

# PRINCETON JOINT UNIFIED SCHOOL DISTRICT EDUCATION TECHNOLOGY PLAN

July 1, 2010 - June 30, 2015



*"In times of drastic change, it is the learners who inherit the future.  
The learned usually find themselves beautifully equipped  
to live in a world that no longer exists."  
—Eric Hoffer*

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## District Profile

The Princeton Joint Unified School District is a small, rural district, located in a beautiful farming area next to the Sacramento River approximately thirty-seven miles southwest of Chico, California and approximately 15 north of Colusa, California. Schools under the districts umbrella include Princeton Jr/Sr High, Princeton Elementary, and two Community Day Schools, one for elementary students, the other for secondary school students. The district employs 16 full-time appropriately credentialed teachers, 1 part time teacher, and 4 part-time para-professionals. The district has 232 students in grades K-including 46 ELD students. Our last STAR testing results indicated that all schools met their API target goals. However, based on our local twelve school consortium wide ELD test results, we did not meet AYP goals.

Dataquest: <http://data1.cde.ca.gov/dataquest/>

Ed Data: <http://www.ed-data.k12.ca.us/welcome.asp>

Princeton Joint Unified School District School Data				
	Number of Schools	Total Enrollment	# Full-Time Equivalent Teachers	Pupil-Teacher Ratio
Elementary	1	111	6.5	17.1
Middle				
High School	Jr./Sr. 1	111	9	12.3
K-12				
Alternative	2	7	2	3.5
Continuation				
<b>Total</b>	<b>4</b>	<b>229</b>	<b>17.5</b>	<b>13.1</b>

Princeton Joint Unified District, Student & Teacher Data			
	District %		District %
American Indian	7%	English Learners	20.3
Asian	0%	Students with Disabilities	4
Pacific Islander	.4%	Graduates (prior year)	92
Filipino	0%	UC/CSU Eligible Grads (prior year)	11
Hispanic	52%	Mobility	7
African American	0%	% Fully Credentialed Teachers	95%
White	37%	Avg. Pupil / Teacher Ratio	13:1
Multiple/No Response	3%	Avg. Class Size	13
Total	100%	% Free or Reduced Price Meals	F=21% R=7%

Princeton Joint Unified District State Accountability: Academic Performance Index (API)		
2007 API Base	2008 API Growth	Growth in the API from 2007 to 2008
714	670	-44

Princeton Joint Unified District Federal Accountability: Adequate Yearly Progress (AYP)		
Made AYP 2008-09: No		
	Met AYP Criteria English-Language Arts	Met AYP Criteria Mathematics
Percent Proficient	No	No
Participation Rate	Yes	Yes
API - Additional Indicator for AYP	Yes	
Graduation Rate	Yes	
PI Status	Not in PI	

## **Section 1: Tech Plan Vision & Duration**

**The Princeton Joint Unified School District** education technology plan covers five years, from July 1, 2010 through June 30, 2015. It will serve as the primary tool to guide the district's acquisition, sustainability, and integration of technology to support the district's curricular goals. Our district tech plan envisions a 21<sup>st</sup> century teaching and learning environment grounded in the reality of our knowledge-based, Digital Age. Used as a tool, not an end in itself, technology will be an integral part of the way we work, teach, and learn. Students will use technology seamlessly, as an integral part of the learning process to enhance their critical thinking, problem solving skills, and communication skills. Educators will learn to use technology to create teachable moments, not just wait for them and to provide just-in-time learning interventions. District staff will use technology to facilitate effective and efficient organizational operations and decision-making within the district. Interactive communication and activities among home, school, and community will increase and improve student learning.

## **Section 2: Stakeholders**

Our ongoing technology planning is driven by a collaborative vision of how technology can help students meet grade level academic content standards and reach the desired learning outcomes identified by our school district and its community. Annually in the fall, our education technology advisory group (eTAG) reviews the district's curriculum goals and current student achievement data and then determines how technology may be effectively and efficiently used to help students reach the academic goals for the year. Our eTAG is comprised of district and site representatives who are responsible for implementing the plan, including district curriculum, data, and information technology staff; site administrators, teachers, students, and parents as well as partners in higher education, community non-profit groups, and local businesses. The CTAP representative on our tech plan team offered technical assistance with: the data analyses and revision of our goals and objectives; professional development planning and implementation; EETT Formula Funding; E-rate; K12 Vouchers; compliance issues; hardware, software, and infrastructure.

eTAG meets quarterly to:

- Evaluate the status of the current technology plan and make adjustments if needed.
- Monitor progress on current technology projects.
- Gather and evaluate district technology data with regard to hardware, wiring, resources, professional development, and projects.
- Collect and analyze survey and technology data.
- Identify and update common technology needs and issues.

In addition to quarterly eTAG meetings, our district website and e-mail provides stakeholders with a mechanism for ongoing updates and input regarding the objectives, funding, budgets, and curricular guidelines contained within our technology plan.

## **Stakeholder Support of Tech Plan**

The following list identifies the variety of stakeholders that participated in our district's tech planning process.

**District Curriculum Personnel** – The Superintendent, Business Director, Academic Counselor and Director of Testing and Data, Director of Categorical Programs.

**Development & Support Roles:** Representatives on our Tech Plan team promote, direct, and facilitate the technology team's development of broad and inclusive goals and objectives for curriculum, resources, and operations that include technology. Our curriculum personnel integrate 21<sup>st</sup> century skills into the overall vision for student achievement and into every aspect of learning, teaching, and administrating. Curriculum personnel define and unpack clear and specific standards-aligned academic objectives by grade and subject; support research-based best practices and instructional programs; develop student assessment and data monitoring systems, monitor school performance, and make adjustments based on school performance.

**District Technology Personnel** – The GCOE Technology Director, IT Supervisor and staff.

**Development & Support Roles:** Representatives on our Tech Plan team provide overall coordination of the technology implementation and oversight team, funding resources, and the implementation of the goals and objectives set forth in this updated technology plan.

**District Financial Personnel** –The Director Fiscal Services and staff

**Development & Support Roles:** Representatives on our Tech Plan team provide coordination of technology funds and budget issues.

**Site Administration** – Superintendent/Principal and lead teachers.

**Development & Support Roles:** Representatives on our Tech Plan team provide site-based updates on tech plan implementation and needs; monitor teacher performance and student learning; make adjustments based on teacher and student performance; ensure the use of adopted materials, research-based best practices and instructional programs; provide input on how technology can better support the teaching of standards-aligned academic objectives.

**Site Teachers** – Teachers from Princeton Jr/Sr High School, Princeton Elementary and both Community Day schools represent their respective schools during the educational technology planning group process.

**Development & Support Roles:** Representatives on our Tech Plan group provide input on efforts and outcomes using research-based technology programs and practices to support the district curricular goals and academic content standards and improve teaching and learning.

**Parents / Students** – Parents of children enrolled in our Elementary, Middle, High School, and our Community Day Schools.

**Development & Support Roles:** Representatives on our Tech Plan team provide input on the district and schools' efforts to integrate technology and 21<sup>st</sup> century skills in the standards-aligned curriculum. Parents and students advocate for equity in access to technology and the opportunity to master core subjects and 21<sup>st</sup> century skills.

**Government Agencies** – The California Technology Assistance Project (CTAP) Region 2.

***Development & Support Roles:*** The CTAP representative on our tech plan team offered technical assistance with: the data analyses and revision of our goals and objectives; professional development planning and implementation; EETT Formula Funding; E-rate; K12 Vouchers; compliance issues; hardware, software, and infrastructure.

**Community Groups & Businesses** - Computers For Classrooms, Diverse Network Associates (DNA), our local recreation center, and local media.

***Development & Support Roles:*** Representatives on our Tech Plan team offered assistance with the implementation of our tech plan objectives focused on improving technology equity, access, after school opportunities, and home-school-community communications.

**Higher Education** – California State University Chico, Director of Academic Technologies and Instructional Media Center

***Development & Support Roles:*** Representatives on our Tech Plan team reviewed a draft of our tech plan and offered input on research-based best practices in the adoption and integration of technology by teachers and students.

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

## Section 3: Curriculum & Data Driven Technology Goals

### 3a. Current Technology Access

According to current district records, our student to computer ratio for district-wide computers four years old or newer is 6:1 based on 2009 CBEDs total enrollment of 229 students and 36 computers meeting this criteria. The community day schools ratio for the district is 0.7:1. All teachers at all Princeton Joint Unified schools in our district have access to a minimum of one multi-media computer with internet access in their classrooms as well as in the Computer Labs, before, during, and after school hours. All teachers schedule before and/ or after school access to internet connected computers and electronic learning resources as needed students to complete classroom activities.

