

Santa Rita Union School District

Technology Master Plan

2006-2011



57 Russell Road
Salinas, CA 93906

Santa Rita Union School District
Technology Master Plan - 2006-2011

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District Overview

The Santa Rita Union School District is located in northern Salinas. The district serves a student population of approximately 3000 K-8 students at 5 schools including 4 elementary and 1 middle school.

Demographic Data:

Student Population:	2950			
Student Minorities:	American Indian:	51%	Hispanic:	73.19%
	Asian:	3.25%	Black:	3.66%
	Pacific Islander:	41%	White:	13.29%
	Filipino:	5.46%	Other:	24%
Gavilan View Middle School (grades 6-8) student population:	1,073			
La Joya Elementary (K-5) student population:	436			
McKinnon Elementary (K-5) student population:	502			
Santa Rita Elementary (K-5) student population:	517			
New Republic Elementary (K-5) student population:	422			

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Technology Writing Committee

Overview. The Santa Rita District Technology Master Plan was developed by district administrators, site administrators, teachers and staff from each school, along with members of the District Technology committee, and parents that participate in school site councils. It is designed to give the overall direction for district planning regarding the instructional and business uses of technology. Supporting the Technology Master Plan each school has their School Technology Plan (with specific inventories) and School Based Coordinated Plan, both with analysis of needs, and implementation strategies.

Administration

Jim Fontana	Superintendent
Sharon Smith	Director of Fiscal Services
Debbie Bradford	Director of Special Services
Rachelle Morgan-Lewis	Director of Special Education
Tom Bonyng	Director of Special Projects
Benita Low	Director of Educational Services
Mark Young	Director of Technology

Technology Committee

Mark Young	Patricia Ochoa	Mary Stefan
Steve Tanzey	Kaye Hammond	Tom Bonyng
Heather Howell	Norma Bozzo	Benita Low

School Coordinated Based Plans are created by committees consisting of site administrators, teachers and parents.

For information regarding this plan contact Mark Young at 831-443-7200.

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Rationale

Link to District Mission and Strategic Plan. The Santa Rita District Mission Statement provides the basis for the technology plan. The mission statement reflects the needs assessments from each of the four school sites in the district. It is generally accepted that technology is an important component in the education of citizens for the twenty-first century.

The Santa Rita District Strategic Plan was developed as a long-range collaborative effort by a dedicated cross-section of our district community. The integrity of the process and the plan itself makes it a platform from which individual areas of instructional strategies should spring. The mission statement of the Strategic Plan is as follows:

The mission of Santa Rita Union School District, a dynamic educational organization, is to assure that all students will be provided an appropriate, challenging instructional program, enabling students to become contributing members of a global community, by providing opportunities to develop academic and social skills in a nurturing environment.

The Santa Rita Technology Plan reflects this mission. Strategy #8 of the District Strategic Plan deals specifically with instructional technology.

“We will ...

- 8.7 Develop Technology Advisory Committee to oversee implementation of the District Technology Master Plan.
- 8.8 Individual schools will conduct a technology needs assessment.
- 8.9 Teachers will be trained in how to emphasize technology.
- 8.10 The District will expand and modify the current facilities to meet the ever changing needs of technology.”

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Technology Plan Outcomes and Expectations

District Vision for Technology Use:

This district plan is envisioned to guide the school/district for the next four years. As a result we anticipate that by June of 2011:

- Every student will have access to the tools of technology to master California Content Standards and enhance learning in the core curriculum;
- Students will become proficient users of technology by engaging in technology-enhanced integrated learning activities across the curriculum
- All teachers will integrate technology as an instructional tool in the core content classroom.

Expected student outcomes in 5 years as a result of technology use:

- Increased student use of computers in classrooms, libraries, and computers labs will improve their mastery of California Content Standards as measured by STAR and local assessments;
- Students will acquire technology skills through integrated learning activities in the core content areas and through direct instruction;
- Students will demonstrate and apply technology skills through successful completion of tasks with personal, pragmatic, and creative purposes.
- Students will access resources to recognize and collect information in multiple modes (e.g., text, images, sounds) and will generate original information.
- Students will process information in a variety of ways (e.g., transforming, modifying, organizing, analyzing, synthesizing) in order to create products, which demonstrate their thinking.
- Students will communicate effectively using products in appropriate formats (e.g. text, graphics, multimedia, interactive).
- Students will act responsibly by adhering to the established rules and guidelines regarding the use of technology.

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Expected staff outcomes in 5 years as a result of technology use:

- Teachers will become proficient in using the district student information system to organize student records, attendance, grades, discipline, lunch counts, transportation, communication, etc.
- Teachers will develop word processing and data base skills in order to:
 - Develop lessons plans and reports
 - Enhance home communication
 - Record and analyze assessment data
- Teachers will become proficient in utilizing the public networks, including e-mail and the Internet, as a source for communication and curriculum-related research.
- Teachers will utilize the local network to facilitate portability and the sharing of assignments, testing, and storage of student work.
- Teacher proficiency will be measured on an ongoing basis using the EDTECHPROFILE assessment tool.

Expected technology outcomes; infrastructure, hardware, tech support and software:

- The district will develop a policy that addresses the need to upgrade outdated computers and network devices.
- The district will establish a student to computer ratio of at least 4:1 throughout the district.
- The district will provide increase technical support to teaching and administrative staff, to assure that our current programs are running efficiently.
- The district will assure that software that is needed to support the California State Standards and the core curriculum fits within established K – 8 technology standards.

Expected funding/budget outcomes in 5 years:

- District and site budgets will continue to support curriculum, professional development, network hardware, computer repair/replacement for labs and classrooms, software, network resources, and books.
- Other funding sources for the purchase of new equipment and services will be sought.

Expected monitoring and assessment outcomes in 5 years:

- Curriculum assessment data showing student academic growth, i.e. STAR9
- Assessment data measuring student technology skills.
- Rubric scored evaluations of student projects and portfolios.
- Assessment data measuring staff technology skills, i.e. EDTECHPROFILE
Documentation of the attendance and participation of staff at after-hours training workshops, technology in-services, seminars, conferences, and visitations.
- Evaluating hardware and software using an established selection criteria.
- Compare the inventory of hardware to the goals of the Plan.

Curriculum Component

3.a. Staff and student access to technology

There will be equitable access for all students and teachers to all networking and computing resources. All classrooms have at least 1 computer with Internet and Local Area Network access and printer for daily teacher and minimal student use. All schools have at least one computer lab that is Internet enabled. Each class at the elementary level has a scheduled time to use the computer lab for computer instruction. All the computers in all labs have Internet and network access along with CD-ROMs.

The Middle school has a Technology Education lab where 8th grade students receive a trimester of instruction on Hydraulics, Video Production, Robotics, Aerodynamics, plus 12 other areas of technology.

All the elementary schools have computer labs that are used by all students during the pre-scheduled times using a variety of software applications and Internet sites.

3.b. District current use of hardware and software to support teaching and learning

All teachers have networked computers that access the Internet, Monterey County Office of Education (MCOE) supplied email accounts and the district student information system (SchoolMaster).

The district uses Measures from Datawise (Redding, CA) to help administrators and teachers monitor student progress in STAR, CELDT, SABEII/Aprenda III, and any other test score that is put into the system to inform District and site decisions and to provide the data to teachers in a usable form.

Reading Counts, SuccessMaker and Accelerated Reader along with Type to Learn are used by the elementary schools to enhance the quality of reading comprehension and fluency components of the ELA Program. SuccessMaker provides extra practice on areas identified as student weaknesses in Math and Language Arts.

3.c. District Curricular Goals

One of the District Strategic Goals is to improve student scores by enabling all administrators and teachers to disaggregate student test scores. In the fall of 2002, the district began using 'Measures Applied' from Datawise (Redding, CA) to handle that task. The application, hosted at the district office, allows teachers and administrators alike, to view the disaggregated data by a chosen demographic area, to see how students are progressing in the development of the learning process.

The following paragraphs are excerpts from the "Single Plan for Student Achievement" regarding specific District Curricular goals for students. This document template, provided by the district office, allows the individual school sites to complete a self-analysis of how students are doing and provide a means of planning to improve results. Over the past few years, SRUSD has been concentrating on the improvement of scores in the areas of Reading Language Arts and Mathematics.

