

SAN YSIDRO SCHOOL DISTRICT



“provides an educational environment in which all students succeed”

TECHNOLOGY MASTER PLAN
2006-2011

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Background and Overview

Background

San Ysidro School District (SYSD) is located in San Ysidro, a coastal community, 15 miles south of San Diego, California and is adjacent to the United States-Mexico International Border. Often described as, "the Gateway to Mexico." SYSD operates one middle school (7-8), five K-6 elementary schools and one K-8, a state preschool program, and a childcare center. All SYSD schools are on a modified year-round schedule.

SYSD is a growing district with an enrollment of over 5,000 students. Our student population reflects the predominantly Hispanic community of San Ysidro, comprised of 93% Hispanics of which over 85% are English Learners. The majority of the parents of SYSD students were born in Mexico, many of whom speak little or no English. Due to increased land development, the SYSD student demographic composition is changing; student enrollment is steadily increasing from year to year. Our district mobility rate is estimated at an annual average of twenty-three percent. Current student population reflects a multicultural diversity comprised of Afro-Americans, Asians, Caucasians, and American Indians.

The district offers a comprehensive course of study and a variety of programs focusing on student's needs. Instructional programs are designed to meet the diverse needs of; English Learners, Special Education, Migrant Education, Gifted and Talented, and at-risk students. Project personnel understand the urgency to increase professional development opportunities for improved student academic achievement and the integration of technology and curriculum. District, site administrators, and teachers value the importance of quality education and are fully committed on creating opportunities in order to promote that all students practice higher-level thinking, problem solving, and embed critical thinking skills through the use of technology. Parents are concerned, caring, and support SYSD public schools. They are interested in a quality education for all students. District's leadership team strongly supports the development of a technology plan that will enhance the teaching and learning in the classroom.

Mission Statement

The SYSD mission is "*to provide an educational environment in which all students succeed*" Recognizing that this commitment fosters and promotes all students academic skills, SYSD staff and the governing board support the development of the technology plan. Measures of "students' success" include annual state and district assessments, curriculum embedded assessments, teacher observation, and student's preparedness to integrate academic and technology literacy skills.

1- PLAN DURATION

The district's long-range technology plan will be in effect from August 1, 2006 through June 30, 2011. The plan outlines Goals, Benchmarks and timelines based on the five-year period of the plan. The effectiveness of the plan will be monitored and evaluated as stated in each objective.

2- STAKEHOLDERS

SYSD considers involvement of district support staff, administrators, community, teachers, parents and students as essential partners for the success of all educational programs. The district strongly believes that students' accomplishments rely on the collaboration between home and school community. The SYSD technology planning team involved all stakeholders.

The Technology Planning team consists of:

District Support Staff.....	Assistant Superintendent Educational Services Educational Services Consultant Director of State & Federal Projects Director of Information Management Services Teacher on Special Assignment English Learner/ Literacy Coordinator
Administrators	Principals and Assistant Principals
Community	San Ysidro Chamber of Commerce Small Business Association San Ysidro Public Library City of San Diego Our Lady of Mount Carmel School San Diego County of Education (SDCOE)
Teachers	Teacher representatives from all school sites
Parents	District English Learner Advisory Committee (DELAC)
Students	Students' input through district wide survey

The technology planning team developed guidelines for the development, implementation, monitoring and evaluation of the SYSD 2006-2011 Technology Master Plan. The team will also be responsible for implementing actual activities described in the objectives. The plan consists of a comprehensive program that effectively uses technology to help students meet or exceed the state academic content standards in Language Arts, and Mathematics.

The SYSD Governing Board supports the educational technology goals which provide guidance in addressing district's technology needs. The plan also provides clear focus to enhance district's curricular program and, improve school community technology skills needed to effectively implement the use of technology in the classroom, computer labs, and/or library media centers. Technology curricular goals are included in the site's Single Plan for Student Achievement which is approved by the School Site Council (SSC).

3- CURRICULUM COMPONENT

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

SYSD has made positive strides to provide all students including English Learners (EL), Title I, Migrant, Immigrant, Gifted and Talented, and Special Education access to the latest technology. Many of the schools use technology tools across the curriculum, yet the needs exist to increase individual student’s computer access during, before, and after school. The district has invested a great deal of monies toward providing students and staff access to technology. Furthermore, special consideration is considered necessary for replacing out-dated systems on a 4-5 year cycle.

During the period of 1994-1999, most classroom teachers hired prior to 1991, participated in a five-year Title VII grant which emphasized computer skills development. In 1999, approximately 30 teachers participated, in the Educational Technology Professional Development Institute project entitled, *Improving Learning for All Students through Technology* (ILAST), which required 120 online hours. Both Title VII and ILAST projects were instrumental for increasing teacher computer skills; however, technology skills training needs be kept current in order to match the sophistication of newer tools.

SYSD needs to raise the level of technology integration and revise the current district-wide technology skills matrix. The existing matrix encompasses skills such as: keyboarding, word processing, electronic publishing, spreadsheet manipulation, data collection and reporting, assembling multimedia material, electronic mail, Internet search and retrieval programs. The district needs to address how teachers may strengthen the integration between technology and standards-based curriculum that help to raise student’s achievement.

District-Wide Student Survey Results

Question	Yes	NO
Do you have a computer at home?	21%	79%
Do you have Internet access at home?	60%	40%
Have you used instant messenger or e-mail?	44%	57%
Are computers at school available when needed?	58%	42%
Do you know how to use Word processor?	73%	27%
Have you ever used Internet search engines?	92%	8%
Which best describes you on the computer?	Don't need help	39%
	Need a little help	56%
	Need lots of help	4%
What is the frequency use of technology for classroom assignments?	Most of the time: 24%	Some of the time: 8% Never: 67%

Student surveys indicate that 79% of the students do not have access to computer at home and 42% have limited use in school. 60% of the students feel they need instructional support. 73% of the students do not use technology for classroom assignments. Due to the low-socio-economic status of the majority of the homes in San Ysidro, most parents cannot afford to upgrade their outdated systems to keep up with the constant sophistication of newer computer systems.

Educational technology tools are mainly used at schools within the daily school instructional program. Students may be offered additional opportunities to engage in creative and enriching classes though before and after school, spring and summer intersession programs. These programs are contingent on the availability of funds. SYSD needs to review and modify the district

grade level technology matrix. The matrix provides guidance and professional growth opportunities to develop and/or increase instructional strategies and student centered activities. Information contained in the matrix is conducive to the integration of standard-base core curriculum and technology.

All the SYSD schools house one or two 30-unit computer lab(s). Computer lab schedules cycle students through the lab on a rotational basis. The labs provide access to the Internet, e-mail, *Microsoft Office Suite* applications, and varied educational software programs. In 2004-05, all the computer labs were updated to include a theater-size screen and a LCD projector. The added tools provide resources for teaching to the whole class while providing hands-on instruction. In addition, labs are used for training teachers, staff and parents during Intersession and before and after school. Both Willow Elementary and OVHS has a multimedia console in the school cafeteria or auditorium, for school wide presentations, training and/or whole grade learning activities. SYSD middle school has two computer labs. The first lab is used for reading intervention. The second lab, is used to focus on technology skills, in addition, four classrooms house eight computers each. These mini-labs are equipped with *Read 180*, a reading intervention software package. Ocean View Hills School, the newer school has two computers labs, one for primary grades and the other for upper grade. OVHS has also included a Smartboard in each of the computer labs. All district's classrooms have TV's connected to allow for computers to be used for classroom presentation. Three SYSD schools (Beyer, La Mirada and Willow) have LCD projectors teachers may use on a check-out basis.

3B Description of the district's current use of hardware and software to support teaching and learning

The district teaching community uses data driven analysis in the decision making process for Language Arts and Mathematics. The San Diego County's Online Assessment Reporting System (OARS) is a database program which houses student's Reading and Mathematics scores. Scores are recorded three times per year. SASI XP is used on a daily basis to store and retrieve information that impact classroom teachers. All schools at least two servers: one for the office and the other for the library. Library servers are filled with educational software primarily used to improve reading, math, writing, and ELD skills. The software is accessed by students and teachers on a daily basis.

All SYSD schools have the capability to use technology across the curriculum, but most of the software was purchased and installed prior to the adoption of state content-standards. To close the academic gap we need a stronger connection between technology and standard-based curriculum. A planned consistent approach to purchase and implement content-standard based software programs needs to be considered.

The district is moving towards a new type of teaching environment, which research, indicates will influence student achievement across the board. Categorical district and site funds have outfitted existing classrooms with five networked multi-media computers, printer, a multimedia teacher station, computer furniture, VCR, TV-computer hook-up and software. Each printer is networked with a server and multiple computers in the classroom. Schools have slowly replaced the laser printers with newer faster high-speed models. Schools have being retrofitted with fiber optic backbones and category 6 cable to desktops; the LAN's are all running gigabit Ethernet, and 100 mg to provide high speed access. Additional hardware, including Smart Boards, wireless microphones, document camera, DVD/VCR units, printers, scanners, digital cameras. This rich-technology environment allows teachers to access, model and integrate video, visual, and audio resources to tap multiple intelligences which are proven effective instructional strategies that create a learning environment conducive to improved literacy skills and promotes collaborative learning.

Local resources are utilized towards meeting new and remodeled classroom standards for installing the following latest technology:

- State-of-the-art teaching walls
- Wireless Technology: Microphone, keyboards, mouse
- 5-Multi media networked computers
- Networked; Laser Printer, Color Laser Printer, High Speed Copier
- Computer furniture
- TV monitor connected to teacher's station
- Teacher workstation
- Telephone-teacher communication
- Internet access to all computers
- Digital camera
- Document Camera
- Scanner
- Smart Board technology

Attention is given towards the feasibility and logistics to introduce wireless systems with video, audio technology, and microphone amplification systems to existing classrooms in the district. Such systems are now utilized in the computer labs at: Sunset, San Ysidro Middle School, and OVHS. Studies and research have shown that use of wireless microphones in the classroom have the following advantages:

- ◆ lessens physical stress on teachers' voices (improved attendance)
- ◆ counteracts the negative effects of background noise on classroom instruction
- ◆ improves delivery of instruction and directions
- ◆ significant learning gains for auditory learners
- ◆ enhances student presentations
- ◆ improves student behavior
- ◆ potential drops in special education referrals and services

One government-funded study in the US more than 20 years ago studied the effects of louder teacher voices on the performance of pupils. The three-year study showed that the scores of students in younger grades increased in listening, language and word analysis when teachers used microphones.

Computer programs and educational software differs from school to school. The need to standardize some basic programs and software for all SYSD schools is recognized. The following list will provide a more cohesive learning environment throughout all SYSD schools:

- Microsoft Office Applications
- OARS
- ELD based CD-ROMS
- Accelerated Math
- Math and Language Arts Software Programs
- Accelerated Reader
- SASI XP
- Houghton Mifflin CD lesson Planner- Language Arts and Math
- Breakthrough to Literacy (Pre-school)

SYSD is currently implementing systematic educational reforms; the use of technology contributes to the advancement in the following areas:

1. Development of curriculum for English Language Development. At the end of term of the plan all students will have at least three published papers. The subjects and the formats will vary according to students' grade level.
2. Development of curriculum strategies and time increments to ease transition from the bilingual instruction to English instruction.

3. Development and implementation of technology curriculum for staff, and students.
4. Extensive staff development in the areas of identified need. Teachers will receive staff development on software applications from the district's standardized list of software.
5. Implementations of state-of-the-art technology across the curriculum, in-depth studies, in all subject areas and, learn to utilize Internet resource efficiently.
6. Development of technology lessons and implementation of educational programs using technology held during intersession before and after school in a way that students will:
 - Enter and edit word processing information to complete classroom assignments
 - Create and edit various types of documents (research essays, technical writing, etc.)
 - Read and follow program instructions
 - Use educational software to advance levels
 - Use Accelerated Reader programs for increasing the amount of recreational reading
7. Analysis of situations to determine problems and provide solutions.
8. Development of writing curriculum in Spanish and English. The computer lab at each site may be used after school to allow students to access specific web sites and software which provide interactive learning programs.
9. Development and implementation of parent involvement activities. Parents will be invited to participate in the weekly computer literacy classes and be given access to access the internet as a source of information and professional growth.
10. Development of Technology grade-level guides.

The table below lists the number of students enrolled in each SYSD school who use the site's computer lab under the guidance and supervision of certificated teachers on a regular basis.

School	School Population	Usage
Beyer Elem.	540 (P-6 th)	✓ Classes rotate through the lab according to a set schedule ✓ Once a week ✓ 30-60 minute slots
La Mirada Elem.	618 (P-6 th)	
Smythe Elem.	736 (P-6 th)	
Sunset Elem.	744 (P-6 th)	
Willow Elem.	672 (P-6 th)	
San Ysidro Middle	1036 (7 th -8 th)	7 & 8th gr. lab-Students assigned to lab per trimester, 5 days a week, 50 min. slots Area of teaching: Computer Literacy Matrix (see Appendix D) READ 180
Ocean View Hills	767 (K-8 th)	

Students also have access to 4-5 computers in the classroom to supplement learning practices and provide additional opportunities to increase the integration of technology and curriculum. Willow School administrator requires classroom teachers to include a classroom computer schedule in their daily lesson plans. The district will continue to identify and provide access to the latest technology and content-standard based software for students to use during and outside the regular instructional day.

3C Summary of the district’s curricular goals and academic standards district and site comprehensive planning documents

State and local accountability requirements encompass that all students meet Reading and Mathematic content standards and Annual Yearly Progress (AYP) targets. The District has developed the highest educational standards possible for its students in all content areas focusing on Reading / Language Arts, Writing, Mathematics, and English Language Development (ELD). The process of developing content and performance standards involved using national and local measures, State Content Standards, CDE Frameworks and SDCOE curricular resources. Standards in both English and Spanish are included in the San Ysidro School District for all grade levels and all academic subjects. At risk students not reaching minimum standards of achievement may participate in before and after school offerings, and inter-session intervention activities.

All teachers are required to adhere to the district’s Curriculum Instructional Pacing Guides for Reading. SYSD adopted new Math materials and will develop Math pacing guides to begin implementation during the 2006-07school year. The district Title III provides all school’s clear goals for all English Learners in grades K-8. The district also has disseminated content standards for Science. The district is presently undergoing a Social Studies/History adoption process.

Table 1(below) outlines the standards and assessment tools by subject area:

SUBJECT AREA	SOURCE OF PERFORMANCE STANDARDS	ASSESSMENT TOOLS
READING	<ul style="list-style-type: none"> • STATE CONTENT STANDARDS • CALIFORNIA LANGUAGE ARTS FRAMEWORKS • CURRICULUM EMBEDDED ASSESSMENTS • ANNUAL PERFORMANCE TARGETS (AYP, AMO’S, API) • LOCAL TRIMESTER BENCHMARKS • NATIONAL GUIDELINES- READING FIRST 	<ul style="list-style-type: none"> • STANDARDIZED TESTING AND REPORTING (STAR)- CST, APRENDA, AND CAT6- GRADES 2-8 • CALIFORNIA ENGLISH LANGUAGE DEVELOPMENT TEST (CELDT)- ENGLISH LEARNERS • DISTRICT READING ASSESSMENTS- ALL • AUTHENTIC CLASSROOM ASSESSMENTS- ALL • TEACHER OBSERVATIONS • STATE WRITING ASSESSMENT- GRADES 4 AND 7 • SDCOE STANDARD-BASED ASSESSMENT IN MATH (SAM AND SAM JR)
WRITING	<ul style="list-style-type: none"> • STATE CONTENT STANDARDS • CALIFORNIA LANGUAGE ARTS FRAMEWORKS • CURRICULUM EMBEDDED ASSESSMENTS • LOCAL TRIMESTER BENCHMARKS 	
MATH	<ul style="list-style-type: none"> • STATE CONTENT STANDARDS • CALIFORNIA LANGUAGE ARTS FRAMEWORKS • CURRICULUM EMBEDDED ASSESSMENTS • ANNUAL PERFORMANCE TARGETS (AYP, AMO’S, API) • LOCAL TRIMESTER BENCHMARKS 	

Senate Bill 374 requires the Site Single Plan for Student Achievement for each school to consolidate all plans required by Consolidated Application Programs into a single plan for student achievement. Title I, Education Impact Aid (EIA-LEP), School Improvement Program Block Grant (SIPBG), Professional Development, Title III, Title IV and, Title V, are funded through the consolidated application process. Eight plan requirements consist of the following:

1. School Site Council (SSC) develops and approves the plan
2. School advisory committees provide advice to SSC
3. Consolidate plans for all programs operated at school
4. Align plan with school goals
5. Base school goals on verifiable state data
6. Decide how funds will be used to improve academic performance
7. School Site Council annually updates plan and budget

8. The local governing board approves the plan annually

The site plan establishes performance improvement goals, outlines actions, benchmarks and timelines, and lists the necessary expenditures to raise student's academic performance to improve the school's educational program. School goals are based on meeting the following district, state and federal pupil achievement performance growth targets: the Adequate Yearly Progress (AYP), Academic Performance Index (API), the Annual Measurement Achievement Objectives (AMAO & AMO), district language arts and mathematics measurements.