The following charts outline the technology access available in classrooms, library/media centers, or labs for all students, including special education, GATE, English Language Learners, both during and after school hours. Access to appropriate site-based technology resources has been evaluated through district and site inventory records and summarized below.

#### *Elementary Schools*

<b>Princeton Elementary School</b>	
Enrollment (Unofficial CBEDS 2009)	111
Total # of Computers for Instructional Use	40
Total # of Computers in Classrooms	49
Total # of Internet Connected Computers in Classrooms	24
Total # of Computers in Classrooms older than 48 months	36
Total # of Computers in Classrooms 48 months old or newer	13
Student to Computer Ratio – Computers 48 months old or newer only	8.5:1
Total # of Computers in Computer Labs	15
Total # of Computers in Library/Media Center	0
Internet Access Connection Speed (DSL, T-1, >T-1)	T-1
Before & After School Student Access to Computers – Days & Time	Mon – Thurs 3:15 to 6:00 pm

#### *Comprehensive High School*

<b>Princeton Junior / Senior High School</b>	
Enrollment (Unofficial CBEDS 2009)	118
Total # of Computers for Instructional Use	48
Total # of Computers in Classrooms	58
Total # of Internet Connected Computers in Classrooms	48
Total # of Computers in Classrooms older than 48 months	35
Total # of Computers in Classrooms 48 months old or newer	23
Student to Computer Ratio – Computers 48 months old or newer only	5:1
Total # of Computers in Computer Labs	21
Total # of Computers in Library/Media Center	5
Internet Access Connection Speed (DSL, T-1, >T-1)	T-1
Before & After School Student Access to Computers – Days & Time	Mon – Thurs 3:15 to 6:00 pm

*Princeton Community Day Schools*

<b>Princeton Elementary Community Day School</b>	
Enrollment (Unofficial CBEDS 2009)	2
Total # of Computers for Instructional Use	6
Total # of Computers in Classrooms	7
Total # of Internet Connected Computers in Classrooms	7
Total # of Computers in Classrooms older than 48 months	
Total # of Computers in Classrooms 48 months old or newer	7
Student to Computer Ratio – Computers 48 months old or newer only	0.3:1
Total # of Computers in Computer Labs	
Total # of Computers in Library/Media Center	
Internet Access Connection Speed (DSL, T-1, >T-1)	T-1
Before & After School Student Access to Computers – Days & Time	Mon – Thurs 3:15 to 6:00 pm

<b>Princeton High School Community Day School</b>	
Enrollment (Unofficial CBEDS 2009)	8
Total # of Computers for Instructional Use	6
Total # of Computers in Classrooms	7
Total # of Internet Connected Computers in Classrooms	7
Total # of Computers in Classrooms older than 48 months	
Total # of Computers in Classrooms 48 months old or newer	7
Student to Computer Ratio – Computers 48 months old or newer only	1.2:1
Total # of Computers in Computer Labs	
Total # of Computers in Library/Media Center	
Internet Access Connection Speed (DSL, T-1, >T-1)	T-1
Before & After School Student Access to Computers – Days & Time	Mon – Thurs 3:15 to 4:30 pm

### 3b. Current Technology Integration in Curriculum

The following data offers a snapshot of the technology skills integrated in our district curriculum by subject area and typical frequency of use by grade level bands.

Princeton JUSD is comprised of kindergarten through twelfth grades

Subject Area	Typical Uses of Technology	Typical Frequency
English / Language Arts	K-3: Word, LCD Projector, Renaissance Place, Ed Helper, ABC Teach, Publisher, Excel, TV/VCR, Listening Center, Education Testing Services, Overhead Projector, Enchanted Learning, Windows Media Player, Internet, Kid Keys Software, Typing Instructor, Curious George Spelling/Reading/ Phonics, Internet 4 Classrooms, Typing Instructor, Roxio, 4-6: PowerPoint, Ed Helper, Windows Media Player, Open Court, Internet 4 Classrooms, Read Naturally, LCD Projector, Renaissance Place, Word, Typing Instructor, Internet, Word, Ed Helper, Education Testing Service, Excel, TV/VCR, Roxio, 7-8: Word Processing, Internet, ELMO 9-12: Word, power point, ELMO, Internet	K-3:Daily/Weekly 4-6:Daily/Weekly 7-8: Weekly 9-12: Weekly
Foreign Language	K-3: Avenues Software, ESL Web, Supplemental material from Internet, Overhead Projector 4-6: Avenues Software, ESL Web, Supplemental material from Internet, Overhead Projector 9-12: Language accusation software, word	K-3: Daily 4-6: Daily 9-12: daily / weekly
Mathematics	K-3: Renaissance Place – Math Facts in a flash - AM, LCD Projector, Internet 4 Classrooms, Ed Helper, Word, Google Search, Internet, Math Workshop Software, Jump Start Software, Reader Rabbit Software, Number Crew Software, Math Blaster Software, Roxio 4-6: Ed Helper, Internet 4 Classrooms, Renaissance – Math Facts in a Flash -AM, Place, Word, LCD Projector, Overhead Projector, Word, Math Blaster Software, Pre-Algebra Software, Reader Rabbit Software, Math Workshop, Roxio 7-8: Internet, Smart Board, Smart ELMO, Word, Excel 9-12:Internet, Smart Board, Smart ELMO, Word, Excel	K-3: Daily / Weekly 4-6: Daily / Weekly 7-8:Daily/Weekly 9-12:Daily/Weekly
Science	K-3: Discovery Kids, Google Earth, Ed Helper, Internet, United Streaming, Roxio 4-6: Discovery Kids, Ed Helper, Google Earth, Internet, Internet 4 Classrooms, United Streaming, Roxio 7-8: 9-12: ELMO, LCD, CD, DVD, Microscope Camera, Word, Power Point, Internet, Web Lessons	K-3: Daily / Weekly 4-6: Daily / Weekly 7-8: 9-12: Daily/Weekly
Social Science / History	K-3: LCD Projector, Internet 4-6: LCD Projector, Internet, Cyber Ed, Sheppard Software United Streaming, Jeopardy, The Print Shop 7-8: Word, Power Point, Internet, Web Lessons 9-12: word, internet, power point	K-3: Daily / Weekly 4-6: Daily / Weekly 7-8: Weekly / Monthly 9-12:Daily/Weekly
P.E. / Health	7-8: Word, Power Point, Internet 9-12:Word, Internet, Power Point	7-8: Weekly 9-12: Daily Weekly
Visual & Performing Arts	K-3: Reader Theater, Windows Media Player, Internet, LCD Projector, CD Player. The Print Shop 4-6: Ed Helper, Windows Media Player, Internet, Paint, Kid Pix, The Print Shop, itunes 7-8:Word, Internet 9-12:Internet, Power Point, Word, Paint	K-3: Daily / Weekly 4-6: Daily / Weekly 7-8: Weekly 9-12:Weekly
Electives	7-8:Internet, Word Power Point, Publisher 9-12:Internet, Word, Power Point, Paint, Publisher, Excel, LCD, ELMO, Digital Cameras, Plasma Cam	7-8:Daily 9-12:Daily, Weekly Monthly

Special Education	K-3:Math Facts with flash, Read Naturally, Earobics, Inspiration, Kidspiration, Word, Internet, PsychCorpCenter, ELMO 4-6: Math Facts with flash, Read Naturally, Earobics, Inspiration, Kidspiration, Word, Internet, PsychCorpCenter, ELMO 7-8:Word Internet, Excel, PsychCorpCenter, ELMO 9-12: Word Internet, Excel, PsychCorpCenter, ELMO	K-3: Daily/Weekly  4-6: Daily/Weekly  7-8: Daily/Weekly 9-12: Daily/Weekly
Career Tech Ed	9-12:Word, Excel, Power Point, Internet, ELMO, LCD, Digital Camera, Publisher, Email,	9-12:Daily/weekly
Library	Use the County Public Lib, Internet, Word,	K – 6 Weekly

In addition to the typical uses of technology described above, educators at all grade levels use our student information system (SIS) Aeries daily for attendance, gradebook, student/parent communications and to track academic progress of all students.

### **3c. Summary of District's Curricular Planning Documents**

Princeton Joint Unified School District has established clear curricular goals tied to the academic content standards monitored by various district and site-based assessment systems, and referenced in comprehensive district planning documents and efforts. The common underpinning of all our district and school improvement plans is to improve student achievement of the state content standards.

#### **Princeton Joint Unified District Curricular Goals**

Our school board adopts key district goals annually; which are connected to the state adopted content standards in all academic areas and support the LEA plan. Each of our schools aligns its site-based curricular goals directly to the district's LEA Plan and school board's key goals in their annually updated site-based comprehensive single plans for student achievement. The WASC recommendations and School Site Council goals are in alignment with key district goals.