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Reading Language Arts:

All students will master key grade level standards in reading-language arts. English-Language Arts instruction is based on an interrelated program in which listening, speaking, reading, and writing, with a systematic literature program as the core, are taught in a balanced program in which each component receives time and attention in integrated ways and are mutually reinforcing. Supporting skills and sub skills should not be fragmented, taught in isolation, nor become the ends of teaching, but rather they should be taught to assist students in learning about the power of language and how to develop their own power through the use of language.

Mathematics:

All students will master key grade level standards in mathematics. Learners will be actively engaged in a heterogeneously grouped mathematics program which is challenging, utilizes various interactive strategies (multi-instructional resources, varied written and oral assessment, open-ended problem solving, cooperative learning) and meets the needs of all students. Learners will have access to and utilize appropriate learning strategies which include technology, manipulatives and other resources which enhance learning. Learners will participate in a balanced, spiral curriculum composed of big ideas and concepts studied in depth.

3.d. Goal Statements

3.d.1 Use Technology to Improve Teaching and Learning by Supporting District Curricular Goals and Academic Content Standards

Teachers will consistently integrate technology into instruction to support student learning and attainment of state and district academic content standards. This will be accomplished through selection and utilization of standards-based technological materials to enhance classroom instruction in the content areas.

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3.d, i, & j Benchmarks and Implementation Steps

Goal	Benchmark. Implementation Plan/Activities	Responsibility	Timeline	Monitoring/Evaluation
3.d.1	As part of the textbook adoption process, review and select technology materials which support achievement of content standards (History Social Studies) Science Mathematics Language Arts English Lang. Develop.	District Curriculum Council	(2005-06) 2006-07 2007-08 2008-09 2009-10	<ul style="list-style-type: none"> • Inclusion of technological criteria on instructional materials evaluation rubrics • Adoption which includes appropriate technological components
3.d.2	During preservice training on newly adopted instructional materials, introduce teachers to purpose and use of technology components. History Social Studies Science Mathematics Language Arts English Lang. Develop.	Director of Educational Services	2006-07 2007-08 2008-09 2009-10 2010-11	<ul style="list-style-type: none"> • Training agenda • Training evaluations
3.d.3	Throughout the year, provide opportunities to reflect, collaborate and review use of technology components in content areas (e.g. staff meetings, grade level meetings, minimum days) culminating in a grade-level plan on how technology will be used the following year. History Social Studies Science Mathematics Language Arts English Lang. Develop.	Director of Educational Services Principals	2006-07 2007-08 2008-09 2009-10 2010-11	<ul style="list-style-type: none"> • Meeting agendas • Copies of grade-level implementation plans
3.d.4	Consistent utilization of technology components in content areas to support district curricular goals and state academic standards. History Social Studies Science Mathematics Language Arts English Lang. Develop.	Teachers Principals	2007-08 2008-09 2009-10 2010-11 2011-12	<ul style="list-style-type: none"> • Lesson plans • Observations by principals

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3.d.5	Grade-level reflection and evaluation of the implementation of technology components in content areas to support district curricular goals and state academic standards with recommendations for modification/improvement for the following year History Social Studies Science Mathematics Language Arts English Lang. Develop.	Teachers Principals	2007-08 2008-09 2009-10 2010-11 2011-12	<ul style="list-style-type: none"> • Revised grade-level plans
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3.e. Student acquisition of technological and information literacy skills.

Information literacy skills

Technology literacy skills

Another SRUSD stated student outcome is to have all of our students acquire technology skills through direct instruction and through integrated learning activities in the core content areas. Over the next 5 years Santa Rita Union School District will develop and implement a continuum of technology proficiencies to guide and assess the introduction and development of technology proficiencies for all students. By the end of 8th grade all students will demonstrate their mastery of technology literacy proficiency.

The District Curriculum Council (DCC) will meet to create timeline and delineate grade level expectations so that students will develop and meet the Technology literacy skills needed in the current work force and society.

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3.e. Goal statement

3.e.1 Santa Rita Union School District students will understand and apply information literacy skills to increase their use of CD-ROM and Internet resources for research in the core content areas.

BENCHMARKS:

Oct., '07	Santa Rita Union School District will develop and implement a plan of information literacy skills.
June, '09	Students will demonstrate information literacy skills by completing a research project in one of the core content areas in grades 6 through 8.
June, '11	Students will demonstrate information literacy skills by completing a research project in one of the core content areas in grades 4 through 5.

3.e.2 Santa Rita Union School District will develop and implement a plan towards technology literacy and proficiency skills, which will allow students safe and relevant use of technological learning resources.

BENCHMARKS:

Oct., '07	Santa Rita Union School District will develop and implement a plan of technology and proficiency skills.
June, '11	Grade 6-8 be able to perform more complex computer functions and presentations Grade 4-5 be able to perform independent searches, simple spreadsheet and presentations Grade 2-3 be able to perform advanced keyboarding, word processing and simple Internet use Grade K-1 simple keyboarding and mouse navigation

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i. And j. List of activities and a timeline for implementing planned strategies and activities.

Goal	Implementation Activities	Resp. Position	Timeline	Evidence of Activities
3.e.1 3.e.2	Professional development focuses on how to integrate information literacy and computer proficiency curriculum model into core curriculum and assess student proficiencies.	Admin. Staff	June, '07	Professional development agenda and attendance sheet
3.e.1	Students will demonstrate information literacy skills by completing a research project in one of the core content areas in grade 8	Staff	June '09	Student work
3.e.2	Teachers evaluate the quality and effectiveness of 6-8 information literacy; modifying it for implementation of '09 benchmark	Admin. Staff	June '08	As above
3.e.2	All teachers pilot at least one component of the computer proficiency curriculum integrated into their core instruction and assessment practices	Staff	Gr. 6-8 – June '09 Gr. 4-5 – June '09 Gr. K-3 – June '09	Lesson Plans and other curriculum documents; student work
3.e.2	Teachers evaluate the effectiveness of the pilot, modifying it for implementation next year to the '09 benchmark	Admin. Staff	Jan '08	Staff meeting minutes
3.e.1 3.e.2	6-8 grade teachers support other schools to complete full implementation of technology proficiency and information literacy curriculum	Staff	June '11 and thereafter	Staff and grade level meeting minutes

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3.f. Utilization of technology to ensure appropriate access for students.

All Santa Rita Union School District students have access throughout the school day to computers in the classroom and library. They are comfortable with requesting additional computer time before and after school and during lunch, as staff is available.

Current Student Access to Technology

School	Lab	Classroom	Library	Before/After School
La Joya	Weekly	Daily	No	No
McKinnon	Weekly	Daily	Daily	No
New Republic	Weekly	Daily	No	Mon - Thurs
Santa Rita	Weekly	Daily	Daily	Mon - Thurs
Gavilan View	2 X per week	Daily	Daily	Mon - Thurs

Student needs regarding adaptive technology are assessed at time of enrollment and the district works with the local agencies to provide appropriate access to technology.

3.f. Goal statement

3.f.1 Title I students in the 1st through 5th grades will use content specific software or online services to assist with remediation and enrichment of their Reading/LA Skills and proficiencies.

All students have access to remediation/enrichment software in their classroom. Title I students are pulled out the classroom for additional support.

BENCHMARKS:

June, '07	All schools will have installed appropriate software (NCS Pearson SuccessMaker, Accelerated Reader or Scholastic Reading Counts (Reading 180 at middle school) for 1 st through 8 th grade use.
Jan., '08	Staff trained in its use of the software
June, '11	Software or online services will be integrated into the curriculum for 1 st through 8th grade.

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i. and j. List of activities and a timeline for implementing planned strategies and activities.

