis, podcasting, blogs, video sharing and RSS feeds connecting staff and providing the means for collaboration between staff will become increasingly easier and more efficient to implement. As evidenced in Section 4, the District is highly committed to the support of professional development and the encouragement of professional growth and innovation for all staff.

In an Apple Classrooms of Tomorrow 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 (Sandholz et al, 1997). Research suggests that when technology is integrated into the larger instructional framework, students will gain both technical expertise and content knowledge (Silverstain et al, 2000). Moreover, using technology within the curricular framework can enhance important skills valued in the workplace, such as locating and accessing information, organizing and displaying data, and creating persuasive arguments (Sandholtz et al, 1997; "Critical Issue," 1999).

The District's focus on integration of technology and curricular goals are supported by *The Learning Return On Our Educational Technology Investment: A Review of Findings from Research,* WestED (Ringstaff and Kelley, June 2002). This extensive report that examined many studies related to educational technology and school reform. Several key factors were identified as crucial elements for successfully using technology:

- Technology is best used as one component in a broad-based reform effort
- Teachers must be adequately trained to use technology
- Teachers may need to change their beliefs about teaching and learning
- Technological resources must be sufficient and accessible
- Effective technology use requires long-term planning and support
- Technology should be integrated into the instructional framework

The professional development goals of this Technology Integration Plan meet many of the standards set forth by the National Staff Development Council (NSDC). Recommendations in the NSDC standards include:

- organization of educators into "learning communities" that have clear goals consistent with school and District goals
- effective leadership to support "continuous instructional improvement"
- application of research to school and classroom strategies and decision making
- support for teacher collaboration
- development of educators' skills at increasing parent involvement

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.

As this Technology Integration Plan is fully implemented, it will bring a focused shift in the way teaching and learning occur both inside and outside the classroom. As we move toward full implementation of the Plan, curricular rigor and extension and opportunities for learning beyond the walls of our schools will become a reality. As we virtualize our network environment access to instructional and extension resources by staff, students and families will be only a click away!

A variety of instructional strategies and technologies will be used to assist teachers and students in acquiring information and technology literacy skills and all content areas. As described in the research, the use of nonlinguistic representations such as graphic organizers are effective tools for supporting understanding of key concepts, and graphic representations are highly effective tools for supporting new concepts and vocabulary. Simulation software allows students to generate and test hypotheses quickly and efficiently. Using presentation software to organize information, coupled with using a printed copy of the presentation to assist in note-taking skills, helps students to better identify key concepts and summarize critical information. Consistent with the research, our curricular and staff development goals include the use of Inspiration and other mind-mapping tools, including the use of simulation software and probe-ware, for science and engineering applications.

Appendix C - Criteria for EETT Technology Plans
(Completed Appendix C is REQUIRED in a technology plan)

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

1. For corresponding EETT Requirements, see the EETT Technology Plan Requirements (Appendix D).
2. 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 a new plan, can include technology plan development in the first year)	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 2008-11.
2. STAKEHOLDERS CRITERION Corresponding EETT Requirement(s): 7 and 11 (Appendix D).	Page in District Plan	Example of Adequately Addressed	Example of 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.	3-6	The planning team consisted of representatives who will implement the plan. If a variety of stakeholders did not assist with the development of the plan, a description of why they were not involved is included.	Little evidence is included that shows that the district actively sought participation from a variety of stakeholders.
3. CURRICULUM COMPONENT CRITERIA Corresponding EETT Requirement(s): 1, 2, 3, 8, 10, and 12 (Appendix D).	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
a. Description of teachers' and students' current access to technology tools both during the school day and outside of school hours.	6-10	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.	12-14	The plan describes the typical frequency and type of use (technology skills/information and literacy integrated into the curriculum).	The plan cites district policy regarding use of technology, but provides no information about its actual use.