Reading, language arts, and writing assessments, Houghton Mifflin theme assessments and the Standard-based Assessment in Mathematics (SAM) are administered throughout the year. (SAM) is administered the first and third trimester. All three assessments evaluate students reading, writing and math skills. Scores are calculated to determine whether or not a student has reached grade level proficiency.

This plan ensures timely identification and assistance for students having difficulty mastering proficient or advanced levels on assessments. Goals and objectives concentrate in six major areas to support services/activities which will improve learning for all students.

- Academic Performance:
Language Arts, Mathematics & Language
- Parent Involvement
- Technology
- English Language Development
- Health, Nutrition and Physical Education
- Staff Development

3D Goals for improving teaching and learning

The district and site master plans call for addressing needs in reading-language, mathematics, science, and history (as well as the 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.*

This plan parallels the State Textbook Adoption Cycle:

- 2006/07 Science
- 2007/08 Mathematics
- 2008/09 Reading/Language Arts/English-Language Development
- 2009/10 Visual & Performing Arts
- 2010/11 History-Social Studies

Science

Students currently use word processing and web research in science.

Goal for Year #1: Integrate technology into day to day teaching and learning of the Science content standards for California public schools in grades K-8.			
OBJECTIVES*		IMPLEMENTATION PLAN / BENCHMARKS	
<p>Objective 1: Students will use the Internet for research and to enhance their understanding of Science standards</p> <p>Objective 2: Students will use graphic organizing & presentation software to brainstorm and organize their work</p> <p>Objective 3: Students will use educational software that supports analytical thinking</p> <p>Objective 4: Students will use multi-media such as scanners, digital still and video cameras to enhance their presentation skills</p> <p>* Objectives listed are prioritized based on available time and funding:</p>		<ul style="list-style-type: none"> ➤ Identify software and Internet resources to be used. ➤ Purchase needed software. ➤ Identify and schedule needed professional development. ➤ Develop access plan to ensure the availability of technology to support objectives in accordance with priority of tasks. ➤ Identify or develop appropriate age/grade level activities to ensure accomplishment of objectives. ➤ Facilitate students' successful completion of activities and mastery of objectives ➤ Conduct Trimester Reflection Sessions to identify and disseminate best practices and areas for next best steps. ➤ Assess need for additional professional development, hardware or software. <p>This sequence will be repeated in years 2 – 5</p>	
Evaluation Instrument(s):	Schedule for Evaluation	Program Analysis and Modification Process	Data To Be Collected & Position(s) Responsible
Teacher Reflection and site Principal observation	Trimester	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.

Students with special needs

Special needs students are utilizing a variety of technologies including adaptive technologies and software tools.

Goal #1: Technology will support students with special needs to improve basic literacy and mathematics skills.			
OBJECTIVES*		IMPLEMENTATION PLAN / BENCHMARKS	
<p>Objective 1: Identify and use individualized, standards-based software in mathematics</p> <p>Objective 2: Provide individualized practice for English Language Learners with technology</p> <p>* Objectives listed are prioritized based on available time and funding:</p>		<ul style="list-style-type: none"> ➤ Identify software and Internet resources to be used. ➤ Purchase needed software. ➤ Identify and schedule needed professional development. ➤ Develop access plan to ensure the availability of technology to support objectives in accordance with priority of tasks. ➤ Identify or develop appropriate age/grade level activities to ensure accomplishment of objectives. ➤ Facilitate students' successful completion of activities and mastery of objectives ➤ Conduct Trimester Reflection Sessions to identify and disseminate best practices and areas for next best steps. ➤ Assess need for additional professional development, hardware or software. 	
Evaluation Instrument(s):	Schedule for Evaluation	Program Analysis and Modification Process	Data To Be Collected & Position(s) Responsible
Teacher Reflection and site Principal observation	Trimester	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.

Mathematics

Students currently do not have district standardization of software in mathematics to any significant level.

Goal for Year #2: Integrate technology into day to day teaching and learning of the Mathematics content standards for California public schools in grades K-8.			
OBJECTIVES*		IMPLEMENTATION PLAN / BENCHMARKS	
<p>Objective 1: Students will use the Internet for research and to enhance their understanding of Mathematic standards</p> <p>Objective 2: Students will use graphic organizing & presentation software to brainstorm and organize their work</p> <p>Objective 3: Students will use educational software that supports analytical thinking</p> <p>Objective 4: Students will use multi-media such as scanners, digital still and video cameras to enhance their presentation skills</p> <p>* Objectives listed are prioritized based on available time and funding:</p>		<ul style="list-style-type: none"> ➤ Identify software and Internet resources to be used. ➤ Purchase needed software. ➤ Identify and schedule needed professional development. ➤ Develop access plan to ensure the availability of technology to support objectives in accordance with priority of tasks. ➤ Identify or develop appropriate age/grade level activities to ensure accomplishment of objectives. ➤ Facilitate students' successful completion of activities and mastery of objectives ➤ Conduct Trimester Reflection Sessions to identify and disseminate best practices and areas for next best steps. ➤ Assess need for additional professional development, hardware or software. <p style="text-align: center;">This sequence will be repeated in years 3 – 5</p>	
Evaluation Instrument(s):	Schedule for Evaluation	Program Analysis and Modification Process	Data To Be Collected & Position(s) Responsible
Teacher Reflection and site Principal observation	Trimester	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.

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.

Goal for Year #3: Integrate technology into day to day teaching and learning of the Language Arts content standards for California public schools in grades K-8.			
OBJECTIVES*		IMPLEMENTATION PLAN / BENCHMARKS	
<p>Objective 1: Students will use the Internet for research and to enhance their understanding of Language Arts standards</p> <p>Objective 2: Students will use graphic organizing & presentation software to brainstorm and organize their work</p> <p>Objective 3: Students will use educational software that supports analytical thinking</p> <p>Objective 4: Students will use multi-media such as scanners, digital still and video cameras to enhance their presentation skills</p> <p>* Objectives listed are prioritized based on available time and funding:</p>		<ul style="list-style-type: none"> ➤ Identify software and Internet resources to be used. ➤ Purchase needed software. ➤ Identify and schedule needed professional development. ➤ Develop access plan to ensure the availability of technology to support objectives in accordance with priority of tasks. ➤ Identify or develop appropriate age/grade level activities to ensure accomplishment of objectives. ➤ Facilitate students' successful completion of activities and mastery of objectives ➤ Conduct Trimester Reflection Sessions to identify and disseminate best practices and areas for next best steps. ➤ Assess need for additional professional development, hardware or software. <p style="text-align: center;">This sequence will be repeated in years 4 – 5</p>	
Evaluation Instrument(s):	Schedule for Evaluation	Program Analysis and Modification Process	Data To Be Collected & Position(s) Responsible
Teacher Reflection and site Principal observation	Trimester	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.

Visual and Performing Arts

Students currently do not use technology in the Visual and Performing Arts

Goal for Year #4: Integrate technology into day to day teaching and learning of the Visual and Performing Arts content standards for California public schools in grades K-8.			
OBJECTIVES*		IMPLEMENTATION PLAN / BENCHMARKS	
<p>Objective 1: Students will use the Internet for research and to enhance their understanding of arts standards</p> <p>Objective 2: Students will use graphic organizing & presentation software to brainstorm and organize their work</p> <p>Objective 3: Students will use multi-media such as scanners, digital still and video cameras to enhance their presentation skills</p> <p>* Objectives listed are prioritized based on available time and funding.</p>		<ul style="list-style-type: none"> ➤ Identify software and Internet resources to be used. ➤ Purchase needed software. ➤ Identify and schedule needed professional development. ➤ Develop access plan to ensure the availability of technology to support objectives in accordance with priority of tasks. ➤ Identify or develop appropriate age/grade level activities to ensure accomplishment of objectives. ➤ Facilitate students' successful completion of activities and mastery of objectives ➤ Conduct Trimester Reflection Sessions to identify and disseminate best practices and areas for next best steps. ➤ Assess need for additional professional development, hardware or software. <p style="text-align: center;">This sequence will be repeated in year 5</p>	
Evaluation Instrument(s):	Schedule for Evaluation	Program Analysis and Modification Process	Data To Be Collected & Position(s) Responsible
Teacher Reflection and site Principal observation	Trimester	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.

History/ Social Science

Students currently use word processing and web research in history-social science.

Goal for Year #5: Integrate technology into day to day teaching and learning of the History / Social Science content standards for California public schools in grades K-8.			
OBJECTIVES*		IMPLEMENTATION PLAN / BENCHMARKS	
<p>Objective 1: Students will use the Internet for research and to enhance their understanding of History / Social Science standards</p> <p>Objective 2: Students will use graphic organizing & presentation software to brainstorm and organize their work</p> <p>Objective 3: Students will use educational software that supports analytical thinking</p> <p>Objective 4: Students will use multi-media such as scanners, digital still and video cameras to enhance their presentation skills</p> <p>* Objectives listed are prioritized based on available time and funding.</p>		<ul style="list-style-type: none"> ➤ Identify software and Internet resources to be used. ➤ Purchase needed software. ➤ Identify and schedule needed professional development. ➤ Develop access plan to ensure the availability of technology to support objectives in accordance with priority of tasks. ➤ Identify or develop appropriate age/grade level activities to ensure accomplishment of objectives. ➤ Facilitate students' successful completion of activities and mastery of objectives ➤ Conduct Trimester Reflection Sessions to identify and disseminate best practices and areas for next best steps. ➤ Assess need for additional professional development, hardware or software. 	
Evaluation Instrument(s):	Schedule for Evaluation	Program Analysis and Modification Process	Data To Be Collected & Position(s) Responsible
Teacher Reflection and site Principal observation	Trimester	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.

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. See Appendix A – NETS for Students.

Goal for Year #1-5: Students demonstrate mastery of National Educational Technology Standards (NETS)			
OBJECTIVES		IMPLEMENTATION PLAN / BENCHMARKS	
<p>Objective 1: Students demonstrate NETS proficiency at an age/grade appropriate level.</p> <p>Objective 2: Upper grade students operate technology without assistance from teaching staff.</p>		<ul style="list-style-type: none"> ➤ Identify software and Internet resources to be used. ➤ Purchase needed software. ➤ Identify and schedule needed professional development. ➤ Develop access plan to ensure the availability of technology to support objectives in accordance with priority of tasks. ➤ Identify or develop appropriate age/grade level activities to ensure accomplishment of objectives. ➤ Facilitate students' successful completion of activities and mastery of objectives ➤ Conduct Trimester Reflection Sessions to identify and disseminate best practices and areas for next best steps. ➤ Assess need for additional professional development, hardware or software. <p style="text-align: center;">This sequence will be repeated in years 2 - 5</p>	
Evaluation Instrument(s):	Schedule for Evaluation	Program Analysis and Modification Process	Data To Be Collected & Position(s) Responsible
NETS Performance Indicators for Technology Literate Students (see Appendix B)	Trimester	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.

3F Utilization of technology to ensure appropriate access by all students

Students that do not have access to computers at home do not have equal access. San Ysidro School District needs to provide access during non-school hours for students.

Goal for Year #1-5: Provide expanded access to technology for all students			
OBJECTIVES		IMPLEMENTATION PLAN / BENCHMARKS	
<p>Objective 1: Students have opportunities to explore technology without structured lessons.</p> <p>Objective 2: Students without access to computers at home given expanded access at school</p>		<ul style="list-style-type: none"> ➤ Develop access plan to ensure the availability of technology to support objectives in accordance with priority of tasks. ➤ Publicize access to students and parents ➤ Facilitate students' successful completion of curriculum and technology activities and mastery of objectives during expanded access times. ➤ 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 style="text-align: center;">This sequence will be repeated in years 2 - 5</p>	
Evaluation Instrument(s):	Schedule for Evaluation	Program Analysis and Modification Process	Data To Be Collected & Position(s) Responsible
Teacher Reflection and site Principal observation	Trimester	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.

3G 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 for Year #1-5: Use technology to provide improved record keeping and assessment	
OBJECTIVES*	IMPLEMENTATION PLAN / BENCHMARKS
<p>Objective 1: District will continue to implement OARS, a software solution to track student progress towards standards.</p> <p>Objective 2: District will provide a web-based classroom management system</p>	<ul style="list-style-type: none"> ➤ Identify software and internet resources to be used ➤ Purchase needed software ➤ Develop access plan to ensure the availability of technology to support objectives in accordance with priority of tasks.

Goal for Year #1-5: Use technology to provide improved record keeping and assessment			
OBJECTIVES*		IMPLEMENTATION PLAN / BENCHMARKS	
that is accessible to administrators, teachers, students and parents. * Objectives listed are prioritized based on available time and funding.		<ul style="list-style-type: none"> ➤ Conduct Trimester Reflection Sessions to identify and disseminate best practices and areas for next best steps. ➤ Assess need for additional professional development, hardware or software. This sequence will be repeated in 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	Trimester	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.

3H Utilization of technology to make teachers and administrators more accessible to parents

Goal for Year #1-5: Use Technology to provide improved communication between home and school			
OBJECTIVES		IMPLEMENTATION PLAN / BENCHMARKS	
<p>Objective 1: Teachers will make effective use of classroom websites for communication of classroom goals and objectives, as well as, classroom and homework assignments.</p> <p>Objective 2: Teachers and administrators will use technology as tool to communicate with parents through both written form using word processing applications and also through e-mail if this medium is available to the parent(s).</p>		<ul style="list-style-type: none"> ➤ Identify software and internet resources to be used ➤ Purchase needed software ➤ Develop access plan to ensure the availability of technology to support objectives in accordance with priority of tasks. ➤ Conduct Trimester Reflection Sessions to identify and disseminate best practices and areas for next best steps. ➤ Assess need for additional professional development, hardware or software. This sequence will be repeated in 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	Trimester	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.

3I Timeline of benchmark / Action steps for curriculum component

The District Education Services staff and Principals will monitor the implementation of benchmarks and 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.	Director of Information Systems	July
Assess and report software available to be used to accomplish curriculum and technology goals.	Principals	July
Review the school district's curricular goals as presented in various district and site comprehensive planning documents.	Principals	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.	Assistant Superintendent Ed. Services	August
Design professional development plan to support yearly goals and objectives, and schedule activities.	Tech Committee, Principals and Ed. Services	September
Develop and publish a technology access plan / schedule to ensure adequate and equitable access for successful completion of curriculum and technology goals.	Director of Information Systems & 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 Trimester Reflection Sessions to identify and disseminate best practices and areas for next best steps.	Principal & Teachers	Aug, Nov, Feb, May
Assess needs for infrastructure, hardware and software to support curriculum and technology for the coming year.	Director of Information Systems , Principals & Tech Committee	February
Order infrastructure, hardware and software to support curriculum and technology for the coming year.	Director of Information Systems & Principal	Ongoing
Install infrastructure, hardware and software to support curriculum and technology for the coming year.	Director of Information Systems	Ongoing

3J Process to monitor strategies and methodologies

The effectiveness of the plan and program success will be monitored and evaluated as stated in each objective. All stakeholders are informed of activities student achievement and staff progress, through ongoing meetings, personal contacts, e-mail, web sites, letters, school bulletins, and voice mail. In this way, appropriate modifications can be made in a timely manner. Specific goals, objectives benchmarks and the process that will be used to monitor strategies are described in each component. 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.

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 District Educational Services staff monitors the adherence to the plan and makes appropriate recommendations to the Superintendent.

Indicators will be that:

- All students will reach high academic standards, at a minimum attaining proficiency or better in reading, writing, mathematics, history, and science by 2010-2011.
- 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.

