

ENHANCING EDUCATION THROUGH TECHNOLOGY
BORREGO SPRINGS UNIFIED SCHOOL DISTRICT
TECHNOLOGY PLAN
2010 – 2015

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BORREGO SPRINGS UNIFIED SCHOOL DISTRICT OVERVIEW:

The Borrego Springs Unified School District (BSUSD), located in the desert region northeast of San Diego, serves nearly 500 students in grades K-12 at four schools. District structure includes the Superintendent, one principal for the middle/high school and Palm Canyon School, a lead teacher at the high school, one principal for the elementary school and a Technology Director. Technology is an integral part of the district's overall mission statement, which at its core commits the staff to *educating, enriching, and challenging every child*. Our overall goal, therefore, is to reach a point where administrative and instructional activities automatically and seamlessly include computerized technologies, not as an end, rather as a means to meeting this mission.

Student Enrollment

Student enrollment of Borrego Springs Unified School District is currently 493 . Ethnic rates have remained stable with approximately 73% of Hispanic background, 23 % White (not Hispanic), 2 % Asian, 1% American Indian, 1% African American and 1% Pacific-Islander. Approximately 85% of the students participate in the District's free and reduced lunch program

Student Achievement

Detailed information and data on student performance (including data on the School Academic Performance Index, State norm referenced tests, California Standards Test, the California English Language Development Test, California Alternative Performance Assessment, and local measures) are summarized in the District Accountability Report Card. In addition to the State academic assessment, a number of local high-quality student academic assessments are used to:

- Determine the success of students in meeting the State student academic achievement standards and provide information to teachers, parents, and students on the progress being made toward meeting student academic achievement standards;
- Assist in diagnosis, teaching, and learning in the classroom in ways that best enable low-achieving students to meet State student achievement academic standards and do well in the local curriculum;
- Determine what revisions are needed to project under this part so that such children meet the State student academic achievement standards; and
- Identify effectively students who may be at risk for reading failure or who are having difficulty reading, through the use of screening, diagnostic, and classroom-based instructional reading assessments

District Assessments

All students in grades Kindergarten through Twelfth grade at the Borrego Springs Unified School District are assessed utilizing a variety of local assessment tools. In English-Language Arts, these include informal inventories, writing prompts, spelling tests, and other measures as outlined in the District course of study. The District utilizes standards based assessments in mathematics through the Scott Foresman textbook adoption, which is aligned with the State standards.

In addition, BSUSD initiated Measures of Academic Progress (MAP) testing in 2006 to allow teachers to design instructional groupings based on RIT scores and Identify learning readiness and opportunities for growth. SuccessMaker, a Pearson Digital learning software is used as a tutorial to strengthen students skill sets to meet the goals defined by the MAP test results.

Classroom Evaluation

Teachers evaluate student performance towards specific content standards in a regular and on-going basis based upon performance in the classroom. All teacher data on student performance is maintained on a District database for ease of access. English-Language Arts and ELD data is further recorded in a cumulative language arts portfolio. Student performance in key standards are reported to parents through the district's standards-based report card

The data from these resources, as well as surveys and public input are gathered and reviewed to determine strengths and needs. Local strengths and needs are identified from current district-level data analysis in strategic planning teams, educational summit and frequent teacher grade level planning meetings. Specific descriptions are written of how program goals will be implemented to improve student academic achievement.

Progress During 2005-2010

BSUSD purchased license for SuccessMaker a Pearson Digital learning software to provide students a tutorial in the areas of Math and Reading. NWEA MAP (Measures of Academic Progress) testing began in the fall of 2006 as an assessment tool. In the fall of 2007 BSUSD implemented a Universal Learning Environment to provide access anywhere for students and faculty. With terminal servers and thin client devices, BSUSD IT department is able to extend the life of legacy computers that would otherwise be retired due to the inability to upgrade the OS and increase RAM.

BSUSD has increased its LAN/WAN connectivity from dual T-1 connections to a fiber optic connection from the MDF to the Elementary campus. The data connection to the Palm Canyon School from the MDF was also upgraded from dial-up to a T-1. The core switch at the MDF was replaced with new Cisco 4507 switches at the Elementary campus were replaced in 2009.

Computer labs have been upgraded to comply with Advanced Placement student programs. District staff and faculty computers have been upgraded to HP 7100 small form factor with XP SP3 operating system for greater security and support. Student computers at the middle, high and elementary school are 100% XP. Classroom student computers are 100% XP SP3 and all classrooms at the elementary school have 4 student computers using a host machine and three netcomputing X300 units. This has increased the computer count in each room by one and reduced energy consumption by 75% in each classroom. The computer lab at the elementary has 30 thin client units. All classrooms district wide have an LCD projector attached to the teacher computer for use as visual aides in class instruction.

The video conferencing capabilities used on a regular basis both in designated classrooms and in the library. Faculty access streaming videos set to standards through the use of web based programs for student viewing and testing.

Five new servers have been purchased to support the thin client applications and a media server added to store video and other student /faculty created media. Software applications are presented to the desktop through either thin client machines or standard cpus using the ClassLink Launchpad.

Student Intern program is in place that provides not only a learning opportunity for students seeking a career in Information Technology, but also to act as an extra level of support for staff, faculty and students IT needs. Learnkey Career Pathways software was purchased for students to obtain certification applicable to college credits or job training.

Increased speed of connectivity has opened the door for video conferencing and distance opportunities for faculty professional development. Faculty members in most cases need not take the time to drive to centers for training workshops, but can participate via web cast of live video calls that are fully interactive and support data sharing.

Through the use of tools provided by CTAP, faculty can create curriculum that infuses technology set to standards by web based programs and resources. In-house workshops and tutorials are created using Power Point and Microsoft Producer a video presenting tool. Faculties use web attendance to record and track student's attendance. Faculty uses in-house exchange server email as a means of information and data sharing. Regular tech committee meetings review and evaluate faculty technology needs and recommend programs to meet the growing need for training. Faculty members complete the ED TECH PROFILE surveys each year and participate in a workshop retreat held in August to discuss and plan for the coming school year.

1. PLAN DURATION

This five-year plan from July 1, 2010 to June 30, 2015 is designed to be a living document that will guide the continued integration of technology into every facet of the District program. We are aware that no plan can survive without modification for five years, particularly in light of the State's recent swings in funding. We do feel that it is important to have a vision of where we want to be in five years and a good map of how to get there. We are prepared to deal with the detours, delays and even dead ends over the course of the trip. The plan has timelines for all five years.

2. STAKEHOLDERS

The task of drafting this plan was given to the District Technology Committee working under direction of the Superintendent and the Technology Director. A local consultant, who was recommended by personnel from CTAP Region 9, assisted the committee in writing this plan. As a work in progress, this plan has been shared with District staff and stakeholders at a variety of meetings. The District advisory committee that is made up of parents and community members has reviewed this plan. The plan is scheduled to be brought for approval by the Board of Education and to be posted on the District web site following official approval by the State. During implementation, stakeholders will be informed of progress and will assist in program modification and dissemination of best practices and next best steps.

Stakeholders

Superintendent Dr. Carmen Garcia

Technology Director Chuck King

Administrators

- Middle/High school principal Doug Ferber
- Elementary school principal Martha Deichler

Teachers

- Lead teacher, High school Randy Peyakov
- Elementary teacher representative Sherrilynn Polanco

Parents/community

- District Advisory Committee

Board of Education

3. CURRICULUM COMPONENT

3a. Teachers and Students' Current Technology Access

The term "technology" refers to computer hardware, software, printers, video camera equipment, television, videocassette recorders, laser disc players, access to class content through e-learning utilizing interactive voice and video conferencing over the Internet. All of these are to be used as part of the on-going curriculum, not just for the sake of 'using technology'.

In the Borrego Springs Unified School District technology is one component in many areas of the curriculum. The school has a Local Area Network (LAN) and Internet connectivity with a DS-3 line to the district office , high school and middle school campuses. The elementary school is connected to the district office via fiber-optic connection. The district installed a T-1 connection from the district office to the Palm Canyon School. Students are instructed in the use of computers, Internet, and productivity tools (Microsoft Office) at various levels based on the technical expertise and age of students. Computer sessions in technology labs are usually coordinated with lesson plans of classroom teachers and activities are integrated into the overall curriculum.

Student Access:

In 2007 the district contracted with ClassLink to provide all students with "access anywhere". Students can login to the account from, school, home, or any location where an Internet connection is available. Each school currently has a computer lab that provides scheduled access to computing resources throughout the school day. All classrooms have computer access available to students and teachers. One of the goals of the technology plan is to achieve a computer to student ratio in the classrooms of one computer for every two students. Currently, classrooms for grades K-5 have a 1 to 6 ratio and grades 6-12 maintain a 1 to 10 ratio. Teachers have access to on-line lesson plans and collaborate with their peers to integrate technology into the curriculum. On line grading systems was put in place in the fall of 2009.

Before and after school

If funding becomes available we will open the computer labs for 30 minutes before school and 60 minutes after school on Tuesday, Wednesday and Thursdays

Current learning opportunities for special-needs students are provided through the use of technology as a tool to provide early intervention, in Kindergarten through Second grade, to individualize instruction and motivate students. All students grades K-12 are provided with access to technology. Adaptive and assistive technology tools are provided as appropriate for the grade levels served. The use of computer-based instruction that can adapt to an individual user's learning pace, regardless of primary language or pre-literacy exposure, improves literacy among emerging readers. The Accelerated Reader program is a three-level curriculum which integrates classroom-based assessments, instructional activities, and aligned materials for systematic instruction in the five reading essentials as defined by the National Reading Panel Report: phonemic awareness, phonics, vocabulary, fluency, and comprehension

Full inclusion children with motor handicaps (physical or developmental disabilities) have access to a host of adaptive technology tools to ensure their full access to the core curriculum. English Language Learners need to hear spoken language more frequently and this need is partially met with software tied to their learning plans. The Edmark Reading program is used as a computer based intervention program to meet this target population. Teachers are trained on the diversification of technology through a variety of tools, including technology to better meet the needs of special needs students.

3b. Current Use of Hardware and Software to Support Teaching and Learning

Teachers and administrators use computerized assessment programs currently provided by the San Diego County Office of Education through the California Department of Education, which provides a web-based assessment platform. SDCOE/CDE helps Districts, administrators, teachers and parents track student performance on state standards through three kinds of tests: state exams, District benchmarks, and in-class teacher tests. SDCOE/CDE's testing and reporting solution gives the District information needed to help improve instruction and student performance. In addition, Measures of Academic Progress (MAP) testing allows teachers to design instructional groupings based on RIT scores and identify learning readiness and opportunities for growth. SuccessMaker, a Pearson Digital learning software is used as a tutorial to strengthen students' skill sets to meet the goals defined by the MAP test results.

Students at the elementary and middle school levels use Accelerated Reader and STAR Reader software, by Renaissance Learning, programs that bring focus to attention on careful reading of books, improve students' critical-thinking skills and build an intrinsic motivation to read. Students select books from the schools library labeled to their current reading level (or above) on a daily or weekly basis and then test on STAR and Accelerated Reader. Students at the elementary school are encouraged by teachers to set goals for their accumulated points and receive recognition at the monthly awards ceremony. The software provides the teacher with reliable, objective information with quantitative data on students' reading practice, literacy skills development, performance on classroom assignments, and more. The software helps keep each student challenged by continually matching students to appropriate books within their zone of proximal development to ensure every student is challenged without being frustrated.

At the middle school level students use Microsoft Word as well as support sites on the Internet as tools to reinforce the rules of grammar, punctuation, and usage, and to address the most common writing errors identified by educators. The use of these tools strengthens student improvement through immediate, individualized, constructive feedback.

3c. District curricular goals in comprehensive planning documents that support this technology plan

District curricular goals are aligned with the California State Standards in all subject areas and at all grade levels K-12 in order to improve student achievement in English-Language Arts, mathematics, history, science, and the arts. The District's goals are aligned with the federal "No Child Left Behind" legislation, adopted by the Governing Board, and incorporated into the Local Educational Agency Plan (LEAP) and site level plans.

Borrego Springs Unified School District Goals for Improving Student Achievement Goals are:

- GOAL #1 HIGH ACADEMIC STANDARDS: All students will reach high academic standards, at a minimum attaining proficiency or better in reading, writing, mathematics, history, and science by 2013-2014.
- GOAL #2 ENGLISH LANGUAGE LEARNERS: All limited-English proficient students will become proficient and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
- GOAL #3 LEARNING ENVIRONMENT: All students will be educated in learning environments that are safe, drug free, and conducive to learning.
- GOAL #4 HIGH SCHOOL: All students will graduate from high school

GOAL #5 LOCAL SERVICES: All District programs and services will focus on student learning and implementation of California’s standards-based program.

Each of the District goals have specific program indicators establishing the goals for the District and sites each year and over the course of time. The District’s master plan, or Local Educational Agency Plan (LEAP), is titled “Educational Summit-Strategic Plan”. This plan is comprehensive, using planning documents that bind all other district plans into a comprehensive vision of what the district expects to accomplish over the course of time. The school itself also adopts an integrated plan to address site-specific needs. The School Site Council annually updates its Single Site Plan to address identified needs related to each of the District goals.

3d Goals and objectives for improving teaching and learning.

The district and site master plans call for addressing needs in mathematics, reading-language/arts, science, history and visual and performing arts during the five-year duration of this plan. **The curriculum goal for each year focuses on a different curriculum area. This allows the staff to focus efforts across the grades, including staff development and improved student learning. It is expected that the effect of this repetition of activities will have a cumulative effect over the five-year life of the plan in teaching and learning for both students and staff.** The overall vision is for the teaching staff to take a more active role in the process of integrating technology into the curriculum in order to provide compelling ways for all students to meet State Academic Standards.

- 2010/11 Mathematics
- 2011/12 Reading/Language Arts/English-Language Development
- 2012/13 Science
- 2013/14 History-Social Studies
- 2014/15 Visual & Performing Arts

MATHEMATICS: Students currently do not use technology in mathematics to any significant level.

Goal for Year #1: Integrate technology into day to day teaching and learning of the Mathematics content standards for California public schools in grades K-12
Objective 1: By June, 2015, 80 % of students grades K-12 will use technology and appropriate grade level software to build mathematic skills and enhance their understanding of Mathematic standards.
<p>Benchmarks</p> <p>Year 1: 30 % of students grades K-12 will use technology and appropriate grade level software to build mathematic skills and enhance their understanding of Mathematic standards.</p> <p>Year 3: 35 % of students grades K-12 will use technology and appropriate grade level software to build mathematic skills and enhance their understanding of Mathematic standards.</p> <p>Year 4: 60 % of students grades K-12 will use technology and appropriate grade level software to build mathematic skills and enhance their understanding of Mathematic standards.</p> <p>Year 5: By June, 2015, 80 % of students grades K-12 will use technology and appropriate grade level software to build mathematic skills and enhance their understanding of Mathematic standards.</p>

Action Steps Mathematics	Action Steps are prioritized based on available time and funding		
Years 1-5 Year 3, 4, 5: Year 4, 5: Year 5:	<ul style="list-style-type: none"> • Students grades K through 12 will use grade level appropriate software to build mathematics skills and enhance their understanding of mathematics standards. • Students will use the Internet for research • Students will use graphic organizing & presentation Software to brainstorm and organize their work. • Students will use educational software that supports analytical thinking. • Students will use multi-media such as scanners, digital still and video cameras to enhance their presentation skills. 		
<p>The following sequence will be implemented year 1 and repeated in years 3 – 5</p> <p>Implementation Plan /Timeline</p> <ul style="list-style-type: none"> ➤ Identify mathematics software and Internet resources to be used beginning July, 2010, ongoing years 1, 3, 4 and 5. ➤ Purchase needed software beginning August , 2010, continue through years 1, 3, 4 and 5. ➤ Identify and schedule needed professional development August years 1, 3, 4, and 5. ➤ Develop access plan to ensure the availability of technology to support objectives in accordance with priority of tasks by November, 2010, ongoing through years 1, 3, 4, and 5. ➤ Identify or develop appropriate age/grade level activities to ensure accomplishment of objectives Ongoing, years 1, 3, 4 and 5. ➤ Utilize technology in classroom instruction daily to facilitate students’ successful completion of activities and mastery of objectives. Ongoing years 1, -5 ➤ Assess use of technology in classroom instruction in Mathematics. Quarterly, years 1, 3, 4 and 5 ➤ Conduct quarterly Reflection Sessions to identify and disseminate best practices and areas for next best steps. Quarterly, years 1, 3, 4 and 5 ➤ Assess need for additional professional development, hardware or software Quarterly years 1, 3, 4 and 5. 			
Evaluation Instrument(s):	Schedule for Evaluation	Program Analysis and Modification Process	Data To Be Collected & Position(s) Responsible
Teacher Reflection and site Principal observation Lesson plans Samples of student work Test scores	Quarterly	Teachers and site Principal will analyze progress and make changes with stakeholders’ assistance	Teachers and site Principal will review CST scores and professional development schedule and disseminate best practices and next best steps to stakeholders.

READING/LANGUAGE ARTS: - Students are currently using Microsoft Word and PowerPoint as tools for teaching the writing process according to their grade level abilities. Projects are often generated in a classroom setting with the assistance of the classroom teacher.