c. Summary of the district's curricular goals that are supported by this tech plan.	14-15	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.	16	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.	18	The plan delineates clear goals, measurable objectives, annual benchmarks, and an implementation plan detailing how and when students will acquire technology skills and information literacy skills.	The plan suggests how students will acquire technology skills, but is not specific enough to determine what action needs to be taken to accomplish the goals.

f. List of goals and an implementation plan that describe how the district will address the appropriate and ethical use of information technology in the classroom so that students and teachers can distinguish lawful from unlawful uses of copyrighted works, including the following topics: the concept and purpose of both copyright and fair use; distinguishing lawful from unlawful downloading and peer-to-peer file sharing; and avoiding plagiarism	23	The plan describes or delineates clear goals outlining how students and teachers will learn about the concept, purpose, and significance of the ethical use of information technology including copyright, fair use, plagiarism and the implications of illegal file sharing and/or downloading.	The plan suggests that students and teachers will be educated in the ethical use of the Internet, but is not specific enough to determine what actions will be taken to accomplish the goals.
g. List of goals and an implementation plan that describe how the district will address Internet safety, including how students and teachers will be trained to protect online privacy and avoid online predators.	25	The plan describes or delineates clear goals outlining how students and teachers will be educated about Internet safety.	The plan suggests Internet safety education but is not specific enough to determine what actions will be taken to accomplish the goals of educating students and teachers about internet safety.
h. Description of or goals about the district policy or practices that ensure equitable technology access for all students.	28	The plan describes the policy or delineates clear goals and measurable objectives about the policy or practices that ensure equitable technology access for all students. The policy or practices clearly support accomplishing the plan's goals.	The plan does not describe policies or goals that result in equitable technology access for all students. Suggests how technology will be used, but is not specific enough to know what action needs to be taken to accomplish the goals.

i. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan to use technology to make student record keeping and assessment more efficient and supportive of teachers' efforts to meet individual student academic needs.	30	The plan delineates clear goals, measurable objectives, annual benchmarks, and an implementation plan for using technology to support the district's student record-keeping and assessment efforts.	The plan suggests how technology will be used, but is not specific enough to know what action needs to be taken to accomplish the goals.
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.	32	The plan delineates clear goals, measurable objectives, annual benchmarks, and an implementation plan for using technology to improve two-way communication between home and school.	The plan suggests how technology will be used, but is not specific enough to know what action needs to be taken to accomplish the goals.
k. Describe the process that will be used to monitor the Curricular Component (Section 3d-3j) goals, objectives, benchmarks, and planned implementation activities including roles and responsibilities.	34	The monitoring process, roles, and responsibilities are described in sufficient detail.	The monitoring process either is absent, or lacks detail regarding procedures, roles, and responsibilities.
4. PROFESSIONAL DEVELOPMENT COMPONENT CRITERIA Corresponding EETT Requirement(s): 5 and 12 (Appendix D).	**Page in District Plan**	**Example of Adequately Addressed**	**Example of Not Adequately Addressed**