4- PROFESSIONAL DEVELOPMENT COMPONENT

4A Summary of teachers' and administrators' current technology skills and needs for professional development

Professional development programs in technology are comprehensive and coordinated with other district academic goals. Technology is integrated into the teaching and learning skills of our staff and students. Training addresses how teachers can integrate technology into their classroom instruction to improve the academic achievement of all students. The training will be guided by current research in the field as to the best practices. Research has shown that with computer-aided instruction, student academic achievement improves. Underwood and Brown have shown a correlation between computer-based instruction and student motivation for learning. The ease of error correction, a semi-private environment, active control, and ability to work at one's own pace all increase student motivation. (1997). Cotton adds that "computer-assisted instruction resulted in improved student attitudes in a variety of areas. These areas included improved attitudes towards themselves as learners, the use of computers in education, course subject matter, quality of instruction, and school in general" (1992). In addition, several sources agree that a critical component is providing appropriate teacher training in ways to effectively integrate technology into the curriculum, focusing on meaningful education goals and improving student learning. (Glennan and Melmed, 1996, Silverstein et al, 2000, Reksten, 2000, Coley, 1997, Pamuel b, Golan, Means, B and Korbak, c. 2000.) The Assistant Superintendent in charge of curriculum or designee will coordinate efforts to monitor the training that is sustained and effective. In addition designee will coordinate the plan implementation between the district and the individual school communities.

To establish the current level of teachers' and administrators' skills and their technology use in the instructional setting a variety of assessments such as, the CTAP² survey, as well as other technology surveys or questionnaires are used. The CTAP² survey indicates teacher knowledge and expertise in basic computer skills. These results identify computer skills needed for teachers. On-going trainings are based on those identified weaknesses. The chart below indicates the results of site and district surveys taken by staff also used to develop goals for professional offerings.

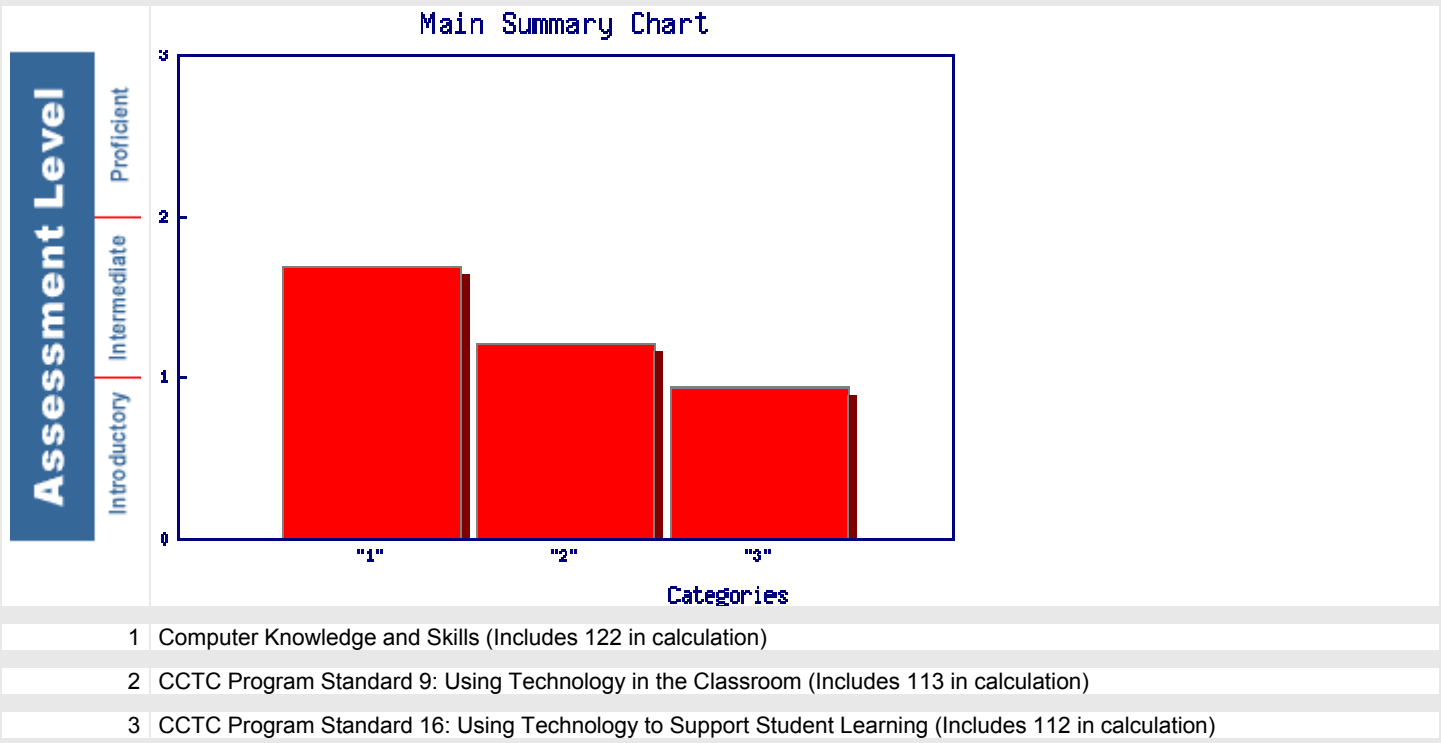
SAN YSIDRO TECHNOLOGY ASSESSMENT SURVEYS RESULTS

SKILL AREA	SOME NEED	INTERMEDIATE NEED	STRONG NEED
Grading System		85	
Internet	38		
E-mail	40		
Word Processing	43		
Website Development		76	
Graphics/Database		87	
Spreadsheets		77	
Presentation Software			162
Instructional Technology	61		

Word processing, internet usage, and e-mail were rated the areas of greatest strength while spreadsheets, database, website development, and presentation software were the areas of greatest need. The assessment will direct the training program.

The following chart reflects the district's CTAP2 Survey Technology Assessment Profile: Proficiency Analysis Report for San Ysidro Elementary District.

San Ysidro Elementary District has 260 credentialed teachers, this chart represents the assessment summary for 122 teachers or 47%. It is important to note that this includes both fully completed and partially completed assessments.



In order to more fully implement technology in the teaching and learning environment district must provide a sustained and intensive training program supported by a variety of ways to assist the staff. Those methods will include:

- Coaching
- Substitutes for released time
- Paid College Classes
- Forums for sharing best practices
- Modeling
- After Contract-Hour Training
- Demonstrations

Technology needs assessment surveys were given to staff and administrators. The results indicate that professional development needs are of high importance. Needs assessments vary per grade level, but the results indicate the following: As grade levels increase a stronger need arises for professional development for advanced skills. Therefore, specific targeted trainings for specific needs can be addressed. The primary focus of these trainings is to facilitate the integration of technology in the classrooms. As professional development trainings are provided teacher expertise increases and therefore implementation of the Curriculum Component goals and technology will increase in the classrooms, thus enhancing student achievement. Professional development trainings will be ongoing in order to increase level of professional and personal technology growth per teacher.

Ongoing professional development trainings are based on the Standards for the Teaching Profession. Annual professional development consists of direct instruction, peer collaboration, and coaching. An annual timeline is designed to help with the coordination of the trainings.

- a. School site administrators and lead technology teachers will be responsible for conducting the CTAP² surveys. Trainers will work within the structure of individual school schedules to support on-site staff development. Hence, data will be analyzed for implementation of the staff development trainings.

- b. Staff will take CTAP² once a year. Teachers will analyze assessment and use various means of improving tech proficiency skills in order to reach their goals.
- c. Progress will be measured via CTAP² data. Continue the coordination and promotion of technology and professional development along with CTAP² assessments. Staff developments will continue after monitoring data.

Tech committee and site administrators need to periodically monitor process via checklists, sign-up sheets, and CTAP² data. Site administrators and tech support will evaluate growth in technology using the (CTAP²) data. The committee will use this information to monitor teacher's succeeds. Trainings will be monitored for refinement or refocus. Technology monitoring and evaluation process may involve the following stakeholders:

- District Support
- Lead Tech Committee
- Questionnaires
- Site Administrators
- Teachers
- CTAP² assessments

Site administrators will periodically receive training in the use of the student information system (SASlxp) and other district supported software programs to influence school site decision. Training may consist of analyzing informational reports dealing with classroom performance and school wide disaggregated student data.

(See Charts on page 12-21 for specific goals, objectives, benchmarks, assessment tool, collection method, timeline and person(s) responsible for program implementation)

4B Professional Development Goals, Objectives and Benchmarks

Goals for providing professional development opportunities based on staff needs assessment

The district uses the CTAP² assessment tool, which is located online at <http://www1.edtechprofile.org/index.php>

Goal for Year #1-5: Teachers and administrators will learn to use a computer to accomplish their personal and professional goals with district support and move toward new State technology proficiencies for preliminary and professional credentials			
OBJECTIVES		IMPLEMENTATION PLAN / BENCHMARKS	
<p>Objective 1: Teachers and administrators will learn to use Microsoft Word.</p> <p>Objective 2: Teachers and administrators will be able to send and receive email and use the Internet to access teaching ideas and lesson plans.</p>		<ul style="list-style-type: none"> ➤ Conduct initial and intermediate training in Microsoft Word for teachers and administrators. ➤ Conduct initial and intermediate training in Outlook for teachers and administrators. ➤ Conduct initial and intermediate training in Microsoft Explorer for teachers and administrators. ➤ Provide a system of ongoing coaching to continue to build skills of teachers and administrators. ➤ Build school website with links to on-line professional development sites. <p style="text-align: center;">This sequence will be repeated in years 2 - 5</p>	
Evaluation Instrument(s):	Schedule for Evaluation	Program Analysis and Modification Process	Data To Be Collected & Position(s) Responsible
Teacher Reflection and site Principal observation	Trimester	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.

Goals for providing professional development opportunities based on Curriculum Components

Goal for Year #1-5: Teachers will enrich lessons by using internet-based resources in the classroom.			
OBJECTIVES		IMPLEMENTATION PLAN / BENCHMARKS	
<p>Objective 1: Teachers will explore internet-based resources available on the Internet.</p> <p>Objective 2: Teachers will incorporate internet-based lessons into their curriculum.</p> <p>Objective 3: Teachers will incorporate internet-based resources into lesson design.</p>		<ul style="list-style-type: none"> ➤ Grade-level teams and departments to construct technology annotated standards documents for each grade level. ➤ Implement a system of ongoing coaching to continue to build skills of teachers and administrators. ➤ Build school website with links to standards-based curriculum and lesson plans. <p style="text-align: center;">This sequence will be repeated in years 2 - 5</p>	
Evaluation Instrument(s):	Schedule for Evaluation	Program Analysis and Modification Process	Data To Be Collected & Position(s) Responsible

Goal for Year #1-5: Teachers will enrich lessons by using internet-based resources in the classroom.			
OBJECTIVES		IMPLEMENTATION PLAN / BENCHMARKS	
Teacher Reflection and site Principal observation	Trimester	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.

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.			
OBJECTIVES		IMPLEMENTATION PLAN / BENCHMARKS	
<p>Objective 1: Teachers will use electronic record keeping and reporting tools to keep track of student progress towards standards through staff development sessions and outside consultant(s).</p> <p>Objective 2: Teachers will use electronic record keeping and reporting tools to report student progress to parents.</p>		<ul style="list-style-type: none"> ➤ Research, purchase and implement a web-based school management tools available to identify one that is feasible for our small school setting ➤ Provide initial and intermediate training on the selected web-based school management tools for teachers and administrators. ➤ Provide a system of ongoing coaching to continue to build skills of teachers and administrators. <p>This sequence will be repeated in years 2 - 5</p>	
Evaluation Instrument(s):	Schedule for Evaluation	Program Analysis and Modification Process	Data To Be Collected & Position(s) Responsible
Teacher Reflection and site Principal observation	Trimester	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.

Goal #2: The Internet will be used by staff for their personal and professional tasks			
OBJECTIVES		IMPLEMENTATION PLAN / BENCHMARKS	
<p>Objective 1: Staff will utilize email for parent and student communication.</p> <p>Objective 2: Staff will utilize the Internet for parent and student communication.</p>		<ul style="list-style-type: none"> ➤ Conduct initial and intermediate training in Outlook for teachers and administrators. ➤ Conduct initial training in revising HTML templates for teachers and administrators. ➤ Provide a system of ongoing coaching to continue to build skills of teachers and administrators. <p>This sequence will be repeated in years 2 - 5</p>	
Evaluation Instrument(s):	Schedule for Evaluation	Program Analysis and Modification Process	Data To Be Collected & Position(s) Responsible
Teacher Reflection and site Principal observation	Trimester	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.

Goal #2:		
The Internet will be used by staff for their personal and professional tasks		
OBJECTIVES		IMPLEMENTATION PLAN / BENCHMARKS
	assistance	

4C Timeline of Suggested Benchmark / Action Steps for Professional Development component

The District Educational Service staff and site principals are responsible for overall monitoring of the timelines.

Benchmark / Action Step	Person Responsible	Annual Dates
Use CTAP ² Assessment to identify teachers' and administrator's current technology skills and needs for professional development.	Principals	September
Develop clear goals and a specific Implementation Plan / Benchmarks for providing professional development opportunities based on CTAP ² Assessment and the Curriculum component benchmarks and timeline.	District Educational Services Staff and Principals	September
Conduct initial and intermediate training in Microsoft Word for teachers and administrators.	Principals and Tech Committee	October
Conduct initial and intermediate training in Outlook for teachers and administrators.	Principals and Tech Committee	December
Conduct initial and intermediate training in Microsoft 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 Monitoring and Evaluation

Monitoring and evaluation is fairly simple at the San Ysidro 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.

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 CTAP² Assessment yearly. Indicators of success will be comparison of baseline CTAP² 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 CTAP² District Proficiency Chart by June 2010
- All teachers will report a minimum frequency of "between once a week and monthly" on all areas of the CTAP² Technology Use Survey Report by June 2010

5- INFRASTRUCTURE, HARDWARE, TECHNICAL SUPPORT AND SOFTWARE COMPONENT

Needs Assessment

The standards for technology are determined by the Information Management Services, in conjunction with the school site and our district technology committee. Recommendations are established based on current budget and student needs.

- ♦ The district has developed technology standards since 1984, to provide guidance to schools and standardization of equipment, software, and network operating systems.
- ♦ The San Ysidro School district has supported a single PC platform since 1984. The district as developed a plan, which address upgrades, replacement and increase of equipment district wide.
- ♦ Teacher Training and teacher support are needed in the classroom.
- ♦ Classrooms have inadequate space and computer furniture.

Telecommunication and Networking

The SYSD Wide Area Network is the vehicle of communication for all classrooms and offices. The district's wide area network, make up is three T1 point-to-point lines from district to school. The WAN connects the district's seven schools to the district office and provides intranet and Internet access to all staff. All schools have a Local Area Network, which provides local software and storage for each school. The district network supports our Student Information System, Web Servers for Internet access (www.sysd.k12.ca.us) MS Exchange for e-mail, and PIM access.

In the future the network will facilitate, video streaming to schools, each school will encode their own video content. With this addition, schools will be able to build video libraries and provide that video on a scheduled time or on demand and will be able to be incorporated into the daily lesson plans. Guest speakers will be recorded and encoded into the system for future usage district wide. **The district provides web filtering to all schools and is CIPA compliant.**

The district voice processing system was redesigned and implemented in 1999 in order to meet the Y2K compliance. The NEC voice system was designed to provide phones and voice mail in every classroom. The district has provided a phone and voice mail for every teacher in the district. Teachers can access their voice mail from any phone or from outside the district. The phone system is interconnected via the district's T1 connection. The phone system has the capabilities of running voice over IP, which is the upcoming technology and unified messaging system using Microsoft Exchange, which is currently a part of the district's network.

Schools are built with or retrofitted with fiber optic backbones and category 6 cable to the desktop in all schools; the LAN's are all running gigabit Ethernet, and 100 mg to the desktop to provide high speed access. Schools also have wireless network access which covers the entire campus, which allows for connecting wireless devices to the district's network and receiving Internet access.

Each of the schools maintains a 30-unit computer lab for group instruction. Each teacher cycles the students through the lab on a rotational basis. The labs offer Internet, e-mail, and educational software. In addition, labs are used for training teachers, parents, and for after schools programs. Our middle school has two computer labs: science lab, 7th and 8th grade, and reading intervention classrooms.

Each existing school classroom has a minimum of 8 network connections and all new classrooms are pre-built with a minimum of 12 network connections so each classroom can potentially have 8 to 12 network devices.

Classrooms – New or remodeled standards

- State-of-the-art teaching walls
- Wireless Technology: Microphone, keyboard, mouse
- 5-Multi media networked computers
- Networked; Laser Printer, Color Laser

Printer, High Speed Copier

- Computer furniture
- TV monitor connected to teacher's

station

- Smart Board technology
- Teacher workstation; communication and presentation
- Telephone-teacher communication
- Internet access to all computers
- Digital camera
- Document Camera
- Scanner



5A Software – Goal Standards

- ELD based CD-ROMS
- Math and language Programs
- Accelerated Reader
- Accelerated Math
- Breakthrough to Literacy
- Houghton Mifflin CD lesson Planner Language Arts and Math

Our newest school which opened on January 6, 2006, Ocean View Hills Elementary has set a new standard for the district. The district is moving towards a new type of teaching environment, which we believe will influence student achievement across the board.