<p>Goal for Year #2: Integrate technology into day to day teaching and learning of the English-Language Arts content standards for California public schools in grades K-12</p>	
<p>Objective 2: By June, 2015, 75 % of Students grades K-12 will use technology and appropriate grade level software to build literacy skills and enhance their understanding of English/language Arts Content standards</p>	
<p>Benchmarks: Year 2: 25 % of Students grades K-12 will use technology and appropriate grade level software to build to build literacy skills and enhance their understanding of English/language Arts Content standards Year 3: 35 % of Students grades K-12 will use technology and appropriate grade level software to build literacy skills and enhance their understanding of English/language Arts Content standards Year 4: 50 % of Students grades K-12 will use technology and appropriate grade level software to build literacy skills and enhance their understanding of English/language Arts Content standards Year 5: By June, 2015, 75 % of Students grades K-12 will use technology and appropriate grade level software to build literacy skills and enhance their understanding of English/language Arts Content standards</p>	
<p>Action Steps Reading/Language Arts</p> <ul style="list-style-type: none"> ➤ Years 2-5 ➤ Year 3 ➤ Year 4 ➤ Year 5 	<p>Action Steps are prioritized based on available time and funding</p> <ul style="list-style-type: none"> ➤ Students will use the Internet for research and to enhance their literacy skills. ➤ Students will use graphic organizing & presentation software to brainstorm and organize their work. ➤ Students will use educational software that supports analytical thinking. ➤ Students will use multi-media such as scanners, digital still and video cameras to enhance their writing and presentation skills.

Implementation Plan/Timeline Reading/language Arts			
<ul style="list-style-type: none"> ➤ Identify Reading/Language Arts software and Internet resources to be used beginning July 2011 and continue as needed. ➤ Purchase needed software throughout each year as identified. ➤ Identify and schedule appropriate professional development based on technology survey and staff needs each year. ➤ Develop access plan to ensure the availability of technology to support objectives in accordance with priority of tasks by November, 2011, ongoing through years 2- 5. ➤ Identify or develop appropriate age/grade level activities to ensure accomplishment of objectives. Ongoing years 2-5 ➤ Utilize technology in the classroom to facilitate students’ successful completion of activities and mastery of objectives beginning October, 2011 ongoing years 2-5. ➤ Conduct quarterly Reflection Sessions to identify and disseminate best practices and areas for next best steps. ➤ Assess need for additional professional development, hardware or software for staff and student use .Quarterly, years 2-5 			
Evaluation Instrument(s):	Schedule for Evaluation	Program Analysis and Modification Process	Data To Be Collected & Position(s) Responsible
Teacher Reflection and site Principal observation lesson plans, student projects, test results	Quarterly	Teachers and site Principal will analyze progress, disseminate best practices and next best steps, and modify with stakeholders’ assistance.	Teachers and site Principal CST, STAR, Accelerated Reader scores, lesson plans

SCIENCE: Students currently use word processing and research in Science.

Goal for Year #3 Integrate technology into day to day teaching and learning of the Science content standards for California public schools in grades K-12
Objective 3: By June, 2015, 65 % of Students grades K-12 will use technology and appropriate grade level software to enhance their understanding of Science Content standards
<p>Benchmarks:</p> <p>Year 3: By November, 2013, teachers will begin integrating technology into classroom instruction in Science.</p> <p>Year 3: By June, 2013 25% of students will achieve the stated objective.</p> <p>Year 4: By June 2014 45% of students will achieve the stated objective.</p> <p>Year 5: By June 2015, 65% of students of students grades K-12 will use technology and appropriate grade level software to build literacy skills and enhance their understanding of English/language Arts Content standards.</p>

Action Steps: Science Years 3-5 Year 4 -5 Year 4-5 Year 5	Action Steps are prioritized based on available time and funding <ul style="list-style-type: none"> ➤ Students will use the Internet for research and to enhance their understanding of Science standards ➤ Students will use graphic organizing & presentation software to brainstorm and organize their work ➤ Students will use educational software that supports analytical thinking ➤ Students will use multi-media such as scanners, digital still and video cameras to enhance their presentation skills 		
Implementation Plan /Timeline <ul style="list-style-type: none"> ➤ Identify Science software and Internet resources to be used beginning July, 2012, continue as needed years 3-5. ➤ Purchase needed software throughout each year as identified beginning July, 2012, ongoing years 3-5 ➤ Identify and schedule professional development based on technology survey and staff needs each year. ➤ Develop access plan to ensure the availability of technology to support objectives in accordance with priority of tasks by November, 2012, Ongoing years 3-5 ➤ Identify or develop appropriate age/grade level activities to ensure accomplishment of objectives. Ongoing years 3-5 ➤ Utilize technology in the classroom to facilitate students' successful completion of activities and mastery of objectives Beginning October 2012, ongoing years 3-5 ➤ Conduct quarterly Reflection Sessions to identify and disseminate best practices and areas for next best steps. Quarterly years 3-5 ➤ Assess need for additional professional development, hardware or software related to teaching/learning in Science. August each year. 			
Evaluation Instrument(s):	Schedule for Evaluation	Program Analysis and Modification Process	Data To Be Collected & Position(s) Responsible
Teacher Reflection and site Principal observation lesson plans, science projects	Quarterly	Teachers and site Principal will analyze progress, disseminate best practices and next best steps, and modify with stakeholders' assistance.	Teachers and site Principal Completed science projects lesson plans software identified and purchased

HISTORY- SOCIAL SCIENCE: Students currently use word processing and web research in history/social science.

Goal for Year #4: Integrate technology into day to day teaching and learning of the History-Social Science content standards for California public schools in grades K-12
Objective 1: By June, 2015, 60 % of students grades K-12 will use technology and appropriate grade level software to build skills and enhance their understanding of History-Social Science content standards.
Benchmarks Year 4: 30 % of students grades K-12 will use technology and appropriate grade level software to build skills and enhance their understanding of History-Social Science content standards. Year 5: By June, 2015, 60 % of Students grades K-12 will use technology and appropriate grade level software to build History-Social Science skills and enhance their understanding of History-Social Science standards.

Action Step: Science Year 4 -5 Year 4-5 Year 4-5 Year 5	Action Steps are prioritized based on available time and funding <ul style="list-style-type: none"> ➤ Students will use the Internet for research and to enhance their understanding of History/Social Science standards. ➤ Students will use graphic organizing & presentation software to brainstorm and organize their work. ➤ Students will use educational software that supports analytical thinking. ➤ Students will use multi-media such as scanners, digital still and video cameras to enhance their presentation skills. 		
Implementation Plan /Timeline <ul style="list-style-type: none"> ➤ Identify History/Social Science software and Internet resources to be used beginning July, 2013 and continue as needed. ➤ Purchase needed software throughout each year as identified. ➤ Identify and schedule appropriate professional development based on technology survey and staff needs. August, years 4, 5. ➤ Develop access plan to ensure the availability of technology to support objectives in accordance with priority of tasks by November, 2013 ➤ Identify or develop appropriate age/grade level activities to ensure accomplishment of objectives beginning September, 2113. Ongoing years 4, 5. ➤ Utilize technology in the classroom to facilitate students' successful completion of activities and mastery of objectives beginning October, 2113. Ongoing years 4, 5 ➤ Conduct quarterly Reflection Sessions to identify and disseminate best practices and areas for next best steps. ➤ Assess need for additional professional development, hardware or software to support integrating technology into the curriculum. Ongoing 			
Evaluation Instrument(s):	Schedule for Evaluation	Program Analysis and Modification Process	Data To Be Collected & Position(s) Responsible
Teacher Reflection and site Principal observation lesson plans, student projects	Quarterly	Teachers and site Principal will analyze progress, disseminate best practices and next best steps, and modify with stakeholders' assistance.	Teachers and site Principal lesson plans student projects

VISUAL AND PERFORMING ARTS: Students currently do not use technology in the Visual and Performing Arts

Goal for Year #5: Integrate technology into day to day teaching and learning of the Visual & Performing Arts content standards for California public schools in grades K-12			
By June, 2015, 50 % of students grades K-12 will use technology and appropriate grade level software to build performance skills and enhance their understanding of the Visual and Performing Arts content standards.			
Benchmarks: Visual and Performing Arts Year five: By November 2015, teachers will begin integrating technology into classroom instruction in the Visual and Performing Arts. Year five: By January 2015, 30% of students grades K-12 will use appropriate grade level software in the Visual and Performing arts Year five: By June 2015, 50 % of students grades K-12 will use technology and appropriate grade level software to build performance skills and enhance their understanding of the Visual and Performing Arts content standards.			
Action Steps Year 5:	Action Steps are prioritized based on available time and funding ➤ Students will use the Internet for research and to enhance their understanding of arts standards ➤ Students will use graphic organizing & presentation software to brainstorm and organize their work ➤ Students will use multi-media such as scanners, digital still and video cameras to enhance their presentation skills.		
Implementation Plan / Timeline ➤ Identify Visual and Performing Arts software and Internet resources to be used beginning July 2014 and continue as needed. ➤ Purchase needed software throughout the year as identified beginning July, 2014 ➤ Identify and schedule professional development for identified software and Internet resources. August, 2014 ➤ Develop and utilize access plan to ensure the availability of technology to support objectives in accordance with priority of tasks by September, 2014 ➤ Identify or develop appropriate age/grade level activities to ensure accomplishment of objectives. Ongoing 2014 ➤ Utilize technology in the classroom to facilitate students' successful completion of activities and mastery of objectives November through June, year 5. ➤ Conduct quarterly Reflection Sessions to identify and disseminate best practices and areas for next best steps. ➤ Assess need for additional professional development, hardware or software related to teaching/learning in Visual and Performing Arts.			
Evaluation Instrument(s):	Schedule for Evaluation	Program Analysis and Modification Process	Data To Be Collected & Position(s) Responsible
Teacher Reflection and site Principal observation lesson plans, student projects	Quarterly	Teachers and site Principal will analyze progress, disseminate best practices and next best steps, and modify with stakeholders' assistance.	Teachers and site Principal lesson plans student projects

ELL: Approximately 73% of BSUSD students are Hispanic. ELL students are provided with ELL instruction and technology to build content standards skills.

Goal #3: Technology will support ELL students with appropriate grade level software to improve basic literacy and mathematics skills and build proficiency in English.

Objective 1: By June, 2115, 60% of English Language Learners will be provided with appropriate instruction and age/grade level software to improve basic literacy and mathematics skills and build proficiency in English.

Benchmarks
 Year 1: By January, 2011 all currently enrolled ELL students will be identified
 Year 1 : By June, 2011, appropriate age/grade level materials will be purchased and the program implemented
 Year 2: By, June 2012 all teachers grades K-12 will implement appropriate age/grade level technology in the classroom.
 Year 3: By June 2013 35 % of students will achieve use technology to improve skills in basic literacy, mathematics and proficiency in English.
 Year 4: By June 2014 50% of ELL students will use technology to improve skills in basic literacy, mathematics and proficiency in English.
 Year 5: By June 2015 60% of ELL students will use technology to improve skills in basic literacy, mathematics and proficiency in English

Action Step	Action Steps are prioritized based on available time and funding
Year 1-5	➤ Identify ELL students grades K-12
Year 1-5	➤ Identify and purchase needed hardware and software to implement program.
Year 1-5	➤ Integrate technology into the teaching/learning process
Year 1-5	➤ Provide appropriate instruction using technologies to build ELL skills
Year 1-5	➤ Implement professional development to support student objectives.

Implementation Plan /Timeline

- Identify ELL students and assess individual needs beginning October, 2010.
- Identify ELL software and Internet resources to be used beginning October, 2010 and continue years 2-5.
- Purchase needed software beginning November and continue throughout each year as identified.
- Develop access plan to ensure the availability of technology to support objectives in accordance with priority of tasks by November, 2010. Ongoing years 1-5
- Identify or develop appropriate age/grade level activities to ensure accomplishment of objectives beginning October, 2010. Ongoing years 1-5
- Utilize technology in the classroom to facilitate ELL students’ successful completion of activities and mastery of objectives beginning October, 2010. Ongoing years 1-5
- Assess need for additional hardware, software and professional development to support ELL students. Ongoing
- Identify and schedule appropriate professional development based on student and staff needs each year. August
- Conduct quarterly Reflection Sessions to identify and disseminate best practices and areas for next best steps.

Evaluation Instrument(s):	Schedule for Evaluation	Program Analysis and Modification Process	Data To Be Collected & Position(s) Responsible
Teacher Reflection and site Principal observation, ELL student fluency in English, lesson plans	Quarterly	Teachers and site Principal analyze best practices and next best steps and modify with stakeholders’ assistance.	Teachers and site Principal lesson plans, student fluency scores ELL Roster, purchase inventory

3e. Goals for acquisition of technology and information literacy skills

The National Educational Technology Standards (NETS) is an ongoing initiative of the International Society for Technology in Education (ISTE) <http://cnets.iste.org/> . Their standards will be the basis of skills students are required to learn at each grade level and are taught within the context of English-Language Arts, mathematics, science, history, and the arts.

Goal #1: Students will demonstrate mastery of National Educational Technology Standards (NETS) and ISTE. (NETS is an ongoing initiative of the International Society for Technology in Education (ISTE) http://cnets.iste.org/)	
Objective 1: By June, 2115 95% students grades K-12 will demonstrate mastery of ISTE standards at the appropriate grade level.	
Objective 2: By June, 2115, 95% of upper grade students grades 8-12 will operate technology without assistance from teaching staff.	
Benchmarks: Objective 1	
<ul style="list-style-type: none"> ➤ Year 1 By June, 2011 20% of students grades 8--12 will demonstrate mastery of ISTE standards. ➤ Year 2 By June, 2012 40% of students grades 2 -12 will demonstrate mastery of ISTE standards. ➤ Year 3 By June, 2013 60% of students grades K-12 will demonstrate mastery of ISTE standards. ➤ Year 4 By June, 2014 80% of students grades K-12 will demonstrate mastery of ISTE standards. ➤ Year 5 By June, 2015 95% of students grades K-12 will demonstrate mastery of ISTE standards at the appropriate grade level 	
Benchmarks: Objective 2	
<ul style="list-style-type: none"> ➤ Year 1 By June, 2011 20 % of students grades 8-12 will operate technology without assistance from teaching staff ➤ Year 2 By June, 2012 40% of students grades 8-12 will operate technology without assistance from teaching staff ➤ Year 3 By June, 2013 60% of students grades 8-12 will operate technology without assistance from teaching staff ➤ Year 4 By June, 2014 80% of students grades 8-12 will operate technology without assistance from teaching staff ➤ Year 5 By June, 2015 95% of students grades 8-12 operate technology without assistance from teaching staff 	
Action Step:	Action Steps are prioritized based on available time and funding
<ul style="list-style-type: none"> ➤ Years 1-5 ➤ Year 1 ➤ Year 1, ➤ Years 2, 3 ➤ Years 3-5 ➤ Years 3-5 ➤ Years 1-5 ➤ Years 3-5 	<ul style="list-style-type: none"> ➤ Identify and purchase needed software to inform and educate students grades 8-12 ➤ Develop plan for use of identified grade level appropriate software ➤ Integrate ISTE standards into the teaching/learning process grades 8-12 ➤ Integrate ISTE standards into the teaching/learning process grades 2-7 Continue implementation in grades 8-12 ➤ Integrate ISTE standards into the teaching/learning process grades K-2 Continue implementation in grades 8-12 ➤ Provide opportunities for students grades 8-12 to use technology without assistance ➤ Provide appropriate professional development to support student mastery of the ISTE standards. ➤ Evaluate grade 8-12 students use of technology without assistance from teaching staff. Modify as needed

Implementation Plan /Timeline: Acquisition of technology and information literacy skills			
<ul style="list-style-type: none"> ➤ Identify software and Internet resources to be used beginning July, 2010 and continue as needed years 2-5 ➤ Purchase needed software beginning July 2010. Modify as needed Years 1-5 ➤ Develop access plan to ensure the availability of technology to support objectives in accordance with priority of tasks and grade level implementation dates by November, 2010. Ongoing years 1-5 ➤ Identify or develop appropriate age/grade level activities to ensure understanding of ISTE objectives each year. ➤ Grades 8-12 by July, 2010; grades 2-7 by July 2011; grades K-2 by July, 2012. Modify as needed 2011-2015. Ongoing years 1-5 ➤ Utilize technology in the classroom to facilitate students' successful completion of activities and mastery of objectives. Ongoing years 1-5 ➤ Integrate ISTE standards into the teaching/learning process grades 8-12 by November, 2110 ➤ Integrate ISTE standards into the teaching/learning process grades 2-7 by November, 2111 ➤ Integrate ISTE standards into the teaching/learning process grades K-2 by November, 2112 ➤ Implement program to ensure students grades 8-12 are using technology independently by October, 2112, ongoing. ➤ Identify and schedule appropriate professional development based on student and staff needs each year. August ➤ Conduct quarterly Reflection Sessions to identify and disseminate best practices and areas for next best steps. 			
Evaluation Instrument(s):	Schedule for Evaluation	Program Analysis and Modification Process	Data To Be Collected & Position(s) Responsible
Teacher Reflection and site Principal observation Student performance	Quarterly	Teachers and site Principal will analyze progress, disseminate best practices and next best steps, and modify with stakeholders' assistance.	Teachers and site Principal Lesson plans Student understanding of ISTE. Records of independent student use of technology at upper grade levels, grades 8-12

3f. Goals and Implementation Plan to address Appropriate and Ethical use of Technology

The districts acceptable use policy (AUP) also known as the Electronic Information Resources User’s Contract addresses the issues of lawful and unlawful use, ethical use of information, copyright, fair use, plagiarism, illegal file sharing, passwords, legal and illegal downloading, peer to peer file sharing and damaging, destroying, removing or any other abuse of district equipment.