Based on our student data, federal and state mandates, and research-based best practices, our district's current key curricular goals are:

1. All schools in the district will meet or exceed the NCLB Annual Measurable Objectives (AMO's) for student proficiency, including all ethnic/racial, socio-economically disadvantaged and students with disabilities subgroups with the state content standards in English / Language Arts and Math. By June 30, 2014, all students in the district will be proficient or better with English/Language Arts and Math grade level content standards. (as recommended by WASC)
2. The district will meet all of its AYP criteria annually including requirements for numerically significant subgroups.
3. All schools in the district will meet or exceed the state's Annual Performance Index (API) growth target as well as the API growth targets for each numerically significant ethnic/racial, socio-economically disadvantaged and students with disabilities subgroups at the school.
4. The district will work with site administration to collect and analyze school and student data and develop continuous cycles and plans for school improvement including: improving curriculum, improving instruction, improving student support & intervention, improving the monitoring of student achievement, and improving home/ school/ and community partnerships.
5. All students will be educated in learning environments that are safe, drug-free, and conducive to learning.

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

- District LEA Plan
- District WASC and School Site Council goals
- California academic content standards and frameworks.
- District and textbook curriculum guides aligned with CA academic content standards.
- District evaluation criteria for textbook adoption.
- District student and teacher technology standards.
- The district plan for English Learners (EL) describes the policies for identifying, assessing, and reporting students who have a primary language other than English. This EL Master Plan provides details on the reclassification procedure and the English Language Development and instructional programs to be provided to EL students to assist

them in meeting and/or exceeding state academic content standards and graduation requirements.

- The Policy and Procedures handbooks for each program which details the philosophy and goals, and policy and procedures regarding students, instruction, promotion and retention, equity, administration, personnel, community relations, business, and much more.
- Site-based Single Plan for Student Achievement, SARC, WASC and CCR self-study reviews and actions plans.
- The District's current Educational Technology Plan.

### **3d- 3k Curricular Driven Technology Goals, Implementation Plans, Benchmarks, Timelines, Monitoring and Evaluation**

All of the Curriculum Component Criteria 3d-3k elements are included in the curricular driven action plan charts in the Section 3: Action Plan pages that follow. Our curricular driven technology plans include clear, specific, realistic goals and measurable objectives that will support our district's curriculum goals and student achievement of the state content standards.

The following goals will strategically meet our students' need to acquire and refine their 21<sup>st</sup> century information and communication technology skills in order to improve the effectiveness, efficiency, and ideally the enjoyment of their learning experiences as they master the core content standards.

Here is a summary of our curricular driven Education Technology goals:

#### **Goal 1: Improve Student Achievement & Close Student Achievement Gaps**

Teachers will integrate technology in the district's curriculum to support the district curricular goal of ALL students attaining proficiency or better with ELA & math grade level content standards by end of the 2013-14 school year.

#### **Goal 2: Student Acquisition of Technology and Information Literacy Skills.**

ALL Students will acquire the National Education Technology grade level profile standards for students (NETS) and Glenn COE technology standards to support achievement of the academic standards in the classroom, district curricular goals, and ultimately for lifelong learning and success in our digital society.

#### **Goal 3: Student Acquisition of Digital Citizenship Skills**

All students will be proficient with grade level ethical use of technology and internet safety skills (NETS for students: Digital Citizenship- standard #5).

#### **Goal 4: Improve Student Data Collection, Analysis & Decision Making**

District teachers and administrators will use technology to improve the collection, analysis, reporting, and use of formative, benchmark, and state student achievement data.

#### **Goal 5: Improve Communication Among Home, School, and Community**

District teachers and administrators will use technology to improve communication among home, school, and community.

Goals, objectives, benchmarks, implementation strategies, and timelines can be found in the pages that follow.

# ***PRINCETON JOINT UNIFIED DISTRICT TECHNOLOGY ACTION PLAN***

***July 1, 2010– June 30, 2015***

*(Appendix C Sections: 3d-3k)*

## **Section 3d**

### **Goal 1: Specific Measurable Objective by June 2015**

**Objective 1:** By June 2015, 100% of all district students will be proficient or better with state grade level standards in math and English Language Arts supported by state and district approved instructional resources, technology-based supplemental resources, professional development, student achievement data-driven decision making, and collaboration time Professional Learning Community. (NCLB AMO benchmark for all students including significant subgroups by 2010 which, our AMO is a WASC recommendations. All goals will address our most recent WASC recommendations.)

#### ***Goal 1: Annual Benchmarks for Objective 1***

**Year 1:** minimum of 75% by June 2011    **Year 3:** minimum of 90% by June 2013

**Year 2:** minimum of 80% by June 2012    **Year 4:** minimum of 100% by June 2014

**Year 5:** maintain a minimum of 100% by June 2015

### **Goal 1: Evaluation Instrument(s) & Data**

**Instruments:** Trimester /Quarterly Grade level assessments; Annual STAR/CST, and the K-8 Aimsweb program test results in English/Language Arts, annual released STAR exam questions and the CAHSEE.

**Data:** Percentage scoring proficient or above will increase by 25% annually until 100% are proficient or above.

**Instrument:** Grade/subject level district and site professional development and collaboration meeting times / agendas / participation records and outcomes.

**Data:** All Princeton JUSD teachers will participate: Calibrated and articulated standards-aligned Grade/subject level objectives and assessments across the district and standardized lists of District supported research based programs and practices.

**Instrument:** Ongoing Classroom Observations by site administrator(s) aligned to teachers' evaluation schedule and observation tools.

**Data:** Teachers' use of California Teaching Standards aligned with learning objectives, instructional and intervention time, research based programs, practices, and arrangements.

**Instrument:** Annual Site Academic Software Survey:

**Data:** Curriculum-based state and district approved software and productivity software in use at each site.

#### **Data reviewers**

Glenn COE Technology Director, the District Technology Team (eTAG), site administrators will analyze end of school year results annually between June and September and report to stakeholders annually in October.

## **Goal 1: Enhancing Student Achievement with Technology Implementation Strategies / Timelines**

1. Beginning in the 2010-11 school year and continuing through the duration of the tech plan,, the LEA will coordinate quarterly grade and / or subject area district professional learning community meetings to develop and refine the district's common viable articulated ELA and math curriculum comprised of common essential grade level content standards, relevant information & communication technology skills and aligned assessments.
2. Annually, the district and the school(s) will invest the necessary time to identify and/ or review grade level essential standards and assessments based on CDE's latest CST Blueprints and released test questions.
3. Annually, purchase as needed state adopted instructional materials (K-8), standards-aligned textbooks (9-12) and supplemental curriculum-based technology resources (adopted and/ or CLRN approved) and ensure they are being used with fidelity in the classroom during monthly classroom visits by school administration.
4. Ongoing, the district, principal, and teachers will research, learn, and integrate research-based best practices and technology that support specific ELA and Math student achievement needs identified during data reviews of significant subgroup populations at the school as recommended in our most recent Princeton Jr/Sr High School WASC recommendations.
5. Annually, the PJUS District will effectively allocate funding, time, training and human resources to overcome the schools identified challenges to student academic achievement.
6. Princeton JUSD annually supports site-based selective class size reduction in key curricular areas identified as needing attention based on funding availability.
7. During the 2010-11 school year, develop a reading and math intervention programs for students in grades K - 8, inclusive, whose reading scores are Far Below Basic and Below Basic in the CST performance level. The tiered immediate intervention program will be implemented by fall 2010.
8. Every school year, assess students periodically throughout the year with common grade level standards-aligned assessments to monitor student progress and provide immediate intervention support.
9. Annually, provide students with adequate learning support including, but not limited to, a standards-aligned curriculum, quality instructional materials, technology access and resources, support services, and supplies for every pupil.
10. Annually, provide professional development on adopted curriculum and technology resources (such as Title I, II, III funding, Lottery and General district funding).
11. Beginning in fall 2010 and every year thereafter, provide systematic professional development and learning community collaboration time for site administration and teachers to align standards-based instruction in the district, review data; to learn and share best practices including the use of technology.
12. By fall of each year, design and distribute an annual site academic software usage survey.
13. Beginning in the fall 2010 and annually thereafter; provide professional development on district approved curriculum software and online resources as needed.
14. Annually, continue to leverage resources to increase access to technology resources, hardware, and peripherals for students and teachers.
15. Ongoing district support and professional development opportunities on the integration of E/LA skills and standards across the curriculum including in career tech courses.