Ocean View Hills School has 40 state-of-the-art classrooms which were designed by the Director of Information Management Services, under the direction of the new school committee. The committee which was made up of parents, staff, and administrators conducted discussions and visitations to environments which had implemented innovative technology. Once the committee identified a working budget we were able to design the following high tech rooms; each teacher has a high-tech classroom, which includes the following: a lapel wireless microphone, which will provide each teacher the ability to walk around the room and present to the class. Each teacher has a variety of technologies readily available; each classroom is equipped with a wireless keyboard, wireless mouse, document camera, DVD/VCR unit, scanner, five networked computers, high-speed

printer and a multimedia teacher station. Each building has seven classrooms, which have a copier for high-speed duplication. Each copier is connected to the schools network, which will allow each teacher to printer his or her work directly to the building's copier.

All media will be displayed through a high-end projector, which is physically mounted in each classroom projecting onto an interactive Smart Board. Smart Board combines the simplicity of a whiteboard with the power of a computer; the Smart Board interactive whiteboard engages students and adds in the learning process. The touch-sensitive display connects to your computer and digital projector to show your computer image. You can then control computer applications directly from the display, write notes in digital ink and save your work to share later or provide student with a printed copy.



Realizing the importance of audio, each classroom will have a central sound system, which manages all incoming audio in the classroom. Teachers have a centralized console, which will eliminate the use of multiple remotes for each piece of equipment. The console will make it easy for each teacher to use on a daily basis and for new staff to understand the usage of the classroom.

Teachers will continue to have high-speed Internet access but now will have a tool to display to a full class and will allow teachers to control computer applications from anywhere in the classroom. Smart Boards will give the power of display and highlighting images, text, and other content projected onto the interactive board. In addition to internet access, Ocean View also has wireless technology throughout the entire school.

Teachers have attended a day of training from Smart Technology, which is consider as an introduction to the new world we have placed our teachers and students. Additional staff development will be provided to teachers throughout the year.

The district has taken it one-step further in the management and maintenance of each projector. The projector is connected to a monitoring appliance via IP, which is connected to the district network for monitoring, operation, and maintenance of each projector in the school. These will allow the district's technology department to be proactive from a management standpoint on a key component in making the high-tech classroom function properly. The district believes that technology when effectively integrated into the curriculum, will in fact improve student learning across the board.

Standardization of equipment has been stressed for ease of training and equipment repair. The district continues to revise equipment standards on a six-month basis. Schools purchase the standardized equipment that the district has specified for the year. The current standard for 2006 will change based on cost, product evaluation, and teacher feedback.

Equipment – standards - 2006	
Computer	Pentium IV, 512 memory, 120 hard disk, Microsoft XP Pro
Software	MS Office Suite
Virus Software	Mcafee Virus Scan
Laser printer	HP
Scanners	HP Scan jet
Digital Camera	Sony
TV Monitors	Phillips, Mitsubishi
Electronic Board	Smart Board
Furniture	Culver Newlin, Highsmith with wire management
Projectors	Infocus, Epson

5B Hardware Resources

Every year, the district conducts a physical inventory of all technology in the classroom to keep schools abreast of changes that need to be made based on real numbers. The classrooms are inventoried for computers, printers, computer furniture, network access, TV monitors, telephones, cable in the classroom, scanners, digital camera, and network connections. The inventory shows a total of 1321 computers used for student instruction in the entire district. The district has standardized on IBM/PC compatible computers since 1989. The district has made a great effort to increase computers per classroom with the help of a \$4,000,000 million Title VII grant, which was funded in 1995 - 1999.

The problem the district faces is upgrading or replacing computers as they become older and cannot run the latest software due to inadequate hardware. Last year the district purchased over 450 computers and made an expenditure of 400,000 dollars to replace outdated computer as shown below. The schools had many different configurations of IBM compatibles in the classrooms.

Examples of the old configurations:

Operation System	CPU	Memory	Hard Drive
MS Win 95	Pentium II	64 mb	10 gig
MS Win 98	Pentium III	128 mb	20 gig
MS Win xp Pro	Pentium IV	256 mb	40 gig

The district has very good computer to student ratio, on average meeting the 4 to 1 ratio as shown in Table I, the challenge will be to find a way to maintain these ratio year to year. In the next two years a 35% of the computers will need to be replaced or upgraded in order to adequately function with the district standards and continue to meet the 4 to 1 ratio. District-wide 35% of the computers will need to be replaced in order to run the latest software standards. Schools are kept abreast of the technology needs on a yearly basis, each school decides on what the year's priorities are.

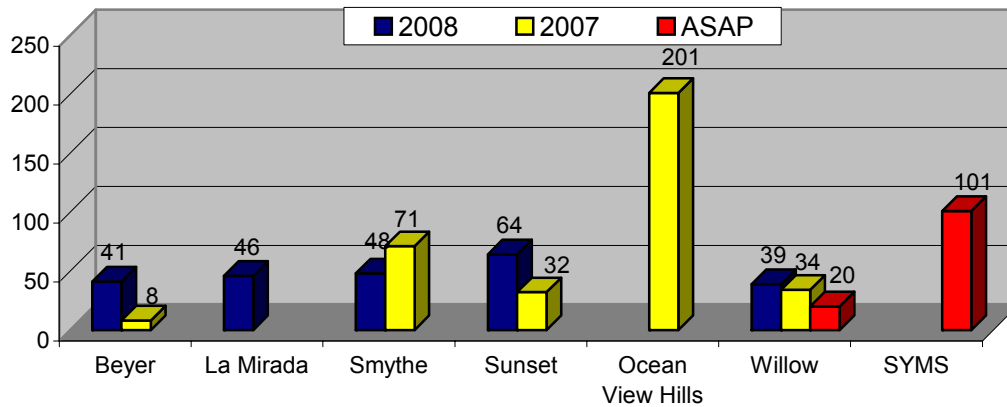
Table I. Computers used for instructional support

School	Total Computers	Number Classrooms	Total Students	Student to Computer Ratio
Beyer	178	32	542	3.0
La Mirada	167	27	617	3.6
Smythe	219	36	743	3.3
Sunset	192	32	741	3.8
Ocean View Hills	192	20	767	3.9
Willow	191	34	673	3.5
SYMS	182	66	1033	5.6

Table II. Age of current computers

School	Less than 1 year old	1 year old and less than 2 years old	2 years old and less than 3 years old	3 years old and less than 4 years old	More than 4 years old
Beyer		129	41	8	
La Mirada		121	46		
Smythe		100	48	71	
Sunset		96	64	32	
Ocean View Hills	33	18		201	
Willow		98	39	34	20
SYMS		81			101

Chart I shows the number of computers, which need to be replaced and the recommended date

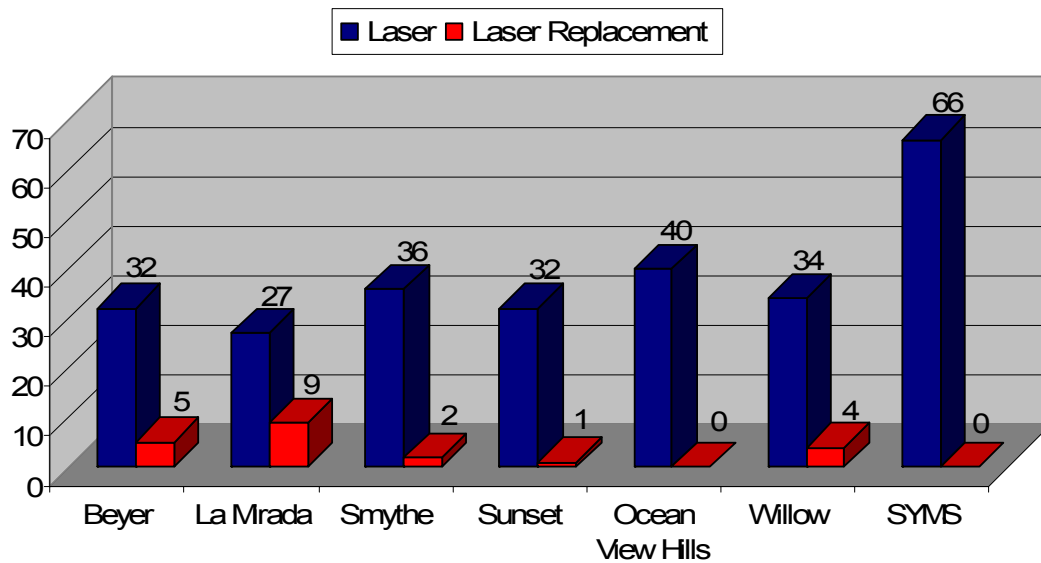


With the help of Title VII, the district was able to outfit each classroom with one laser printer. The standard has been to stay with HP laser printers because of the durability of the printer. Each printer is networked with a print server so that multiple computers in the classroom can print to the laser printer. The schools have replaced the laser printers with new faster models but we will need encourage schools to replace printers on a 4 year cycle.

Table III. Printer used for instructional support and replacement needs

School	Laser	Number Classrooms	Replacement
*Beyer	32	32	5
*La Mirada	27	27	9
*Smythe	36	36	2
*Sunset	32	32	1
*Ocean View Hills	40	40	0
*Willow	34	34	4
*SYMS	66	66	0

Chart II shows the number of printers per school and which printers require replacement



The district with the help of Title VII was able to provide 120 TV Monitors and mounting brackets from 1995 – 1999 to teachers, who participated in the grant. The monitors vary in size throughout the district; 27”, 32”, and 50” inch TV Monitors. There are currently 238 TVs throughout the district. Table IV below shows the numbers of TVs, number connected to PC, and numbers needed to be replaced. Ocean View Hills School has the latest in technology, instead of placing TV Monitors in the classroom the district invested in high lumen projectors in each of the school’s classrooms and computers labs.

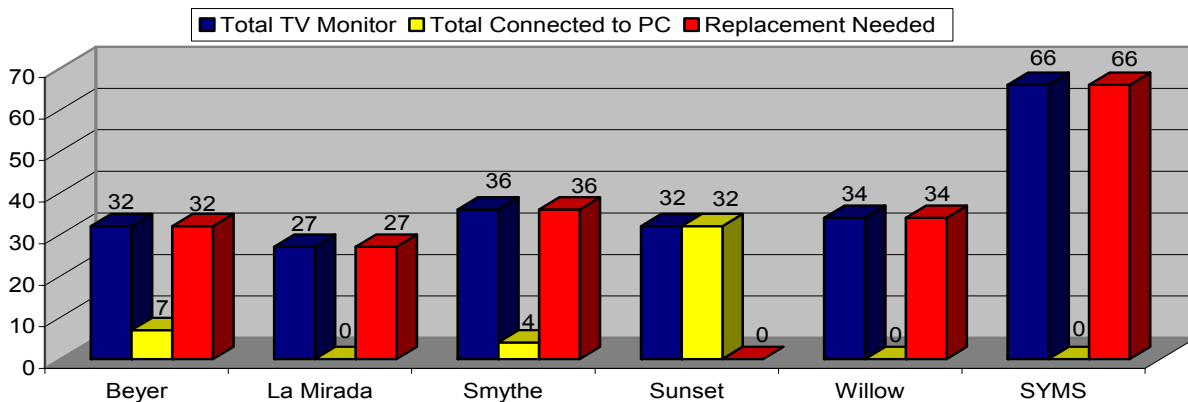
Table IV. TV monitors used for instructional support, numbers connected to PC, and replacement needs

School	Total TV Monitor	Number Classrooms	Total Connected to PC	Replacement Needed
Beyer	32	32	7	32
La Mirada	27	27	0	27
Smythe	36	36	4	36
Sunset	32	32	32	0
Willow	34	34	0	34
SYMS	66	66	0	66

Table IV. Projectors used for instructional support, numbers connected to PC, and replacement needs

School	Total Projectors	Number Classrooms	Total Connected to PC	Replacement Needed
Ocean View Hills	40	40	40	0

Chart III shows the number of TV Monitors, total connected to PC, and replacement needed



Smythe, La Mirada, Sunset, and OVHS currently have CD-towers, which provide educational software to all classroom computers.

Each of the schools currently has a video distribution system. The systems allow the school to distribute video to each of the classrooms. La Mirada and Smythe also are connected to ITV, which is provided by the San Diego County Office of Education. The distribution system provides access to each of the classrooms and gives the teacher rich educational content.

5C Infrastructure

The Information Management Services Department strives to evaluate the districts WAN/LAN needs based on impacts and new technologies that are implemented district-wide. New technologies are continuing to evolve and demands continue to increase at tremendous rates. With that in mind the department continues to evaluate high-speed technology to determine its cost, feasibility and need. Among the technologies considered will be the following:

- Microwave
- Dark Fiber
- ATM
- 10 gig standard

Equipment acquisition and replacement

The district will continue to outfit new schools with hardware and software, which are standards based. The district will maintain on an average a 4 to 1 student to computer ratio. Computers will be continually evaluated and

upgraded/replaced on an as needed basis. The district maintains the computers to enable students to use the latest operating systems and educational software.

Student Data Access

The district’s Student Information System is the tool used to monitor student performance and assessment and encourage data-driven decisions; *SASI XP* is an open-ended SIS, as the STATE has mandated field changes and additions to data collection, the student information system has met the requirement and currently produces the districts reference testing. The Information Management Services Division has developed tools to import any piece of data into the student system. Schools hold the information on their local servers and have access to the information.

SASI XP also holds access to student demographics, attendance, discipline, grades, schedules, health, immunization, emergency, parent/guardian information, and more. *SASI XP* ease of use allow as faculty, staff and administrators to customize their desktops, putting the information and functionality they need at their fingertips.

Remote Access

The district at one time was proposing to give Internet access to the San Ysidro School District community free of cost. Due to funding the district steered away from the project. Many of our parents do not have Internet access and could not be reached through the district’s website for a district to home connection. The district will revisit the concept of providing Internet access to its students.

Software

The district has standardized on administrative tools such as PC operating system, virus scan, e-mail, spreadsheet, database, presentation tools, and word processing.

A variety of software programs have been purchased Instructional software varies from school to school. Three software packages that are consistent in most schools are: Breakthrough to Literacy for students in Pre-K to 1st grade, Compass Learning for 2nd through 8th grade and Accelerated Reading for K-6. But there is no educational software that is standardized district wide for students. The following tables show the software and the schools that have access to that software.

	Beyer	La Mirada	Smythe	Sunset	Willow	SYMS	OVHS
<i>Accelerated Reader</i>	√	√	√				√
<i>Compass Learning</i>	√			√	√	√	
<i>Breakthrough to Literacy</i>	√	√	√	√	√	√	√
<i>Lexia</i>					√		
<i>Microsoft Office Suite</i>	√	√	√	√	√	√	√

<i>Smythe</i>	<i>Mirada</i>	<i>Beyer</i>	<i>Sunset</i>
Star Reading	Arthur's Birthday	Touch Typing For Beginners	Compass
Star Early Reading	Encarta 96 Encyclopedia	Math Blaster	Encarta 98 Encyclopedia
Math Blaster	Harry and the Haunted House	Word Munchers	Money Town
Oregon Trail 3	Just Grandma and Me	Scholastic	Math Blaster Junior
Reading Library 1, 2, 3	Little Monster at School		Jumpstart 3 rd Grade
Word Munchers Deluxe	The Berenstain Bears get in a Fight		Reading Library 1, 2
Gizmos & Gadgets	The tortoise and the Hare		Reader Rabbit's Interactive Reading Journey
Kid pix studio			Arthur
	Follow the Reader		
	Kid Works 2		
	Math blaster		
	Storybook Weaver Deluxe		

<u>Willow</u>	<u>Syms</u>	<u>OV</u>
Math Blaster (Spanish)	Type to learn	Winnie the Pooh Kindergarten
Animal Math	Algebra Student Tutorial	Jumpstart Math for Kindergartners
Number Munchers	Pre-Algebra Student Tutorial	Reading Blaster Kindergarten
Mosaic Game		Kidspiration
Out Numbered		Oregon Trail 2
Math Blaster		Inspiration 6
Clock Game		Encarta Encyclopedia Deluxe 2001
Clockgram		Math Blaster Ages 7-9
ABC Program		Math workshop v2.0
Amy's First Primer		Money Challenge
Animals Reading Program		Storybook Weaver Deluxe
Charlie Brown's ABC's		
El Retrato de Español		
La Corrida de Toros		
Reader Rabbit		
Oregon Trail		
Sticky bear's Reading Room		
Tree house		
Gizmos and Gadgets		
Spanish Vocabulary		
Math Blaster Ages 5-7 & 9-12		
Heart soft (Billiards		
N'Homonyms, Bubblegum		
Machine, Coin Changer,		
Electric Chalkboard, Great		
American States Race, Electric		
Coloring Book, Memory Master,		
Reading Rodeo-Matching,		
Spinners Choice, Tommy The		
Time Turtle, Tommy Time		
Turtle Practice, Word Capture).		
Lexia		
Rosetta Stone		
Scholastic		

Technology Support Services

In order for technology to be successful in any environment technology support must be adequate and readily available. Equipment must work at all times. In order for technology to impact student learning, when a problem occurs the problem needs immediately attention to continue with daily classroom operation.