Goal #1: Teachers will educate all students to distinguish lawful from unlawful uses of copyrighted works.

Objective 1: By June, 2015, students grades 3-12 will be able to distinguish lawful from unlawful uses of copyrighted works including fair use, lawful and unlawful downloading, peer to peer file sharing and avoiding plagiarisms. Students grades K-2 will be taught acceptable use at an appropriate age/grade level.

Benchmarks:
 Year 1 By June, 2011 students grades 9-12 will be taught how to distinguish lawful from unlawful uses of copyrighted works
 Year 2 By June, 2012 students grades 6-12 will be taught how to distinguish lawful from unlawful uses of copyrighted works.
 Year 3 By June, 2013 students grades 4-12 will be taught how to distinguish lawful from unlawful uses of copyrighted works
 Year 4 By June, 2014 students grades 2-12 will be taught how to distinguish lawful from unlawful uses of copyrighted works.
 Year 5 By June, 2015 students grades 3-12 will be able to distinguish lawful from unlawful uses of copyrighted works including fair use, lawful and unlawful downloading, peer to peer file sharing and avoiding plagiarisms. Students grades K-2 will be taught acceptable use at an appropriate age/grade level.

Action Step	Action Steps
<ul style="list-style-type: none"> ➤ Year 1 ➤ Years 1-5 ➤ Years 1-5 ➤ Years 1-5 ➤ Year 1, repeat 2-5 ➤ Years 1-5 ➤ Years 1-5 	<ul style="list-style-type: none"> ➤ Update present Internet Acceptable use policy. ➤ Purchase needed resource materials. ➤ Provide group training for teachers and staff to review the AUP, learn and understand the definitions on all policies. ➤ Provide training for teachers and staff on how to transfer knowledge of AUP to students. ➤ Introduce students to concepts of copyright at the appropriate age/grade level. ➤ Integrate AUP concepts into the teaching/learning process. ➤ Assess need for additional professional development.

Implementation Plan/Timeline

- Update present Internet Acceptable Use Policy annually years 1-5
- Identify all resources to be used by July, 2010, continue as needed years 2-5
- Purchase identified resource materials beginning July, 2010, ongoing years 1-5.
- Identify and schedule needed professional development by August, 2010, ongoing years 1-5.
- Identify/develop appropriate age/grade level activities to ensure mastery of objectives annually years 1-5
- Provide instruction to facilitate students’ successful completion of activities and mastery of objectives beginning October, 2010. Ongoing years 1-5
- Assess need for additional professional development annually. Trainings will be repeated annually.

Evaluation Instrument(s):	Schedule for Evaluation	Program Analysis and Modification Process	Data To Be Collected & Position(s) Responsible
Teacher Reflection and site Principal observation, lesson plans, Review of AUP	Annually	Teachers and site Principal will analyze progress and make changes with stakeholders’ assistance	Teachers and site Principal review AUP, lesson plans and disseminate best practices and next best steps.

3g. Goals and Implementation Plan for students to learn Internet Safety

Students will learn how to safely use the Internet for research and resource. Internet safety topics will include Online Privacy, avoiding online predators, proper use of social networking, cyber-bullying, etc. Currently, students in ROP Computer Applications are required to attend a course in “cyber-safety” at the beginning of the school year. Cyber-Safety sessions will be implemented into all students’ classes.

Goal #1: Students and teachers will learn how to safely use the Internet.			
Objective 1: By June, 2015, a minimum of five professional development sessions on Internet safety will be provided for teachers and staff and all K-12 students will be instructed on the safe use of the Internet and will safely use the internet for research and resource.			
Benchmarks: Year 1 By June, 2011 teachers will be trained and students grades 8-12 will have been taught to protect online privacy and avoid online predators. Year 2 By June, 2012 teachers will be trained and students grades 6-12 will have been taught to protect online privacy and avoid online predators . Year 3 By June, 2013 teachers will be trained and students grades 4-12 will have been taught to protect online privacy and avoid online predators. Year 4 By June, 2014 teachers will be trained and students grades 2-12 will have been taught to protect online privacy and avoid online predators. Year 5 By June, 2015 teachers will be trained and students grades K-12 will have been taught to protect online privacy and avoid online predators.			
Action Step: Years 1-5 Year 1 Year 1-5 Year 1-3 Years 1-5	Action Steps ➤ Identify and purchase needed software to inform and educate students grades K-12 on Internet safety ➤ Develop plan for use of identified software. ➤ Provide appropriate professional development to support student understanding of Internet safety. ➤ Integrate into the teaching/learning process ➤ Evaluate student use of technology and modify plan as needed to reach the objective.		
Implementation Plan / Timeline ➤ Identify resources to be used by July, 2010 for grades 6-12, July, 2011 for grades K-5. ➤ Purchase needed resource materials by July, 2010 for grades 6-12, July, 2011 for grades K-5 ➤ Identify and schedule needed professional development by August 2010, ongoing years 1-5. ➤ Identify or develop appropriate age/grade level activities to ensure accomplishment of objectives beginning August, 2010, ongoing through years 1-5 ➤ Implement instructional sessions on Internet safety technology and guidelines to facilitate students’ successful completion of activities and mastery of objectives by October, 2010, ongoing years 1-5 ➤ Assess need for additional student activities and professional development. Annually. ➤ Trainings will be repeated annually.			
Evaluation Instrument(s):	Schedule for Evaluation	Program Analysis and Modification Process	Data To Be Collected & Position(s) Responsible
Teacher Reflection and site Principal assessment	Annually for teachers Quarterly for students	Teachers and site Principal will analyze progress, disseminate best practices and modify with stakeholders assistance.	Teachers and site Principal will observe and review Professional Development Log Classroom implementation of Internet Safety procedures

3h. Goals and practices for utilization of technology to ensure appropriate access by all students

All students, including Special Education, GATE and ELL student will have access to high quality, age- appropriate instructional technology and lessons that support the content standards. Students that do not have access to computers at home do not have equal access.

Borrego Springs Unified School District needs to provide access during non-school hours for students.

Goal #1: Provide expanded access to technology for all students			
Objective 1: By June, 2015, BSUD will provide students with opportunities to explore technology without structured lessons and give all students without access to computers at home expanded access at school.			
Benchmarks: Year 1: By June 2011 students who do not have access to computers at home will be identified and expanded access provided. Year 2: By June 2012, opportunities to explore technology without structured lessons will be provided for identified students. Years 3-5 By June 2013-2015, K-12 students without computer access at home will be provided with expanded access at school.			
Action Steps Years 1-5 Years 1-5 Years 1-5		Action steps ➤ Survey classes to identify students who do not have computers at home. ➤ Publicize opportunities for expanded computer access to students and parents. ➤ Provide students with opportunities to explore technology without structured lessons. ➤ Provide expanded access at school students without access to computers at home.	
Implementation Plan / Timeline <ul style="list-style-type: none"> ➤ Identify students who need expanded access beginning October, 2010 and through years 1-5 ➤ Develop access plan to ensure the availability of technology to support objectives in accordance with priority of tasks by November, 2010. Ongoing years 1-5 ➤ Publicize access to students and parents by November of each year of implementation. ➤ Implement procedures to facilitate students’ successful completion of curriculum and technology activities and mastery of objectives during expanded access times by November, 2011. Ongoing years 1-5 ➤ Assess need for additional availability of computers for expanded use. Annually years 1-5 ➤ Conduct quarterly Reflection Sessions to identify and disseminate best practices and areas for next best steps years 1-5 			
Evaluation Instrument(s):	Schedule for Evaluation	Program Analysis and Modification Process	Data To Be Collected & Position(s) Responsible
Teacher class lists, site Principal documentation	Quarterly	Teachers, and site Principal will analyze progress and modify with stakeholders’ assistance	Teachers and site Principal will review class lists to determine students without home computers and verify expanded access to computers at home.

3h Cont. Students with special needs: Special needs students are utilizing a variety of technologies including adaptive technologies and software tools.

Goal #2: BSUSD will support students with special needs by providing individualized programs using adaptive technology to improve basic literacy and mathematics skills.			
Objective 1: By June, 2115, 75% of Special needs students will use individualize adaptive technology to improve basic literacy and mathematics skills.			
Benchmarks Year one: By June, 2011, 35% of students will achieve stated objectives. Year two: By June, 2012, 45% of students will achieve stated objectives Year three: By June 2013, 55% of students will achieve stated objectives. Year four: By June 2014, 65% of students will achieve stated objectives. Year five: By June 2015, 75% of students will achieve stated objectives.			
Action Step Year 1-5 Year 1-5 Year 1-5 Year 1-5	Action Steps are prioritized based on available time and funding <ul style="list-style-type: none"> ➤ Identify students needing adaptive technology ➤ Identify and purchase needed technologies ➤ Integrate technology into the teaching/learning process for special needs students ➤ Implement professional development to support student objectives. ➤ Provide appropriate instruction using technologies to meet IEP requirements. 		
Implementation Plan /Timeline <ul style="list-style-type: none"> ➤ Identify special needs students and plan IEP to utilize technology. ➤ Identify adaptive technology tools, software and Internet resources to be used beginning October, 2011 and continue years 1-5. ➤ Purchase needed technologies and software throughout each year as identified. ➤ Develop access plan to ensure the availability of technology to support objectives in accordance with priority of tasks. By November, 2011 and continuing throughout the 5 years of the plan. ➤ Identify or develop appropriate individualized age/grade level activities to ensure accomplishment of objectives. Ongoing years 1-5 ➤ Utilize technology in the classroom to facilitate students' successful completion of activities and mastery of objectives ongoing years 1-5 ➤ Conduct quarterly Reflection Sessions to identify and disseminate best practices and areas for next best steps. ➤ Assess need for additional student and professional development, hardware or software. ➤ Identify and schedule appropriate professional development based on technology survey and staff and student needs each year. 			
Evaluation Instrument(s):	Schedule for Evaluation	Program Analysis and Modification Process	Data To Be Collected & Position(s) Responsible
Teacher Reflection and site Principal observation, lesson plans, lists of students, adaptive technology	Quarterly	Teachers and site Principal analyze best practices and next best steps and modify with stakeholders' assistance.	Teachers and site Principal lesson plans student IEPs, inventory of adaptive technologies purchased.

3i. Goals and objectives for utilization of technology to make student record keeping and assessment more efficient and supportive of teacher’s efforts to meet individual student academic needs.

Goal #1: Implement procedures utilizing technology to provide improved record keeping and assessment			
Objective 1: By June 2011, BSUSD will have identified and implemented a software solution to track student progress toward standards.			
Objective 2: by June 2012, BSUSD will provide a web-based classroom management system that is accessible to administrators, teachers, students and parents.			
Benchmarks: Year 1: By December, 2011, BSUD will identify and implement a software solution to track student progress towards standards. Year 2: By June, 2011, a professional development schedule will be implemented for administrators and teachers to successfully use technology to provide improved record keeping and assessment. Year 2: By June, 2012, a web based classroom system management system will be in place that is accessible to administrators, teachers, students and parents. Years 3 -5: June 2013-2015, teachers and administrators will use identified software to track student progress.			
Action Steps Year 1 Years 1-3 Years 3-5	Action Steps <ul style="list-style-type: none"> ➤ Identify a software solution to track student progress towards standards. ➤ Provide professional development for administrators and teachers to successfully use technology to provide improved record keeping and assessment. ➤ Implement use of identified software to track student progress. ➤ Utilize identified software and a web-based classroom management system that is accessible to administrators, teachers, students and parents. 		
Implementation Plan / Timeline <ul style="list-style-type: none"> ➤ Identify software and Internet resources to be used by December, 2010 ➤ Purchase needed software by January, 2011 ➤ Identify and schedule needed professional development by August, 2011 and continue years 2-5 ➤ Implement use of software for recording and reporting student grades. Ongoing years 2-5 ➤ Provide a web-based management system accessible to administrators, teachers, and parents by June, 2012 ➤ Develop access plan to ensure the availability of technology to support objectives in accordance with priority of tasks by June of each program year. ➤ Conduct quarterly Reflection Sessions to identify and disseminate best practices and areas for next best steps. ➤ Assess need for additional professional development, hardware or software to implement the plan. Ongoing years 1-5 			
Evaluation Instrument(s):	Schedule for Evaluation	Program Analysis and Modification Process	Data To Be Collected & Position(s) Responsible
Teacher Reflection and site Principal observation	Quarterly	Teachers and site Principal will analyze progress and make changes with stakeholders’ assistance	Teachers and site Principal will disseminate best practices and next best steps.

In addition to specific benchmarks and timelines in sections 3d through 3i, implementation will include the following:		
Timeline of Suggested Benchmark / Action Steps for Curriculum component: The Superintendent and Principals will monitor the implementation of the timelines		
Benchmark / Action Step	Person(s) Responsible	Annual Dates
Assess and report technology equipment and infrastructure available to be used to accomplish curriculum and technology goals.	Technology Director	July
Assess and report software available to be used to accomplish curriculum and technology goals.	Technology Director	July
Review the school district’s curricular goals as presented in various district and site comprehensive planning documents.	Principal	August
Review test score and authentic assessment results from previous school year to determine level of success in implementing previous year’s goals and objectives.	Principal & Tech Committee	August
Design professional development plan to support yearly goals and objectives, and schedule activities.	Tech Committee	August
Develop and publish a technology access plan / schedule to ensure adequate and equitable access for successful completion of curriculum and technology goals.	Tech Committee	August
Identify or develop appropriate age/grade level activities to ensure accomplishment of yearly curriculum and technology objectives	Teachers	Sept-June
Implement and assess activities to ensure accomplishment of yearly curriculum and technology objectives	Teachers	Sept-June
Conduct quarterly Reflection Sessions to identify and disseminate best practices and areas for next best steps.	Principal, Technology Director & Teachers	Aug, Nov, Feb, May
Assess needs for infrastructure, hardware and software to support curriculum and technology for the coming year.	Principal, Technology Director & Tech Committee	February
Order infrastructure, hardware and software to support curriculum and technology for the coming year.	Principal & Technology Director	March
Install infrastructure, hardware and software to support curriculum and technology for the coming year.	Technology Director	June

3j. Goals and Objectives for utilization of technology to make teachers and administrators more accessible to parents.

BSUSD has implemented “access anywhere” through a universal learning environment utilizing thin client technology so teachers and students can access schoolwork from home or abroad.

Goal #1 Use technology to provide improved communication between home and school.
Objective 1: By June, 2115 %teachers grades K-12 will make effective use of classroom websites for communication of classroom goals and objectives, as well as, classroom and homework assignments
Objective 2: By June 2115, Teachers and administrators will use technology as a tool to communicate with parents through both written form using word processing applications and through e-mail if this medium is available to the parent(s).