Goal #	Implementation Plan/Activities	Resp. Position	Time line	Monitoring and Evaluation activities
3.f.1	School Site Council (SSC) research and identify Title I software or online services for grades 1st through 5 th	Staff	June, '07	Model programs presented
3.f.1	SSC recommends Title I model to full faculty	Staff	May, '08	Faculty meeting agenda discussion and approval
3.f.1	Professional development focuses on how to integrate Title I program and assess student proficiencies. Students are assessed to create a baseline to be used later.	Admin. Staff	Aug '08	Results from assessments will determine effectiveness
3.f.1	Title I program is piloted	Staff & Admin.	Nov, '08	Teachers are surveyed regarding the success
3.f.1	Repeat initial assessment	Staff & Admin.	June, '09	Evaluation results are shared with the entire staff for input on improvement. Results are compared to baseline to see if improvements are needed.
3.f.1	Student test scores evaluated; strategies developed to improve results	Staff & Admin.	Aug., '09	Results presented to staff, community, school board -

3.g. Utilize technology to make student record keeping and assessment more efficient and supportive of teachers' efforts to meet individual student academic needs.

Currently, only a few teachers use SchoolMaster for grading and attendance. SRUSD plans to expand the use of online grade entry into SchoolMaster. The final plan is to have ALL grades entered into Measures for tracking student progress on Multiple Measures and State Standards. More training must be provided to ensure the efficient utilization of SchoolMaster and Measures in all grades.

In the coming years, use of SchoolMaster and Measures will be expanded to all staff and teachers providing them the ability to track student attendance and achievement.

3.g. Goal statement

By June 2009 SRUSD will adopt the use of Measures for grade entry and tracking of the completion of State Standards. By June 2011, 100% all teachers will be provided with and trained to use SchoolMaster and Measures.

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BENCHMARKS:

June, '08	A core group of 25% of teachers will be trained to use Measures to track students' progress through mastery of California Content Standards.
June, '09	Each of the original teachers will pair with another to help them to use Measures to track students' progress through mastery of California Content Standards.
June, '10	75% of the teachers will use Measures to track students' progress through mastery of California Content Standards.
June, '11	100% of teachers will use Measures to track students' progress through mastery of California Content Standards.

i. and j. List of activities and a timeline for implementing and evaluating planned strategies and activities.

Goal #	Implementation Plan/Activities	Resp. Position	Time line	Monitoring and Evaluation activities
3.g.1	Measures is installed and configured at all site desktops.	Dir. Of Tech.	Jan. '08	Installation log reviewed
3.g.1	Professional development focuses on how to integrate student data software.	Admin. Staff	August '08	Professional development agenda and attendance sheet reviewed and approved
3.g.1	25% of teachers pilot use of the SchoolMaster and Measures and use it to track students' progress through mastery of California Content Standards.	Staff & Admin.	June, '08	Lesson and unit plans developed and approved
3.g.1	Progress is evaluated through staff survey, discussion of issues and accomplishments	Staff & Admin.	June, 08	Evaluation results printed and shared with the entire staff for input on improvement
3.g.1	Original teachers work with teacher to use Measures to track progress in Content Standards	Staff & Admin.	June, 09	Lesson and unit plans developed and approved
3.g.1	75% teachers to use Measures to track progress in Content Standards	Staff & Admin.	June, 10	Lesson and unit plans developed and approved
3.g.1	100% teachers to use Measures to track progress in Content Standards	Staff & Admin.	June, 11	Lesson and unit plans developed and approved

3.h. Utilize technology to make teachers and administrators more accessible to parents.

Currently Santa Rita Union School District provides a district website, which has links to school websites. Each website includes email links to all district and school level administrators. There are also email links to the School Board members.

One teacher at each site will be trained to create classroom websites to post homework assignments and favorite links that support their classroom curriculum. That teacher will serve as a resource to other teachers.

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3.h. Goal Statement

3.h.1. Monthly, the district web page is reviewed and necessary changes are made. Some of the changes will include updated email links to staff and administrators.

Monthly, the Food Services group posts the menu in English and Spanish and the Human Resources department posts jobs openings as positions become open.

School sites will update their respective sites with newsletters, calendars, and daily schedules.

BENCHMARKS:

Monthly	Food Services and Human Resources post menus and job openings.
Monthly	Webmaster and District Technology Committee will identify needed updates to district website.
Monthly	Websites will be updated and for community use with current school activities and data.
Monthly	Web site will be reviewed and updated.

i. List of benchmarks and a timeline for implementing planned strategies and activities.

Goal #	Implementation Plan/Activities	Resp. Position	Time line	Monitoring and Evaluation activities
3.h.1	HR Dept post and job openings	Staff	Monthly	As needed
3.h.1	Food Service post menus	Staff	Monthly	As needed
3.h.1.	Webmaster and Technology Committee reviews district websites.	Staff	Yearly October	Website improvement lists.
3.h.1.	Updated website is posted	Admin. Staff	Yearly December	Review notes by Technology Committee

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Resources required to implement Curriculum Component.

Resources required include:

- Additional software and/or online applications supporting student learning in California Content Standards including Accelerated Reader, and Reading Counts.
- Professional development for teachers who will need to
 - keep up with existing and emerging applications relevant to California Content Standards,
 - increase their proficiency with new operating systems and multi-media and presentation applications,
 - develop an information literacy curriculum integrated with the core curriculum;
 - develop standards-based report cards to be used on the SchoolMaster program.
- Replace older computers with faster, fully-functioning computers to enable students to meet our benchmarks;
- Training in new operating systems, basic networking, workstation maintenance, software applications, and online resources to computer technicians.
- A resource person to answer questions.

Benefits from curriculum integration:

- Increased ability of teachers to individualize curriculum to meet the needs of students;
- Increased capacity to assess student progress in mastery of California Content Standards;
- Increased capacity of students to utilize higher order thinking skills as they develop information literacy skills;
- Increased proficiency of students in managing multi-media and presentation applications to demonstrate their knowledge and skills;
- Increase competency of students in computer skills resulting from instruction according to the district's continuum of computer skills;
- Well-trained computer technician will reduce the downtime of classroom computers and network devices making them more available for learning activities.

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Professional Development

4.a. Summary of Teacher and administrative current skills and needs for professional development.

Using an informal survey of staff at all school sites, including classified, certificated and administrative staff, all have some general computer knowledge and many feel comfortable using email for communication purposes. Many are familiar with and use the Internet for personal and professional purposes. All computers are installed with either Apple Works or Microsoft Office and most staff are comfortable using word processing for lesson creation. Few teachers are aware of the regional California Technology Assistance Project (EDTECHPROFILE) offerings.

To increase staff proficiency, SRUSD will require all staff to participate in EDTECHPROFILE. The data from the survey will help focus staff development and training activities. The MCOE offers numerous classes on the use of technology in the classroom and by finding where our staff is technologically, we can target teachers for specific training opportunities.

Interviews with teachers showed that most would like to use more technology in their teaching, but felt there were circumstances which prevented it. Some of the factors listed were:

- Unreliable connectivity
- Insufficient on-site training and time to acquire the needed knowledge and skills to do the necessary planning to integrate technology into the classroom.
- Unaware of software applications and websites that are specific to teaching State Content Standards.

Extensive staff development opportunities in Technology are available through the Monterey County Office of Education, Instructional Resources and Technology Department. Notices from the county are regularly posted on the district website to inform staff of these workshops.

4.b. Goals and benchmarks for professional development

4.b.1 By June 2009, all teachers will be at an intermediate or proficient level in all seven EDTECHPROFILE areas.

BENCHMARKS:

June, '07	30% of teachers will be at "intermediate" or "proficient" in all seven EDTECHPROFILE skill areas.
June, '09	50% of teachers will be at "intermediate" or "proficient" in all seven EDTECHPROFILE skill areas.
June, '10	75% of teachers will be at "intermediate" or "proficient" in all seven EDTECHPROFILE skill areas.
June, '11	100% of teachers will be at "intermediate" or "proficient" in all seven EDTECHPROFILE skill areas.

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4.b.2 By June 2011, all teachers will be at intermediate or proficient level in the use of email.

BENCHMARKS:

June, '07	30% of teachers will be at “intermediate” or “proficient” in email.
June, '08	40% of teachers will be at “intermediate” or “proficient” in email.
June, '09	60% of teachers will be at “intermediate” or “proficient” in email.
June, '10	80% of teachers will be at “intermediate” or “proficient” in email.
June, '11	100% of teachers will be at “intermediate” or “proficient” in email.