The standardization in the following areas: Network, WAN, operating systems, computers platforms, administrative tools and databases has cut down on time and efforts in terms of repair, maintenance, and expansion of technology at each school site.

All classroom computers have software which helps the Information Management Staff in the daily troubleshooting or training of teachers through the desktop. However, a help desk is needed to assist teachers with daily operational questions and support. The district has expanded technical support as technology has increased on a year-to-year basis. But the ratio of computer per technician still prevents the department from being readily available to the classroom teacher on a daily basis.

The Information Management Staff will continue to visit schools for hardware repair on rotational bases (two technicians rotate to the seven schools and district office for hardware repair). The other two technicians are used for special projects, expansions, and work order relief on a as need bases. The district supports a site technology coordinator per site (certificated staff). They provide teachers direct assistance in the integration of technology into the daily lesson plans. The district will continue to promote and support the Trainer of Trainers in the area of educational technology

The district's Information Management Services staff is made up of the following:

- Director of Information Management Service
- Two – Information Management Specialists
- Four – Computer Technicians

The District's current ratio is one technician to every 325 computers and the District will strive to provide additional technical support, as funds become available, to maintain a computer to technician ratio more in-line with industry standards. In order to maintain a high level of service and continue utilizing technology an effective means of promoting student achievement, Technical support is a vital component.

5D Strategic Goals, Objectives, Benchmarks, and evaluation Data: Infrastructure, hardware, technical support and software

Goal #1: Develop an equipment acquisition and replacement plan for all schools to ensure equipment is usable for students			
OBJECTIVES		IMPLEMENTATION PLAN / BENCHMARKS	
<p>Objective 1: San Ysidro schools will have acquired or replaced computers to meet 4:1 ratio or better.</p>		<ul style="list-style-type: none"> ➤ Conduct yearly inventory of all technology in the classrooms and labs ➤ Update online inventory/fixed assets database, identify obsolete equipment and make it readily available to teachers and administrators ➤ All schools will have to secure funds needed to acquire and replace equipment on a four year cycle, to keep in line with the 4:1 ratio ➤ Asses reports and purchase needed equipment <p style="text-align: center;">This sequence will be repeated in years 2 - 5</p>	
Evaluation Instrument(s):	Schedule for Evaluation	Program Analysis and Modification Process	Data To Be Collected & Position(s) Responsible
Teacher Reflection and site Principal observation	Trimester	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.

Goal #2: Expand the access to all classroom teachers to the district's student information system to improve student learning			
OBJECTIVES		IMPLEMENTATION PLAN / BENCHMARKS	
<p>Objective 1: San Ysidro district teachers will have direct access to the districts student information system in the classroom.</p> <p>Objective 2: Teachers will be trained on the usage of the student information system to help them make data driven assessment on students.</p>		<ul style="list-style-type: none"> ➤ Provide each teacher with a teacher computer in the classroom ➤ Develop and create access codes and password, and custom design screen for teacher to access to the system. ➤ Provide teachers with initial trained on <i>SASI XP</i> to view attendance, test scores, discipline, and all related student information. ➤ Survey staff on a needs assessment concerning <i>SASI XP data</i> and make modifications as necessary to incorporate needs. ➤ Provide teachers follow up training on a yearly basis. <p>This sequence will be repeated in years 2 - 5</p>	
Evaluation Instrument(s):	Schedule for Evaluation	Program Analysis and Modification Process	Data To Be Collected & Position(s) Responsible
Teacher Reflection and site Principal observation	Trimester	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.

Goal #3: Provide internet access to student and parents for home to school communication via the districts network			
OBJECTIVES*		IMPLEMENTATION PLAN / BENCHMARKS	
<p>Objective 1: Students and parents will be given internet access.</p> <p>Objective 2: Teachers will be trained on the usage of the student information system to help them make data driven assessment on students.</p> <p>* Objectives are prioritized based on available time and funding</p>		<ul style="list-style-type: none"> ➤ Design separate network for families and students to provide Internet access to community ➤ Install necessary equipment to support 3200 families Internet access and give families e-mail account ➤ Provide a help desk for problems or help on the Internet after hours ➤ Provide real-time information to parents and students including, homework, grades, attendance, test scores, and parent information using the Student Information ➤ Provide parents with training on the usage on the Internet and e-mail usage ➤ Develop a equipment loaner plan, to give families in need access to the Internet. <p>This sequence will be repeated in years 2 - 5</p>	
Evaluation Instrument(s):	Schedule for Evaluation	Program Analysis and Modification Process	Data To Be Collected & Position(s) Responsible
Teacher Reflection and site Principal observation	Trimester	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.

Other avenues for parents to access computers is in the San Ysidro the San Ysidro Library provides the community with Internet access, and the Via Nueva community lab also allows usage to the community.

Goal #4: Standardization of educational software district wide to promote student development of life-long skills, achieve educational and personal goals			
OBJECTIVES*		IMPLEMENTATION PLAN / BENCHMARKS	
<p>Objective 1: Schools will standardize educational software district wide.</p> <p>Objective 2: Teachers will be trained on standardized educational software.</p> <p>* Objectives are prioritized based on available time and funding</p>		<ul style="list-style-type: none"> ➤ Technology committee will standardize educational software district wide in all subject areas ➤ Order educational software for all schools, as needed. ➤ Purchase district licensees ➤ Install educational software in all schools ➤ Provide teachers with initial staff development on the usage and maintenance standardized educational software for classroom use. ➤ Provide ongoing teacher staff development on all educational software. <p style="text-align: center;">This sequence will be repeated in years 2 - 5</p>	
Evaluation Instrument(s):	Schedule for Evaluation	Program Analysis and Modification Process	Data To Be Collected & Position(s) Responsible
Teacher Reflection and site Principal observation	Trimester	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.

Benchmark / Action Step	Person Responsible	Annual Dates
Conduct yearly inventory of all technology in the classrooms and labs	Director of Information Systems	August
All schools will have to secure funds needed to acquire and replace equipment on a four year cycle, to keep in line with the 4:1 ratio. Asses reports and purchase needed equipment	Principals	October
Install hardware to support curriculum and technology for the coming year.	Director of Information Systems	December
Provide teachers with direct access to the districts student information system in the classroom	Principals and Director of Information Systems	August, December, May
Provide teachers with initial and yearly follow up trainings on <i>SASI XP</i> to view attendance, test scores, discipline, and all related student information, in order to make data driven decisions	Principals and Director Technology	August, December, May
Conduct modification to SASIXP databases based on needs assessment staff provides on a yearly basis	Principals, Teachers and Director of Information Systems	June
Provide real-time information to parents and students including, homework, grades, attendance, test scores, and parent information using the Student Information	Principal and Teachers	June
Standardization of educational software district wide to promote student development of life-long skills, achieve educational and personal goals	Principals and Tech Committee	Sept-June
Order standardized educational software for all schools, purchase district licensees, and install educational software in all schools	Principals. Director of Information Systems	June
Conduct teacher staff development on the usage and maintenance of standardized educational software for classroom use. Conduct follow up teacher staff development on all educational software year round	Principals	Year Round

6- FUNDING AND BUDGET COMPONENT

6A List of established and potential funding sources and cost savings, present and future

State, federal and local grant funds intended to supplement projects that focus on improving student academic performance such as Title I, EIA-LEP, SIPBG, Title VI and EETT may be leveraged to fund on-going technology improvement goals. A local school bond was used to fund the construction on San Ysidro Middle School (SYMS), Sunset Elementary School and Ocean View Hills School. SYMS Multi-Complex Center (MCC) is equipped with the latest sound technology and Internet access. Sunset School bond expenditures include the set-up of 32 new classrooms each with 7 computer units and a lab that house 30 computers including a projector and a wireless label sound system. Ocean View Hills School technology tools include the latest in technology including the sophistication of Smart boards and wireless technology in every classroom and two labs.

The district acknowledges the cost to accomplish all goals delineated in the SYSD Technology Master Plan goals is beyond traditional school funding. The E-Rate Program has provided the development of networks, telephone services, Internet access, cabling, wiring and certain communications hardware, software, and services required to provide the educational environment connectivity. Salaries for support staff, site administrators may be considered in-kind support. Additional time or stipends for school tech team members and compensation for teachers to attend staff development sessions, attendance to technology conferences, clerical staff development, and purchase of standard-based software are some of the ways school sites utilize categorical funds. District Assessment Center, the Information Management Systems and Educational Services staff are responsible for maintaining student's basic information, state and district test results and for repairing hardware. The three centralized departments utilize funds from both the general and categorical funds.

In the past, outside agencies like the US Border Patrol, Department of Defense, Social Security Offices, Qualcomm, San Diego Police Department, and the San Ysidro Chamber of Commerce have donated new and used computers. The centralized staff will continue to actively pursue other avenues for funds such as partnerships, collaboration, donations and networking with other agencies and/or companies. The district will continue to seek partnerships opportunities with the San Diego County of Education (SDCOE), as well as, tap into in-house expertise as sources for staff development offerings. Houghton-Mifflin publishers provide consultants to provide staff development on the California Lesson Planner CD-Rom and the Quiz Taker. Other potential partners will be explored.

6B Estimate implementation cost for the term of the plan

The following table reflects the EETT Financial Grant Award. The funds will be utilized to support technology plan implementation costs.

LEA Name	FY 2002-03 Final Grant Award	FY 2003-04 Final Grant Award	FY 2004-05 Final Grant Award	FY 2005-06 Initial Grant Award
San Ysidro Elementary	\$71,856	\$62,270	\$58,394	\$40,360

The following table lists estimated plan implementation costs. It does not reflect the current costs for hardware, software, and/or infrastructure already in place. Stakeholders have reviewed the costs and approved these expenditures. On page 55, in the Appendix C, a detailed three-year budget plan which includes current infrastructure, personnel, and software and hardware costs.

MAJOR OBJECT OF EXPENDITURE	PARTNER CONTRIBUTIONS	GENERAL FUNDS	SITE CATEGORICAL FUNDS	TOTAL FUNDS BY OBJECT
1000-1999 Certificated Personnel Salaries	0	87,800	0	87,800
200-2999 Classified Personnel Salaries	0	1,694	0	1,694
3000-3999 Employee Benefits	0	22,008	0	22,008
4000-4999 Books and Supplies	0	0	35,000	35,000
5000-5999 Services and Other Operating Expenditures	10,000	0	0	10,000
Indirect Costs at an Established Rate (excluding the 6000-6999 category)	0	0	0	0
6000-6999 Capital Outlay	0	180,000	180,000	360,000
Total Funds	\$10,000	\$291,502	\$215,000	\$156,502.00

6C Description of the level of ongoing technical support the district will provide

SYSD has an Information Management System, Assessment Center, Educational Services and site Technology Coordinators, and a cadre of site technology leaders, at all sites who oversee, maintain and support technology at both levels: district and site.

The Director of Information Management Services is responsible for

- hardware installation and repairs
- telecommunications
- setting up new equipment
- Updating the information system
- system security
- server maintenance
- software installation
- connectivity issues
- web master
- site technology coordinator training

The district Information System Specialist provides daily:

- desktop “help-desk”
- online district wide assistance in SASIXP
- technical support
- provides training to staff on the Student Information System (SASI XP)
- system backups

The Assessment Center teacher is responsible for:

- Maintains basic student individual information: CSIS
- Updates reclassification information for English Learners
- Merges state tests results to SASI XP
- STAR Pre-Identification demographics
- Records state mandated information for the California English Language Development Test (CELDT)
- Generates student performance data reports

The district’s Educational Services oversees the data gathering for numerous reports, disseminates essential used for data driven school wide decisions that impact student learning. Educational Services coordinates, plans, supports all district and site training offerings, and will oversee the curriculum and professional development components of the SYSD Technology Master Plan

Additionally, Site coordinators' assist schools by troubleshooting computer related problems and provide technology assistance. Site administrators monitor the ongoing implementation of all educational programs. Site Instructional Media Resource Assistants (IMRA) develops and oversees site computer labs schedules. IMRA's also provide technical assistance to administrators, teachers, parents and students. The Internet Usage policy agreement is used at all sites to obtain parental consent for students to access the Internet.

6D Description of the district's replacement policy for obsolete equipment

SYSD policy to maintain, upgrade and replace computers as they become obsolete and/or in-operational is ongoing. Computers must have the specification necessary to run multimedia software programs and the speed needed to swiftly access information.

The district's obsolete computer equipment replacement procedures are:

- a) All non-standard computer equipment needs to be phased out
- b) If the equipment is non-standard and the warranty has expired, it is at the discretion of the site administrator to replace with standard equipment or repair it using site funds.
- c) Obsolete equipment is sent to the district's warehouse and be coordinated with the district office business department.

All schools provide a learning environment that promotes and motivates students to replace computers which are over not covered by warranties or are older than five years old. The replacement plan includes phasing out older versions other than Windows XP and upgrade and/or replacing obsolete systems.

Single Plans for Student Achievement outline utilizing categorical funds for the replacement and upgrade of computers at each site. Contingent on state and federal site allocations and school priorities, sites support the goal of maintaining the 4:1 ratio or better.

6E Description of the feedback loop used to monitor progress and update funding and budget decisions

The SYSD assistant superintendent in education services, director of state and federal projects, and director of information management services will continue to make budget and funding recommendations, monitor progress, and assist to determined district technology goals in collaboration with site administrators'. In previous years, the SYSD district allocated \$35,000 from categorical funds to purchase computer replacement parts. The set aside money is used to expedite initial purchase orders necessary to keep at computers operational. School technology goals emulate district's technology goals.

Informational articulation meetings will be used to communicate technology goals progress on a regular basis. An annual equipment inventory generated by district's information systems department provides valuable itemized information. Sites are encouraged to include a 4-5 year cycle for the replacement of outdated computers and obsolete equipment and purchase parts needed to maintain all systems operational.

7- MONITORING AND EVALUATION COMPONENT

Methods & Tools to Monitor Progress Toward Accomplishing Activities at Schools

The principal 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.

Activities will be monitored as follows:

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 Proficiency	<ul style="list-style-type: none"> ➤ CTAP² District Proficiency Chart ➤ Performance on formative authentic assessment project rubrics. ➤ Summary of Professional Growth hours in Technology ➤ Staff Individual Learning Plans 	Review of progress of staff towards expectations. Revise plan as needed.	Principals	Aug, Nov, Feb, May
Staff Technology Integration	<ul style="list-style-type: none"> ➤ CTAP² 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
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 Educational Service Staff	November, February, March, June

8- COLLABORATION WITH ADULT LITERACY PROVIDERS

8A Effective collaborative strategies with adult literacy providers to maximize the use of technology

As early as 1995, San Ysidro School District identified parent and community participation as a priority in maximizing the use of technology for adult literacy. Parents in San Ysidro are interested, involved, and expressed the desire to learn ways to assist their children ,as well as, learn how to use technology. The unique nature of the district, in which 85% of the students are English Learners, also makes adult literacy in both Spanish and English a specific need.

One goal of the SYSD Title VII Systemwide Improvement Grant Proposal, 1997, reads “Develop parent capacity to supplement student learning, particularly in the areas of English language development, writing and use of technology.” To this end, the SYSD has worked collaboratively to provide opportunities for adult literacy that incorporate technology. San Ysidro School District and the collaborators listed below work collaboratively to provide services that foster personal growth and life long skills such as literacy.