## **Goal 1: Digital Resources to be Integrated**

- Adopted Text Supplemental Tech resources including publisher software and websites.
- CLRN and district approved curriculum software such as: Renaissance Learning and Accelerated Reader, Read Naturally, FrontPage, Dreamweaver, and United Streaming
- Diagnostic reading, writing, and math proficiency software.
- Microsoft Office and other productivity software.
- Internet Access and Resources, NetTrekker
- Peripherals such as LCD projectors, digital cameras, video cameras, and printers.
- Online Professional Development.

## **Section 3e**

### **Goal 2: Student Acquisition of Technology and Information Literacy Skills**

ALL students will be proficient or better with the National Education Technology (NETS) grade level profile standards for students or a county office equivalent to support achievement of the academic standards in the classroom, district curricular goals, and ultimately for lifelong learning and success in our digital society.

**Target Group:** All students including special education, English Learner, and GATE students.

### **Goal 2: Specific Measurable Objective by June 2015**

**Objective 1:** By June 2015, 95% of students in grades K-12 will be proficient or better with Glenn COE grade level tech standards.

Students will learn the Glenn COE skills during relevant curricular assignments and develop a portfolio of integrated assignments during the year.

1. Creativity and Innovation
2. Communication & Collaboration
3. Research and Information Fluency – (information literacy)
4. Critical Thinking, Problem Solving, and Decision-making
5. Digital Citizenship –(includes social, ethical, copyright, and cyber safety issues).
6. Technology Operations and Concepts

\*These skills are included as part of Princeton JUSD's ESLERs

### **Goal 2: Annual Benchmarks for Objective 1**

**Year 1:** minimum of 70% by June 2011     **Year 3:** minimum of 85% by June 2013

**Year 2:** minimum of 75% by June 2012     **Year 4:** minimum of 90% by June 2014

**Year 5:** minimum of 95% by June 2015

### **Goal 2: Evaluation Instrument(s) & Data**

**Instrument:** Annual CDE Ed Tech Profile ([www.edtechprofile.org](http://www.edtechprofile.org))

**Data:** Teachers' self assessed technology integration proficiency skills.

### **Data reviewers**

District Technology Director, eTAG, site administrators and district staff will analyze end of school year results annually between June and September and report to stakeholders annually in *October*.

## **Goal 2: Student Acquisition of Technology & Information Literacy Skills Implementation Strategies / Timelines**

1. During the 2010-11 school year, a focus group of teachers and administrators in the district will research NETS resources and design rubrics for K-12 NETS curriculum.
2. Beginning in the summer/fall 2010 and annually thereafter, provide Professional Development opportunities (from the District, and CTAP Region 2) to K-12 teachers on integrating the student NETS grade level skills and standards in their curriculum. Provide incentives for PD completion.
3. By fall 2010, Students will begin systematically learning the NETS skills including technology productivity tools and information literacy, as appropriate, during curricular assignments.

## **Goal 2: Digital Resources to be Integrated**

- Adopted Text Supplemental Tech resources including publisher software and websites.
- CLRN and district approved curriculum software such as: Renaissance Learning, Accelerated Reader, Read Naturally, FrontPage, Dreamweaver, Freedom web publishing software, United Streaming
- Grading programs such as web based student information and reporting platforms such as Aeries..
- Microsoft Office and other productivity software.
- No Cost / Low Cost - Internet Resources
- Peripherals such as LCD projectors, digital cameras, video cameras, and printers.

## **Sections 3f & 3G**

### **Goal 3: Ethical Use of Technology ( Copyright) and Internet Safety**

All students will be proficient or better with grade level ethical use of technology and internet safety standards per Princeton Joint Unified School District adopted internet use policy and NETS #5- Digital Citizenship.

**Target Group:** All students including special education, English Learner, and GATE students.

### **Goal 3: Specific Measurable Objective by June 2015**

**Objective 1:** By June 2015, 100% of students in grades K-8 and 100% of students in grades 9-12 will be proficient or better with grade level NETS standard # 5- Digital Citizenship – (includes social, ethical, copyright, and cyber safety issues).

#### **Goal 3: Annual Benchmarks for Objective 1**

**Year 1:** minimum of 80% by June 2011      **Year 3:** minimum of 90% by June 2013

**Year 2:** minimum of 85% by June 2012      **Year 4:** minimum of 95% by June 2014

**Year 5:** minimum of 100% by June 2015

### **Goal 3: Evaluation Instrument(s) & Data**

**Instrument:** Lesson plans integrating ethical use of technology including copyright and plagiarism

**Data:** 100% of Princeton JUSD teachers will participate in the integration of lesson plans on ethical use of technology including copyright and plagiarism.

**Instrument:** Lesson plans integrating technology on internet safety and cyber-bullying.

**Data:** 100% of Princeton JUSD teachers will participate in the integration of lesson plans on internet safety and cyber-bullying.

**Instrument:** Annual Ed Tech Profile Survey

**Data:** Princeton JUSD teachers' and students' will self assess technology and integration skills.

#### **Data reviewers**

District Technology Director, eTAG, site administrators staff will analyze end of school year results annually between June and September and report to stakeholders annually in October.

### **Goal 3: Ethical Use of Technology ( Copyright) and Internet Safety Implementation Strategies / Timelines**

1. By fall 2010, all teachers will be offered professional development opportunities on the Ethical Use of Technology and Internet Safety for students aligned to the NETS student standard # 5: Digital Citizenship, offered through CTAP Region 2 or the equivalent.
2. During the 2010-2011 school year, district teachers will develop a rubric, articulated K- 8<sup>th</sup> grade and 9-12 NETs technology integration curriculum aligned to NETS standard # 5: Digital Citizenship. Curriculum results will be reviewed annually in June and modified as necessary.
3. By fall 2010, roll-out a revised acceptable use policy for students addressing internet safety, cyberbullying, and plagiarism as outlined in our Princeton JUSD internet use policy.
4. Beginning in the fall 2011 and then annually thereafter, all K-12<sup>th</sup> grade students will begin systematically learning grade level NETS standard # 5: Digital Citizenship skills during curricular assignments.
5. Grade level technology assessments will be conducted at the end of each school year.

### **Goal 3: Digital Resources to be Integrated**

- Adopted Text Supplemental Tech resources including publisher software and websites.
- CLRN and district approved curriculum software and/ or free Digital Citizenship internet resources
- Microsoft Office Professional Suite and other productivity software.
- Peripherals such as LCD projectors, digital cameras, video cameras, printers, document cameras (ELMO), and smart boards.

### **Section 3h**

#### **District Office Policy on Equitable Access**

It is district policy to provide ALL students and teachers with equal access to all of the school's technology to support achievement of the academic standards in the classroom, district curricular goals, and ultimately for success in the workplace. Student subgroups will have access to the same NETS integration activities and high standards expected of all other students, although the programs and methods for achieving the objectives may be adapted to best meet individual student needs. Students with an active Individualized Education Program (IEP) have appropriate access to technology hardware, peripherals, and software including assistive technology as deemed appropriate and defined by the IEP site team and the students' IEP goals. EL students have appropriate access to technology hardware, peripherals, and software needed to support their English language acquisition as well as their achievement of the academic standards.

### **Section 3i**

#### **Goal 4: Efficient & Effective Student Data Collection, Analysis & Decision Making**

District administrators and teachers will use technology to improve the collection, analysis, reporting, and use of formative, benchmark, and state student achievement data.

**Target Group:** All district schools.

#### **Goal 4: Specific Measurable Objectives by June 2015**

**Objective 1:** By June 2015, 95% of teachers will use the district's full suite of SIS (AERIES) and electronic learning assessment tools to analyze student data and make data-driven decisions to meet individual student academic needs.

#### **Goal 4: Annual Benchmarks for Objective 1**

**Year 1:** minimum of 75% by June 2011      **Year 3:** minimum of 85% by June 2013

**Year 2:** minimum of 80% by June 2012      **Year 4:** minimum of 90% by June 2014

**Year 5:** minimum of 95% by June 2015

#### **Goal 4: Evaluation Instrument(s) & Data**

**Instrument:** electronic learning assessment tools

**Data:** 100% of Princeton JUSD teachers will use electronic learning assessment tools to enhance instruction.

**Instrument:** SIS usage records

**Data:** 100% of Princeton JUSD teachers will use applicable SIS suite components.

**Instruments:** District SIS suite training participation records

**Data:** 50% of Princeton JUSD teachers will complete training in all site applicable components.

#### **Data reviewers**

District Technology Director, eTAG, site administrators and staff will analyze end of school year results annually between June and September and report to stakeholders annually in October.