<p>3j utilization of technology to make teachers and administrators more accessible to parents (cont.) Year 1: By December, 2011, modify software to allow teachers to directly access parent contact information. Year 2: By June, 2012, develop and implement a professional development schedule to enable teachers to use classroom websites to communicate classroom goals and objectives and homework assignments. Years 3-5 Continue to implement effective use of classroom websites to communicate classroom goals and objectives for homework assignments.</p>			
<p>Benchmarks Objective 2 Year 1: By June, 2011, develop and implement a professional development schedule to train administrators and teachers to utilize technology to communicate with parents through both written form using word processing applications and/or email. (if available to parents.) Year 2: By June, 2012, Implement communication system between teachers, administrators and parents. Years 3 -5: teachers and administrators will use identified software to communicate with parents. Year 5: By June 2015, teachers and of administrators will use technology as a tool to communicate with parents through both written form using word processing applications and through e-mail if this medium is available to the parent(s).</p>			
<p>Action Steps</p> <ul style="list-style-type: none"> ➤ Year 1 ➤ Year 1 ➤ Year 1 ➤ Year 2 ➤ Years 2-5 ➤ Years 1-5 ➤ Years 2-5 		<p>Action Steps</p> <ul style="list-style-type: none"> ➤ Identify and purchase software and Internet resources to be used. ➤ Identify and schedule needed professional development. ➤ Develop access plan to ensure the availability of technology to support objectives based on priority of tasks. ➤ Implement program for teachers to communicate with parents using classroom websites. ➤ Implement program for teachers/administrators to communicate with parents utilizing word processing and/or email. ➤ Conduct quarterly Reflection Sessions to identify and disseminate best practices and areas for next best steps. ➤ Assess need for additional professional development, hardware or software. 	
<p>Implementation Plan / Timeline</p>		<p>This sequence will be repeated in years 2 - 5</p>	
<ul style="list-style-type: none"> ➤ Identify software and Internet resources to be used by January, 2011 ➤ Purchase needed software by June, 2011 ➤ Identify and schedule needed professional development by August, 2011 ➤ Develop access plan to ensure the availability of technology to support objectives in accordance with priority of tasks by June, 2011. ➤ Implement program for teachers and creation of classroom websites by January, 2012 ➤ Implement program for administrators to utilize technology for communication by January, 2012 ➤ Conduct quarterly Reflection Sessions to identify and disseminate best practices and areas for next best steps. Quarterly, 2011, 2012, 2013, 2014, 2015. ➤ Assess need for additional professional development, hardware or software. Annually years 1-5 			
<p>Evaluation Instrument(s):</p>	<p>Schedule for Evaluation</p>	<p>Program Analysis and Modification Process</p>	<p>Data To Be Collected & Position(s) Responsible</p>
<p>Professional Development schedule Teacher/administrator observations Completed websites</p>	<p>Quarterly</p>	<p>Teachers/site Principal analyze Progress, modify with stakeholders'</p>	<p>Teachers/site Principal will review training schedules, website use.</p>

3k. Process to monitor strategies and methodologies

Monitoring and evaluation is fairly simple at the Borrego Springs Unified School District. Communication takes place on a regular basis. Instruments of evaluation and the person responsible are listed after each goal. The Superintendent and Principals will monitor the implementation of the technology plan together with the Technology Planning Committee in all areas. The Superintendent will report progress to the Board of Education and other stakeholders annually. If parts of the plan are not being implemented according to the timeline, the Principals and / or Superintendent will take steps to make sure that this is corrected. **In addition to specific benchmarks and timelines in sections 3d through 3i, implementation will include the following:**

Timeline of Suggested Benchmark / Action Steps for Curriculum component: The Superintendent and Principals will monitor the implementation of the timelines		
Benchmark / Action Step	Person(s) Responsible	Annual Dates
Assess and report technology equipment and infrastructure available to be used to accomplish curriculum and technology goals.	Technology Director	July
Assess and report software available to be used to accomplish curriculum and technology goals.	Technology Director	July
Review the school district’s curricular goals as presented in various district and site comprehensive planning documents.	Principal	August
Review test score and authentic assessment results from previous school year to determine level of success in implementing previous year’s goals and objectives.	Principal & Tech Committee	August
Design professional development plan to support yearly goals and objectives, and schedule activities.	Tech Committee	August
Develop and publish a technology access plan / schedule to ensure adequate and equitable access for successful completion of curriculum and technology goals.	Tech Committee	August
Identify or develop appropriate age/grade level activities to ensure accomplishment of yearly curriculum and technology objectives	Teachers	Sept-June
Utilize technology to make teachers and administrators more accessible to parents through classroom websites and email.	Principals, teachers	Sept-June
Implement and assess activities to ensure accomplishment of yearly curriculum and technology objectives	Teachers	Sept-June
Conduct quarterly Reflection Sessions to identify and disseminate best practices and areas for next best steps.	Principal, Technology Director & Teachers	Aug, Nov, Feb, May
Assess needs for infrastructure, hardware and software to support curriculum and technology for the coming year.	Principal, Technology Director & Tech Committee	February
Order infrastructure, hardware and software to support curriculum and technology for the coming year.	Principal & Technology Director	March
Install infrastructure, hardware and software to support curriculum and technology for the coming year.	Technology Director	June

Indicators of Success:

Success is measured by the extent to which program indicators are met in the areas addressed in a particular goal.

- Teachers and site principals evaluate the success of goals related to curriculum, acquisition of technology skills, equitable access by students, record keeping, and communication with parents.
- The Technology Director monitors the adherence to the plan and makes appropriate recommendations to the Superintendent.

Indicators will be that:

- K-12 students will improve achievement by 10% in reading, writing, mathematics, history and science each year of implementation.
- Limited-English proficient students will improve achievement by 10% in reading/language arts and mathematics each year of implementation.

4. PROFESSIONAL DEVELOPMENT COMPONENT

4a. Current Skills of Teachers and Administrators

BSUSD Faculty Internal Survey results show that all faculty members have basic computer knowledge and skills in the use of word processing, email, research and resource of the Internet. In addition, faculty members use online assessment tools for measuring student growth and achievement. Professional Development training in technology is provided to faculty members through online course content that is self-guided and available 24/7 on or off campus.

Faculty members use of technology in the classroom addresses CCTC Program Standards 9 and 16 through both visual and audio tools such as videos, demonstrations, online software that is tutorial in nature such as Pearson SuccessNet for Math adoption, Safari MONTAGE, California Streaming, Moodle, Gaggle.net and others. Digital projectors are used in all classrooms and document cameras are used in several classrooms to display writing samples or other visual materials.

Faculty members need to expand the use of visual aids in the classroom such as SmartBoards and graphic tablets. Faculty will require training in the use of these devices. Currently there is little or no funding available for the purchase of SmartBoards. The district plans to obtain funding through grants and other funding sources for emerging technology.

The Ed Tech Profile developed by the California Department of Education State Educational Technology Service (SETS) to aid schools and districts in planning professional development is administered annually. The results of the survey are analyzed and trainings are offered to address the areas of greatest need. The results of the 2009-10 survey for Borrego Springs Unified School District are not yet available since teachers take the survey in the spring of the year. The last survey was completed in 07-08 as required.

A current evaluation of the entire District staff is planned using the Ed Tech Profile. A staff meeting in May has been designated for survey completion. When this data becomes available, it will be attached to this plan. The Superintendent attends County Office of Education STAC meetings to keep abreast of professional opportunities in technology education as they arise.

Professional Development Needs Based on Self-Assessment of Current Skills.

Teacher reflection and site principal observation indicate that several members of the staff need to improve basic computer skills in all areas. Technology is currently integrated into the curriculum in a few classrooms in the district. A number of teachers do not have enough skill to carry out lessons that include technology without assistance. In order for technology to be fully integrated into the classroom, teachers need to be familiar with the software and Internet resources that the students are using and feel comfortable using it with students. Furthermore, teachers need to have time to plan for the integration of technology in the classroom. Then teachers will be better able to envision how technology can be further integrated into the curriculum. Teachers need to work together with the administrators and lead teachers to plan lessons that use technology and in that way the Borrego Springs Unified School District will do a better job of integrating technology into the classroom. Each school currently has a computer lab that provides scheduled access to computing resources throughout the school day. All classrooms have computer access available to students and teachers. Currently, classrooms for grades K-5 have a 1 to 6 ratio and grades 6-8 maintain a 1 to 10 ratio.

Teachers have expressed the need for staff development in specific areas to further their personal and professional goals. These include reaching an intermediate level on all Technology Integration Skills Standards 9 and 16 that will enable them to:

- Use the district website to access on-line professional training in technology
- Integrate technology into the teaching/learning process for students grades K-12
- Implement use of appropriate content standards based software as described in goals, objectives and benchmarks in Component 3d.
- Utilize technology in the classroom to facilitate students' successful completion of objectives
- Understand ethical use and Internet safety procedures and teach these skills to students
- Implement effective programs using technology with ELL and special needs students
- Use technology for record keeping, assessment, and teacher/parent/student communication.

Administrators have expressed the need for staff development to further their personal and professional goals. These include reaching an intermediate level on all Technology Integration Skills Standards 9 and 16 that will enable them to:

- provide leadership to staff
- identify and schedule professional development opportunities with the assistance of the Technology Director
- improve communication with parents and the community
- establish and monitor a workable program for record-keeping and assessment
- monitor student progress toward meeting BSUSD goals and objectives
- monitor staff progress in improving technology skills and integrating technology into the teaching learning process.

Current Staff Development Opportunities

San Diego County Office of Education offers short workshops in various areas of technology. In addition to this, the San Diego County Mobile Technology lab can be utilized onsite for staff development opportunities. The County offers professional opportunities in specific areas of technology throughout the year for a nominal price. The San Diego County Office of Education also provides technology planning and troubleshooting training and assistance. Many of these workshops and training sessions are available through the use of video conferencing capabilities.

The District has provided staff training opportunities in the technology literacy, integration of tools, and use of a variety of web-based classroom management systems. Further training in the summer is projected for additional web-based classroom management tools as well as access to class content through e-learning utilizing interactive voice and video conferencing over the Internet.

As always, funding and time are challenging to staff development. Design elements for a high quality professional development program will be systematically built in to the staff development plans.

4b. Professional Development Goals, Objectives and Benchmarks

In order to reach goals, measurable objectives and realistic benchmarks to support the Curriculum Component, ongoing, sustainable professional development for teachers and administrators is essential. Specific action steps for each objective are listed, as well as action steps for the entire component. As explained in 3d through 3j, professional development needs will be identified and administrative and teaching staff trained to integrate technology into each subject area, record

keeping and assessment, and into home/school communication. Based on the needs identified in Component 3 and depending on funds available, a schedule for Professional Development sessions will be implemented as described in the following sections.

Goals for providing professional development opportunities based on staff needs assessment:

(the district uses the ED TECH PROFILE assessment tool, which is located online at <http://Ed Tech Profile.iasessment.org>)

Goal # 1: Teachers and administrators will learn to use a computer to accomplish their personal and professional goals with district support and will move toward new State technology proficiencies for Professional Credentials.	
Objective 1: By June, 2015, K-12 teachers will reach intermediate level on all Technology Integration Skills (Standard 9) as measured by training records and completion of the <i>EdTechProfile</i> .	
Objective 2: By June 2015, K-12 teachers will reach intermediate level on all Technology Integration Skills (Standard 16) as measured by training records and completion of the <i>EdTechProfile</i> .	
Benchmarks: Year 1 By June, 2011 Teachers grades 6-12 will attain objective 1 Year 2 By June, 2012 Teachers grades K-5 will attain objective 1 Year 3 By June, 2013, teachers grades K-12 will reach intermediate level on all Technology Integration Skills (Standard 9) Year 4 by June, 2014 Teachers grades 4-12 will attain objective 2 Year 5 Teachers grades K-12 will reach intermediate level on all Technology Integration Skills (Standard 16)	
Action Step: Year 1 Year 2 Years 1-5 Years 1-5 Years 1-5 Year s 1-5	Action Steps are prioritized based on available time and funding ➤ Provide training opportunities for teachers on Integration Skills (Standard 9) ➤ Provide training opportunities for all teachers on Integration Skills (Standard 16) ➤ Provide training opportunities for all teachers on Computer Knowledge and Skills ➤ Provide a system of ongoing coaching to continue to build skills of all teachers. ➤ Monitor completion of EdTechProfile by teachers. ➤ Modify district website with links to on-line professional development sites.

Implementation Plan /Timeline			
<p>Superintendent will research sources of on-line professional development opportunities and make that information available to staff.</p> <ul style="list-style-type: none"> ➤ Teachers will complete the Ed Tech Profile each year, beginning in May, 2010 ➤ Provide training opportunities for teachers on Integration Skills (Standard 9) ongoing years 1-5 ➤ Monitor progress of teachers grades 6-12 towards reaching intermediate skill in Standard 9 quarterly years 1 -3 ➤ Monitor progress of teachers grades K-5 towards reaching intermediate skill in Standard 9 quarterly years 1-3 ➤ Add additional training opportunities and coaching support as needed. Ongoing, years 1-5 ➤ Provide training opportunities for all teachers on Integration Skills (Standard 16) ongoing, years 2 -5 ➤ Provide training opportunities for teachers on Integration Skills (Standard 16) ongoing, years 2-5 ➤ Monitor progress of teachers grades 6-12 towards reaching intermediate skill in Standard 16 quarterly years 2-5 ➤ Monitor progress of teachers grades K--5 towards reaching intermediate skill in Standard 16 quarterly years 2-5 ➤ Add additional training opportunities and coaching support as needed. Ongoing years 1-5 ➤ Provide training opportunities for all teachers on Computer Knowledge and Skills. Ongoing years 1-5 ➤ Provide a system of ongoing coaching to continue to build skills of all teachers by January, 2011, continue each year of implementation. ➤ Monitor completion of EdTechProfile by teachers. Quarterly, years 1-5 ➤ Identify and schedule appropriate professional development based on staff needs each year beginning January, 2011 continue each year. ➤ Conduct quarterly Reflection Sessions to identify and disseminate best practices and areas for next best steps. 			
Evaluation Instrument(s):	Schedule for Evaluation	Program Analysis and Modification Process	Data To Be Collected & Position(s) Responsible
Teacher Reflection and site Principal observation and ED TECH PROFILE assessment	Quarterly	Teachers and site Principal will analyze progress and make changes with stakeholders' assistance	Teachers and site Principal will disseminate best practices and next best steps based on results of Ed Tech Profile, training session participants, record of coaching support.
CCTC Program Standard 9: Using Technology in the Classroom.			
<ol style="list-style-type: none"> 1. Standard 9a - Each candidate considers the content to be taught and selects appropriate technological resources to support, manage, and enhance student learning in relation to prior experiences and level of academic accomplishment. 2. Standard 9b - Each candidate analyzes best practices and research findings on the use of technology and designs lessons accordingly. 3. Standard 9d - Each candidate uses computer applications to manage records and to communicate through printed media. 4. Standard 9e - Each candidate interacts with others using e-mail and is familiar with a variety of computer-based collaborative. 5. Standard 9f - Each candidate examines a variety of current educational technologies and uses established selection criteria to evaluate materials, for example, multimedia, Internet resources, telecommunications, computer-assisted instruction, and productivity and presentation tools. 6. Standard 9g - Each candidate chooses software for its relevance, effectiveness, alignment with content standards, and value added to student learning. 7. Standard 9h - Each candidate demonstrates competence in the use of electronic research tools and the ability to assess the authenticity, reliability, and bias of the data gathered. Standard 9i - Each candidate demonstrates knowledge of copyright issues 			

<p>CCTC Program Standard 16: Using Technology to Support Student Learning.</p> <p>Standard 16a - Each participating teacher communicates through a variety of electronic media.</p> <p>Standard 16b - Each participating teacher interacts and communicates with other professionals through a variety of methods, including the use of computer-based collaborative tools to support technology enhanced curriculum.</p> <p>Standard 16c - Each participating teacher uses technological resources available inside the classroom or in library media centers, computer labs, local and county facilities, and other locations to create technology enhanced lessons aligned with the adopted curriculum.</p> <p>Standard 16d - Each participating teacher designs, adapts, and uses lessons which address the students' needs to develop information literacy and problem solving skills as tools for lifelong learning.</p> <p>Standard 16e - Each participating teacher uses technology in lessons to increase students' ability to plan, locate, evaluate, select, and use information to solve problems and draw conclusions. He/she creates or makes use of learning environments that promote effective use of technology aligned with the curriculum inside the classroom, in library media centers or in computer labs.</p> <p>Standard 16f - Each participating teacher uses computer applications to manipulate and analyze data as a tool for assessing student learning and for providing feedback to students and their parents.</p> <p>Standard 16g - Each participating teacher demonstrates competence in evaluating the authenticity, reliability and bias of the data gathered, determines outcomes, and evaluates the success or effectiveness of the process used. He/she frequently monitors and reflects upon the results of using technology in instruction and adapts lessons accordingly</p>
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<p>Goal #2: Administrators will learn to use a computer to accomplish their personal and professional goals with district support and move toward NETS Administrator Standards.</p>	
<p>Objective 1 By June, 2115, BSUSD administrators will reach the intermediate level on all Technology Integration Skills (Standard 9)</p> <p>Objective 2: By June, 2115, BSUSD administrators will reach the intermediate level on all Technology Integration Skills (Standard 16)</p>	
<p>Benchmarks:</p> <p>Years 1-5 by May of each year, Administrators will complete the Ed Tech Profile to determine skill levels and training needed.</p> <p>Year 1 By January, 2011 Administrators will self assess personal skills in technology and schedule appropriate professional development sessions.</p> <p>Year 2 By June, 2013, Administrators will reach the intermediate level on all Technology Integration Skills (Standard 9)</p> <p>Year 3 By January, 2012 Administrators will self assess personal skills in technology and schedule appropriate professional development sessions.</p> <p>Years 4/5 By June, 2015 Administrators will reach the intermediate level on all Technology Integration Skills (Standard 16)</p>	
<p>Action Step:</p>	<p>Action Steps are prioritized based on available time and funding</p> <ul style="list-style-type: none"> ➤ Complete Ed Tech survey ➤ Assess personal and professional needs ➤ Provide training opportunities for administrators on Integration Skills (Standard 9) ➤ Provide training opportunities for administrators on Integration Skills (Standard 16) ➤ Provide training opportunities for administrators on Computer Knowledge and Skills ➤ Provide a system of ongoing coaching to continue to build skills of all administrators.