COLLABORATIVE AGENCIES	SERVICES PROVIDED
Sweetwater Adult and Continuing Education	<ul style="list-style-type: none"> • Adult ESL and Literacy Classes • Computer classes • GED classes • The Distance Learning Center (DLC) supports teleconferencing and technology-enhanced presentations. <i>(The DLC, beams teacher expertise across all adult campuses by placing cameras in different classrooms to allow real-time instruction.)</i>
Villa Nueva	Computer Classes which focus on Word processing, Internet and E-mail
Casa Familiar	Computer Classes which focus on Word processing, Internet and E-mail
San Ysidro Public Library	Computers for students and adults with access to the internet. Support the SY Family Latino Literacy Class
Southwestern College	Classes for adult learners

Adult Education facilities are open to SYSD families and provide additional benefits for making services available to the community such as the following:

- Adult Education centers have access to the Mobile Computer Lab, a van with 40 wireless laptop computers and other related hardware.
- Adult Basic Education classes have mini-libraries on site.
- Media Center videos and other recordings encompassing all subjects are available to Adult Education Sites.
- SWUSD Adult Education sites use *Riverdeep*, an educational Internet Based Program which offers tutorial and individualized instruction support in mathematics.
- Flyers are sent to all SY families to inform parents of class offerings and available in the community.

San Ysidro receives 21st Century Community Learning Centers funding. This funding provides for the SYSD an after school program for children through Harmonium and YMCA both service providers. This program included computer classes for parents but due to budgetary cuts parental computer component was cancelled.

9- EFFECTIVE RESEARCH BASED METHODS AND STRATEGIES

9A Effective technology strategies and methods for student learning, teaching, and management

The primary goal of the San Ysidro School District EETT plan is to implement a cutting edge technology program that will help students in grades K-8 to meet and/or exceed the State Academic Content Standards adopted by the State Board of Education. Research supports the use of a comprehensive program that effectively utilizes technology to enhance teaching and learning. In order, to fully benefit from the informational resources and productivity tools that technology makes available, students and teachers must be technologically literate. Since SYSD students matriculate to Sweetwater, San Ysidro is following Sweetwater's lead in basing components of the EETT plan on the foundational skills described in the International Society for Technology in Education's National Educational Technology Standards for Students. (Education, 2000) SYSD is committed to ensuring that every student is technologically literate at the end of the eighth grade, regardless of the student's race, ethnicity, gender, family income, geographic location, or disability.

According to Sandholtz et al, technology increases student motivation, learning engagement, communication collaboration and problem solving skills. These attributes are critical for lifelong learning and for building productive opportunities for all students in the changing world of the 21st Century. Technology provides an atmosphere of learning that is both motivational and challenging.

Schrumm states, "In such an environment, acquiring content changes from a static process to one defining goals the learners wish to pursue. Students are active, rather than passive - - producing knowledge and presenting that knowledge in a variety of formats.....In such an environment educators can encourage a diversity of outcomes rather than insisting on one right answer...And, perhaps most importantly, teachers and students can move from pursuing individual efforts to being part of learning teams, which may include students from all over the world." (Schrum, 2000)

Thornberg cites the need that learning take place through long-term projects. "But unlike the guild-based model of education, in which each apprentice must learn the limited skills necessary for a particular career, today's knowledge-value workers must learn a variety of skills in order to shift seamlessly from one career to another throughout their working years." (Thornberg, p.93)

The United States Department of Labor concluded in the Secretary's Commission on Achieving Necessary Skills (SCANS, 1991) report that basic language and computational literacy were important. In addition the report also concluded that high school graduates must master the abilities to work with others; locate, evaluate, and use information; organize resources; understand complex work systems; and work with a variety of technologies.

Combining technology and academics by integrating skills in the teaching of curriculum content is essential. Education materials researched at the Center for Applied Research in Educational Technology (CARET) noted that, "first and foremost, research reminds us that technology generally improves performance when the application directly supports the curriculum standards being addressed"

As technologies become more sophisticated, research indicates that problem-solving, conceptual development and critical thinking skills are improved when technology is employed as a learning tool (Culp Hawkins, & Honey, 1999; Sandholtz, Ringstaff & Dwyer, 1997; Means, 1994). Unfortunately, given the nature of the learning skills and lack of appropriate assessment activities, it is hard to determine the specific achievement gains. ("Critical Issue," 1999).

In view of such evidence, it is important to remember that learning about technology is not the ultimate goal. Rather, it is to enable students to use technology to enhance their learning in other areas. As Cradler, McNabb, Freeman and Burchett summarized, "evidence is mounting to support technology advocates' claims that 21st-century information and communication tools, as well as more traditional computer-assisted instructional applications can positively influence student learning processes and outcomes" (Cradler et al., 2002).

9B Improving student achievement with locally and externally developed education models and strategies

Research has shown that with computer-aided instruction, student academic achievement improves. Underwood and Brown have shown a correlation between computer-based instruction and student motivation for learning. The ease of error correction, a semi-private environment, active control, and ability to work at one's own pace all increase student motivation. (1997). Cotton adds that "computer-assisted instruction resulted in improved student attitudes in a variety of areas. These areas included improved attitudes towards themselves as learners, the use of computers in education, course subject matter, quality of instruction, and school in general" (1992).

Specific conditions affect the positive influence technology can have on student academic achievement. Several sources agree that a critical component is providing appropriate teacher training in ways to effectively integrate technology into the curriculum, focusing on meaningful educational goals and improving student learning. (Glennan and Melmed, 1996, Silverstein et al, 2000, Reksten, 2000, Coley, 1997, Panuel b, Golan, Means, B and Korbak, c. 2000)

Infusing technology across the curriculum allows students to take more responsibility for their learning and teachers to create more meaningful and diverse learning activities. Through research on the Internet, communication with others through e-mail, analysis of information using databases, making oral reports using presentation software, producing written reports with word processing software and collaborating with peers, students will become confident problem-solvers and critical thinkers. This is particularly relevant, as recognized by Penuel et. al. "Students using sophisticated technologies as everyday learning tools show marked growth in essential workplace skill. Moreover, such gains do not come at the expense of basic skills." (Penuel, Golan, Means & Korbak, 2000)

In support of this conclusion, a recent study conducted in West Virginia, "shows an increase in test scores resulting from integrating curriculum objectives for basic skills development in reading and mathematics with instructional software" (Cradler et al., 2002).

A two-year study conducted by the Southwest Educational Development Laboratory (SEDL) focused on helping teachers create a learner-centered learning environment supported by technology. The conclusions revealed that while initially 47% of the classrooms in the study were classified as "low learner-centered classrooms" only 15% were given that label when the project was complete. The types of professional development offered to teachers influenced the transformation. 72 hours of training sessions were held in classrooms similar to those the teachers taught in to replicate the teaching environments they would use for instruction. Sessions offered many opportunities for a sharing of learning and reflecting on the learning process. Monthly on-site visits to classroom by SEDL staff members were essential to the success of the project.

As stated in the study, "The process of learning how to use and integrate technology created a new dynamic of learning for teachers and affected their ways they related to content, to their colleagues, and to their students. Finally, technology use had a cumulative effect on the project teachers in a school. Their enthusiasm about technology served as the impetus for their more reluctant or more skeptical colleagues to attempt to use technology in their classrooms – especially when student performance increased." (Burns 2002)

Student performance is the catalyst for change. One study cited reports that the project group of students "routinely employed inquiry, collaborative, technological, and problem-solving skills uncommon to graduates of traditional high school programs" (Sandholtz, et all., 1997). In another study, researchers investigated the impact of project-based learning using multimedia (Penuel, Golan, Means, & Korbak, 2000). Project classrooms in this study were much more student-centered than non-project classrooms, and were "organized around the collaborative construction of complex products" (Penuel et al., 2000. p. 109).

Using technology in a constructivist environment either in individual student-centered projects or in collaborative group-work is powerful, as summarized by Means: “Student motivation is enhanced through online collaborative research that includes online communication with peers and experts in other states and countries” (Means et al., 1997). Cradler agrees. “Students and teachers reported a positive change in student motivation for class assignments when the use of multimedia was incorporated into classroom instruction” (Cradler & Cradler, 1999).

Von Secker (2002) reports that inquiry-based learning has been shown to increase both academic outcomes and equity. Computers function as extremely powerful tools for self-directed learning and are particularly well suited for enabling the objectives of constructivist principles (Jonassen & Reeves, 1996). Marzano, Pickering and Pollock add that through constructing their own meaning around authentic issues, students acquire the sophisticated thinking skills needed to live and work in the 21st century (2001). This in itself requires innovative strategies in the teaching/learning process.

9C Using technology to deliver rigorous and innovative academic courses and curricula

Teacher expertise is the most critical factor in increasing student performance. Nothing impacts student success on standards-based curriculum more than a competent, reflective teacher in the classroom who interacts effectively with students, facilitates their learning experiences, and uses curriculum and curriculum materials effectively (Cohen and Ball 1999). As Guhlin states, “For technology to impact student achievement, teachers must be empowered” (Guhlin 2002). They must also be completely at ease with the technologies the students are using, and they should be proactive about planning for effective technology integration.

Jerald and Orlafsky (1999) found that teachers “are more likely to use what they are learning about technology in their classrooms if they receive curriculum integration training rather than basic skills training in the use of technology.” A later study (Bradshaw 2002) found that “When staff development efforts include a presentation of theory and information, demonstration, practice with feedback, and coaching and follow-up over time, the transfer to the classroom and the return on the investment in instructional improvement are significantly increased.” All of these techniques are woven into the district’s current staff development programs in technology.

To that end, SYSD technology plan is an aggressive, innovative plan for staff development and delivery of instruction to students which includes:

- Updating grade level technology standards curriculum matrix for K-8.
- Expecting a minimum of three published students’ papers by the end of the year from every student.

Students in SYSD have broad access to a variety of rigorous academic instructional strategies and courses. SYSD offers a wide variety of higher level academic courses. A significant number of visual and performing arts courses in the theater arts, dance, and music, College for Kids and, Gifted and Talented intersession programs.

OVHS Students produce news broadcasting program to all classrooms at the start of each day on a closed circuit television system. Technology curriculum has also been written for Inter-session and English Performing Arts. Stakeholders have provided numerous sources, such as the Internet Lending Library’s from the National School Company INC. District teachers have also developed rich materials for student use, such as the science web pages created for 7th and 8th grades, and web pages created for use in elementary classrooms.

To offer the rigorous integration of technology into core content subject areas, the district tech planning team in collaboration with the South-county consortium, will begin to revise the technology standards curriculum matrix. The matrix will include the integration of language, math and science and technology, using the State content standards as a guide, list websites and software programs that may be used. Additionally, teachers are learning about the enhancement video production will provide to projects. Expansion of these types of teacher resources is an important strategy to support the development of project-based learning activities and encourage collaboration on lesson planning among staff members.

The plan includes teacher's access to existing student data system that will allow data-driven decisions not only by administrators, but also by teachers. Armed with student assessment data right at their desktops, teachers will be able to prescribe learning activities that are customized to student needs. Research also shows that these systems can generate positive cultural changes as well.

When systematically collected and analyzed, data provide an accurate way of identifying problem areas in school programs. Data reveal strengths and weaknesses in students' knowledge and skills, and they provide meaningful guidance on how teaching practices can and should be altered. When acknowledged and accepted by a faculty, data can lead to the formulation and implementation of corrective courses of action that can solve problems and meet a school's goals. Once improvement strategies are under way, educators can continue to analyze the data to monitor and refine their efforts (Wade 2002)."

SASI XP allows administrators to use current data to make decisions in a timely way. "Principals are key leaders in their schools in developing and nurturing a culture of high performance for students and teachers" (Lampert 1998).

SYSD will encourage classroom teachers, administrators, and clerical staff to participate in distance learning classes to improve their wealth of knowledge to impact student performance with more rigorous academic learning. In addition, we will promote parents attendance and interest in life long learning skills which will foster student achievement. SYSD will continue to explore and expand distance learning opportunities for the community like ITV.

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APPENDIX A- National Educational Technology Standards

NETS for Students

Technology Foundation Standards for All Students

The technology foundation standards for students are divided into six broad categories. Standards within each category are to be introduced, reinforced, and mastered by students. These categories provide a framework for linking performance indicators within the Profiles for Technology Literate Students to the standards. Teachers can use these standards and profiles as guidelines for planning technology-based activities in which students achieve success in learning, communication, and life skills.

Technology Foundation Standards for Students

- 1 Basic operations and concepts
 - Students demonstrate a sound understanding of the nature and operation of technology systems.
 - Students are proficient in the use of technology.
- 2 Social, ethical, and human issues
 - Students understand the ethical, cultural, and societal issues related to technology.
 - Students practice responsible use of technology systems, information, and software.
 - Students develop positive attitudes toward technology uses that support lifelong learning, collaboration, personal pursuits, and productivity.
- 3 Technology productivity tools
 - Students use technology tools to enhance learning, increase productivity, and promote creativity.
 - Students use productivity tools to collaborate in constructing technology-enhanced models, prepare publications, and produce other creative works.
- 4 Technology communications tools
 - Students use telecommunications to collaborate, publish, and interact with peers, experts, and other audiences.
 - Students use a variety of media and formats to communicate information and ideas effectively to multiple audiences.
- 5 Technology research tools
 - Students use technology to locate, evaluate, and collect information from a variety of sources.
 - Students use technology tools to process data and report results.
 - Students evaluate and select new information resources and technological innovations based on the appropriateness for specific tasks.
- 6 Technology problem-solving and decision-making tools
 - Students use technology resources for solving problems and making informed decisions.
 - Students employ technology in the development of strategies for solving problems in the real world.

APPENDIX B- NETS Performance Indicators

NETS for Students

Profiles for Technology Literate Students: PreK – 2

Performance Indicators

A major component of the NETS Project is the development of a general set of profiles describing technology-literate students at key developmental points in their pre-college education. These profiles reflect the underlying assumption that all students should have the opportunity to develop technology skills that support learning, personal productivity, decision making, and daily life. These profiles and associated standards provide a framework for preparing students to be lifelong learners who make informed decisions about the role of technology in their lives.

GRADES PRE K - 2

Performance Indicators:

All students should have opportunities to demonstrate the following performances. Prior to completion of Grade 2 students will:

1. Use input devices (e.g., mouse, keyboard, remote control) and output devices (e.g., monitor, printer) to successfully operate computers, VCRs, audiotapes, and other technologies. (1)
2. Use a variety of media and technology resources for directed and independent learning activities. (1, 3)
3. Communicate about technology using developmentally appropriate and accurate terminology. (1)
4. Use developmentally appropriate multimedia resources (e.g., interactive books, educational software, elementary multimedia encyclopedias) to support learning. (1)
5. Work cooperatively and collaboratively with peers, family members, and others when using technology in the classroom. (2)
6. Demonstrate positive social and ethical behaviors when using technology. (2)
7. Practice responsible use of technology systems and software. (2)
8. Create developmentally appropriate multimedia products with support from teachers, family members, or student partners. (3)
9. Use technology resources (e.g., puzzles, logical thinking programs, writing tools, digital cameras, drawing tools) for problem solving, communication, and illustration of thoughts, ideas, and stories. (3, 4, 5, 6)
10. Gather information and communicate with others using telecommunications, with support from teachers, family members, or student partners. (4)

Numbers in parentheses following each performance indicator refer to the standards category to which the performance is linked. The categories are:

1. Basic operations and concepts
2. Social, ethical, and human issues
3. Technology productivity tools
4. Technology communications tools
5. Technology research tools
6. Technology problem-solving and decision-making tools

NETS for Students

Profiles for Technology Literate Students: Grades 3-5

Performance Indicators

A major component of the NETS Project is the development of a general set of profiles describing technology-literate students at key developmental points in their pre-college education. These profiles reflect the underlying assumption that all students should have the opportunity to develop technology skills that support learning, personal productivity, decision making, and daily life. These profiles and associated standards provide a framework for preparing students to be lifelong learners who make informed decisions about the role of technology in their lives.