#### **Goal 4: Efficient & Effective Student Data Collection, Analysis & Decision Making Implementation Strategies / Timelines**

1. During the 2010 - 2011 school year and every year thereafter until we meet our June 2015 objective, we will continue the rollout of Aeries integrated student assessment components.
2. During the 2010 – 2011 school year and every year thereafter as needed, participating teachers will get necessary training in using multi-data profile analysis reports in Aeries Browser Interface (ABI).
3. Annually, provide systematic professional development and collaboration time (PLC) for administration and teachers to improve student achievement assessment, data collection, analysis, reporting, and data driven decision-making.

#### **Goal 4: Digital Resources to be Integrated**

- SIS (Aeries)
- Diagnostic reading, writing, and math software
- Web-based student learning diagnostic assessment platform such as Ed Data and Aeries.
- Excel Spreadsheets

## **Section 3j**

### **Goal 5: Improve Communication Among Home, School, and Community**

Districts administrators and teachers will use technology to improve communication among home, school, and community.

**Target Group:** Administrators, teachers, key clerical staff, parents, and the community.

#### **Goal 5: Specific Measurable Objective by June 2015**

**Objective 1:** By June 2015, 90% teachers will have pertinent, timely, up-to-date classroom information posted on Princeton JUSD web sites.

##### ***Annual Benchmarks for Objective 1***

**Year 1:** minimum of 50% by June 2011      **Year 3:** minimum of 80% by June 2013

**Year 2:** minimum of 75% by June 2012      **Year 4:** minimum of 85% by June 2014

**Year 5:** minimum of 90% by June 2015

**Objective 2:** By June 2011, Princeton JUSD will offer parents password protected, online access to up to date student attendance, assignments, and grades on the district's web-based student information system.

##### ***Goal 5: Annual Benchmarks for Objective 1***

**Year 1:** minimum of 100% by June 2011      **Year 3:** minimum of 100% by June 2013

**Year 2:** minimum of 100% by June 2012      **Year 4:** minimum of 100% by June 2014

**Year 5:** minimum of 100% by June 2015

#### **Goal 5: Evaluation Instrument(s) & Data**

**Instrument:** Ongoing "how to access" district SIS communications and/ or trainings, parent password requests, and parent usage records.

**Data:** Princeton JUSD will assist 100% of parents requesting passwords and to be trained in the use of Aeries components.

**Instrument:** Ed Tech Survey data.

**Data:** 50% of Princeton JUSD teachers will self report an increase in the use of e-mail to improve two-way communication.

#### **Data reviewers**

Glenn COE Technology Director, eTAG, site administrator(s) and staff will analyze end of school year results annually between June and September and report to stakeholders annually in October.

### **Goal 5: Improve Communication Among Home, School, and Community**

#### **Implementation Strategies / Timelines**

1. By fall 2010, the district will design and distribute a standardized district Student at Risk notification template-form letter and policy for use to all teachers.
2. By fall 2011, schools will work with district to develop an installation / replacement schedule for teachers and administrators without phone, voice-mail, and/ or e-mail and will provide training as needed.
3. By fall 2012, ensure all district schools have the hardware, infrastructure, and training needed to implement the parent component of the district's online student information system.
4. Annually the LEA and schools will solicit community, business, and/or university partnerships.
5. Annually the LEA will communicate to all stakeholders (teachers, paraprofessionals, parents, and students) via a variety of media (web sites, class and school booklets, classroom posters, newsletters).
6. Annually, continue to fund and maintain, district and school websites where news, announcements, staff contact information, teacher class information, events, etc. are communicated with students and parents.

7. Annually, provide web-publishing software training opportunities for teachers to learn to publish / communicate on their school web site.

### **Goal 5: Digital Resources to be Integrated**

- Aeries SIS suite.
- Web publishing software, yearbook publishing.
- Word, desktop publishing, and Outlook e-mail.
- District IT work order management system (Glenn COE) and equipment inventory database.

### **Section 3K: Ongoing Monitoring for Continuous Improvement**

The district curriculum, data, and the Glenn COE technology director, school administrators, and the rest of the eTAG technology team will conduct ongoing formative data reviews. The team will meet quarterly to track the development and implementation of all tech plan activities and accomplishments. Modifications to our Tech Plan activities will be made as needed in order to insure that we meet or exceed our goals by June 2015. The Technology Director is responsible for a mid-year tech plan implementation status report to stakeholders in February. Annual summative data analysis and needs assessments are conducted in late August / September after the state releases all relevant district data and schools complete early assessments of incoming students. The Technology Director is responsible for an annual summative performance report to stakeholders in October.

## **Section 4: Professional Development**

### **4a. Summary of District Teachers' & Administrators' Technology Skills**

Our Education Technology Plan provides a clear summary of our district teachers' and administrators' current technology skills from the CDE's Ed Tech Profile. Our survey findings focus on discrete skills levels and provide information necessary in order to better facilitate professional development planning and meet our identified needs and technology plan goals. Additional district technology integration data can be found in Component 3b of our Technology Plan.

Our district reviews the CDE's Ed Tech Profile survey data and teacher input annually in the spring to plan for district sponsored professional development activities for the next school year. Schools use their site's Ed Tech Profile survey data and teacher input annually to plan for site-based professional development needs.

#### **Site Administrators' Survey Data**

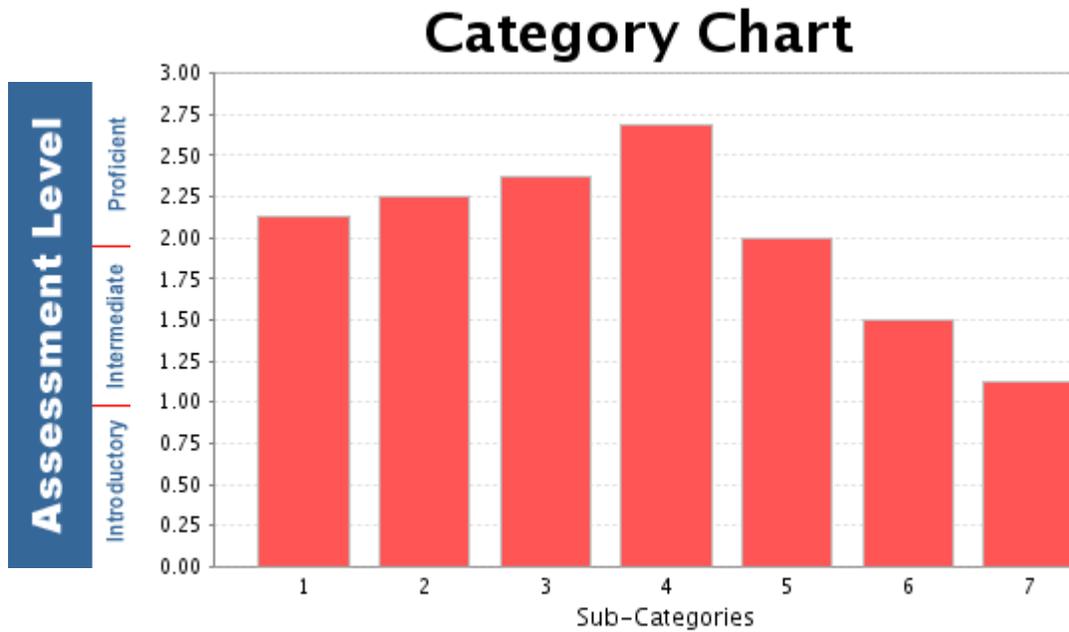
The CDE's Ed Tech Profile survey data of district school site administrator(s) as of October 2009, indicates that our administrator(s) are at the intermediate levels with general computing, Internet, e-mail, and word processing and at the introductory level in presentation, spreadsheet, and database skills.

**Implication:** Administrator(s) need professional development opportunities in basic Personal Technology proficiencies.

#### **District Teachers' Survey Data**

The CDE's Ed Tech Profile survey data of district teachers as of December 2009, indicates that most teachers are at similar intermediate levels as administrator(s) with general computing, Internet, e-mail, and word processing and at the introductory level in presentation, spreadsheet, and database skills.

**Implication:** Teachers need professional development opportunities in basic Personal Technology proficiencies.



- 1 General computer knowledge and skills (Includes 16 in calculation)
- 2 Internet skills (Includes 16 in calculation)
- 3 Email skills (Includes 16 in calculation)
- 4 Word processing skills (Includes 16 in calculation)
- 5 Presentation software skills (Includes 16 in calculation)
- 6 Spreadsheet software skills (Includes 16 in calculation)
- 7 Database software skills (Includes 16 in calculation)

In addition, the following district technology training preferences came from 2009 Ed Tech Profile survey data for the district and were factored into our professional development plans.