Implementation Plan / Timeline			
<p>Superintendent will research sources of on-line professional development opportunities and make that information available to staff.</p> <ul style="list-style-type: none"> ➤ Teachers will complete the Ed Tech Profile each year, beginning in May, 2010 ➤ Build district website with links to on-line professional development sites. ➤ Provide training opportunities for administrators on Integration Skills (Standard 9) beginning January, 2011 ongoing as needed years 1-5 ➤ Monitor progress of administrators' self-assessment towards reaching intermediate skill in Standard 9 ➤ Add additional training opportunities and coaching support as needed ➤ Provide training opportunities on Integration Skills (Standard 16) beginning January, 2012, ongoing as needed years 1-5 ➤ Monitor progress of administrators' self-assessment towards reaching intermediate skill in Standard 16 Quarterly each year ➤ Add additional training opportunities and coaching support as needed Ongoing years 1-5 ➤ Provide training opportunities on Computer Knowledge and Skills Ongoing years 1-5 ➤ Provide a system of coaching to continue to build skills of all teachers. Ongoing years 1-5 ➤ Monitor completion of EdTechProfile by administrators Quarterly each year ➤ Identify and schedule appropriate professional development based on administrative needs each year. Ongoing years 1-5 ➤ Conduct quarterly Reflection Sessions to identify and disseminate best practices and areas for next best steps. 			
Evaluation Instrument(s):	Schedule for Evaluation	Program Analysis and Modification Process	Data To Be Collected & Position(s) Responsible
Administrator Reflection and Superintendent observation and ED TECH PROFILE assessment	Quarterly	Superintendent and administrators will analyze progress and make changes with stakeholders' assistance	Superintendent and administrators will disseminate best practices and next best steps based on results of Ed Tech Profile, training sessions, and record of coaching support.

<p>Goal #2 BSUSD Superintendent will provide leadership in identifying professional development opportunities for teaching and administrative staff.</p>
<p>Objective 1: By June, 2015, the Superintendent will research a minimum of 15 sources of on-line professional development opportunities in technology and make that information available to staff to ensure provision of appropriate training in technology.</p>
<p>Benchmarks:</p> <p>Year 1: by January, 2011, the Superintendent will assess staff needs based on the Ed Tech Profile, research on-line professional opportunities and disseminate information to the staff.</p> <p>Years 2-5: By June of each year, the Superintendent will update information on on-line professional opportunities and disseminate the information to staff.</p> <p>Years 1-5: by June of each year, teachers and administrators will participate in a minimum of one to three on-line training sessions in technology.</p> <p>Years 1-5: By June, 2015, the Superintendent will have researched a minimum of 15 sources of on-line professional development opportunities in technology and made that information available to staff to ensure provision of appropriate training in technology.</p>

Action Steps Years 1-5 Years 1-5 Years 1-5 Years 1-5	Action Steps are prioritized based on time and funding. <ul style="list-style-type: none"> ➤ The Superintendent will review results of the Ed Tech Profile and research professional development opportunities based on staff needs. ➤ The Superintendent, together with the Technology Director, will identify appropriate professional development opportunities based on Ed Tech Profile results. ➤ The Superintendent will disseminate information to staff. ➤ The Superintendent, together with the Technology Director, will provide a minimum of two professional development opportunities to build technology skills. ➤ The Superintendent will assess activities to ensure accomplishment of student and staff objectives. 		
Implementation Plan /Timeline <ul style="list-style-type: none"> ➤ Monitor completion of Ed Tech Profile by June of each program year ➤ Research and identify appropriate professional development activities based on Ed Tech Profile by January of each year. ➤ Disseminate information to staff by February of each year. ➤ Provide staff training opportunities on staff development days September through May of each year. ➤ Provide opportunities for summer in-service training when funding permits. Ongoing ➤ Assess activities to ensure accomplishment of student and staff objectives. Quarterly 			
Evaluation Instrument(s):	Schedule for Evaluation	Program Analysis and Modification Process	Data To Be Collected & Position(s) Responsible
Administrator Reflection Superintendent observation ED TECH PROFILE assessment Student achievement	Quarterly	Superintendent and administrators will analyze progress and make changes with stakeholders' assistance	Superintendent and administrators will disseminate best practices and next best steps based on results of Ed Tech Profile, list of available on line training, records of staff participation.

Teachers and Staff will be trained to acquire the knowledge to educate students on appropriate and ethical use of technology

Goal #3: Teachers will enrich lessons by using internet-based resources in the classroom.
Objective 1: By June, 2015, teachers grades K-12 will explore internet-based resources available on the Internet, incorporate them into their curriculum and lesson design to enrich lessons using internet-based resources in the classroom.

Benchmarks			
Year 1 Construct technology annotated standards documents for each grade level.			
Years 1, 2 Implement a system of ongoing coaching to continue to build skills of teachers and administrators.			
Years 2, 3 Enhance school website with links to standards-based curriculum and lesson plans.			
Years 2-5 Incorporate internet-based lessons into the curriculum			
Years 3-5 Incorporate internet-based resources into lesson design			
Action Steps:		Action Steps are prioritized based on available time and funding	
Year 1		➤ Grade-level teams and departments will construct technology annotated standards documents for each grade level.	
Years 1, 2		➤ Technology Director will lead implementation a system of ongoing coaching to continue to build skills of teachers and administrators.	
Years 1-5		➤ Provide training opportunities for all staff on ED TECH PROFILE Technology Integration Skills (Standard 9)	
Years 2-5		➤ Provide training opportunities for all staff on ED TECH PROFILE Technology Integration Skills (Standard 16)	
Year 3		➤ Build school website with links to standards-based curriculum and lesson plans.	
Years 1-5		➤ Teachers will incorporate internet-based lessons into their curriculum.	
Years 1-5		➤ Teachers will incorporate internet-based resources into lesson design	
Implementation Plan /Timeline			
➤ Grade-level teams and departments will construct technology annotated standards documents for each grade level by June, 2011			
➤ Technology director will implement a system of ongoing coaching to continue to build skills of teachers and administrators beginning in January, 2011			
➤ Together with administrators, Technology Director will build school website with links to standards-based curriculum and lesson plans by September, 2011			
➤ Provide training opportunities for all ED TECH PROFILE Technology Integration Skills (Standard 16)			
Evaluation Instrument(s):	Schedule for Evaluation	Program Analysis and Modification Process	Data To Be Collected & Position(s) Responsible
Teacher Reflection and site Principal observation Completed standards documents Coaching schedule	Quarterly	Teachers and site Principal will analyze progress, disseminate best practices and next best steps, and modify with stakeholders' assistance.	Teachers and site Principal will review Ed Tech Profile scores, lesson plans Completed standards documents K-12

(4 B cont): Goals for providing professional development opportunities based on Curriculum Component

Goal # 1: K12 teachers will be trained to effectively integrate technology in each content area depending on the years outlined in 3d.	
Objective 1: By June, 2115, Teachers will be trained on selected subject matter software and will effectively integrate technology in each content area.	
<p>Benchmarks:</p> <p>Year 1: By June, 2115, Teachers will be trained on selected subject matter software and will effectively integrate technology into Mathematics instruction.</p> <p>Year 2: By June, 2115, Teachers will be trained on selected subject matter software and will effectively integrate technology into Reading/Language Arts instruction.</p> <p>Year 3: By June, 2115, Teachers will be trained on selected subject matter software and will effectively integrate technology into Science instruction.</p> <p>Year 4: By June, 2115, Teachers will be trained on selected subject matter software and will effectively integrate technology into History/Social Science instruction.</p> <p>Year 5: By June, 2115, Teachers will be trained on selected subject matter software and will effectively integrate technology into Visual/Performing Arts instruction</p>	
Action Step:	Action Steps are prioritized based on available time and funding
Year 1	➤ Identify and purchase standards based software in Mathematics and provide appropriate professional development.
Year 2	➤ Identify and purchase standards based software in Reading/language arts and provide appropriate professional development
Year 3	➤ Identify and purchase standards based software in Science and provide appropriate professional development
Year 4	➤ Identify and purchase standards based software in History/Social Science and provide appropriate professional development
Year 5	➤ Identify and purchase standards based software in Visual and Performing Arts and provide appropriate professional development
Years 1-5	➤ Monitor integration of technology into each subject area based on the year of implementation

Implementation Plan / Timeline			
<ul style="list-style-type: none"> ➤ Identify software and Internet resources to be used beginning July 2011 and repeat each year with the subject area designated for implementation. ➤ Identify and schedule appropriate professional development based on technology survey and staff needs each year. ➤ Develop access plan to ensure the availability of technology to support objectives in accordance with priority of tasks by November, 2011, ongoing through years 1- 5. ➤ Identify or develop appropriate age/grade level activities to ensure accomplishment of objectives. Ongoing ➤ Utilize technology in the classroom to facilitate students’ successful completion of activities and mastery of objectives beginning October, 2011 ongoing years 1-5. ➤ Monitor integration of technology into each subject area based on the year of implementation Quarterly years 1- 5 ➤ Conduct quarterly Reflection Sessions to identify and disseminate best practices and areas for next best steps. ➤ Assess need for additional professional development, hardware or software for staff and student use Quarterly, 			
Evaluation Instrument(s):	Schedule for Evaluation	Program Analysis and Modification Process	Data To Be Collected & Position(s) Responsible
Training Schedules Lesson plans Site principal observation	Quarterly	Teachers and site Principal will analyze progress and make changes with stakeholders’ assistance	Teachers and site Principal will review implementation records and lesson plans disseminate best practices and next best steps.

Goals for providing professional development opportunities relating to classroom management tools (i.e., grade books, attendance, assessment):

Goal # 1: Teachers will use electronic record keeping and reporting tools as an integral part of curricula	
Objective 1: By June, 2015, all teachers will use electronic record keeping and reporting tools to keep track of student progress towards standards and to report student progress to parents.	
Benchmarks/Timeline	
Year 1 By June, 2011, a web-based school management tool will be identified and purchased.	
Years 2-4, K-12 teachers will attend inservice training on the use of electronic record keeping and reporting tools	
Year 3 By June, 2013, 6-12 teachers will use electronic record keeping and reporting tools	
Year 4 By June, 2014, K-6 teachers will use electronic record keeping and reporting tools	
Year 5 By June, 2015, all teachers will use electronic record keeping and reporting tools to keep track of student progress towards standards and to report student progress to parents.	
Action Step:	Action Steps are prioritized based on available time and funding

Year 1 Year 2	➤ Research, identify, purchase and install web-based school management system		
Years 2-5 Years 3-5 Years 3-5	➤ Provide initial and intermediate training on the selected web-based school management tools for teachers and administrators.		
Years three-five	➤ Implement the use of web-based school management tools.		
	➤ Provide a system of ongoing coaching to continue to build skills of teachers and administrators.		
	➤ Provide staff development sessions and outside consultant(s) to assist teachers in the use of electronic record keeping and reporting tools		
	➤ Monitor success and use of web based school management system		
Implementation Plan /Timeline			
	<ul style="list-style-type: none"> ➤ Research, purchase and install a web-based school management tool that is feasible for our small school setting by June of 2011 ➤ Provide initial and intermediate training on the selected web-based school management tools for teachers and administrators beginning in the summer of 2011, ongoing as needed years 2-5 ➤ Implement the use of electronic and reporting tools for record keeping and assessment Grades 6-12 by January, 2012 (depending on availability of the web-based school management system.) ➤ Implement the use of electronic and reporting tools for record keeping and assessment Grades K-12 by January, 2013 ➤ Provide a system of ongoing coaching to continue to build skills of teachers and administrators. Ongoing ➤ Implement the use of electronic tools to report student progress to parents beginning in January, 2013, (depending on availability of the web-based school management system.) ➤ Monitor the use of electronic and reporting tools quarterly each program year beginning September, 2012 		
Evaluation Instrument(s):	Schedule for Evaluation	Program Analysis and Modification Process	Data To Be Collected & Position(s) Responsible
Teacher Reflection and site Principal observation and ED TECH PROFILE assessment, installation and recorded use of web based school management tool.	Quarterly	Teachers and site Principal will analyze progress and make changes with stakeholders' assistance	Teachers site Principal will disseminate best practices and next best steps based on records of purchase, installation, professional development and implementation.
Goal # 2: The Internet will be used by staff for their personal and professional goals			
Objective 1: By June, 2013, staff will be trained and will utilize email and the Internet for parent and student communication			
Benchmarks:			
Year 1: By June, 2011, teachers will be trained to utilize email and the Internet for parent and student communication			
Year 2: By June 2012 administrators will be trained to utilize email and the Internet for parent and student communication			
Year 3: By June 2013, teachers and administrators will be trained and will utilize email and the Internet for parent and student communication			
Action Step:	Action Steps are prioritized based on available time and funding		

Year 1 Year 2 Years 1-5 Years 1-5 Years 2-5	<ul style="list-style-type: none"> ➤ Provide initial and intermediate training on the use of email and Internet for teachers and administrators to communicate with parents and students. ➤ Implement the use of classroom websites. ➤ Provide a system of ongoing coaching to continue to build skills of teachers and administrators. ➤ Provide staff development sessions and outside consultant(s) to assist teachers ➤ Monitor success and use of email and classroom websites for home/school communication. 		
Implementation Plan / Timeline			
<ul style="list-style-type: none"> ➤ Conduct initial and intermediate training in Microsoft Outlook for teachers and administrators beginning August, 2010. ➤ Conduct initial training in revising HTML templates for teachers and administrators beginning August 2010 ➤ Provide a system of ongoing coaching to continue to build skills of teachers and administrators beginning August 2010 ➤ Implement use of classroom websites beginning January 2011. ➤ Implement use of Internet and email by Administrators to communicate with parents, students, staff. ➤ Provide a system of ongoing coaching to continue to build skills of teachers and administrators. ➤ Monitor success and use of email and classroom websites for home/school communication. Quarterly beginning in 2011 			
Evaluation Instrument(s):	Schedule for Evaluation	Program Analysis and Modification Process	Data To Be Collected & Position(s) Responsible
End-Product Samples Email and Internet use	Quarterly	Teachers and site Principal will analyze progress and make changes with stakeholders' assistance	Teachers and site Principal will review data and disseminate best practices and next best steps.

Timeline of Suggested Benchmark / Action Steps for Professional Development component

The Superintendent is responsible for overall monitoring of the timelines.

Benchmark / Action Step	Person Responsible	Annual Dates
Use ED TECH PROFILE Assessment to identify teachers' and administrator's current technology skills and needs for professional development.	Principals	August
Research and publish professional development opportunities.	Superintendent	Aug, Nov, Feb, May
Develop clear goals and a specific Implementation Plan / Benchmarks for providing professional development	Superintendent and	August

opportunities based on ED TECH PROFILE Assessment and the Curriculum component benchmarks and timeline.	Principals	
Conduct initial and intermediate training in Microsoft Word for teachers and administrators.	Principals and Tech Committee	October
Conduct initial and intermediate training in Microsoft Outlook for teachers and administrators.	Principals and Tech Committee	December
Conduct initial and intermediate training in Microsoft Internet Explorer for teachers and administrators.	Principals and Tech Committee	February
Conduct initial and intermediate training on the construction of technology annotated standards documents for each grade level.	Principals and Tech Committee	April
Conduct initial and intermediate training on the selected web-based school management tools for teachers and administrators.	Principals and Tech Committee	June
Conduct ongoing coaching to continue to build skills of teachers and administrators.	Principals and Tech Committee	Sept-June

4d. Process to Monitor and Evaluate the Professional Development Component

Monitoring and evaluation is fairly simple at the Borrego Springs Unified School District. With a small number of staff, communication takes place on a daily basis. Monitoring and evaluation of the staff development component is delineated [see evaluation information following each goal,] The Superintendent will monitor the implementation of the staff development component together with the Technology Director. Progress will be monitored on an annual basis and a report will be made to the Board of Education. Specific information on monitoring the professional development component to support curriculum objectives is described in 4b and 4c.

If portions of the staff development plan are not being implemented according to the timeline, the Superintendent will analyze the data and determine what is needed to implement the plan, or revise the plan with stakeholder assistance, if needed. All staff will take the ED TECH PROFILE Assessment yearly. Indicators of success will be comparison of baseline ED TECH PROFILE data with new data provided each year. Informal and hands-on surveys will indicate whether curriculum related goals are being met and the Superintendent/principal will ensure that steps are taken to meet all goals provided funding is available. Changes in student learning resulting from professional staff development will be measured by comparing student test scores and portfolios before and after implementation of curricular goals.

Indicators of Success:

Success is measured by the extent to which program indicators are met in the areas addressed in a particular goal.

- Principal and Technology Planning Committee evaluate progress toward goals related to acquisition of technology skills, and integration of technology into curriculum units, record keeping, and communication with parents.
- Principal and Technology Planning Committee monitors the adherence to the plan and makes appropriate recommendations to the Superintendent.

Indicators will be that:

- All staff will reach intermediate proficiency levels on all areas of the ED TECH PROFILE District Proficiency Chart by June 2015
- All teachers will report a minimum frequency of “between once a week and monthly” on all areas of the ED TECH PROFILE Technology Use Survey Report by June 2015

5. INFRASTRUCTURE, HARDWARE, TECHNICAL SUPPORT AND SOFTWARE COMPONENT

5a. Description of Existing Hardware, Electronic Learning Resources and Technical Support

Classrooms and the labs operate in a PC environment. All PC workstations run Microsoft Office software. Technical support for newer computers is covered by the service contract for the warranty term. Technical support for older models is provided on site by the District Technology Director and staff, to include the Computer Intern Program students.

All computers at the Borrego Springs Unified School District are multimedia capable with CD-ROM drives and have Internet access. The current ratio of multimedia computers to students is 2.3 students per computer station.

District minimum standards for obsolescence: PC workstations must support Windows XP Operating system or above minimum standards or be upgradeable to support Windows XP OS.