GRADES 3 - 5

Performance Indicators:

All students should have opportunities to demonstrate the following performances. Prior to completion of Grade 5 students will:

1. Use keyboards and other common input and output devices (including adaptive devices when necessary) efficiently and effectively. (1)
2. Discuss common uses of technology in daily life and the advantages and disadvantages those uses provide. (1, 2)
3. Discuss basic issues related to responsible use of technology and information and describe personal consequences of inappropriate use. (2)
4. Use general purpose productivity tools and peripherals to support personal productivity, remediate skill deficits, and facilitate learning throughout the curriculum. (3)
5. Use technology tools (e.g., multimedia authoring, presentation, Web tools, digital cameras, scanners) for individual and collaborative writing, communication, and publishing activities to create knowledge products for audiences inside and outside the classroom. (3, 4)
6. Use telecommunications efficiently and effectively to access remote information, communicate with others in support of direct and independent learning, and pursue personal interests. (4)
7. Use telecommunications and online resources (e.g., e-mail, online discussions, Web environments) to participate in collaborative problem-solving activities for the purpose of developing solutions or products for audiences inside and outside the classroom. (4, 5)
8. Use technology resources (e.g., calculators, data collection probes, videos, educational software) for problem solving, self-directed learning, and extended learning activities. (5, 6)
9. Determine when technology is useful and select the appropriate tool(s) and technology resources to address a variety of tasks and problems. (5, 6)
10. Evaluate the accuracy, relevance, appropriateness, comprehensiveness, and bias of electronic information sources. (6)

Numbers in parentheses following each performance indicator refer to the standards category to which the performance is linked. The categories are:

1. Basic operations and concepts
2. Social, ethical, and human issues
3. Technology productivity tools
4. Technology communications tools
5. Technology research tools
6. Technology problem-solving and decision-making tools

NETS for Students

Profiles for Technology Literate Students: Grades 6-8

Performance Indicators

A major component of the NETS Project is the development of a general set of profiles describing technology-literate students at key developmental points in their pre-college education. These profiles reflect the underlying assumption that all students should have the opportunity to develop technology skills that support learning, personal productivity, decision making, and daily life. These profiles and associated standards provide a framework for preparing students to be lifelong learners who make informed decisions about the role of technology in their lives.

GRADES 6 - 8

Performance Indicators:

All students should have opportunities to demonstrate the following performances. Prior to completion of Grade 8 students will:

1. Apply strategies for identifying and solving routine hardware and software problems that occur during everyday use. (1)
2. Demonstrate knowledge of current changes in information technologies and the effect those changes have on the workplace and society. (2)
3. Exhibit legal and ethical behaviors when using information and technology, and discuss consequences of misuse. (2)
4. Use content-specific tools, software, and simulations (e.g., environmental probes, graphing calculators, exploratory environments, Web tools) to support learning and research. (3, 5)
5. Apply productivity/multimedia tools and peripherals to support personal productivity, group collaboration, and learning throughout the curriculum. (3, 6)
6. Design, develop, publish, and present products (e.g., Web pages, videotapes) using technology resources that demonstrate and communicate curriculum concepts to audiences inside and outside the classroom. (4, 5, 6)
7. Collaborate with peers, experts, and others using telecommunications and collaborative tools to investigate curriculum-related problems, issues, and information, and to develop solutions or products for audiences inside and outside the classroom. (4, 5)
8. Select and use appropriate tools and technology resources to accomplish a variety of tasks and solve problems. (5, 6)
9. Demonstrate an understanding of concepts underlying hardware, software, and connectivity, and of practical applications to learning and problem solving. (1, 6)
10. Research and evaluate the accuracy, relevance, appropriateness, comprehensiveness, and bias of electronic information sources concerning real-world problems. (2, 5, 6)

Numbers in parentheses following each performance indicator refer to the standards category to which the performance is linked. The categories are:

1. Basic operations and concepts
2. Social, ethical, and human issues
3. Technology productivity tools
4. Technology communications tools
5. Technology research tools
6. Technology problem-solving and decision-making tools

APPENDIX C- Five Year Budget Proposal

The following chart describes in detail a five-year budget proposal to support the SYSD Technology Master Plan to enhance education through technology.

	2006-07	2007-08	2008-09	2009-10	2010-11	Total
Infrastructure						
Telecommunications						
WAN Connectivity	50,000	50,000	50,000	50,000	50,000	250,000
Frame Relay	10,000	10,000	10,000	10,000	10,000	50,000
Telephone	60,000	60,000	60,000	60,000	60,000	300,000
Cell Phone usage	60,000	60,000	60,000	60,000	60,000	300,000
*Internet II	15,000	15,000	15,000	15,000	15,000	75,000
Internal Connections						
Servers	50,000	50,000	50,000	0	0	150,000
Server Operating Systems	40,000	40,000	40,000	0	0	120,000
Support and Maintenance Contracts	80,000	80,000	80,000	80,000	80,000	400,000
Wiring	5,000	5,000	5,000	5,000	5,000	25,000
Server Virus Scan	25,000	0	0	25,000	0	50,000
Switches	40,000	0	0	0	0	40,000
Hardware acquisition/replacement						
*Computers	108,000	108,000	108,000	108,000	108,000	540,000
*Printers	17,000	17,000	17,000	17,000	17,000	85,000
*Monitors	20,000	20,000	20,000	20,000	20,000	100,000
*Wireless Sound System	30,000	30,000	30,000	30,000	30,000	150,000
*Software upgrade	15,000	15,000	15,000	15,000	15,000	75,000
Accelerated Reader	75,000	0	0	0	0	75,000
Accelerated Math	60,000	60,000	0	0	0	120,000
Professional Development						
*Accelerated Math and Reader	10,000	10,000	10,000	10,000	10,000	50,000
*Office Suite	10,000	5,000	5,000	5,000	5,000	30,000
Technical Support						
Director of Information Management Services	87,000	87,000	87,000	87,000	87,000	435,000
Information Management Specialists	100,000	100,000	100,000	100,000	100,000	500,000
Information Computer Technician	80,000	80,000	80,000	80,000	80,000	400,000
*Purposed Help Desk	30,000	30,000	30,000	30,000	30,000	150,000
Technology Coordinators	12,000	12,000	12,000	12,000	12,000	60,000
Total Cost of Implementation						4,630,000
* Future Implementation Costs						

APPENDIX D- Supportive Technology Information

Technology Unit Introduction

The purpose of this introduction is to clarify some important issues related to the implementation of the Technology Unit. They are as follows:

1. Facilities

A computer lab with enough stations for all students is necessary.
There should be two hours daily lab time.

2. Monitor/Computer hookup

It is assumed that this is available, preferably in the classroom and lab.

3. Typing Program

The individual title is not important. It should contain, however, a sequential teaching of the keys and the ability to measure student progress through WPM & Accuracy.

4. Pupil Selection

The only restrictions would be that of literacy. This is needed for the exercises.

5. Instructor Preparation

It is assumed that the instructor is familiar with the computer operations and vocabulary needed to teach this unit. Bilingual ability would play a part with younger students.

6. Keyboard Illustration

It would be helpful to have a keyboard illustration as a poster, transparency and individual student resource.

7. Unit Vocabulary

A large poster of the vocabulary would be a teaching resource.

8. Math Activities

These were not specified because of the range of student grade levels.
They should involve basic computational practice and be grade-level appropriate.

9. Activity Samples

While these activities are ready for student use as-is, revisions and further development are an option for the instructor.

10. Final Project (LArts)

Students are to work on a writing project as selected by the teacher.
Class time would be used to implement the full writing process and
Computer Lab time would be for word processing. A print-out of the final product is highly recommended.

Technology Intercession Unit Vocabulary

Hardware:

1. CPU
2. Monitor
3. Keyboard
4. Mouse
5. Printer
6. Disk Drive

Communications:

1. Internet
2. Website
3. Mail

Software:

1. CD-ROM
2. Floppy Disk
3. Disk Protect

Windows Operations:

1. Windows
2. Icons
3. Maximize/Minimize
4. Menu
5. Cursor
6. Point & Click
7. Scroll Bar
8. Tool Bar
9. File
10. Alt F4

Word Processing:

- | | |
|---|--|
| <ol style="list-style-type: none"> 1. Enter Key 2. Shift Key 3. Space Bar 4. Delete Key 5. Back Space Key 6. Arrows 7. Number Pad/Lock 8. Fonts 9. Format (right, center, left) 10. Save/Save As 11. Computer Reset 12. Cap Lock Key 13. Cut & Paste 14. Page Setup (Margins) | <ol style="list-style-type: none"> 15. Print Preview 16. Clip-Art 17. Multi-Tasking 18. Word Wrap 19. Spell Check/Thesaurus 20. Undo Command 21. Tabs |
|---|--|

Technology Objective Matrix

I. Window Operations

Minimizing & Maximizing

II. Key Boarding

Introduce Keyboard Keys

Typing Program (Explore) Introduce Words Per Minute & Accuracy

III. Word Processing

Enter Key

Caps & Lower Case & Spacing /Shift Key

(Typing the alphabet) (LArts)

Delete, Back Space & Arrows

(The use of arrow keys, mouse, backspace and delete to remove from a document.) (LArts)

IV. Calculator (Accessories file)

Functions (+, -, *, /, decimal)

Number Lock Key

Number Key Pad

Allow students to explore and use the calculator.

V. Paint Brush (Accessories)

Exploration/ Allow children to freely explore this program

VI. Internet

See day 2.

VII. E-Mail

See day 2.

Technology Objective Matrix

I. Window Operations

- Minimizing & Maximizing
- Opening & Closing Applications (Saving, Save As)
- Turning the computer off & on

II. Key Boarder

- How to change menu level in keyboarding application
- Introduce home row keys

III. Word Processing

- Typing
(Type First Name & Last Name) (LArts)
- Spacing-Space between first and last name
- Fonts- Change Font & Size
- Format- Place text in right margin, center, and left margin (page setup)
- Delete & Back Space
(Editing exercise- "The Tortoise and the Hare) (LArts)

IV. Calculator (Accessories file)

- Use Number Pad:
(Type numbers to 1-100; counting by 1's)

V. Paint Brush

- Draw shapes- Square, Triangle, Circle, Rectangle, Oval, & Color Shapes
Red, Blue, Green, Yellow, Black
- Draw and label a Compass Rose (North, South, East, and West)

VI. Internet

- Introduce concept of Internet

VII. E-Mail

- Introduce concept of E-Mail

Day 3 Intersession Technology Class

NOTE: REVIEW PREVIOUS DAY ACTIVITIES

I. Window Operations

Saving, Save-As on the hard drive
Resetting the computer (when appropriate)

II. Key Boarding

Continue keyboarding typing exercise application

III. Word Processing

Font type & size
(Copy sentences with appropriate punctuation.) (LArts)
Editing paragraph
("The Lion and the Mouse"- change to Caps) (LArts)

IV. Calculator (Accessories file)

Use number pad
(Type numbers 2 - 200 ; counting by 2's)

V. Paint Brush

Perpendicular & Parallel lines
Draw color shapes and label (LArts)

VI. Internet

Demonstrate use of Internet

VII. E-Mail

Demonstrate use of E-Mail
If monitor/computer setup is available, teachers can pair up and demonstrate on monitor

Technology Objective Matrix- 2 Day Lesson

I. Window Operations

Review everything from day 1 to day 4

II. Key Boarding

Assess student progress in Speed and Accuracy

(Students are to reproduce a column of animals twice by using Tabs.) (LArts)

III. Word Processing

Tabs

(Students are to reproduce a column by using Tabs.) (LArts)

IV. Calculator (Accessories file)

Use number pad

(Type numbers 4 - 312; counting by 4's.)

Have students do math problems (grade level appropriate) and verify answers using calculator.

Remind students to use number pad to do calculations.

V, Paint Brush

Children will make own picture incorporating at least 3 of 5 shapes.

VI. Internet

Allow students to "Surf" the Net and explore.

VII. E-Mail

Students continue to E-Mail each other within the lab. (LArts)

Demonstrate how to E-Mail to another school site. (Coordinate with other instructor.)

Day 6 Intersession Technology Class

I. Window Operations

Multi-Tasking

Demonstrate by importing a Clip Art image into Microsoft Works from another program.

Manipulate Clip Art size and demonstrate use of Word Wrap.

Key Boarding

Continue typing exercises within typing program. (LArts)

II. Word Processing

Copy & Paste

(Students are to fill in the missing verbs in sentences using copy & paste.) (LArts)

Clip-Art

Students are to copy and paste an image from within Microsoft Works.

Image is to be reproduced through Cut & Paste 3-5 times and then each is to be manipulated to obtain different sizes.

(Start the Typing in of classroom written assignment.) (LArts)

III. Calculator (Accessories file)

Use Number Pad

(Type numbers 5 - 385 ; counting by 5's)

Continue previous exercises.

Introduce Scientific Calculator.

V. Paint Brush

Multi-Task & Clip Art

Students are to import Clip Art into Paintbrush to enhance their own created painting.

This will be accomplished through the use of Multi-Tasking.

VI. Internet

Scavenger Hunt

Teacher will select a web site and develop questions related to it.

Students will pair-up and answer questions using the designated web site. (LArts)

VII. E-Mail

Coordinate with an instructor from another school site and have students E-Mail each other.

(LArts)

Technology Objective Matrix- 6 Day Intersession 8th Grade

I. Window Operations

Have students import Clip-Art from Microsoft Works and manipulate it.
Demonstrate importation of Clip-Art from another program.
(Task Force Commander ClipArt/ Encarta)

II. Key Boarding

Continue typing exercises within typing program. (LArts)
Explain Change/Suggest/Ignore functions
(Continue typing in /revision of final project.) (LArts)

III. Calculator (Accessories file)

Use number pad
(Type numbers 6 - 456; counting by 6's)
Continue previous exercises.
Demonstrate skills using a scientific calculator.
(This is the last day of instruction in this area.)

V. Paint Brush

Create simple Art Project in Paint Brush and import it into Microsoft Works.
Save project on hard drive C:

VI. Internet

Have students bring in their own web sites and explore them.

VII. E-Mail

See Previous Day activity. (LArts)
Have students communicate with each other within the lab. (LArts)

Technology Objective Matrix 6 Day Intersession 7th grade

I. Window Operations

Demonstrate Tile function.

Administer the final assessment of students on Windows Vocabulary. (LArts)

II. Key Boarding

Final Assessment. (LArts)

Record WPM and Accuracy.

III. Word Processing

Finalize culminating project (addressed in introduction). (LArts)

IV. Paint Brush

Have students write two sentences about/on Day 7 project and save on their own disk (LArts)

V. Internet

Have students share the website they explored.

VI. E-Mail

Print-out last E-Mail communication

SYMS Technology Scope & Sequence

7th / 8th grades

Programs/Areas	Objectives
Typing	Register name. Navigation, home-row keys, use of cardboard shield, WPM, error rate
(MS Windows)	Directories, folders, saving, file names, extensions, find, date modified, working with multiple files, saving locations, viruses files size (transportation), opening, saving to Desktop, log-ins, deleting files, multi-tasking, minimizing/maximizing, Windows 98, print-screen, shortcuts
Accessories	Calculator, Paint program, multi-media
Internet use	Toolbars, navigation. Boolean logic, bookmarks, saving images, importing to other Applications, reference materials, graphics collections. Personal toolbars, downloading,
E-Mail	Set-up account, send, receive, reply, cc:, bcc:, forward, attachments, deleting messages, viruses, E-grams, advertisements, address books, trash
(Word Processing)	Toolbar management, navigation, multi-tasking, formatting graphics, spell-check, Columns, borders, text-boxes, orientation, paper size, margins, replace, word-art, clipart, importing graphics, copy/paste, cut, saving, opening, CGOs, undo/redo, tables (insert, format, cells), formatting text, alignment, bullets, numbering, indents, auto shapes, selected printing, select all, layouts, ruler, headers/footers, page numbering, zoom, insert date/time, spacing, shading, tabs, text direction, multi-tasking files, file properties, send to, word counts, Spanish codes,, Office assistant use
(Desktop Publishing)	Toolbars, navigation, multi-tasking, categories/searches, graphics (resize, rotation, order, flip, shading), seals, numbers, lines, borders, text boxes, titles, backgrounds, wallpapers, exporting graphics, mail merge
(Spreadsheet)	Toolbars, navigation, multi-tasking, highlighting, fills, sorts, replace, charts/graphs, auto-sum
(Electronic Presentations)	Toolbars, navigation, slides, slide views, add/delete slides, slide order, transitions, clip-art, import graphics, text boxes, word-art, auto shapes, backgrounds, design layouts, color schemes, custom animation, sounds, bullets, numbering, templates, graphs, tables, bullets, printing options. Office assistant use
Digital imagery	Scanning, digital cameras, extensions (jpg, .gif, .mpg)

Revised: January of 2002

Instructor: Judith Crespo-Moreno (Lab 802)



SAN YSIDRO SCHOOL DISTRICT

Encuesta de Tecnología Para Alumnos

Nota: Esta encuesta fue diseñada para leerse y ser explicada por el maestro/a para los alumnos de primer y segundo grado. Alumnos del tercer al octavo grado tendrán la opción de leer por si mismos la encuesta.

Tu Nombre: _____
 Tu Edad _____ Tu Grado: _____ El Nombre de tu escuela: _____
 El Nombre de Tu Maestro/a: _____

Instrucciones: Marca solamente una respuesta para cada pregunta.