**Find on EdTechProfile ([www.edtechprofile.org](http://www.edtechprofile.org)): Staff Development section question 2**

Teacher needs and preferences regarding the type or level of technology training at their school.	Basic computer/ technology skills	Integrating technology into the curriculum	Neither
I need opportunities to participate in educational technology staff development focused on:	<b>20%</b>	<b>80%</b>	<b>0%</b>

**Implication:** Although we will continue to offer both Basic Personal Proficiency and Professional proficiency technology integration training, we will offer more curriculum integration opportunities to meet the need.

**EdTechProfile ([www.edtechprofile.org](http://www.edtechprofile.org)): Staff Development section question 3**

Teacher needs and preferences regarding technology training format at their school.	One-on-one informal technology training.	Small group technology training.	Online web-based technology training.
The training format I prefer is:	<b>17%</b>	<b>50%</b>	<b>33%</b>

**Implication:** We will offer small group technology training supported by online web-based resources and provide one on one technology coach site-based support, meeting all three identified needs.

EdTechProfile ([www.edtechprofile.org](http://www.edtechprofile.org)): Staff Development section question 4

Teacher needs and preferences regarding technology training availability at their school.	During the school day.	After school.	In the evening.	On the weekend.	During the summer/off track.
I prefer technology training to be offered:	43%	29%	7%	7%	14%

**Implication:** We will offer technology training at a variety of times, with most offerings after school. Some professional development will occur during the school day with subs and during summer workshops and conferences.

#### 4b. Professional Development Goals, Benchmarks, Timelines, Monitoring, and Evaluation.

The Professional Development Criteria 4b elements are included in the teachers' and administrators' professional development action plan charts on the following pages. Our professional development action plans are based on a thorough needs analysis and include clear needs-based goals and measurable objectives that will provide our teachers and administrators with sustained, ongoing professional development necessary to implement the Curriculum Component (Section 3) of our education technology plan.

Goal 1: District teachers will be proficient with the same general grade level NETS technology skills required of their students as well as be proficient with technology integration skills and teacher/ administrator electronic learning and productivity tools.

Goal 2: District administrators and teachers will be proficient with using technology to improve student achievement data collection, analysis, reporting, and decision-making.

Goal 3: District administrators and teachers will be proficient use technology to improve two-way communication between home, school, and community.

Our coordinated education technology professional development will be accomplished with a three-tiered approach based on teachers' individual technology training needs. Annually as needed, we will offer personal proficiency training on NETs skills including general computer knowledge and skills; Internet skills; Email skills; Word processing skills; Presentation software skills; job specific productivity and assessment tools; and Spreadsheet /Database software skills. Annually as needed, we will offer professional proficiency training on integrating; NETs student standards in math and ELA curriculum (including information literacy, copyright, and cybersafety); curriculum-based software; adopted textbook supplemental electronic resources; online resources such as SETS. Annually as needed, we will provide technology integration mentor training for a district staff member, to mentor staff at their school site.

In collaboration with Glenn COE, the district will offer a variety of training options such as face-to-face training, online training, collaboration time, and one-on-one coaching. We will maximize the use of existing and free technology and site resources to support the goals and objectives for curriculum, instruction, intervention, and assessment, including but not limited to the following:

- Annually provide face-to-face NETS technology skill and technology integration professional development opportunities provided by the district, the county office, and CTAP Region 2 based on student, teacher, and administrator technology proficiency data and District curricular goals.
- Content and grade-band specific technology integration face-to-face professional development offered by the district, the county office, and CTAP Region 2, and free online resources.
- Annual completions of the Ed Tech Profile survey and professional development data analysis to track improvements and training needs.
- Identification, training, and use of low and no cost Internet, video-conferencing and face-to-face learning opportunities and resources.
- National, State and local online research-based strategies and resources will be leveraged and integrated during faculty meetings, collaboration time, and professional development such as: the U.S. Department of Education's web site What Works Clearinghouse. We will regularly examine and use relevant data from the What Works Clearinghouse (WWC), which was established in 2002 by the U.S. Department of Education's Institute of Education Sciences to provide educators, policymakers, researchers, and the public with a central and trusted source of scientific evidence of what works in education.
- We will also rely on the district, the Glenn COE, and CTAP Region 2 resources, and the Statewide Education Technology Services (SETS) which includes: California Learning Resource Network (CLRN- <http://www.clrn.org/>)- which identifies CDE approved supplemental electronic learning resources that both meet local instructional needs and embody the implementation of California curriculum frameworks and standards; the Technology Information Center for Administrative Leadership (TICAL- <http://www.portical.org/>) - which helps administrators find technology resources to assist in the day-to-day needs of their jobs; and the Technical Support for Education Technology in Schools (TechSETS- <http://www.techsets.com/>) - which provides technical professionals in California schools improved access to training, support and other resources.

The professional development criteria 4b. is addressed in the teachers' and administrators' professional development action plan charts in the Section 4 pages that follow.

# ***PRINCETON JOINT UNIFIED SCHOOL DISTRICT***

## ***ED. TECH PROFESSIONAL DEVELOPMENT***

*July 1, 2010 – June 30, 2015*

### Section 4b

#### Goal 1 –Technology Literacy & Integration

District teachers will be proficient with the same general grade level NETS technology skills required of their students as well as be proficient with technology integration skills and teacher/admin. electronic learning and productivity tools.

**Target Group:** Certificated teachers

#### **Goal 1: Specific Measurable Objectives by June 30, 2015**

**Objective 1:** By June 2015, 100% teachers, who participate in district sponsored educational technology professional development, will become proficient with general technology knowledge and skills, classroom productivity tools, and information literacy skills aligned to the NETs for teachers and NETs for students. All district ELD, Special Education and AP teachers will become proficient in technology skills and assistive tools for their subgroup populations.

#### ***Annual Benchmarks for Objective 1***

**Year 1:** minimum of 75% by June 2011      **Year 3:** minimum of 95% by June 2013

**Year 2:** minimum of 85% by June 2012      **Year 4:** minimum of 100% by June 2014

**Year 5:** minimum of 100% by June 2015

#### **Goal 1: Evaluation Instrument(s) & Data**

**Instrument:** Pre and post Ed Tech Profile completed for all district sponsored education technology professional development programs.

**Data:** Administrators' and teachers' self assessed technology and integration skills.

**Instrument:** District and site-based training agendas and records.

**Data:** Professional development participation correlated with proficiency in Ed Tech Profile survey.

#### **Data reviewers**

Glenn COE Technology Director, eTAG, site administrative staff will analyze end of school year results annually between June and September and report to stakeholders annually in October.

#### **Goal 1: Technology Literacy & Integration**

##### ***Implementation Strategies / Timelines***

1. Annually in the spring, require administrator and teacher completion of Ed Tech Profile survey by all who participate in district sponsored technology-training programs.
2. Annually, in June, analyze administrator and teacher Ed Tech Profile survey data to plan for professional development offerings during the following school year.
3. Annually, provide Ed Tech Profile workshops to all teachers, administrators, and staff members of Princeton JUSD.
4. Annually in the fall, schedule and promote district sponsored technology workshops for administrators and for teachers during the school year aligned to district curricular goals, the content standards, to the NETs, assistive technology, and to identified Ed Tech Profile professional development needs. Encourage all paraprofessionals to participate in training as well.

5. Annually in the fall, schedule and promote district sponsored technology integration and CLRN approved curriculum-based software and resource workshops for Math and ELA teachers by grade bands (K-2, 3-5, 6-8, 9-12) during the school year aligned to the content standards and to identified Ed Tech Profile tech integration needs.
6. Annually, the district will train and support site-based Technology Integration Mentors (TIMs) to support teachers, paraprofessionals, and administrators at the site level.
7. Annually, provide systematic professional development and collaboration time for site administration and teachers to analyze student achievement data, align standards-based instruction, learn and share best practices in instruction and intervention, including the use of technology and develop periodic benchmark assessments horizontally and vertically through grade levels in the district.

### **Goal 1: Digital Resources to be Integrated**

- Microsoft Office Suite, e-mail, Internet.
- Diagnostic reading, writing, and math proficiency software.
- Peripherals such as LCD projectors, digital cameras, video cameras, smartboards, digital projection (ELMO) and printers.
- CLRN approved curriculum-based software
- Online resources including SETs and CDE's Ed Tech Profile

### **Goal 2 - Using Technology to Support Data Driven Instruction**

Princeton JUSD administrators and teachers will be proficient with using technology to improve student achievement data collection, analysis, reporting, and decision-making.

#### **Specific Measurable Objectives by June 30, 2015**

**Objective 1:** By June 2015, \_\_100\_\_% of teachers and site administrators will be proficient with using technology to collect and analyze assessment data and with making data-driven decisions to meet individual student academic needs and targeted student interventions.