4.b.3 By June 2011, all teaching and administrative staff will demonstrate increased use of technological learning resources to organize, teach and assess student learning in California Content Standards as described in section 3.d on integration of technology in assessment and instruction with district-adopted curricula.

BENCHMARKS:

June, '07	20% of teachers design and present at least two lessons integrating technology learning resources in Social Studies.
June, '08	40% of teachers design and present at least four lessons integrating technology learning resources in Social Studies and Science.
June, '09	60% of teachers design and present at least four lessons integrating technology learning resources in Social Studies, Science and Math.
June, '10	80% of teachers design and present at least four lessons integrating technology learning resources in Social Studies, Science, Math and Language Arts.
June, '11	100% of teachers design and present at least five lessons integrating technology learning resources in Social Studies, Science, Math, Language Arts, and ELD

c. and d. Timeline for implementing and evaluating planned strategies and activities

Goal #	Implementation Plan/Activities	Resp Position	Timeline	Monitoring and Evaluation activities
4.b.1	Staff takes EDTECHPROFILE assessment and develops individual plans to increase their competency.	Principals	June, annually	Principals and Superintendent meets with and reviews staff technology goals.
4.b.1 4.b.2	An “Exemplar” teacher will be identified to support faculty growth in use of technological learning resources.	Principals	June, annually	Log of exemplar activities
4.b.1 4.b.2	A menu of opportunities for staff development based on the EDTECHPROFILE survey are researched and presented to staff. On site and County Office workshops will be featured	Principals Exemplar	May/June '06 - annually	Handouts, lists, notes from staff meetings

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4.b.1 4.b.2	Faculty will take advantage of online technology in-services, such as EDTECHPROFILE Online via individual professional development plans derived from EDTECHPROFILE and other resources.	Exemplar	October '06 and annually	Teacher's individual professional development plans; certificates of completion;
4.b.1 4.b.2 4.b.3	Staff & district tech meeting to review effectiveness of Staff Development plan and make recommendations for new additions / strategies / formats	Principals Exemplar	May, annually	Notes from staff meeting; recommendations; review of results from EDTECHPROFILE survey
4.b.3	Refer to section 3d (on Page 9) for detail	Director of Assessment	June, annually	Review notes from District Curriculum Council.

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Resources and budget required to implement these goals.

- Stipends for an exemplar (mentor teacher) at each site to support faculty growth in use of technological learning resources. (see Appendix A)
- Subscription to EDTECHPROFILE services for information on good learning software and for needed teacher in-service. Professional development activities will include EDTECHPROFILE Online, and other capacity building professional development opportunities provided by EDTECHPROFILE. We will also look to EDTECHPROFILE to identify appropriate technology learning resources.
- Funding for more reliable computers and network devices

Benefits from professional development based on staff needs assessment. Most teachers want to apply technology tools to improve student learning in California's core academic content areas. The goal is to improve test scores as indicators of student learning. Benefits of professional development related to integrating technology into core curriculum areas include:

- Opportunity to assess technology competencies of each teacher according to EDTECHPROFILE standards,
- Opportunity to increase technology competencies of each teacher.
- Opportunity to learn new and existing software and online services to help improve student learning.

Added Professional Growth (done as Budget and Times allow):

1. The staff will continue to develop skills in the selection of software that is aligned with the core curriculum and that provides students with challenging and meaningful academic experiences.
2. Allow technology training from any accredited institution outside regular employment hours to be credited toward column advancement on the salary schedule.

Infrastructure, Hardware, Technical Support and Software

Infrastructure and Hardware

The Santa Rita Union School District WAN is comprised of T-1's running from each site to the County Office of Education (MCOE). Each site has a CISCO Router connected to the T-1. Each site also hosts its own student information system (SIS) on a Windows 2003 server. Each server also has folders for teacher files, school and district policies.

The district office site hosts the servers for Gavilan View Middle School and the district office itself. The district office also has a dedicated server for Measures (the test score analysis application).

All site infrastructures consist of fiber optic backbones connected to combinations of 10 m/bit hubs and 10/100 switches. Each classroom is equipped with Ethernet connections.

The MCOE not only acts as the district ISP, but also hosts the district web page and content filtering (Web Sense) and firewall (CISCO PIX) servers.

The SRUSD has begun the implementation of wireless connections via Enterasys Access Points and antennas. The purpose is to provide connectivity to portable classrooms that were not provided Ethernet cabling during setup. The MOT building was connected to the district WAN via a commercial wireless connection from a local company, Razzolink. As these two implementations are found successful, the use of wireless devices within the District will be expanded to new schools as they are opened.

La Joya:

The computer lab is equipped with 15 personal computers. In 2005, the 30 iMac computers were distributed to the classrooms giving each room at least 4 computer for student use. The iMac computers were replaced by 30 personal computers. During the 2004 school year, half of these computers were distributed to the classrooms. These computers allow the students to use Reading Counts from the classroom with teacher support.

In 2007, a Windows 2003 server will be installed that will be dedicated to hosting software used by students in the Computer Lab. The server will host the applications Pearson Software SuccessMaker and Sunburst Type to Learn 3 along with Scholastic Reading Counts.

Presently, SuccessMaker and Reading Counts are hosted by the school site server that also hosts the local student information system, SchoolMaster.

The Library has one student accessible computer allowing access the Athena online card catalog and one librarian workstation. All computers have Internet and local area network access.

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Santa Rita

The computer lab is equipped with 40 personal computers and one laser printer. The 30 iMac computers were distributed to the classrooms during the 2004 school year. In 2005, a Windows 2003 server was installed that was dedicated to hosting software used by students in the Computer Lab. The server hosts the applications Pearson Software SuccessMaker and Sunburst Type to Learn 3 along with Renaissance Learning Accelerated Reader.

All classes (approximately 550 students, including Kindergarten) spend 30 minutes per week in the lab using the computers and a wide variety of software applications that support the curriculum of each class.

There is one four hour paraprofessional that helps the students.

Each classroom is equipped with at least 2 iMac's . However, some teachers have created a schedule which allows each student to have additional computer access per week.

The Library has one student accessible computer allowing access the Athena online card catalog and one librarian workstation. All computers have Internet and local area network access.

During the 2007 school year, the network backbone will be improved with the incorporation of Gigabit switches to a provide more bandwidth from classrooms to the computer lab for SuccessMaker use.

McKinnon

The computer lab that is equipped with 35 personal computers and one laser printer.

All classes (approximately 500 students, including Kindergarten) spend 30 minutes per week in the lab using the computers and a wide variety of software applications that support the curriculum of each class.

There is one four hour paraprofessional that helps the younger students.

Each classroom is equipped with at least one iMac or personal computer which is primarily used by the teacher. However, some teachers have created a schedule which allows each student to have additional computer access per week.

In 2004, a Windows 2003 server was installed that was dedicated to hosting software used by students in the Computer Lab. The server hosts the applications Pearson Software SuccessMaker and Sunburst Type to Learn 3 along with Renaissance Learning Renaissance Place. Access to Internet resources is also being used and expanded.

The Library has one student accessible computer allowing access the Athena online card catalog one librarian workstation. All computers have Internet and local area network access.

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New Republic

A computer lab that is equipped with 35 personal computers and one laser printer.

All classes (approximately 500 students, including Kindergarten) spend 30 minutes per week in the lab using the computers and a wide variety of software applications that support the curriculum of each class.

There is one four hour paraprofessional that helps the younger students.

Each classroom is equipped with at least one iMac or personal computer which is primarily used by the teacher. However, some teachers have created a schedule which allows each student to have additional computer access per week.

In 2007, a dedicated Windows 2003 server will be installed to host software used by students in the Computer Lab. The server hosts the applications Pearson Software SuccessMaker and Sunburst Type to Learn 3 and Scholastic Reading Counts.

The Library has one student accessible computer allowing access the Athena online card catalog one librarian workstation. All computers have Internet and local area network access.

Gavilan View

There are three computer labs on campus.

The first lab is equipped with 30 Airport enabled iMac's and one laser printer. The teacher workstation is connected to a TV via a TView.

The second lab (which is a full-time classroom) has 30 Airport equipped iMac's . The classes using this room are taught life skills including typing, spreadsheet and online presentation applications.