1. ¿Tienes una computadora que funcione en tu hogar? ___ si ___ no
2. ¿Tienes acceso al Internet en tu hogar? _____ si _____ no
3. ¿Utilizas el sistema de mensajero instantáneo o el correo electrónico? _____ sí _____ no
4. ¿Tienes acceso a las computadoras en la escuela cuando las necesitas usar? _____ sí _____ no
5. ¿Que tan seguido utilizas la computadora para hacer tareas escolares?
 _____ la mayoría del tiempo _____ a veces _____ jamás
6. ¿Sabes cómo crear documentos usando el procesador de palabras? _____ sí _____ no
7. ¿Sabes cómo guardar un documento que has creado? _____ sí _____ no
8. ¿Alguna vez le has agregado dibujos o gráficas a tus documentos? _____ sí _____ no
9. ¿Has utilizado el Internet para buscar datos? _____ sí _____ no
10. ¿Cuál frase mejor te describe cuando estas en frente la computadora?

_____ No necesito ayuda cuando uso la computadora.

_____ Necesito poca ayuda cuando uso la computadora.

_____ Necesito mucha ayuda cuando uso la computadora.



SAN YSIDRO SCHOOL DISTRICT

Student Technology Survey

Note: This survey is designed to be read and explained by the teacher to students in first and second grades. Upper grades have the option of having the survey read to them or reading it themselves.

Your Name: _____
 Your Age ____ Your Grade: ____ Your School's Name : _____
 Your Teacher's Name _____

Directions: Mark only one answer to each question on this answer sheet.

1. Do you have a working computer at home? ____ yes ____ no
2. Do you have the Internet on your computer at home? ____ yes ____ no
3. Do you use an instant messenger or e-mail on your computer at home?
 ____ yes ____ no
4. Are school computers available when you need them?
 ____ yes ____ no
5. How often do you use technology, such as computers, to do your school assignments?
 ____ most of the time ____ some of the time ____ never
6. Do you know how to create documents using a word processor?
 ____ yes ____ no
7. Do you know how to save a document you create?
 ____ yes ____ no
8. Have you ever inserted clip art or graphics in your word processing?
 ____ yes ____ no
9. Have you ever used an Internet search engine, to search for information?
 ____ yes ____ no
10. Which one of these best describes you on the computer?
 ____ I don't need any help when working on the computer.
 ____ I need just a little help when working on the computer.
 ____ I need lots of help when working on the computer.

**INTERNET
AGREEM.****San Ysidro School District****USER AND PARENT AGREEMENT FORM****PROPER AND ACCEPTABLE USE**

The use of the Internet, including the world wide web in any San Ysidro School District School must be in support of education and academic research and consistent with the educational objectives of the San Ysidro School District.

Internet activities that are permitted and encouraged:

- Investigation of topics being studied in school;
- Investigation of opportunities outside of school related to community service, employment or further education.

Internet activities that are not permitted:

- Searching, viewing or retrieving materials that are not related to school work, community service, employment or further education (thus, searching or viewing sexually explicit, profane, violence promoting or illegal materials is not permitted);
- Copying, saving or redistributing copyrighted material (users should assume that all material is copyrighted unless explicitly noted);
- Subscription to any services or ordering of any goods or services.
- Sharing of the student's home address, phone number or other information;
- Using interactive sites such as chats, MUDs and MOOs unless specifically assigned by a teacher;
- Any activity that violates a school rule or a local, state or federal law.

If a student has any questions about whether a specific activity is permitted, he or she should ask a teacher or administrator. If a student accidentally accesses inappropriate material he or she should back out of that information at once.

RELIABILITY

San Ysidro School District makes no warranties of any kind, whether expressed or implied, for the service it is providing. San Ysidro School District will not be responsible for any damages you suffer. This includes non-deliveries, misdeliveries, or service interruptions caused by its own negligence or your errors or omissions. Use of any information obtained via the Internet is at the user's own risk. San Ysidro School District specifically denies any responsibility for the accuracy or quality of information obtained through the Internet.

MISUSE

Violation of the terms of this agreement may result in suspension or revocation of a student's access to the Internet. Any action taken by a student which is in violation of a school rule will be subject to the usual disciplinary actions as stated in the Board Policies on Discipline. Your signature (s) on the attached agreement is (are) legally binding and indicate the party (parties) who signed has (have) read the terms and conditions carefully and you and your child understand their significance.

Parents please keep this portion of the Terms and Conditions of In-School Use of Internet Resources for your records. The attached agreement must be signed and returned to your child's teacher in grades K-6 and to the homeroom teacher in grades 7 and 8, to permit his or her in-school use of the Internet. Your child will not have Internet access without your signed agreement.

Appendix E

**Enhancing Education Through Technology Formula Grant Program
Criteria for EETT-Funded Education Technology Plans**

1. PLAN DURATION		Adequately Addressed	Not Adequately Addressed
a. The plan should guide the district's use of education technology for the next 3-5 years.	1	The benchmarks and timelines in the plan outline activities and strategies for the next 3-5 years.	The benchmarks are not associated with any particular timeline or the timeline is less than 3 years or more than 5 years in length.

2. STAKEHOLDERS	Page in District Plan	Adequately Addressed	Not Adequately Addressed
Corresponding EETT Requirement(s): 7, 11, a. Description of how a variety of stakeholders from within the school district and the community-at-large participated in the planning process.	2	The planning team consisted of representatives who will implement the plan, including district curriculum and information technology staff, site administrators, teachers, students, parents, community non-profits and businesses. If a variety of stakeholders did not assist with the development of the plan, a description of why they were not involved is included.	Little evidence is included that shows that the district actively sought participation from a variety of stakeholders.

**Enhancing Education Through Technology Formula Grant Program
Criteria for EETT Funded Education Technology Plans**

3. CURRICULUM COMPONENT Corresponding EETT Requirement(s): 1, 2, 3, 8, 10, & 12.	Page in District Plan	Adequately Addressed	Not Adequately Addressed
a. Description of teachers' and students' current access to technology tools both during the school day and outside of school hours.	3-4	The plan describes the technology access available in the classrooms, library/media centers, or labs for all students, including special education, GATE, English Language Learners, etc., both during and after school hours.	The plan explains technology access in terms of a student-to-computer ratio, but does not explain if computers are in the classrooms, library/media centers, or labs, 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.	4-6	The plan describes the typical frequency and type of use (technology skills/information literacy/integrated into the curriculum) generally by type of school and/or academic subject.	The plan recites district policy regarding use of technology, but provides no information about its actual use.
c. Summary of the district's curricular goals and academic content standards in various district and site comprehensive planning documents.	7-8	The plan references other district documents that guide the curriculum and/or establish goals and standards.	The plan does not reference district curriculum goals.
d. List of clear goals and a specific implementation plan for using technology to improve teaching and learning by supporting the district curricular goals and academic content standards.	8-15	The plan clearly identifies grade levels, subjects, or student populations that will be the focus for the term of the plan. The plan delineates clear, specific and realistic goals for using technology to support the district's curriculum goals and academic content standards to improve learning. The implementation plan clearly supports accomplishing the goals.	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 and a specific implementation plan as to how and when students will acquire technology and information literacy skills needed to succeed in the classroom and the workplace.	15	For the focus areas, the plan delineates clear, specific and realistic goals for using technology to help students acquire technology and information literacy skills. The implementation plan clearly supports accomplishing the goals.	The plan suggests how technology will be used, but is not specific enough to determine what action needs to be taken to accomplish the goals.

**Enhancing Education Through Technology Formula Grant Program
Criteria for EETT District Education Technology Plans**

3. CURRICULUM COMPONENT, Continued	Page in District Plan	Adequately Addressed	Not Adequately Addressed
f. List of clear goals and a specific implementation plan for programs and methods of utilizing technology that ensure appropriate access to all students.	16	For the focus areas, the plan delineates clear, specific and realistic goals for using technology to support the progress of all students, including special education, GATE, English Language Learners, etc. The implementation plan clearly supports accomplishing the goals.	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.
g. List of clear goals and a specific implementation plan to utilize technology to make student record keeping and assessment more efficient and supportive of teachers' efforts to meet individual student academic needs.	16	The plan delineates clear, specific and realistic goals for using technology to support the district's student record-keeping and assessment efforts. The implementation plan clearly supports accomplishing the goals.	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.
h. List of clear goals and a specific implementation plan to utilize technology to make teachers and administrators more accessible to parents.	17	The plan delineates clear, specific and realistic goals for using technology to facilitate improved two-way communication between home and school. The implementation plan clearly supports accomplishing the goals.	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.
i. List of benchmarks and a timeline for implementing planned strategies and activities.	18	The benchmarks and timeline are specific and realistic. Teachers, administrators and students implementing the plan can easily discern what steps will be taken, by whom, and when.	The benchmarks and timeline are either absent or so vague that it would be difficult to determine what should occur at any particular time.
j. Description of the process that will be used to monitor whether the strategies and methodologies utilizing technology are being implemented according to the benchmarks and timeline.	19	The monitoring process is described in sufficient detail so that who is responsible, and what is expected is clear.	The monitoring process is either absent, or lacks detail regarding who is responsible and what is expected.

Enhancing Education Through Technology Formula Grant Program

Criteria for EETT Funded Education Technology Plans

4. PROFESSIONAL DEVELOPMENT COMPONENT Corresponding EETT Requirement(s): 5 & 12.	Page in District Plan	Adequately Addressed	Not Adequately Addressed
a. Summary of the teachers' and administrators' current technology skills and needs for professional development.	20-22	The plan provides a clear summary of the teachers' and administrators' current technology skills and needs for professional development. The findings are summarized in the plan by discrete skills in order to facilitate providing professional development that meets the identified needs and plan goals.	Description of current level of staff expertise is too general or relates only to a limited segment of the district's teachers and administrators in the focus areas or does not relate to the focus areas, i.e. only the fourth grade teachers when grades 4-8 are the focus grade levels.
b. List of clear goals and a specific implementation plan for providing professional development opportunities based on the needs assessment and the Curriculum Component goals, benchmarks, and timeline.	22-24	The plan delineates clear, specific and realistic goals for providing teachers and administrators with sustained, ongoing professional development necessary to implement the Curriculum Component of the plan. The implementation plan will clearly supports accomplishing the goals.	The plan speaks only generally of professional development and is not specific enough to ensure that teachers and administrators will have the necessary training to implement the Curriculum Component.
c. List of benchmarks and a timeline for implementing planned strategies and activities.	24	The benchmarks and timeline are specific and realistic. Teachers and administrators implementing the plan can easily discern what steps will be taken, by whom, and when.	The benchmarks and timeline are either absent or so vague that it would be difficult to determine what steps will be taken, by whom, and when.
d. Description of the process that will be used to monitor whether the professional development goals are being met and whether the planned professional development activities are being implemented in accordance with the benchmarks and timeline.	25	The monitoring process is described in sufficient detail so that who is responsible and what is expected is clear.	The monitoring process is either absent, or lacks detail regarding who is responsible and what is expected.

Enhancing Education Through Technology Formula Grant Program
Criteria for EETT Funded Education Technology Plans

5. INFRASTRUCTURE, HARDWARE, TECHNICAL SUPPORT, AND SOFTWARE COMPONENT Corresponding EETT Requirement(s): 6, & 12.	Page in District Plan	Adequately Addressed	Not Adequately Addressed
a. Describe the technology hardware, electronic learning resources, networking and telecommunication 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.	26-28	The plan clearly summarizes the technology hardware, electronic learning resources, networking and telecommunication infrastructure, physical plant modifications, and technical support proposed to support the implementation of the district's Curriculum and Professional Development Components. The plan also includes the list of items to be acquired, which may be included as an appendix.	The plan includes a description or list of hardware, infrastructure and other technology necessary to implement the plan, but there doesn't seem to be any real relationship between the activities in the Curriculum and Professional Development Components and the listed equipment. Future technical support needs have not been addressed or do not relate to the needs of the Curriculum and Professional Development Components.
b. Describe the existing hardware, Internet access, electronic learning resources, and technical support already in the district that could be used to support the Curriculum and Professional Development Components of the plan.	28	The plan clearly summarizes the existing technology hardware, electronic learning resources, networking and telecommunication infrastructure, and technical support to support the implementation of the Curriculum and Professional Development Components. The current level of technical support is clearly explained.	The inventory of equipment is not by site or 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.
c. List of clear benchmarks and a timeline for obtaining the hardware, infrastructure, learning resources and technical support required to support the other plan components.	29-36	The 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 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. Description of the process that will be used to monitor whether the goals and benchmarks are being reached within the specified time frame.	36-39	The monitoring process is described in sufficient detail so that who is responsible and what is expected is clear.	The monitoring process is either absent, or lacks detail regarding who is responsible and what is expected.

Enhancing Education Through Technology Formula Grant Program

Criteria for EETT Funded Education Technology Plans

6. FUNDING AND BUDGET COMPONENT Corresponding EETT Requirement(s): 7, & 13.	Page in District Plan	Adequately Addressed	Not Adequately Addressed
a. List of established and potential funding sources and cost savings, present and future.	40	The plan clearly describes resources* that are available or could be obtained to implement the plan. The process for identifying future funding sources is described.	Resources to implement the plan are not identified or are so general as to be useless.
b. Estimate implementation costs for the term of the plan (3-5 years).	40-41	Cost estimates are reasonable and address the total cost of ownership.	Cost estimates are unrealistic, lacking, or are not sufficiently detailed to determine if the total cost of ownership is addressed.
c. Description of the level of ongoing technical support the district will provide.	41-42	The plan describes the level of technical support that will be provided for implementation given current resources and describes goals for additional technical support should new resources become available. The level of technical support is based on some logical unit of measure, such as number of computers.	The description of the ongoing level of technical support is either vague or not included; is so inadequate that successful implementation of the plan is unlikely, or is so unrealistic as to raise questions of the viability of sustaining that level of support.
d. Description of the district's replacement policy for obsolete equipment.	42	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.
e. Description of the feedback loop used to monitor progress and update funding and budget decisions.	42	The monitoring process is described in sufficient detail so that who is responsible, and what is expected is clear.	The monitoring process is either absent, or lacks detail regarding who is responsible and what is expected.

* In this document, the term “resources” means funding, in-kind services, donations, or other items of value.

Enhancing Education Through Technology Formula Grant Program

Criteria for EETT Funded Education Technology Plans

7. MONITORING AND EVALUATION COMPONENT Corresponding EETT Requirement(s): 11	Page in District Plan	Adequately Addressed	Not Adequately Addressed
a. Description of how technology’s impact on student learning and attainment of the district’s curricular goals, as well as classroom and school management, will be evaluated.	43	The plan describes the process for evaluation utilizing 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.	43	Evaluation timeline is 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. Description of how the information obtained through the monitoring and evaluation will be used.	43	The plan describes a process to report the monitoring and evaluation results to persons responsible for implementing and modifying the plan, as well as the plan stakeholders.	The plan does not provide a process for using the monitoring and evaluation results to improve the plan and/or disseminate the findings.
8. EFFECTIVE COLLABORATIVE STRATEGIES WITH ADULT LITERACY PROVIDERS TO MAXIMIZE THE USE OF TECHNOLOGY Corresponding EETT Requirement(s): 11	Page in District Plan	Adequately Addressed	Not Adequately Addressed
a. If the district has identified adult literacy providers, there is a description of how the program will be developed in collaboration with those providers.	44	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	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.

	of technology.	
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Enhancing Education Through Technology Formula Grant Program
Criteria for EETT Funded Education Technology Plans

9. EFFECTIVE, RESEARCHED-BASED METHODS AND STRATEGIES:	Page in District Plan	Adequately Addressed	Not Adequately Addressed
Corresponding EETT Requirement(s): 4 & 9			
a. Description of how education technology strategies and proven methods for student learning, teaching, and technology management are based on relevant research and effective practices.	45	The plan describes the relevant research behind the plan’s design for strategies and/or methods selected.	The description of the research behind the plan’s design for strategies and/or methods selected is unclear, unreliable, or missing.
b. Description of thorough and thoughtful examination of externally or locally developed education technology models and strategies.	46-47	The plan describes references to research literature that supports why or how the model improves student achievement.	No research is cited.
c. Description of development and utilization of innovative strategies for using technology to deliver rigorous academic courses and curricula, including distance learning technologies (particularly in areas that would not otherwise have access to such courses or curricula due to geographical distances or insufficient resources).	47-48	The plan describes the process for development and utilization of strategies to use technology to deliver specialized or rigorous academic courses and curricula, including distance learning.	There is no plan to utilize technology to extend or supplement the district’s curriculum offerings