District minimum standards for purchase of new computers: Minimum standards at this time are 2.0 GHz processor, 1GB RAM, 40 GB hard-drive, CD-RW Drive, XP, Ethernet and wireless connections for office or classroom computers.

Assistance in purchase of new equipment: San Diego County Office of Education technology resource persons liberally provide expertise and assistance in purchasing of new equipment. The Borrego Springs Union School District is a member of CTAP Region 9 and therefore qualifies for hardware and software discounts through CalSAVE <http://www.calsave.org/index.html>

Inventory of computers conducted at Borrego Springs Union School District

There are currently 225 computers in use that operate at 2.0 GHZ or faster speed.

Telephone: Borrego Springs Unified School District has a Digital PBX with multiple lines and connections in every classroom. All users have voice mail capability.

Technical Support for the District comes from the on site District Technology Director. San Diego County Office of Education technology staff also assists with network and software problems, and the Internet DS-3 connection. The District maintains the staff and faculty user/email accounts, student users accounts and maintains content for the District, school, and continuation school web sites, and provides support as needed. Web site hosting is provided by SDCOE and other outside sources. All new equipment will come with a 3-year maintenance plan.

Existing Software: The Borrego Springs Unified School District's technology program primarily relies on utilizing broad-based tools such as the Microsoft Office suite of products, including MS Word and PowerPoint. There is also a good collection of software to help students practice basic skills as an alternative to bookwork, and when they have finished other work. Software for the primary grades is sufficient and there is some software available to assist English Language Learners to hear spoken English. The ELL software currently in use is Speech Works Pronunciation Power I & II, and Speech Works Accent Reduction Interactive lessons/exercises by English Computerized Learning, Inc. and Side by Side Interactive learning by Longman Publishing. Pearson SuccessMaker software is used to assist students as a tutorial for increasing proficiency in all subjects. NWEA MAP testing (Measures of Academic Progress) is in use to access student's levels of learning and set goals to increase student achievement. Office staff uses MS Office and Publisher, and the San Diego County Office of Education student information system and accounting software to fulfill their needs. Upgrades will be needed as quality improves but they have sufficient software to accomplish goals.

Infrastructure: Each site's LAN (Local Area Network) meets prevailing industry standards to enable access to the WAN and to interoperability among sites via terminal server and/or thin client solutions. The district contracts with ClassLink Inc., to provide "access anywhere" to staff, teacher and students work from school or home and abroad. These technologies allow common applications to reside on shared servers, to which lower-cost in how end user devices connect across the network. Future purchases of software, services, and other technology tools will be of the type that relies on the existence of reliable, industry standards-based local area networks tied to high bandwidth wide area networks between district sites and to the Internet. Applications that use connectivity between and among classrooms, Borrego Springs Unified School District campuses, and others outside via the Internet will constitute a significant portion of

future purchases. Basic telephone services (including Centrex, PBX, and cellular services) are used by teachers, as part of the instructional delivery package, for communication between teachers and parents, staff, students calling out, and school safety. Upgrades to these existing services have been made to meet the needs of the District.

Information about on-line learning resources: The Superintendent and Technology Planning Committee will continue to look for on-line means to deliver curriculum to meet the needs of atypical students. All students who use the Internet, and their parents, must sign an Acceptable Use policy that appraises students and their parents of the risks involved in Internet use. Students are never permitted to use the Internet without teacher supervision. Internet content filtering is in place on all computers to which students have access.

5b. Description of Technology Hardware, Electronic Learning Resources, Technical Support needed to Support Components 3 and 4 .

Implementation Support Needs:

- (1) Upgrade our existing network infrastructure to include additional wireless access to facilitate more flexible communication capabilities throughout the school district. This wireless network will facilitate increased access to network resources and allow for additional computers to be added to the classrooms, and to areas where network cabling has not yet been installed.
- (2) Continued use of educational assessment services supplied by San Diego County Office of Education and California Department of Education.
- (3) Continued use of Software Applications (e.g., Accelerated Reader, Star Reading, MAP Testing, SuccessMaker) as a multiple measure of student achievement.
- (4) Continued use of Follett Software Company library automation software.
- (5) Familiarize students and staff with the tools of a high speed district network, such as graphics based/multimedia intense software applications, video conferencing capabilities for remote staff training, and interactive classroom instruction.
- (6) Upgrade the District's locally maintained servers to provide file sharing, application serving, email, calendaring, web server, and network management.
- (7) Continued use of Microsoft Exchange messaging server to serve all employees in the areas of e-mail communication, instant messaging, and calendar collaboration.
- (9) Designate a sufficient number of user workstations for employee use to allow regular access for e-mail and other District communications needs.
- (10) Maintain the districts current PC/Windows workstations to meet its strategic education technology goals in Section 1 and meet these needs.
- (11) Strengthen computer aided instruction to improve and promote student learning in the areas of reading, math, typing skills, art, writing, verbal comprehension, desktop publishing, multimedia design.
- (12) Increase the amount of computer assisted instruction and distance learning for staff development and continuing education.
- (13) Improve the educational use of supplemental resources through the Internet (web based applications and instructional web sites).

Software needs: Some software needed to accomplish curricular goals needs to be purchased, graphic organizer software, math problem-solving software, standards-specific software in literacy and math, and WebPages design software is still needed to accomplish curriculum goals. Classroom management software and interactive synchronous instructional software tools are currently being researched and need to be purchased.

Technical Support Needs: Ongoing training for the on site Technology Director to keep current in the many areas of technology. Since cost is a serious factor in this small rural District, it would be desirable for the County to fund all or part of the training. The TechSETS site which is State funded can be used in some instances.

Future telecommunications technologies such as Voice over IP are currently under review as a solution for improving the existing telecommunications technologies.

Implementation Needs and List of Items to be Acquired:

- (1) Upgrade our existing network infrastructure to include additional wireless access to facilitate more flexible communication capabilities throughout the school district. This wireless network will facilitate increased access to network resources and allow for additional computers to be added to the classrooms, and to areas where network cabling has not yet been installed.
- (2) Increase the educational use of supplemental resources through the Internet (web based applications and instructional web sites).

To implement this plan, BSUSD projects acquisition of the following:

- Upgrade 250 computer workstations in classrooms and administrative offices.
\$71,000.00 over duration of plan / Category 5600
- Purchase document cameras for all classrooms. 31 document cameras
\$17,500 over duration of plan / Category 6400
- Purchase Smart Boards cameras for all classrooms. 31 Smart boards
\$105,000.00 over duration of plan / Category 6400
- Upgrade servers for file storage and application sharing.
\$30,000.00 over duration of plan / Category 6400
- Purchase 60 laptops for 2 mobile labs.
\$60,000.00 over duration of plan / Category 6400
- Purchase 5 wireless access points.
\$15,000.00 over duration of plan / Category 6400
- Renew and maintain current software license in use.
\$189,160.00 over duration of plan / Category 4300
- Purchase new software for standards areas as identified in plan.
\$50,000.00 over duration of plan / Category 4300
- Refurbish/replace peripheral equipment as needed.
\$50,000.00 over duration of plan / Category 6400

Outside Technology Resources: The community and Borrego Springs Unified School District has a need for more access to technology resources. There is one local library and no public agencies with public access in this rural community. A few restaurants provide free Wi-Fi connections, but are generally unacceptable

as student’s resources because Internet filtering compliant with CIPA cannot be ensured. BSUSD has implemented “access anywhere” to enable students to access schoolwork from home or the public library.

Security: Although crime is rare in this rural district, there is a continued need for security. All classroom/lab computers are kept in locked classrooms. Laptop computers are in locked cabinets. The school is locked after hours and security alarms are activated when school is not in session. While Site specific surveillance systems are in place in certain rooms to monitor sites after regular hours of operation, there are currently no exterior surveillance systems at any campuses.

Additional Implementation Needs:

- A district policy for students who borrow technology equipment, a contract signed by parents, and insurance coverage in order for students to take home computer equipment.

Assistive technologies for special-needs students: The District uses a wide variety of software programs to enhance reading, math, written language and listening skills. To utilize these programs, each special education classroom has a minimum of three desktop computers. Special needs students at the primary level also have access to the Accelerated Reader and SuccessMaker Programs as an additional intervention for reading difficulties. In addition, the Scott Foresman EnVision Math software has a strong technology component and builds students skills in math. The purchase of additional computers, software, and peripherals will enable students that have difficulty communicating either orally or in writing an opportunity to access the core curriculum through the use of a computer in the classroom.

Items for Special needs students included in the list of items to be acquired are:

- Additional multimedia computers
- Additional assistive technology tools as identified by the Special Education Director.

5c Annual Benchmarks and a Timeline for obtaining Hardware, Infrastructure, Learning Resources and Technical Support Required

Goals for implementation include the following:

- *Maintain or upgrade infrastructure so that it can meet curricular and professional growth goals, funding permitting*
- *Integrate technology into each classroom and into each area of the curriculum – computers will be used as a tool and accessible to all students at all times in all places in the school*
- *Maintain and upgrade technology resources in a timely and cost effective way.*

In addition to specific benchmarks described in the following the goals and Objectives, there are other Benchmarks and Action Steps necessary for implementation. These are described on page and in 5d and in component 7, Monitoring. Annual dates in the Timeline will guide each year of the plan. The Superintendent and the Technology Director with assistance from the Technology Planning Committee is responsible for overall monitoring of the timeline.

Goal for Maintaining or upgrading the needed infrastructure to support the other components of the District Technology Plan

Goal 1: Maintain or upgrade infrastructure so that it can meet curricular and professional growth goals, funding permitting

<p>Benchmarks:</p> <ul style="list-style-type: none"> ➤ Year 1 –Purchase and install wireless equipment for specified areas. ➤ Year 2 - Install network servers and network equipment to meet the demand of additional computers in the classroom. ➤ Year 3 – Renew maintenance contract of PBX equipment and research VOIP capabililty. ➤ Year 4 & 5- Continued support for hard wired and wireless network infrastructure. 			
<p>Implementation:</p> <ul style="list-style-type: none"> ➤ Install additional wireless network infrastructure. ➤ Install additional network equipment to support the increase in the number of computers capable of connecting to the LAN in classrooms. ➤ Maintain existing PBX phone system and research feasibility of Voice over IP. 			
Evaluation Instrument(s):	Schedule for Evaluation	Program Analysis and Modification Process	Data To Be Collected & Position(s) Responsible
Installation of equipment Maintenance contracts Invoices	Quarterly	Technology Director and Tech Planning Committee will analyze progress and make necessary changes with assistance of stakeholders	Technology Director will collect the evaluation tools data and submit progress report to the Superintendent

Goal for obtaining the needed hardware to support the other components of the District Technology Plan

<p>Goal #1: Integrate technology into each classroom and into each area of the curriculum – computers will be used as a tool and accessible to all students at all times in all places in the school</p>

Benchmarks and Implementation Plan <ul style="list-style-type: none"> ➤ Year 1 – Purchase and install host/extender units in middle school classrooms. ➤ Year 2 – Purchase and install host/extender units in high school classrooms. Purchase document cameras for all classrooms. ➤ Year 3 – Purchase Smart boards for Special education and science classrooms. ➤ Year 4 – Refresh computers in middle and high school labs. Purchase Smart boards for Math classrooms. ➤ Year 5 – Purchase Smart boards for existing classrooms. Replace computers as needed. 			
Action Steps: <ul style="list-style-type: none"> ➤ Install host computer and nComputing desktop solution to increase classroom computer count. ➤ Provide a document camera in each classroom. ➤ Refresh lab and classroom computers as needed. 			
Evaluation Instrument(s):	Schedule for Evaluation	Program Analysis and Modification Process	Data To Be Collected & Position(s) Responsible
Invoices and site surveys	Quarterly	The Technology Director and Tech Planning Committee will analyze progress and make necessary changes with assistance of stakeholders	Technology Director will collect the data and submit progress report to the Superintendent

Goal for obtaining the needed technical support to support the other components of the District Technology Plan:

Goal # 1: Maintain and upgrade technology resources in a timely and cost effective way			
Benchmarks and Implementation Plan <ul style="list-style-type: none"> ➤ Year 1 –Continue the use of TechSETS account for Technology Director for assistance on an as-needed basis ➤ Year 2 - County provides expanded services to small school districts at no cost to the district ➤ Year 3 - A collegial network with nearby districts exists to share technical resources ➤ Year 4 & 5 - Expand collegial network with nearby districts and local institutions of higher learning to share technical resources 			
Action Steps: <ul style="list-style-type: none"> ➤ Provide on going training to Technology Director to keep current in the field - http://www.techsets.org/ ➤ Develop a collegial network ➤ Work together with nearby districts to identify and provide shared technical resources 			
Evaluation Instrument(s):	Schedule for Evaluation	Program Analysis and Modification Process	Data To Be Collected & Position(s) Responsible
Technology Director Training log	Quarterly	Technology Director and Tech Planning Committee will analyze progress and modify with stakeholder assistance.	Technology Director will collect the data and submit progress report to the Superintendent

Goal for obtaining the needed software to support the other components of the District Technology Plan:

Goal # 2: Purchase additional software needed to carry out staff development and curriculum goals.			
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Benchmarks and Implementation Plan			
Year 1 – Purchase software that supports Mathematics Standards			
Year 2 - Purchase software that supports English – Language Arts Standards			
Year 3 - Purchase software that supports Science Standards			
Year 4 - Purchase software that supports History-Social Sciences Standards			
Year 5 - Purchase software that supports Visual-Performing Arts Standards			
Action steps			
<ul style="list-style-type: none"> ➤ Research and purchase standardized integrated software packages for primary and upper grades. ➤ Research and purchase standardized graphic organizer software. ➤ Research and purchase standardized multi-media development software packages for primary and upper grades ➤ Research and purchase remedial software that is tied to State standards in math and literacy ➤ Research and purchase classroom management and synchronous instructional software for digital learning ➤ Purchase site licenses for teacher productivity tools 			
Evaluation Instrument(s):	Schedule for Evaluation	Program Analysis and Modification Process	Data To Be Collected & Position(s) Responsible
Invoices and site surveys	Quarterly	The Technology Director and Tech Planning Committee will analyze progress and make necessary changes with assistance of stakeholders	The Technology Director will collect the data and submit progress report to the Superintendent

Timeline of Suggested Benchmarks/Action Steps for the Infrastructure, Hardware, Technical Support, and Software Component.

Benchmarks / Action Step	Person Responsible	Annual Dates
Determine the technology hardware, electronic learning resources, networking and telecommunication infrastructure, physical plant modifications, and technical support needed by teachers, students, and administrators to support the activities in the Curriculum and Professional Development components.	Technology Director, Tech Planning Committee, Superintendent	August
Determine the existing hardware, Internet access, electronic learning resources, infrastructure, and technical support already in place in the school district that could be used to support the Curriculum and Professional Development components.	Technology Director, Tech Planning Comm., Superintendent	August
Monitor and supervise installation of new infrastructure, hardware and software	Technology Director	Aug-Jun
Develop a detailed annual infrastructure, hardware and software plan for upcoming funding and projections.	Technology Director, Tech Planning Committee, Superintendent	June
(Timeline Cont) Benchmarks/Action Steps Conduct quarterly status reviews to identify progress on yearly goals.	Persons responsible Principal, Technology Director & Teachers	Annual dates Aug, Nov, Feb, May

Place orders for new infrastructure, hardware and software	Technology Director	April
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5d. Monitoring and Evaluation

The Technology Director will monitor the implementation of the Infrastructure, Hardware, Technical Support, and Software component together with the Technology Planning Committee. The Superintendent will monitor progress on a semester basis and a report will be made to the Board of Education annually.

If parts of the plan are not being implemented according to the timeline, the Technology Director will take steps to make sure that this is corrected. If goals and objectives need to be modified, the Superintendent will consult stakeholders and Technology Planning Committee to modify the plan if needed. The Technology Director will update the inventory of technology resources yearly.

Indicators of Success:

Success is measured by the extent to which program indicators are met in the areas and objectives addressed in a particular goal.

- The Technology Director, Tech Planning Committee, and Superintendent evaluate progress toward goals related to Infrastructure, Hardware, Technical Support, and Software
- The Technology Director and Tech Planning Committee monitors adherence to the plan and makes appropriate recommendations to the Superintendent.

Indicators will be that:

- All District classrooms will have a 1 computer per 4 students ratio of non-obsolete computers with access to the Internet by June 2015 as measured by the California School Technology Survey
- All classroom computers will be equipped with software needed for students to reach curriculum and technology proficiency standards by June 2015 as measured by a software installation log.

6. FUNDING AND BUDGET COMPONENT

Benchmark / Action Step	Instruments(s)	Person(s) Responsible	Annual Dates
Monitor status of infrastructure installation.	California School Technology Survey & Quarterly Reports	The Technology Director, Technology Planning Committee, and Superintendent	Aug, Nov, Feb, May
Monitor status of hardware installation.	California School Technology Survey & Quarterly Reports	The Technology Director, Technology Planning Committee, and Superintendent	Aug, Nov, Feb, May
Evaluate annual progress and revise plan for coming year as necessary.	Annual report to School Board	Superintendent and the Technology Director	July

6a. Established and Potential Funding Sources

The Borrego Springs Unified School District has a good level of technology resources for its size. Over the past 10 years funding has come from District and State technology grants. The District reserves some of its lottery funds for technology use and applies for the Federal E-Rate program on an annual basis. The District is committed to providing students with the latest technology while maintaining at least a 1:10 computer/student ratio. The District has consistently allocated funding for upgrading computer equipment, network infrastructure and server equipment..