The third lab, houses 16 PC's and hosts the Technology center. Each PC hosts a different technology application (i.e. Robotics, Hydraulics, Aero Dynamics, and Video Production) and students spend one semester in the lab rotating through the different technologies.

The library is equipped with five student accessible PC's using wireless connections and two librarian PC's. Two of the stations are dedicated to browsing the Athena on-line catalog system. Three of the stations enable students to browse the Internet on curriculum specific topics. There is also a dedicated NT server hosting the multi-user card catalog system. The server also controls the login processes of each of the Library computers.

Each classroom is equipped with at least one iMac or PC connected to a TV via a tView and is primarily used by the teacher in access the student information system and lesson creation.

During the 2007-08 school year, Gavilan View will install an Apple server and Scholastic's Reading 180 software for the use of its students. This software has proven results in improving a students CST scores.

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The **SRUSD goal** is to reduce the student to computer ratio to 4:1 throughout the district. Each computer lab should have one full-time equivalent paraprofessional capable of helping students work through their lessons and generally act as a resource to the classroom teacher.

Technical support for the entire network (school sites included) is provided by the Director of Technology . If a problem is too large in scope or complex, the district will arrange for repair or support from outside sources. WAN assistance and monitoring is provided by the MCOE Information Technology group. If deemed necessary, there will be contractual support established with the appropriate suppliers/entities for hardware repair services. Site and district licenses for software will be explored to determine whether it would be more economical for the district. The district general fund covers the salary for the Director of Technology along with the costs of networking throughout the district. School sites, through the approval of the Director of Technology , Superintendent, Director of Fiscal Services and site principal, are responsible for the maintenance, upgrade and replacement of equipment and software.

Software and online services available: Each computer lab maintains a collection of software supporting the curriculum as well as does many of the classrooms. **SchoolMaster, a student information system**, is available for each school site by office staff. Each night, the school sites export student data which updates the SchoolMaster District Accumulator hosted at the District Office along with other database systems used by the staff of the District.

The district hosts **Measures** on a Dell server running Win2000 Server. The program allows administrators and program directors to disaggregate test scores based on whatever demographic area is chosen (e.g. EO, RFEP, Hispanic, etc.) The data is also available to all teachers via their computer and Internet browser using **Measures Applied Plus**. This application allows the teachers to see information on their classroom students in an easy to use format.

The district also hosts a second application from Datawise, **Measures Aligned**, that is hosted on the Dell server. This application allows District or school site staff to create assessments for Math, Language Arts, History, and Science. All of these assessments are/can be aligned to the current CA State Standards. Assessments can also be created as “skeleton tests” which are based on existing curriculum publisher testing booklets and the questions can be aligned to the respective State Standard. The current Question Item Bank has approximately 14,000 items. Aligned provides the capability of having all questions (that are translated by the district) in additional languages, namely Spanish or French.

After each assessment is given, a number of reports can be printed giving results not only how the student did on each question, but also whether the student has mastered a standard.

The SRUSD Food Services group runs an application from School House Software called **CafTrac**. This application allows our school food service directors and staff to run an efficient cafeteria operation. The system tracks applications for Free and Reduced meals. Using a pin-pad connected to a local Point of Sale (POS) computer, students Input their ID number and the cafeteria staff knows at the day how many students received a meal and can balance with sales that have taken place with cash for Ala Carte Items.

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Daily absences are offloaded from School Master (SIS) to a separate computer system running **PhoneMaster**. This program makes automated calls to the students home, notifying and requesting a call the next day by the parent of the students absence.

Each library is equipped with an automated application called Athena. This program allows Librarians to monitor the inventory, check out books and collections to students and classrooms. All installations are hosted by the school site server. Each site has one to two dedicated computers for browsing the online card catalog. Future plans for Library Systems are to centralize the library applications into a district system that will allow all sites to browse the catalog of other district schools. This will open the door for inter-library loans, which will allow for lower book purchase costs.

5.c. Goals and benchmarks for infrastructure, hardware, technical support and software:

5.c.1 Santa Rita Union School District will provide a more reliable and secure WAN by adding point to point T-1, wireless or radio wave technology to all sites. The district has entered into an agreement with the Monterey County Office of Education (MCOE) that will break the reliance on the use of T-1's to the school sites. This agreement will provide a Microwave (a DS3 equivalent) connection between the MCOE and the Transportation Building which will then be distributed to the school sites via an 11 MB transmitter.

These increased speeds will allow SRUSD to centralize the student information system providing better control and access to student attendance and grade records. The added speed will also allow staff to better utilize video streaming and other technologies that require more bandwidth.

Because the schools have adequate infrastructure (fiber and 10/100 Ethernet switches) to classrooms and between buildings, there are no changes required to provide adequate access to teachers and students.

School sites will complete installation of computer lab servers to host software used by students.

BENCHMARKS:

June, 08	Install Microwave Antenna in conjunction with the MCOE to provide high-speed connectivity between MCOE, District Office and school sites
June, 08	Complete installation of computer lab servers

5.c.2 A policy of replacing computers aged 3 years or older will be created.

Because computer technology changes so rapidly, it is hard to ensure that staff and students will always have the latest and greatest computer. The District will develop a schedule for replacement to ensure that computers are replaced every 3 years from purchase. Within each school/department, the oldest computer will be marked for removal and a new computer purchased.

The capability of the 'old' computer will be reviewed by the District Technology Department and will be relocated with the District or tagged to be given to a qualified student for use at home.

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BENCHMARKS:

December, 07	Develop and adopt a process for purchasing hardware as needs and funds become available
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5.c.3 Put into effect a process and criteria for the selection, purchase, maintenance and upgrading of software for instruction, matching software with State Standards.

Investigate the use of thin client software to eliminate the need to get rid of older equipment.

BENCHMARKS:

June, 08	Investigate Thin Client operating system
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5.c.4 Teachers will develop skills to handle basic workstation and application problems.

BENCHMARKS:

June, 08	Provide training opportunities via MCOE for each teacher to handle basic workstation and application problems.
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c. and d. Timeline for implanting and evaluating planned strategies and activities

Goal #	Implementation Activities	Responsible Position	Timeline	Monitoring Plan
5.c.1	Install Microwave Antenna in conjunction with the MCOE to provide high-speed connectivity between MCOE, District Office and school sites Install servers in site Computer Labs	Director of Technology	June., '08	Budget item School Site Budget
5.c.1	Analyze integration of wireless technology to new school sites	Director of Technology	June, '07	Budget item
5.c.2	Develop policy of replacing older computers	Director of Technology, Principals	June '07	Budget item
5.c.3	Evaluate Thin client hardware and software	Director of Technology	June '08	Cost benefits vs. Installation costs
5.c.4	Provide training and procedures to each teacher for basic workstation, and application problems.	Director of Technology	June '08	Training log

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Benefits from infrastructure. Santa Rita Union School District is committed to using technology to enhance student learning. Without appropriate equipment, infrastructure and maintenance it cannot attain the following benefits:

- Adequate network reliability,
- Fast, reliable workstations for the instructional benefit of students.
- District wide use of student information system
- **Personnel, resources and budget required to implement this goal:** Adequate personnel are in place to implement this, though more time should be allotted to enable training of staff. Future budgets will need to be adequate to provide greater network staffing and reliability.

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Funding and Budget

6.a.b. Currently, most hardware and software purchases are funded directly from either the General Operating Budget of the District, school site, program and/or departmental budgets. Items for purchase are presented to the directing person for approval and if the appropriate budget allows, the purchase is approved and processed.

Other sources of funding are: Carryover from past State Block Grants; State and Federal Technology Funds; Erate,; School Improvement Grants; Federal Title V A to provide software and training; and Projects monies for disaggregation software (Measures).

Some examples of program funding are: the district receives \$200,000/year for 5 years from; School and Library Improvement pays each site \$20K-\$40K per year; and Title V A pays each school \$5K - \$10K per year.

Individual departments, such as Projects also search out and apply for grants that will help defray costs of implementing technology to students.