#### ***Annual Benchmarks for Objective 1 08-09 collected date?***

**Year 1:** minimum of \_\_75\_\_% by June 2011      **Year 3:** minimum of \_\_95\_\_% by June 2013

**Year 2:** minimum of \_\_85\_\_% by June 2012      **Year 4:** minimum of \_\_100\_\_% by June 2014

**Year 5:** minimum of \_\_100\_\_% by June 2015

### **Goal 2: Evaluation Instrument(s) & Data**

**Instrument:** Annual teacher and administrative Ed Tech Profile completions for all district sponsored Education Technology professional development programs.

**Data:** Administrators' and teachers' self assessed use of electronic learning assessment systems and data analysis skills.

**Instrument:** District electronic learning assessments system training participation records and usage records based on annual district SIS needs assessment tool as developed by district.

**Data:** All Princeton JUSD teachers and administrators will access training and demonstrate the use of electronic learning assessments systems to enhance instruction.

#### **Data reviewers**

Glenn COE Technology Director, eTAG, site administrative staff will analyze end of school year results annually between June and September and report to stakeholders annually in October.

## **Goal 2: Using Technology to Support Data Driven Instruction Implementation Strategies / Timelines**

1. Annually, require administrator and teacher completion of Ed Tech Profile and district generated SIS assessment survey by all who participate in district sponsored technology training programs.
2. Annually, in June, analyze administrator and teacher Ed Tech Profile survey data to plan for technology integration and electronic productivity tool professional development offerings during the following school year.
3. Annually by September, plan professional development opportunities for the year focused on standards-aligned classroom assessments and data-driven decisions that meet individual student academic needs and target student intervention needs. Promote opportunities to teachers through all available communication conduits.
4. Annually in the fall, schedule and promote district sponsored technology workshops for administrators and for teachers during the school year on all SIS components.
5. Annually in the fall, schedule and promote district sponsored technology workshops for administrators and for teachers during the school year on the district's web-based student reporting system.
6. Annually in the fall, schedule and promote district sponsored technology workshops for administrators and for teachers during the school year on the district's integrated electronic learning assessment system.
7. Annually, provide systematic professional development and collaboration time for site administration and teachers to analyze student achievement data, align standards-based instruction, learn and share best practices in instruction and intervention, including the use of technology and develop quarterly assessments horizontally and vertically through grade levels in the district.

### **Goal 2: Digital Resources to be Integrated**

- Microsoft Office Suite, e-mail, Internet.
- Electronic learning assessment and diagnostic applications
- Peripherals such as LCD projectors, digital cameras, video cameras, smartboards, digital projection (ELMO) and printers.
- Online resources including SETs and CDE's Ed Tech Profile

### **Goal 3 – Improve Communication between Home, School, and Community**

District site administrators and teachers will learn to use technology to improve two-way communication between home, school, and community.

**Target Group:** Certificated teachers, administrators, and clerical staff

### **Goal 3: Specific Measurable Objectives by June 30, 2015**

**Objective 1:** By June 2015, 100% of teachers will be proficient with using technology to disseminate pertinent and timely district, school, and student information via quarterly district and site newsletters, web sites, auto phone system, e-mail, standards-based progress reports, and report cards.

#### ***Annual Benchmarks for Objective 1***

**Year 1:** minimum of 70% by June 2011      **Year 3:** minimum of 85% by June 2013

**Year 2:** minimum of 80% by June 2012      **Year 4:** minimum of 95% by June 2014

**Year 5:** minimum of 100% by June 2015

## **Objective 2:**

By June 2015, 100% the district will *offer* parents password protected, online access to up to date student attendance, assignments, and grades on the district's web-based student information system.

### ***Annual Benchmarks for Objective 2***

**Year 1:** minimum of 100% by June 2011    **Year 3:** minimum of 100% by June 2013

**Year 2:** minimum of 100% by June 2012    **Year 4:** minimum of 100% by June 2014

**Year 5:** minimum of 100% by June 2015

## **Goal 3: Evaluation Instrument(s) & Data**

**Instruments:** Princeton JUSD records of the number of teachers trained to use the district's suite of SIS applications for communicating timely student attendance and achievement information to parents.

**Data:** 100% of teachers trained; 100% of parents requesting passwords and instructions; 50% of parents accessing the parent connect portion of district SIS.

**Instrument:** Communication records and artifacts from district, schools, and teachers.

**Data:** Evidence of efforts to improve two-way communication through e-mail and Aeries.

### **Data reviewers**

Glenn COE Technology Director, eTAG, site administrators will analyze end of school year results annually between June and September and report to stakeholders annually in October.

## **Goal 3 – Improve Communication between Home, School, and Community Implementation Strategies / Timelines**

1. Annually, require administrator and teacher completion of Ed Tech Profile survey by all who participate in district sponsored technology training programs.
2. Annually, in June, analyze Ed Tech Profile administrator and teacher student information/ data analyses results to plan for professional development offerings during the next school year.
3. Annually in the fall, schedule and promote district sponsored technology workshops for administrators, clerical and for teachers on using Microsoft Word and other desktop publishing software.
4. Annually in the fall, schedule and promote district sponsored technology workshops for administrators and for teachers on the district's web-based student information (i.e. Aeries) and reporting system and client e-mail software (i.e. Outlook).
5. By spring 2011, schedule and promote district-sponsored workshops for administrators, clerical, and teachers on district / school web site development using district applications. Continue training annually.

## **Goal 3: Digital Resources to be Integrated**

- SIS suite of applications
- District's Web publishing application
- Email client software and online, remote access.
- Low cost , no cost online resources including SETs
- CDE's Ed Tech Profile

#### **4C: Ongoing Monitoring for Continuous Improvement**

The district technology director will track tech plan implementation monthly and report progress at our monthly district/ site administration meetings. The district curriculum, data, and technology director, school administrators, and the rest of the eTAG technology team will conduct ongoing formative data reviews. The team will meet quarterly to track the development and implementation of all tech plan activities and accomplishments. Modifications to our Tech Plan activities will be made as needed in order to insure that we meet or exceed our goals by June 2015. The Technology Director is responsible for a mid-year tech plan implementation status report to stakeholders in February. Annual summative data analysis and professional development needs assessments will be conducted between June and September, after the state releases all relevant district data and schools complete early assessments of incoming students. The annual professional development needs assessments will drive district professional development offerings during the school year. The Technology Director is responsible for an annual summative performance report to stakeholders in October

### **Section 5: Infrastructure, Hardware, Software, & Technical Support**

#### **5a: Current Status**

##### **At Princeton Joint Unified School District**

###### **Current Infrastructure**

Currently the Princeton JUSD has in place a T-1 line at the elementary school with connectivity to the high school and district office. The high school and district office LAN have been wired in the past twelve years for high-speed internet and communications as well as video capability. The wiring uses both copper and fiber optics and is supplied to all rooms and offices. The elementary has basic CAT5 connectivity throughout the school. Basic telephone services are supplied to a small (8) teaching rooms between both elementary and high schools, all school and districts offices have basic telecommunications. WAN and LAN connections and connection to the High Speed Network via the Glenn COE.

###### **Current Hardware**

Elementary: (1) Cisco Router 2621, (1) Cisco ESQ 520 48-port Switches, (2) Servers used as Domain Controllers.

High School: (2) Cisco ESQ 520 48-port Switches, Cisco PIX Firewall provided by Glenn COE, Lightspeed Spam/Content Filtering provided by Glenn COE, (3) Dell Poweredge 2650 Servers used as Domain Controllers, Student Information System (Aeries), and Renaissance Place Server.

The Princeton District has 23 computer four years old or newer, 35 four or older, 2 smart boards, 6 LCD projectors, 3 ELMO's and a wide variety of printers ranging inkjet color to laser (it is difficult to give a accurate count for printers due to the fact that they are consistently being deleted and/or replaced).

###### **Current Electronic Learning Resources/Software**

District-wide applications in use are Microsoft Office Suite, the district SIS (Aeries), Accelerated Reader & Math etc.

###### **Current Technical Support**

The Glenn County Office of Education is currently providing technology support to the Princeton JUSD. Depending on the problem, tech. support is as quick as minutes (online) or as long as a week, with an average time of one to two days for major issues. Additionally, the Glenn COE routinely calendars repairs during breaks (summer & holidays).

## **5b: District Needs Over the Next Five Years**

### **Princeton JUS District Office Needs**

#### **Infrastructure Needs**

WAN and LAN connections and connection to the High Speed Network (via the Glenn COE) and basic telephone service to include functional classroom telephones for messaging and school wide safety as defined in the Princeton JUSD safety plan (rev. 2008).

#### **Hardware Needs**

Consistent and timely updating of school wide: Routers, Switches, Firewall, Domain Controllers, fail safe back-up systems, Servers, and Wireless Wi-Fi systems. Portable LCD's, Elmo projection devices, digital cameras and camcorders for district presentations. The district will replace up to 20% of district office computers four years old and older annually. Printers will be replaced as needed.