List of Established and Potential Funding Sources:

Established Funding Sources

Borrego Springs Unified School District has identified the following established sources of educational technology funding for the District. Many sources are annotated with former or alternative names and with potential uses.

- District General Fund
- K12 Voucher Program
- EIA/LEP Funds
- EIA/SCE Funds
- E-Rate
- GATE Funds
- Title I Funds
- Title II Funds
-

Potential Funding Sources:

Borrego Springs Unified School District has identified the following potential sources of educational technology funding for the District. Many sources are annotated with former or alternative names and with potential uses.

- After School Education and Safety (Proposition 49)
- Visual & Performing Arts Funds
- Classrooms of the Future

Cost Saving Strategies:

- Hardware and Software purchased through CalSAVE receives a substantial discount.
- The Borrego Springs Unified School District relies on the advice of the San Diego County Office of Education that provides assistance with any hardware and infrastructure purchases.
- Partnerships are sought, but difficult because the Borrego Springs Union School District is located in a rural area where there is no substantial industry.
- Grant opportunities are regularly sought.
- The Borrego Springs Union School District applies for discounts on telecommunication services and equipment through the Federal E-Rate program and the State of California Teleconnect Fund, annually.

6b. Estimated Costs for Term of Plan

Budget costs for the term of the plan are estimated on an annual basis. A baseline budget of \$201 per student will be allocated for capital improvements in technology as a line item each year. Each year the baseline budget is raised 5% per student to meet anticipated inflation costs. At the end of year five, the baseline budget plus 20% per student will be allocated for capital improvement in technology, as reflected in the following tables. Throughout the duration of the plan, we will work with Classroom of the Future Foundation to seek corporate funding. The Superintendent will monitor the adopted budget annually to analyze progress and will make appropriate modifications with stakeholder assistance.

Technology Budget for Borrego Springs Unified School District 2009-2010 School Year

Item	Category	General Fund	Other	Amount
Tech Related Salaries *IT Supervisor, *Consultant, *Faculty Stipends	2400	91,638		91,638
Software & Supplies ,*License renewals and upgrades, license fees,*Printer cartridges,*Printers, Computer parts	4300	37,832		37,832
Staff Development *Training Materials, *Workshop fees, *Travel and Conference Expenses	5200	3,500		3,500
Hardware – repair *Replace obsolete computers, *Refurbish, * Contracted Tech Support	5600	8,500		8,500
Hardware *Upgrade servers, *Laptops,*Desktops,* Peripherals, *Projectors,*Wireless Access Points, *Accessories	6400	45,900		45,900
TOTAL baseline \$197 per student x 485		187,370	0	95,732

Technology Budget for Borrego Springs Unified School District 2010-2011 School Year

Item	Category	General Fund	Other	Amount
Tech Related Salaries *IT Supervisor, *Consultant, *Faculty Stipends	2400	97,500		97,500
Software & Supplies *Mathematics Standards software, *License renewals and upgrades,*AR & STAR Ren Place license fees,*Printer cartridges,*Printers, Computer parts	4300	47,832		47,832
Staff Development *Training Materials, *Workshop fees, *Travel and Conference Expenses	5200	3,500		3,500
Hardware – repair *Replace obsolete computers, *Refurbish, * Contracted Tech Support	5600	14,000		14,000
Hardware *Upgrade servers, *Laptops,*Desktops,* Peripherals, *Projectors, *Document Cameras, *Wireless Access Points, *Accessories	6400	35,500		35,500
TOTAL Baseline budget of \$201 per student x 485=		199,332	0	101,832

Technology Budget for Borrego Springs Unified School District 2011-2012 School Year

Item	Category	General Fund	Other	Amount
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Tech Related Salaries *IT Supervisor, *Consultant, *Faculty Stipends	2400	102,760		102,760
Software & Supplies *English-Language Arts Standards software, *License renewals and upgrades, *AR & STAR Ren Place license fees, *Printer cartridges, *Printers, Computer parts	4300	47,832		47,832
Staff Development *Training Materials, *Workshop fees, *Travel and Conference Expenses	5200	3500		3500
Hardware – repair *Replace obsolete computers, *Refurbish, * Contracted Tech Support	5600	15,000		15,000
Hardware *Upgrade servers, *Laptops, *Desktops, * Peripherals, *Projectors, *Video Conferencing Equipment, *Wireless Access Points, *Accessories	6400	38,311		38,311
TOTAL Baseline +5% \$211 x 495=		207,205	0	104,445

Technology Budget for Borrego Springs Unified School District 2012-2013 School Year

Item	Category	General Fund	Other	Amount
Tech Related Salaries *IT Supervisor, *Consultant, *Faculty Stipends	2400	107,898		107,898
Software & Supplies *Science Standards software, *License renewals and upgrades, *AR & STAR Ren Place license fees, *Printer cartridges, *Printers, Computer parts	4300	47,832		47,832
Staff Development *Training Materials, *Workshop fees, *Travel and Conference Expenses	5200	3500		3500
Hardware – repair *Replace obsolete computers, *Refurbish, * Contracted Tech Support	5600	10,000		10,000
Hardware *Upgrade servers, *Laptops, *Desktops, * Peripherals, *Projectors, *Wireless Access Points, *Accessories	6400	48,063		48,063
TOTAL Baseline +10% = \$221 x 495=		217,293	0	109,395

Technology Budget for Borrego Springs Unified School District 2013-2014 School Year

Item	Category	General Fund	Other	Amount
Tech Related Salaries *IT Supervisor, *Consultant, *Faculty Stipends	2400	112,213		112,213
Software & Supplies *History-Social Sciences software, * License renewals and upgrades, *AR & STAR Ren Place license fees, *Printer cartridges, *Printers, Computer parts	4300	47,832		47,832
Staff Development *Training Materials, *Workshop fees, *Travel and Conference Expenses	5200	3500		3500
Hardware - repair *Replace obsolete computers, *Refurbish, * Contracted Tech Support	5600	8500		8500
Hardware *Upgrade servers, *Laptops, *Desktops, * Peripherals, *Projectors, *Smart Boards *Wireless Access Points, *Accessories	6400	56,168		56,168
TOTAL Baseline +15% \$232 x 500 =		228,213	0	116,000

Technology Budget for Borrego Springs Unified School District 2014-2015 School Year

Item	Category	General Fund	Other	Amount
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Tech Related Salaries *IT Supervisor, *Consultant, *Faculty Stipends	2400	116,701		116,701
Software & Supplies * Visual-Performing Arts Standards software, *License renewals and upgrades,*AR & STAR Ren Place license fees,*Printer cartridges,*Printers, Computer parts	4300	47,832		47,832
Staff Development *Training Materials, *Workshop fees, *Travel and Conference Expenses	5200	4000		4000
Hardware – repair *Replace obsolete computers, *Refurbish, * Contracted Tech Support	5600	15,000		15,000
Hardware *Upgrade servers, *Laptops,*Desktops,* Peripherals, *Projectors, *Video Conferencing Equipment *Wireless Access Points, *Accessories	6400	53,668		84,000
TOTAL Baseline +20% \$241 x 500 =		237,201	0	120,500

6c District’s Replacement Policy for Obsolete Equipment.

All administrative computers (including teacher SIS computers) will be replaced every five years. This requires a replacement rate of 20% per year, with priority going to the oldest computers and the users with the highest need. Over the duration of this plan, 60% of all computers, or approximately 140 computers will be replaced. Funding permitting, the same pattern will be followed for student computers. However, some of these machines are already 5 years old so replacement costs will be disproportionately high during the first five years of replacement (the duration of this plan).

Although computer equipment is donated to schools with the best intentions, we must be selective and ensure that the above minimum requirements are met for all new and used equipment. These technology standards will be continually upgraded to best meet the needs of the Curriculum and Professional Development Components of the District’s technology plan.

Printers will only be replaced when they are no longer functional, and only as funding allows. Most staff members, including faculty, can now print to the networked copiers. Other peripherals are replaced as they fail, or as needed. The same policy will be followed with the switches, wireless access points, and other elements of the network infrastructure, such as data drops. Note that much of the network backbone is already scheduled to be upgraded during the duration of this plan.

The planning committee also acknowledges the importance of timeliness with respect to replacement when a computer or peripheral breaks down. Currently, when a device breaks down there is often no replacement funding available. The committee recognizes that if the funds described above are earmarked for replacements, then broken devices might be replaced in a more timely fashion

The Technology Director, with the assistance of students in an elective computer repair class, will maintain and upgrade computers for as long as they remain functional. As funds become available to replace older computers, the computers that are replaced will be evaluated by the TD. Computers which are outdated but functional will be evaluated for data deletion and possible surplus/donation to community organizations/individuals. A procedure has been developed and approved for this process. The oldest computers, and/or those for which the cost of repair is greater than the value of the equipment, will be scrapped as surplus.

6d. Monitoring and Evaluation of the Budget Component

In addition to monitoring procedures described in Component 7, each Semester, funding resources to implement curricula, professional and hardware goals will be identified to cover purchase of software, hardware and staff training needed to support components 3, 4 and 5. Site principals and the Technology Director will determine specific needs and report collected data to the Superintendent for analysis and modification as needed.

Local community resources and industry partnerships will be explored to leverage costs of upgrades and replacement of technology resources. With the assistance of the County Office of Education, the Superintendent will identify grant proposals to be submitted to support goals and objectives of this plan. Ongoing technical support will be provided and progress monitored by the Superintendent.

The Superintendent with assistance from the Technology Director will be responsible for the overall monitoring of the timeline. The Technology Director will monitor progress on a quarterly basis and forward a report to the Superintendent and the Board of Trustees annually.

If parts of the plan are not being implemented according to the timeline, the Superintendent and business manager will take steps to make sure that this is corrected. If goals and objectives need to be modified, the Superintendent will consult stakeholders and Technology Planning Committee members to modify the plan if needed. The Business Manager will publish an expenditure vs. budget report quarterly.

Monitoring and Evaluation Timeline, Benchmarks and Action Steps

Benchmark / Action Step	Person Responsible	Annual Completion Date
Identify all costs associated with implementing each component.	Technology Director	January
Identify established and potential funding sources, present and future.	Superintendent	January
Consider options for reducing costs.	Superintendent/principal	February
Develop and implement annual budgets for the term of the plan.	Superintendent	February
Provide for ongoing technical support.	Technology Director	February
Plan for the obsolescence of equipment.	Technology Director	February
Establish a feedback loop to monitor and improve progress.	Technology Director	September

7. MONITORING AND EVALUATION COMPONENT

7a. Process for evaluating the plan’s total progress and impact on teaching and learning

Monitoring and evaluation is essential to successful achievement of EETT objectives at the Borrego Springs Unified School District. Communication takes place on a regular basis. Instruments of evaluation and the person responsible are listed after each goal in components 3, 4, and 5. The Superintendent and site Principals will monitor the implementation of the technology plan together with the Technology Planning Committee in all areas. If parts of the plan are not being implemented according to the timeline, site Principals and / or Superintendent will take steps to make sure that this is corrected. Site principals will coordinate the technology plan and will be responsible for the management of all activities described in the programs for students and staff. The Superintendent will make an annual report to the board.

If portions of the curriculum or staff development plan are not being implemented according to the timeline, the Superintendent will analyze the data and determine what is needed to implement the plan, or revise the plan with stakeholder assistance, if needed. All staff will take the ED TECH PROFILE Assessment yearly. Indicators of success will be comparison of baseline ED TECH PROFILE data with new data provided each year. Informal and hands-on surveys will indicate whether curriculum related goals are being met and the Superintendent/principal will ensure that steps are taken to meet all goals provided funding is available. Changes in student learning and achievement resulting from professional staff development will be measured by comparing student test scores and portfolios before and after implementation of curricular goals.

The Technology Director will monitor the implementation of the Infrastructure, Hardware, Technical Support, and Software component together with the Technology Planning Committee. The Superintendent will monitor progress on a semester basis and a report will be made to the Board of Education annually. If parts of the plan are not being implemented according to the timeline, the Technology Director will take steps to make sure that this is corrected. If goals and objectives need to be modified, the Superintendent will consult stakeholders and Technology Planning Committee and stakeholders to modify the plan if needed.

7 b. Schedule for evaluating the effect of plan Implementation

Timelines and implementation steps are thoroughly described in components 3, 4, 5, and 6. Also, in addition to the monitoring and evaluation described in components 3d-3k, 4b, 5d and 6d, activities will be monitored as follows:

MONITORING AND EVALUATION SCHEDULE

ACTIVITY	TOOLS	METHODS	PERSON(S) RESPONSIBLE	ANNUAL TIMELINE
Student Computer Knowledge and Skills	<ul style="list-style-type: none"> ➤ Student grade summaries on technology-based projects ➤ NETS Performance Indicators for Technology Literate Students. 	Review of progress of students towards expectations. Revise plan as needed.	Principals	Aug, Nov, Feb, May
Student Academic Achievement in targeted content areas	<ul style="list-style-type: none"> ➤ STAR scores ➤ Student performance on formative authentic assessment project rubrics. 	Review of progress of students towards expectations. Revise plan as needed.	Principals	Aug, Nov, Feb, May
Staff Technology	<ul style="list-style-type: none"> ➤ EdTECH Profile District 	Review of progress of staff	Principals	Aug, Nov, Feb, May

Proficiency	<ul style="list-style-type: none"> ➤ Proficiency Chart ➤ Performance on formative authentic assessment project rubrics. ➤ Summary of Professional Growth hours in Technology ➤ Staff Individual Learning Plans 	towards expectations. Revise plan as needed.		
Staff Technology Integration	<ul style="list-style-type: none"> • EdTECH Profile Technology Use Survey Report • Informal classroom observation forms • Technology-based lesson plans • Individual Learning Plans • Self-Evaluation Survey 	Review unit / lesson plans and observation records for progress of staff towards expectations. Revise plan as needed.	Principals	November, February, March, June
Infrastructure, hardware, technical support and software	<ul style="list-style-type: none"> • Records of technical support • Identification of hardware and software to implement curriculum and professional Development needs. • Inservice training records • Purchase orders 	Review support tickets to identify areas of need. Review use of software by faculty/staff for in-classroom curriculum and professional needs. Review refresh/replace plan. Revise plan as needed.	Technology director, Tech planning committee, Superintendent, site principals, teachers	April, May, June, August, November,
Budget and acquisition of materials	<ul style="list-style-type: none"> • Annual budgets and expenditures • Delivery inventory • Records of obsolescent equipment replacement 	Review PO/Invoices and reconcile to budget. Review refresh/replace plan to determine needs. Revise plan as needed.	Technology Director, Superintendent, Principals. Business manager	January, February, September
Partnership Involvement	<ul style="list-style-type: none"> • Attendance Records • Meeting Minutes • Agendas 	Review levels of partnership involvement and adjust plan as needed.	Principals and Superintendent	November, February, March, June

7c. Process and frequency of communicating evaluation results to tech plan stakeholders.

- Site principals will coordinate the technology plan and will be responsible for the management of all activities described in the programs for students and staff.
- The Technology Director will monitor the implementation of the Infrastructure, Hardware, Technical Support, and Software component together with the Technology Planning Committee.
- The Business Manager will publish an expenditure vs. budget report quarterly.
- The Superintendent will monitor progress on a semester basis and a report will be made to the Board of Education and stakeholders annually.

- Plan progress will be posted electronically on the website, printed and available in district and sit offices, and available by request on email at itsupopr@bsusd.net.

8. COLLABORATION WITH ADULT LITERACY SERVICE PROVIDERS

The Borrego Springs Unified School District is working with the College of Borrego to provide ELD programs and adult literacy education to the community it serves. There are programs in place, offered by District schools, which provide English language learning programs and services to parents and the community. The District coordinates with the San Diego County Office of Education on projects designated to improve adult literacy.

9. RESEARCH BASED METHODS AND STRATEGIES

9a. Relevant Research to support Curricular and Professional Development Goals

District Goals for Students' Academic Improvement

- **Use of technology to teach the writing process and improve language mechanics and spelling will be better integrated into the language arts curriculum with teaching staff taking a lead role.**
- **Students will use technology to improve math problem-solving skills.**
- **Technology will support students with special needs to improve literacy and mathematics skills.**

The integration of technology into instruction is most effective “when students and teachers take advantage of its sophistication and versatility to support higher-order thinking and conceptualization” (Ringstaff and Kelley, 2002). Best practices in this category come from organized classroom projects in which student teams are presented with a real-life problem or issue to address. Such projects are often cross-curricular, combining skills from the core subjects of mathematics, language arts (writing), science, and social studies, as well as the arts. These projects typically incorporate technology tools such as e-mail, Internet resources, spreadsheets (including charts and graphs), presentation software (such as PowerPoint), scanners, digital cameras, and video editing system (Ringstaff and Kelley, 2002).