a. Summary of the teachers' and administrators' current technology proficiency and integration skills and needs for professional development.	34-38	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 Commission on Teacher Credentialing (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 your district needs assessment data (4a) and the Curriculum Component objectives (Sections 3d - 3j) of the plan.	39-54	The plan delineates clear goals, measurable objectives, annual benchmarks, and an implementation plan for providing teachers and administrators with sustained, ongoing professional development necessary to reach the Curriculum Component objectives (sections 3d - 3j) of the plan.	The plan speaks only generally of professional development and is not specific enough to ensure that teachers and administrators will have the necessary training to implement the Curriculum Component.
c. Describe the process that will be used to monitor the Professional Development (Section 4b) goals, objectives, benchmarks, and planned implementation activities including roles and responsibilities.	55	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.	56	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.	57-61	The plan provides a clear summary and list of the technology hardware, electronic learning resources, networking and telecommunications infrastructure, physical plant modifications, and technical support the district will need to support the implementation of the district's Curriculum and Professional Development components.	The plan includes a description or list of hardware, infrastructure, and other technology necessary to implement the plan, but there doesn't seem to be any real relationship between the activities in the Curriculum and Professional Development Components and the listed equipment. Future technical support needs have not been addressed or do not relate to the needs of the Curriculum and Professional Development Components.
c. List of clear annual benchmarks and a timeline for obtaining the hardware, infrastructure, learning resources and technical support required to support the other plan components identified in Section 5b.	62-64	The annual benchmarks and timeline are specific and realistic. Teachers and administrators implementing the plan can easily discern what needs to be acquired or repurposed, by whom, and when.	The annual benchmarks and timeline are either absent or so vague that it would be difficult to determine what needs to be acquired or repurposed, by whom, and when.
d. Describe the process that will be used to monitor Section 5b & the annual benchmarks and timeline of activities including roles and responsibilities.	65	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.	66	The plan clearly describes resources that are available or could be obtained to implement the plan.	Resources to implement the plan are not clearly identified or are so general as to be useless.
b. Estimate annual implementation costs for the term of the plan.	67-69	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.	70	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.	70	The monitoring process, roles, and responsibilities are described in sufficient detail.	The monitoring process either is absent, or lacks detail regarding who is responsible and what is expected.
7. MONITORING AND EVALUATION COMPONENT CRITERIA Corresponding EETT Requirement(s): 11 (Appendix D).	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed

a. Describe the process for evaluating the plan's overall progress and impact on teaching and learning.	72 (chart)	The plan describes the process for evaluation using the goals and benchmarks of each component as the indicators of success.	No provision for an evaluation is included in the plan. How success is determined is not defined. The evaluation is defined, but the process to conduct the evaluation is missing.
b. Schedule for evaluating the effect of plan implementation.	72 (chart)	Evaluation timeline is specific and realistic.	The evaluation timeline is not included or indicates an expectation of unrealistic results that does not support the continued implementation of the plan.
c. Describe the process and frequency of communicating evaluation results to tech plan stakeholders.	72 (chart)	The plan describes the process and frequency of communicating evaluation results to tech plan stakeholders.	The plan does not provide a process for using the monitoring and evaluation results to improve the plan and/or disseminate the findings.
8. EFFECTIVE COLLABORATIVE STRATEGIES WITH ADULT LITERACY PROVIDERS TO MAXIMIZE THE USE OF TECHNOLOGY CRITERION Corresponding EETT Requirement(s): 11 (Appendix D).	**Page in District Plan**	**Example of Adequately Addressed**	**Example of Not Adequately Addressed**

If the district has identified adult literacy providers, describe how the program will be developed in collaboration with them. (If no adult literacy providers are indicated, describe the process used to identify adult literacy providers or potential future outreach efforts.)	73	The plan explains how the program will be developed in collaboration with adult literacy providers. Planning included or will include consideration of collaborative strategies and other funding resources to maximize the use of technology. If no adult literacy providers are indicated, the plan describes the process used to identify adult literacy providers or potential future outreach efforts.	There is no evidence that the plan has been, or will be developed in collaboration with adult literacy service providers, to maximize the use of technology.
9. EFFECTIVE, RESEARCHED-BASED METHODS, STRATEGIES, AND CRITERIA Corresponding EETT Requirement(s): 4 and 9 (Appendix D).	**Page in District Plan**	**Example of Adequately Addressed**	**Example of Not Adequately Addressed**
a. Summarize the relevant research and describe how it supports the plan's curricular and professional development goals.	73-75	The plan describes the relevant research behind the plan's design for strategies and/or methods selected.	The description of the research behind the plan's design for strategies and/or methods selected is unclear or missing.
b. Describe the district's plans to use technology to extend or supplement the district's curriculum with rigorous academic courses and curricula, including distance-learning technologies.	75-76	The plan describes the process the district will use to extend or supplement the district's curriculum with rigorous academic courses and curricula, including distance-learning opportunities (particularly in areas that would not otherwise have access to such courses or curricula due to geographical distances or insufficient resources).	There is no plan to use technology to extend or supplement the district's curriculum offerings.