6.b. Estimate implementation costs for the term of the plan (2006-2011)

Item	Unit Cost	Total Cost
Computers	30@600	18,000
Printers	6@1,000	6,000
Switches	10@350	3,500
Software & Online Services	5@10,000	50,000
Assessment Software	0	0
Software Support Contracts	5@3,000	15,000
Staffing	5@60,000	300,000
Staff Development	5@15,000	75,000
TOTAL	2006-2011	511,400

6.c Ongoing District Tech Support

District Tech Support is provided by the Director of Technology. Minor on-site support is sometimes provided by the 'local' computer support on a 'time-available' basis. This added time by a site staff person is currently not paid. Santa Rita Elementary School has a part-time paraprofessional whose job is to instruct students while in the computer lab. This person also performs some hardware maintenance on the schools iMac computers and also helps troubleshoot some software issues.

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The Director of Technology has implemented a visit schedule enabling each site to be visited at least once per month. There is been freedom to go onsite as needed, depending on the nature of the problem.

The Director of Technology proposed an annual budget which draws a portion from each site and program budget.

WAN support (T-1 and router availability) is provided by the MCOE (Monterey County Office of Education).

6.d Replacement policy for obsolete equipment.

Currently, there is no actual policy for the replacement of obsolete computer equipment. In the past, if a site person has seen equipment that cannot be used, it has been tagged for discarding and it is brought to the attention to the School Board for vote.

The District will create a policy that will cover existing technologies and applications in use and determine a minimum standard for hardware.

6.e Monitoring progress and updating funding and budget decisions.

District, School and Departmental budgets are created and monitored by the Superintendent, Director of Fiscal Services, Director of Technology, School Principal and Program Director.

The Director of Technology reviews all purchase orders for necessity, completeness and accuracy. The Director of Fiscal Services reviews and helps identify budget sources. Principals receive monthly updates for their school plans.

The district will review the possibility of creating separate budget line items to improve the control and tracking technology purchases.

BENCHMARKS

Monthly	Principals receive and review monthly expenditures
April Annually	District reviews technology expenditures

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Monitoring and Evaluation

The Santa Rita Union School District Technology Master plan shall be evaluated yearly by the District Technology Committee. A yearly written report shall be made to the staff members at each site, parents, and the District Curriculum Council.

The District Curriculum Council along with the Technology Committee will evaluate how the objectives of the plan meet the curricular needs of the students once a year. They will also align the activities in the field of technology with predetermined district curriculum objectives. The committee will evaluate the effectiveness of the hardware and software along with network infrastructure and technical support, and how applicable it is for students, teachers, and other staff members.

Student achievement will be assessed at each grade level through projects and/or presentations, portfolios of student work, and parent and student surveys. Pre and post computer competency tests will be given to determine basic computer literacy. Acceptable use policies will be signed by parents and students before a student will be allowed to have access to the Internet.

Staff members will complete a questionnaire/survey that includes activities attempted/complete with the use of technology. Yearly needs assessments will be conducted at each site with space given suggestions for improvement for the following year. Each site will establish a three tiered scale for evaluating teacher proficiency.

- I. Personal Proficiency-uses technology for personal use
- II. Instructional Proficiency-uses technology of instruction
- III. Leadership Proficiency-able to train colleagues

Teachers who reach the third level of proficiency will be able to apply for the next round of exemplars.

Effective Collaborative Strategies with Adult Literacy Providers to Maximize the Use of Technology

a. Description of how the program will be developed in collaboration with identified adult literacy providers.

As a K-8 District, Santa Rita Union School District has no responsibility to provide Adult Literacy Education.

However, the Santa Rita Union School District collaborates with the Alisal School District to provide a CBET (Community Based English Tutoring) program. This CBET program, which is available for all adults in the district community, is provided on Tuesday and Thursday evenings throughout the school year, at Santa Rita School. Child care is also provided.

This program provides free adult English-language instruction for parents or caregivers who have pledged to provide personal English-language tutoring to K-12 learners. A portion of the instructional time is spent in the computer lab, using specialized software which is designed to teach literacy. (And of course, a basic amount of computer literacy is taught as well.)

Effective Research Based Methods and Strategies Component

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.

CEO Forum. (2001, June). The CEO Forum school technology and readiness report: *Key building blocks for student achievement in the 21st century*. This report concludes that effective uses of technology to enhance student achievement are based on four elements: alignment to curricular standards and objectives, assessment that accurately and completely reflects the full range of academic and performance skills, holding schools and districts accountable for continuous evaluation and improvement strategies, and an equity of access across geographic, cultural, and socio-economic boundaries.

The section above supports the use of standards aligned software that is created and aligned to adopted text book series covered In section 3d on pages 9 and 10.

Aligning software to curriculum and management specific assessment software found on pages 9 - 13.

Victoria L. Bernhardt (1998). *Data Analysis for Comprehensive Schoolwide Improvement* by Published by Eye on Education, Larchmont, NY.

She stressed that standards aligned assessments are critical in providing data on whether students meet set standards or not. They can provide quality data on what students know based on known references, and then can be used by teachers and students to chart activities in order to improve student learning. (pp. 79-80).

9.b Description of thorough and thoughtful examination of externally or locally developed education technology models and strategies.

Marzano, R., Pickering, D., and Pollock, J. (2001). *Classroom instruction that works: Research-based strategies for increasing student achievement*. Virginia: Association for Supervision and Curriculum Development.

This book summarizes the research supporting a variety of instructional strategies with proven successes in improving student achievement. The research-based strategies include: 1) identifying similarities and differences; 2) summarizing and note-taking; 3) reinforcing effort and providing recognition; 4) homework and practice; 5) nonlinguistic representations; 6) cooperative learning; 7) setting objectives and providing feedback; 8) generating and testing hypotheses; and 9) cues, questions, and advance organizers.

As noted in our action plan for meeting our curricular goals of literacy for all students, a variety of instructional strategies and technologies will be used to assist students in acquiring literacy skills and all content areas. As described in the research, the use of nonlinguistic representations such as graphic organizers are effective tools for supporting understanding of key concepts, and graphic representations are highly effective tools for supporting new concepts and vocabulary. Simulation software allows students to generate and test hypotheses quickly and efficiently. Using presentation software to organize information,

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coupled with using a printed copy of the presentation to assist in note-taking skills, helps students to better identify key concepts and summarize critical information, Consistent with the research our curricular and staff development goals will include the use of Inspiration and other mind-mapping tools, the use of simulation software and probe ware, and PowerPoint handouts to guide students in note-taking.

Process for incorporating research-based methods and models into ongoing program evaluation and modification.

Annually, the District Curriculum Council and the District Technology Committee will examine available resources such as the studies in What Works computer database. The What Works clearinghouse, funded by the US Department of Education, will provide the following easily accessible and searchable online databases:

- **educational interventions registry** to provide reviews of programs, products, and practices intended to enhance student outcomes and to synthesize the scientific evidence related to their effectiveness
- **approaches and policies registry** containing evidence-based research reviews of broader educational approaches and policies
- **test instruments registry** containing scientifically rigorous reviews of test instruments used to assess educational effectiveness
- **evaluator registry** to identify evaluators (individuals and organizations) willing to conduct quality evaluations of education interventions.

These resources will be utilized and incorporated as appropriate to ensure that the education technology program in the Santa Rita Union School District is consistent with current scientifically-based research regarding technology, teaching, and learning.

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Curriculum Integration:

Integration within the curriculum framework strengthens information literacy skills

“Moreover, using technology within the curriculum framework can enhance important skills that will be valued in the workplace, such as locating and accessing information, organizing and displaying data, and creating persuasive arguments.”

Critical issue: Using technology to improve student achievement. (1999). Retrieved March 12, 2001, from North Central Regional Educational Laboratory Web site:

<http://www.ncrel.org/sdrs/areas/issues/methods/technlgy/te800.htm>

Basic skills supplemental courses

“Integrated learning programs should be considered as a supplement for the systematic development of basic academic skills but should not replace project-based activities that are designed to teach students the relevance and application of the basic skills as they are mastered.”

Mann, D., Shakeshaft, C., Becker, J., & Kottkamp, R. (1998). *West Virginia Story: Achievement gains from a statewide comprehensive instructional technology program*. Santa Monica, CA: Milken Exchange on Educational Technology.

Staff Development Research:

Improving Student Achievement

“...results of over 300 studies of technology use, authors concluded that teacher training was the most significant factor influencing the effective use of educational technology to improve student achievement. Specifically, the report states that students of teachers with more than ten hours of training significantly outperformed students of teachers with five or fewer training hours.”