Technology Enhances Achievement

In an eight-year longitudinal study of SAT-I performance at New Hampshire’s Brewster Academy (*Bain & Ross, 1999*), students participating in the technology-integrated school reform efforts (School Design Model) demonstrated average increases of 94 points in combined SAT I performance over students who participated in the traditional school experience. *Bain, A., & Ross, K. (1999). School reengineering and SAT-I performance: A case study. International Journal of Education Reform, 9(2), 148–153.*

The Idaho Council for Technology in Learning (1999) conducted research on the effect of the technology initiative in Idaho. Researchers examined the test score gains, technology usage patterns, and technology literacy along with five other elements of the initiative. The sample consisted of over 35,000 students, and the researchers concluded “There is a positive relationship between academic performance in core studies, language, math, and reading and the integration of technology in Idaho’s K-12 schools (p. vii).” *Idaho Council for Technology in Learning (1999). The Idaho technology initiative: An accountability report to the*

Idaho Legislature on the effects of monies spent through the Idaho Council for Technology in Learning. The State Division of Vocational Education, The State Department of Education, Bureau of Technology Services.

“Student engagement remained highest when technology use was integrated into the larger curricular framework, rather than being an “add-on” to an already full curriculum.” *Sandholtz, J. H., Ringstaff, C., & Dwyer, D. C. (1997). Teaching with technology: Creating student-centered classrooms. New York: Teachers College Press.*

Research Supporting the Use of Accelerated Reader

The Effect of the Accelerated Reader on the Reading Comprehension of Third Graders

This nine-week study examined the effect of the Accelerated Reader program on the reading comprehension scores of third grade students in a socio-economically disadvantaged area of West Virginia. Two separate third grade classes, with different teachers, but within the same school, participated in this study. The experimental group of students was encouraged to read and test on books supported by the Accelerated Reader program. The STAR Reading program was used to pretest and post-test students and the group scores were used to ascertain if significant growth in reading comprehension occurred in the experimental group. The data did show a significant difference that could be attributed to the Accelerated Reader program. The students in the experimental group (n=15) demonstrated a 17% increase in their group mean score in the nine-week period, whereas the control group (n=21) experienced a 9% increase within the same nine-week period. Therefore, the hypothesis must be accepted: There will be a significant increase in reading comprehension scores after participating in the Accelerated Reader program. Abstract: Facemire, N. E. Master's thesis. Salem-Teikyo University, 2000. (Copies of this report may be obtained through ERIC Documentation Reproduction Service. No. ED 442 097 <http://www.edrs.com/>.)

An Evaluation of the Accelerated Reader Program in Grades 3-5 on Reading Vocabulary, Comprehension, and Attitude in an Urban Southeastern School District in Virginia

Howard, C. 1999. An Evaluation of the Accelerated Reader Program in Grades 3-5 on Reading Vocabulary, Comprehension, and Attitude in an Urban Southeastern School District in Virginia. Ph.D. dissertation. Norfolk, VA: Old Dominion University.

This study evaluated the effectiveness of recreational reading programs for improving reading comprehension and vocabulary achievement, and attitudes toward reading among students with low socio-economic status. The study used Accelerated Reader (AR) as a tool to deliver a recreational reading program to third-, fourth-, and fifth-grade students in seven Title I schools. The author of this study concludes that the results of this study support the use of AR as a tool to improve reading comprehension and vocabulary among students with low socio-economic status.

The Accelerated Reader Program, Reading Achievement, and Attitudes of Students with Learning Disabilities

Scott, L.S. Master's thesis. Georgia State University, 1999. The purpose of this thesis was to evaluate and determine if Accelerated Reader meets its claim to motivate and improve reading achievement for all students, including those with special needs. The study involved four middle school classes of students with learning disabilities, while the control was comprised of two classes who did not use Accelerated Reader. Based on STAR pre and post-test scores, students in the treatment group showed an increase in reading levels from a mean score of 2.81 to 3.50. Additionally, these students showed an increase in attitudes of 13% on the Estes Reading Attitude Scale. Students in the control group decreased reading levels (according to STAR data) from 4.75 to 4.25, while reading attitudes increased by 2.6% on the Estes. (ERIC Documentation Reproduction Service. No. ED 434 431 <http://www.edrs.com/>.)

Improving Reading Comprehension Achievement of Sixth, Seventh, and Eighth Grade Underachievers

Turner, T.Ph.D. diss., Nova University, 1993. In a rural New Jersey school system, Accelerated Reader was one of six components utilized in a major research project report that was developed to improve reading comprehension for sixth through eighth grade underachievers. Accelerated Reader had a positive impact on the SSR program and gave the students a purpose and incentive to read. As a result of the project, 82% of the 46 targeted underachievers improved their reading comprehension achievement with a mean increase of 8.36 normal curve equivalent points (NCE) on the Comprehensive Test of Basic Skills (CTBS) and 52% met their anticipated achievement goal on the Test of Cognitive Skills (TCS). In addition, eighth graders showed a mean increase in positive attitude on the Estes Scale of Reading Attitudes. (ERIC Documentation Reproduction Service. No. ED 372 374 - <http://www.edrs.com/>.)

Research Supporting Effective Use of Technology Aligned to Standards to Raise Student Achievement.

As described in the goals and objectives in 3d, each year of implementation students will use technology-infused projects in support of a set of standards in a core content area. This practice is supported by the CEO Forum school technology and readiness report which concludes, in part, that the effective use of technology to enhance student achievement is based on alignment to curricular standards and objectives. CEO Forum. (2001, June).” The CEO Forum school technology and readiness report: Key building blocks for student achievement in the 21st century”. (<http://www.ceoforum.org/downloads/report4.pdf>)

This report concludes, in part, that the effective use of technology to enhance student achievement is based on alignment to curricular standards and objectives.

District Goals for Students’ Information Literacy

- **Upper grade students will be able to demonstrate a working knowledge of all aspects of information literacy.**
- **Upper grade students will be able to operate technology without assistance from teaching staff**
- **District schools will provide expanded access to technology for all students**

Participation in information literacy projects has been demonstrated to improve students’ problem solving skills as well as communication skills. “Students using sophisticated technologies as everyday learning tools show marked growth in essential workplace skills. Moreover, such gains do not come at the expense of basic skills.” (Penuel, Golan, Means & Korbak, 2000) “Research reviews also show increased student motivation, engagement, and self-esteem as well as improved school attendance and fewer dropouts” (Coley, 1997).

Ethical use of information technology and Internet safety

- Students will be provided with instruction on ethical, safe, accurate use of digital information.
- Students will be provided with instruction on Internet safety.

As described in 3 f and 3g BSUSD will refine policies and procedures for technology use and implement a plan to teach and inform students, teachers, and stakeholders in online safety and ethical use of technology. This is supported by the following research: Digital citizenship instruction needs to alert students to online hazards, teach how to manage personal information, inform students about copyright and intellectual property, unauthorized downloading of games and software, and create a culture of proper use. (Starr, 2003. *Cyberethics Issues in Schools*, Education World, http://www.educationworld.com/a_tech/tech/tech055.shtml)

"There are still big differences in home computer use that need to be addressed before we can declare the digital divide closed. Closing the digital divide will also help close the achievement gap that exists within our schools."

Paige, R. 2003. Digital Divide still exists: Two new reports look at computer and internet use in education. *U.S. Dept. of Education Press Release*. Edu-Tech News, http://www.jemetc.com/edtech/archives/2003_10.html

Effective Technology Integration

District Goals for Classroom Technology Integration

- **Teachers will enrich lessons by using internet-based resources in the classroom.**
- **Teachers will use graphic organizing software as an integral part of the language arts and social studies curricula.**
- **Staff will use web page design to meet their personal and professional goals.**

The effective integration of technology can have a positive impact on classrooms, schools, and districts by “redefining teacher and student roles and beliefs about teaching and learning”:

- The teacher becomes a coach and collaborator rather than a dispenser of knowledge
 - Students engaged in projects learn how to construct knowledge rather than to just receive it
 - Students begin to take charge of their learning and gain responsibility and control over their work
 - The school culture shifts from “isolated classroom practice” to “team-oriented learning community”
- (Ringstaff & Kelley, 2002) [Proven Methods for Technology Management](#)

Home School Communication

- **Teachers and administrators will use technology to enhance communication between home and school**

Component 3j emphasizes the need for positive accessible communication between home and school and is supported by the following research:

“The evidence is beyond dispute, parent involvement improves student achievement. When parents are involved, children do better in school.”

Yoon, R. (2002). Parent involvement in education- What the research says. *NEA: Help for parents*. <http://www.nea.org/parents/research-parents.html>

Record Keeping and assessment

- **Teachers and administrators will develop skills to use technology for record keeping and assessment.**

The BSUSD plan includes professional development to enable teachers and administrators to use technology to enhance the teaching/learning process with an assessment system and record keeping. This component is supported by the following research:

“Organizations typically get what they earnestly and specifically set out to get. Good-faith efforts to establish goals and then to collectively and regularly monitor and adjust actions toward them produce results. Results should be understood as a thoughtfully established, desired end-product, as evidence that something worked.”

Schmoker, M. (1999). *Results: The Key to Continuous School Improvement*. Alexandria, VA: Association for Supervision and Curriculum Development

District Goals for Professional Development Technology Training

- **Teachers will receive ongoing professional development and technical support related to their identified professional development needs.**

- **Teachers and administrators will learn to use a computer to accomplish their personal and professional goals.**
- **Teachers and administrators will move toward new State technology proficiencies for preliminary and professional credentials with District support.**

The importance of educating staff in the use of technology is critical to the success of the Borrego Springs Unified School District plan, and is supported by the following research:

- “Virtually every major study of successful technology use finds that teacher professional development is key” (Office of Technology Assessment, 1995).
- “Teachers trained in how to use technology use it more often and in ways that result in student gains. Conversely, a lack of training is a significant barrier to success” (Mann & Shafer, 1997).
- Teachers “not only need familiarity with equipment, but – more important – they need to see and practice the most productive ways of using (technology) to support learning. They need time to explore, reflect, collaborate with peers, and engage in hands-on learning” (Sandholtz, Ringstaff & Dwyer, 1997).
- Teachers need training, assistance and support in making the transition from traditional methods of teaching (lecture, recitation, seat work) to technology-based instruction (supporting student collaboration, inquiry, problem solving, and interactive learning (Ringstaff & Kelley, 2002).

Coaching and collaborative practices are supported by the following research:

The Study: “Teacher professional engagement and constructivist-compatible computer use.” This report describes a number of aspects of the professional engagement of American teachers. It also examines relationships between professional engagement and teaching practice, including instruction involving computer use. Professional engagement was measured by (1) the frequency that a teacher had informal substantive communications with other teachers at their school, (2) the frequency and breadth of professional interactions with teachers at other schools, and (3) the breadth of involvement in specific peer leadership activities-mentoring, workshop and conference presentations, and teaching courses and writing in publications for educators. (Center for Research on Information Technology and Organizations. Becker, J.H., and Riel, M.M. (2000). http://www.crito.uci.edu/tlc/findings/report_7/startpage.html)

9b. Description of innovative strategies to deliver rigorous courses and curricula.

The Borrego Springs Unified School District currently is delivering its curriculum in a traditional personal environment. A computer Intern program is in place to train students to be innovators in technology and assist the staff and faculty in infusing the use of technology in the classroom. The district is currently reviewing distance learning solutions to provide advanced and low incidence instruction.

Appendix C – Criteria for EETT Technology Plans

(Completed Appendix C is REQUIRED in a technology plan)

A technology plan needs to “Adequately Address” each of the following criteria:

- EETT Requirements are listed on Appendix D - EETT Technology Plan Requirements
- **Appendix C must be attached to the technology plan with “Page in District Plan” properly cross-referenced and completed.**

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)	5	The technology plan describes the LEA 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). The plan must include a specific start and end date (7/1/xx to 6/30/xx).	The plan is less than three years or more than five years in length.
2. STAKEHOLDERS CRITERION Corresponding EETT Requirement(s): 7 and 11 (Appendix D).	5		
<i>Description of how a variety of stakeholders from within the school district and the community-at-large participated in the planning process.</i>	5	The planning team consisted of representatives who will implement the plan. If a variety of stakeholders did not assist with the development of the plan, a description of why they were not involved is included.	Little evidence is included that shows 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).			
a. Description of teachers' and students' current access to technology tools both during the school day and outside of school hours.	7	The plan describes the technology access available in the classrooms, library/media centers, or labs for all students and teachers.	The plan explains technology access in terms of a student-to-computer ratio, but does not explain where access is available, who has access, and when various students and teachers can use the technology.
b. Description of the district's current use of hardware and software to support teaching and learning.	8	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.	8	The plan summarizes the district's curricular goals that are supported by the plan and referenced in district document(s).	The plan does not summarize district curricular goals.
d. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan for using technology to improve teaching and learning by supporting the district curricular goals.	9-16	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	17-18	The plan delineates clear goals, measurable objectives, annual	The plan suggests how students will acquire

<p>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.</p>		<p>benchmarks, and an implementation plan detailing how and when students will acquire technology skills and information literacy skills.</p>	<p>technology skills, but is not specific enough to determine what action needs to be taken to accomplish the goals.</p>
<p>f. List of goals and an implementation plan that describe how the district will address the appropriate and ethical use of information technology in the classroom so that students 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</p>	<p>19</p>	<p>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.</p>	<p>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.</p>
<p>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.</p>	<p>20</p>	<p>The plan describes or delineates clear goals outlining how students and teachers will be educated about Internet safety.</p>	<p>The plan suggests Internet safety education but is not specific enough to determine what actions will be taken to accomplish the goals of educating</p>

			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.	21-22	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.	23	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-	24-25	The plan delineates clear goals, measurable objectives, annual benchmarks, and an implementation plan for using technology to improve	The plan suggests how technology will be used, but is not specific enough to

<p>way communication between home and school.</p>		<p>two-way communication between home and school.</p>	<p>know what action needs to be taken to accomplish the goals.</p>
<p>k. Describe the process that will be used to monitor the Curricular Component (Section 3d-3j) goals, objectives, benchmarks, and planned implementation activities including roles and responsibilities.</p>	<p>26-27 (24)</p>	<p>The monitoring process, roles, and responsibilities are described in sufficient detail.</p>	<p>The monitoring process either is absent, or lacks detail regarding procedures, roles, and responsibilities.</p>
<p>4. PROFESSIONAL DEVELOPMENT COMPONENT CRITERIA Corresponding EETT Requirement(s): 5 and 12 (Appendix D).</p>			
<p>a. Summary of the teachers' and administrators' current technology proficiency and integration skills and needs for professional development.</p>	<p>27-28</p>	<p>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.</p>	<p>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</p>

			when grades four to eight are the focus grade levels.
<p>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.</p>	29-40	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.
<p>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.</p>	40-41	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.
<p>5. INFRASTRUCTURE, HARDWARE, TECHNICAL SUPPORT, AND SOFTWARE COMPONENT CRITERIA Corresponding EETT Requirement(s): 6 and 12 (Appendix D).</p>			

<p>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.</p>	<p>42-43</p>	<p>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.</p>	<p>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.</p>
<p>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.</p>	<p>43-45</p>	<p>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.</p>	<p>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</p>

			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.	45-49	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.	49	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)			
a. List established and potential funding sources.	50-51	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.	51-53	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.	53	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.	54	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).			
a. Describe the process for evaluating the plan’s overall progress and impact on teaching and learning.	55	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.	55-56	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.	56-57	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.
<p>8. EFFECTIVE COLLABORATIVE STRATEGIES WITH ADULT LITERACY PROVIDERS TO MAXIMIZE THE USE OF TECHNOLOGY CRITERION Corresponding EETT Requirement(s): 11 (Appendix D).</p>			
<p>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.)</p>	57	<p>The plan explains how the program will be developed in collaboration with adult literacy providers. Planning included or will include consideration of collaborative strategies and other funding resources to maximize the use of technology. If no adult literacy providers are indicated, the plan describes the process used to identify adult literacy providers or potential future outreach efforts.</p>	<p>There is no evidence that the plan has been, or will be developed in collaboration with adult literacy service providers, to maximize the use of technology.</p>
<p>9. EFFECTIVE, RESEARCHED-BASED METHODS, STRATEGIES, AND CRITERIA Corresponding EETT Requirement(s): 4 and 9 (Appendix D).</p>			
<p>a. Summarize the relevant research and describe how it supports the plan’s curricular and professional development</p>	57-61	<p>The plan describes the relevant research behind the plan’s design for strategies and/or methods selected.</p>	<p>The description of the research behind the plan’s design for</p>

<p>goals.</p>			<p>strategies and/or methods selected is unclear or missing.</p>
<p>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.</p>	<p>61</p>	<p>The plan describes the process the district will use to extend or supplement the district’s curriculum with rigorous academic courses and curricula, including distance learning opportunities (particularly in areas that would not otherwise have access to such courses or curricula due to geographical distances or insufficient resources).</p>	<p>There is no plan to use technology to extend or supplement the district’s curriculum offerings.</p>

Appendix J – Technology Plan Contact Information

Education Technology Plan Review System (ETPRS) * required
Contact Information

County & District Code: 37 - 67983

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

LEA Name: Borrego Springs Unified School District

*Salutation: Mr.

*First Name: Chuck

*Last Name: King

*Job Title: Supervisor of Information Systems

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