Sivin-Kachala, J., & Bialo, E. (2000). *2000 research report on the effectiveness of technology in schools* (7th ed.). Washington, DC: Software and Information Industry Association.

Modeling by Trainers:

Education faculty should integrate technology applications into preservice teacher assignments and field activities so that new teachers have opportunities to acquire technical skills and practice Instructional strategies

CEO Forum. (1999). *Professional development: A link to better learning* [Online]. Washington, DC: Author. Available: <http://www.ceoforum.org/reports.cfm>

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Continuous Support:

There is a continuing need for the school site presence of a technology coordinator who can serve as a mentor or "translator" of technology applications and instructional integration for teachers. Appropriate technology resource personnel are not only for the early stages of a technology initiative or technology plan

Strudler, N. (1994). The role of school-based technology coordinators as change agents in elementary school programs: A follow-up study. Presented at AERA, New Orleans, LA, April 5, 1994.

Relationship between training and use

“...66% of teachers who received more than 32 hours of technology related training felt well to very well prepared to use technology in their classrooms (NCES, 2000a). The percentage who felt well to very well prepared to use technology dropped to 34% for those who received from 9 to 32 hours and to 24% for those who received less than 9 hours of technology-related professional development.”

National Center for Educational Statistics. (2000a). Teachers’ tools for the 21st century: A report on teachers’ use of technology [Online]. Washington, DC: Author. Available:
<http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=20000102>.

9.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.)

The Santa Rita Union School District plans to collaborate with the Monterey County Office of Education and incorporating the Distance Learning Project. This project is a county wide project using microwave technology to provide distance learning opportunities between different school districts, virtual field trips, video conferencing, and future online courses using the K12 High Speed Network. Once this equipment is installed presently used T-1 lines at the school sites will be eliminated saving the district hundreds of dollars per month. The T-1 line at the district office will remain in use by the Business Office.

The funding for the Distance Learning Project Is provided by the Rural Agricultural Grant.

The district is also involved in the planning of the use of video streaming and Maps 101 project offered via the Monterey County Office of Education.

Appendix A: Professional Growth by Peer Instruction

The classroom teacher is the most important factor in the full use of technology in the classroom. Therefore, the challenge of integrating technology with learning can only be met by teachers who are trained in its use. However, it is unrealistic to expect that all teachers will be at the same level of proficiency. Daily use of technology in the classroom will not happen by accident. Teachers must be trained in educational practices which use technology to aid in improving student performance.

Exemplar Teachers: One way to help to create an efficient and relatively inexpensive support structure is to appoint Exemplar Teachers for each school. Applications for exemplars will be open to all classroom teachers. Selected exemplars will agree to become proficient in the areas identified needs at a specific site. In accordance with each school's guidelines, exemplars would be given priority access to the equipment and software which supports that need. Entrance and exit criteria will be established at each site. Each exemplar will be responsible for keeping records on all teacher training hours. These teachers will become members of one or more technology committees in the district to help with articulation and communication throughout the district in the area of technology. Exemplar teachers will be required to help in one-to-one training, small group training, and whole staff development where an identified need is being addressed. This a viable means for substantive staff development that does not put an undue stress on the district's budget.

The overall plans and opportunities for technology training will be developed cooperatively by the Educational Technology Mentor, Technology Exemplars, and other appropriate personnel. These staff members will work with the District Technology Committee and the Technology Committees at each site to determine the specifics of the workshops to be developed, the duration of training sessions, the number and types of training sessions, and the need for consulting with outside sources.

Teachers will be provided with initial and ongoing training in how to integrate computer resources and on-line services into the curriculum. Training for staff and students would also include the selection of appropriate and curriculum-specific software applications in various categories.

Staff in each school building will be encouraged to establish its own building level technology advisory committee. These committees would, for example, plan and coordinate the specifics of how to best utilize the resources and services of the SRUSD. All teachers who will use the equipment or the software should seek the site exemplar for instruction in the proper use. Each staff may decide on level of proficiency needed for teachers to be able to have access to the equipment.

To help Exemplar's expand their knowledge, the District will seek training opportunities that can be held within the confines of the district to learn new skills that can be passed along to peers.

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Appendix I – Education Technology Plan Benchmark Review

For the grant period ending June 30, 2006

CDS # 27-66191

District Name: Santa Rita Union School District

The *No Child Left Behind Act* requires each Enhancing Education Through Technology (EETT) grant recipient to measure the performance of their educational technology implementation plan. To adhere to these requirements, describe the progress towards the goals and benchmarks in your technology plan as specified below. The information provided will enable the technology plan reviewer better to evaluate the revised technology plan and will serve as a basis should the district be selected for a random EETT review. Include this completed document in your revised technology plan and send the signed hard copy to your regional California Technology Assistance Project (CTAP) office or the California Department of Education (CDE).

1. Describe your district's progress in meeting the goals and specific implementation plan for using technology to improve teaching and learning as described in Section 3.d., Curriculum Component Criteria, of the EETT technology plan criteria described in Appendix C. (Provide descriptive narrative in 1-3 paragraphs)
2. Describe your district's progress in meeting the goals and specific implementation plan for providing professional development opportunities based on the needs assessment and the Curriculum Component goals, benchmarks and timeline as described in Section 4.b., Professional Development Component Criteria, of the EETT technology plan criteria described in Appendix C. (Provide descriptive narrative in 1-3 paragraphs)

The applicant certifies that the information described above is accurate as of the date of this document. Should the applicant be selected for a random EETT review, the information stated above will be supported by adequate documentation.

As the duly authorized representative of the applicant, I hereby certify that the applicant will comply with the above certifications.

D. Mark Young

PRINTED NAME OF AUTHORIZED REPRESENTATIVE

Director of Technology

TITLE OF AUTHORIZED REPRESENTATIVE



SIGNATURE

05/01/06
DATE

**Santa Rita Union School District
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Appendix I – Education Technology Plan Benchmark Review

1. District Progress toward Curriculum Component

Steps were taken during the past three years toward utilizing technology in the classroom. Computer Labs were enhanced with upgraded hardware and software providing students with opportunities to use technology as part of their daily learning experience.

Software was installed providing SRUSD Administrators to disaggregate student scores (state and local results) via demographic groups and know specifically (by name if needed) which students needed more attention.

One of the stated items, “Faculty will use the district SIS” did not occur. This was done by consensus of the district Management Team and put off till the next planning period.

2. District Progress toward Professional Development

Santa Rita Union School District faculty and staff made strides in using technology in the past three years.

There was evidence of teachers working together to learn software applications (MS Office) in creating lesson plans and lessons. Strides were taken to get email addresses assigned to each member of the SRUSD family toward the end of the last three years, with plans of getting everyone to use this as an effective means of communication.

Training opportunities were provided to administrators in the use of the score disaggregation software enabling them to look at data for their schools as well as print reports for their staff.

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Appendix J – Technology Plan Contact Information

Education Technology Plan Review System (ETPRS)
Contact Information

County & District Code: 27 - 66191
School Code (Direct funded charters only): _____
LEA Name: Santa Rita Union School District

*Salutation: Mr. X Ms. Dr.
*First Name: Mark
*Last Name: Young
*Job Title: Director of Technology
*Address: 57 Russell Road
*City: Salinas, CA
*Zip Code: 93906
*Telephone: (831)443-7200 Ext 213
Fax: 831-442-1728
*E-Mail: myoung@monterey.k12.ca.us

Please provide backup contact information.

1st Backup Name: _____
1st Backup E-Mail: _____
2nd Backup Name: _____
2nd Backup E-Mail: _____

*Required information in the ETPRS

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Appendix C – Criteria for EETT Funded Technology Plans

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

- For corresponding EETT Requirements, see Appendix D.
- If the technology plan is revised, insert the Education Technology Plan Benchmark Review Form (Appendix I) in the technology plan.
- Include this form (Appendix C) with “Page in District Plan” completed at the end of your technology plan.

1. PLAN DURATION CRITERION	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
a. The plan should guide the district’s use of education technology for the next three to five years. (For new plan, can include technology plan development in the first year)	Cover	The technology plan describes the districts use of education technology for the next three to five years. (For new plan, description of technology plan development in the first year is acceptable) Specific start and end dates are recorded (7/1/xx to 6/30/xx)	The plan is less than three years or more than five years in length. Plan duration is 2006-2009
2. STAKEHOLDERS CRITERION Corresponding EETT Requirement(s): 7 & 11 (Appendix D)	Page in District Plan	Example of Adequately Addressed	Not Adequately Addressed

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<p>a. Description of how a variety of stakeholders from within the school district and the community-at-large participated in the planning process.</p>	<p>4</p>	<p>The planning team consisted of representatives who will implement the plan. If a variety of stakeholders did not assist with the development of the plan, a description of why they were not involved is included.</p>	<p>Little evidence is included that shows that the district actively sought participation from a variety of stakeholders.</p>
<p>b. Description of how a variety of stakeholders from within the school district and the community-at-large participated in the planning process.</p>	<p>4</p>	<p>The planning team consisted of representatives who will implement the plan. If a variety of stakeholders did not assist with the development of the plan, a description of why they were not involved is included.</p>	<p>Little evidence is included that shows that the district actively sought participation from a variety of stakeholders.</p>
<p>3. CURRICULUM COMPONENT CRITERIA Corresponding EETT Requirement(s): 1, 2, 3, 8, 10, & 12 (Appendix D)</p>	<p>Page in District Plan</p>	<p>Example of Adequately Addressed</p>	<p>Example of Not Adequately Addressed</p>
<p>a. Description of teachers' and students' current access to technology tools both during the school day and outside of school hours.</p>	<p>8</p>	<p>The plan describes the technology access available in the classrooms, library/media centers, or labs for all students and teachers.</p>	<p>The plan explains technology access in terms of a student-to-computer ratio, but does not explain where access is available, who has access, and when various students and teachers can use the technology.</p>
<p>b. Description of the district's current use of hardware and software to support teaching and learning.</p>	<p>8</p>	<p>The plan describes the typical frequency and type of use (technology skills/information literacy/integrated into the curriculum).</p>	<p>The plan cites district policy regarding use of technology, but provides no information about its actual use.</p>
<p>c. Summary of the district's curricular goals and academic content standards in various district and site comprehensive planning documents.</p>	<p>8,9</p>	<p>The plan references other district documents that guide the curriculum and/or establish goals and standards.</p>	<p>The plan does not reference district curriculum goals.</p>

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<p>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.</p>	<p style="text-align: center;">9,10</p>	<p>The plan delineates clear, specific, and realistic goals and target groups 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.</p>	<p>The plan suggests how technology will be used, but is not specific enough to know what action needs to be taken to accomplish the goals.</p>
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e. List of clear goals and a specific implementation plan detailing how and when students will acquire technology and information literacy skills needed to succeed in the classroom and the workplace.	11,12	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.
f. List of clear goals and a specific implementation plan for programs and methods of utilizing technology that ensure appropriate access to all students.	14	For the focus areas, the plan delineates clear, specific and realistic goals for using technology to support the progress of all students. 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.	15,16	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.	16,17	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.

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i. List of benchmarks and a timeline for implementing planned strategies and activities.	13,15,16, 17	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.	13,15,16, 17	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.
4. PROFESSIONAL DEVELOPMENT COMPONENT CRITERIA Corresponding EETT Requirement(s): 5 & 12 (Appendix D)	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
a. Summary of the teachers' and administrators' current technology skills and needs for professional development.	19	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 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 four to eight are the focus grade levels.

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<p>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.</p>	<p>19,20</p>	<p>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 clearly supports accomplishing the goals.</p>	<p>The plan speaks only generally of professional development and is not specific enough to ensure that teachers and administrators will have the necessary training to implement the Curriculum Component.</p>
<p>c. List of benchmarks and a timeline for implementing planned strategies and activities.</p>	<p>20,21</p>	<p>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.</p>	<p>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.</p>
<p>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.</p>	<p>20,21</p>	<p>The monitoring process is described in sufficient detail so that who is responsible and what is expected is clear.</p>	<p>The monitoring process is either absent, or lacks detail regarding who is responsible and what is expected.</p>

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5. INFRASTRUCTURE, HARDWARE, TECHNICAL SUPPORT, AND SOFTWARE COMPONENT CRITERIA Corresponding EETT Requirement(s): 6 & 12 (Appendix D)	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
a. Describe the technology hardware, electronic learning resources, networking and telecommunications infrastructure, physical plant modifications, and technical support needed by the district's teachers, students, and administrators to support the activities in the Curriculum and Professional Development Components of the plan.	23-26	The plan clearly summarizes the technology hardware, electronic learning resources, networking and telecommunications 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.

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<p>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.</p>	<p>23-26</p>	<p>The plan clearly summarizes the existing technology hardware, electronic learning resources, networking and telecommunication infrastructure, and technical support to support the implementation of the Curriculum and Professional Development Components. The current level of technical support is clearly explained.</p>	<p>The inventory of equipment is so general that it is difficult to determine what must be acquired to implement the Curriculum and Professional Development Components. The summary of current technical support is missing or lacks sufficient detail.</p>
<p>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.</p>	<p>27,28</p>	<p>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.</p>	<p>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.</p>
<p>d. Description of the process that will be used to monitor whether the goals and benchmarks are being reached within the specified time frame.</p>	<p>27,28</p>	<p>The monitoring process is described in sufficient detail so that who is responsible and what is expected is clear.</p>	<p>The monitoring process is either absent, or lacks detail regarding who is responsible and what is expected.</p>
<p>6. FUNDING AND BUDGET COMPONENT CRITERIA Corresponding EETT Requirement(s): 7 & 13, (Appendix D)</p>	<p>Page in District Plan</p>	<p>Example of Adequately Addressed</p>	<p>Example of Not Adequately Addressed</p>
<p>a. List of established and potential funding sources and cost savings, present and future.</p>	<p>30</p>	<p>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.</p>	<p>Resources to implement the plan are not identified or are so general as to be useless.</p>

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b. Estimate implementation costs for the term of the plan (three to five years).	30	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.	30,31	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.	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.	31	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.	31	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.			

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7. MONITORING AND EVALUATION COMPONENT CRITERIA Corresponding EETT Requirement(s): 11 (Appendix D)	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
a. 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.	32	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.	32	Evaluation timeline is specific and realistic.	The evaluation timeline is not included or indicates an expectation of unrealistic results that does not support the continued implementation of the plan.
c. Description of how the information obtained through the monitoring and evaluation will be used.	32	The plan describes a process to report the monitoring and evaluation results to persons responsible for implementing and modifying the plan, as well as to 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.

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8. EFFECTIVE COLLABORATIVE STRATEGIES WITH ADULT LITERACY PROVIDERS TO MAXIMIZE THE USE OF TECHNOLOGY Criterion Corresponding EETT Requirement(s): 11 (Appendix D)	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
a. If the district has identified adult literacy providers, there is a description of how the program will be developed in collaboration with those providers.	33	The plan explains how the program will be developed in collaboration with adult literacy providers. Planning included or will include consideration of collaborative strategies and other funding resources to maximize the use of technology. If no adult literacy providers are indicated, the plan describes the process used to identify adult literacy providers or potential future outreach efforts.	There is no evidence that the plan has been, or will be developed in collaboration with adult literacy service providers, to maximize the use of technology.
9. EFFECTIVE, RESEARCHED-BASED METHODS, STRATEGIES, AND CRITERIA Corresponding EETT Requirement(s): 4 & 9 (Appendix D)	Page in District Plan	Example of Adequately Addressed	Not Adequately Addressed
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.	34	The plan describes the relevant research behind the plan's design for strategies and/or methods selected.	The description of the research behind the plan's design for strategies and/or methods selected is unclear or missing.

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<p>b. Description of thorough and thoughtful examination of externally or locally developed education technology models and strategies.</p>	<p>34-37</p>	<p>The plan describes references to research literature that supports why or how the model improves student achievement.</p>	<p>No research is cited.</p>
<p>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).</p>	<p>37</p>	<p>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.</p>	<p>There is no plan to utilize technology to extend or supplement the district's curriculum offerings</p>