#### **Electronic Learning Resources/Application Needs**

District applications such as: Windows upgrades, Microsoft Office, the district SIS Aries, district online subscriptions etc.

#### **Technical Support Needs**

Glenn COE will be providing technical support along with CTAP2, Aeries, and online training CALPADS.

#### **Physical Plant Modifications Needs**

None needed at this time...

### **At Princeton Junior-Senior High School**

#### **Infrastructure Needs**

WAN and LAN connections and connection to the High Speed Network (via the Glenn COE) and basic telephone service to include functional classroom telephones for messaging and school wide safety as defined in the Princeton JUSD safety plan (rev. 2008).

#### **Hardware Needs**

Consistent and timely updating of school wide: Routers, Switches, Firewall, Domain Controllers, Servers, and Wireless Wi-Fi systems. It is the goal of the district to supply, administrative laptop computers for all high school teachers, and to provide smart boards, mounted LCD's and Elmo projection devices to all high school teachers who make a request. Additionally, digital cameras and camcorders are being incorporated into the classroom instruction as funding allows. The district will replace up to 20% of computers four years and older annually with the goal of repurposing those computer taken out of service due to age. Printers will be replaced as needed.

#### **Electronic Learning Resources/Application Needs**

Include applications described under *Digital Resources to be Integrated* in sections 3 & 4 such as: Microsoft Office, Front Page or other web design software, hyper-studio, accelerated math and reader, geometer sketchpad, united streaming and ELA assessment software, the district SIS, free Internet Resources, subscriptions, desktop publisher resources, etc.

#### **Technical Support Needs**

Glenn COE will be providing technical support along with CTAP2, Aeries, and online training CALPADS.

### **At Princeton Elementary School**

#### **Infrastructure Needs**

WAN and LAN connections and connection to the High Speed Network (via the Glenn COE) and basic telephone service to include functional classroom telephones for messaging and school wide safety as defined in the Princeton JUSD safety plan (rev. 2008).

**Hardware Needs**

Consistent and timely updating of school wide: Routers, Switches, Firewall, Domain Controllers, Servers, and Wireless Wi-Fi. It is the goal of the district to supply administrative laptop computers for all elementary school teachers, and to provide smart boards, mounted LCD's and Elmo projection devices to all elementary school teachers who make a request. Additionally, digital cameras and camcorders will be incorporated into the classroom instruction as funding allows. The district will replace up to 20% of computers four years old and older annually with the goal of repurposing those computer taken out of service due to age. Printers will be replaced as needed.

**Electronic Learning Resources/Application Needs**

Include applications described under *Digital Resources to be Integrated* in sections 3 & 4 such as Microsoft Office, Front Page or other web design software, hyper-studio, accelerated math and reader, geometry sketchpad, united streaming and ELA assessment software, the district SIS, free Internet Resources, subscriptions, desktop publisher resources, etc.

**Technical Support Needs**

Glenn COE will be providing technical support along with CTAP2, Aeries, and online training CALPADS.

**Physical Plant Modifications Needs**

Rewiring and retro fitting the elementary mdf room to allow for improved delivery of digital resources.

**5c: Annual Benchmarks, Action Steps, Timelines, and Monitoring****#1 Annual Benchmarks:**

- Year 1: 20% of all programs upgraded to Gigabit LAN by June 2011
- Year 2: 40% of all programs upgraded to Gigabit LAN by June 2012
- Year 3: 60% of all programs upgraded to Gigabit LAN by June 2013
- Year 4: 80% of all programs upgraded to Gigabit LAN by June 2014
- Year 5: 100% of all programs upgraded to Gigabit LAN by June 2015

**Action Steps & Timeline:**

1. Submit Erate 470 form annually in the fall and include router/switch upgrades to Gigabit Ethernet LAN.
2. If Erate application is approved, the selected Erate vendor will upgrade 20% of all district school sites annually.

**#2 Annual Benchmarks:**

- Year 1: By June 2011, replace 20% of existing instructional computers > than 48 months old.
- Year 2: By June 2012, replace 20% of existing instructional computers > than 48 months old.
- Year 3: By June 2013, replace 20% of existing instructional computers > than 48 months old.
- Year 4: By June 2014, replace 20% of existing instructional computers > than 48 months old.
- Year 5: By June 2015, replace 20% of existing instructional computers > than 48 months old.

\*Additionally, Princeton JUSD will add a minimum of one smart board to each classroom upon teacher request.

\*\*Additionally, Princeton JUSD will purchase and provide laptop computers to all teachers for administrative / instructional purposes at the rate of no more than four per year or by teacher request.

**Action Steps & Timeline:**

1. Annually in the spring, all district school site district administrators will include a budget line item for replacing existing instructional computers > than 48 months old.
2. Annually in the summer, the district will ghost and replace instructional computers > than 48 months old at school site.

### **#3 Annual Benchmarks for District Needs:**

1. The Princeton JUSD and Glenn COE will provide staff development on using the Track-IT, to submit IT work orders for timely Technical Support.
2. The Princeton JUSD and Glenn COE will have ITS computer, software, and network security standards in place for district-supported technology (i.e. Virus protection, DeepFreeze software, web content filtering software, Spam Blocking).

#### ***Action Steps & Timeline:***

1. The Princeton JUSD and Glenn COE will annually each fall will provide training and periodic updates for district and county provided IT services.
2. Prior to the renewal of the annual technology agreement with Glenn COE, they will assess district needs and updates for Virus protection, DeepFreeze software, web content filtering software, Spam Blocking, etc.

### **Section 5d: Benchmark Monitoring and Evaluation Process**

The Glenn COE Technology Director and school site administrators will track the accomplishment of benchmarks and the implementation of necessary action steps and inventories. Modifications to our district activities will be made as needed in order to insure that we meet or exceed annual benchmarks. District Technology Director, school site administrators, and school site tech coordinators will analyze progress annually in September and report to district stakeholders in October.

## **Section 6: Education Technology Funding & Budget**

### **6a. Established and Potential Funding Sources**

#### **Established Funding Sources**

The Princeton JUSD receives varied federal, state, and local sources of funding. These include state categorical funds, lottery funds, K12 Voucher, Erate discounts, CA DAS discounts, Title II Part A, Title III, Title IV, Title V, and Title VI – Subpart 1. We also receive donations from the community members and businesses. However, economic conditions in California and the nation may continue to impact K-12 education budgets and grants through the duration of our 5 year tech plan. Therefore, our established and potential funding sources to implement our Ed. Technology Plan may be impacted as well.

The district General Fund generally covers the costs for:

- The salaries for the Information Technology Services staff (Glenn COE)
- The student information system (SIS), including implementation & training costs.
- The student learning assessment system, including implementation & training costs
- Internet Connectivity costs that are not covered by Erate
- Equipment, resources, and tools used by the Information Technology Services department.
- Elementary grades standards-based report card system

The district Ed Tech budget pays for:

- Teacher technology staff development to meet Ed Tech curricular goals (basic and integration proficiencies)
- Teacher & school webpage design and publishing resources and training
- Advanced training for our IT technical staff
- Extra technical help for special project deployment
- Security and productivity applications

- Some hardware costs as the ed tech budget allows.

The continued need for up-to-date student and teacher computers (4 years old or newer) and for site technical help are the biggest budget challenges for technology in our district. District and Site Ed Tech budgets from various sources help pay for needed hardware. School sites often choose to pay for additional site-based technical support, educational software, additional computers & peripherals, etc. as their budgets allow.

### Potential Funding Sources

Potential additional funding sources include additional K12 Vouchers to be released to Round One voucher applicants; ongoing EETT Formula funds; new Federal, State, and Private Grants; new block grants and other categorical funds; in-kind services; fundraisers; and donations.

Given the uncertainty of our Ed Tech sources of funding, we have established the following priorities list to guide budget allocation:

1. Improve technical support at school sites and reduce response time
2. Increase up to date student and teacher computers and productivity software
3. Provide Ed Tech Staff development for teachers and paraprofessionals
4. Purchase curricular software & associated internet subscriptions
5. Upgrade infrastructure
6. Provide Ed Tech Staff development for administrators
7. Purchase auto attendant communication/ notification system

### 6b. Estimate of Annual Implementation Costs

While the charts that follow project realistic total costs of implementing our district's technology plan, actual amounts the district office will expend in each year of our tech plan will be contingent on fiscal realities as well as district office priorities each academic school year.

During the spring/summer of each school year for the duration of our tech plan, we will review, revise, and update our tech plan to align with our annual Ed Tech budget realities.

Category	Item Description 2007-08 Expenditures	Estimated TCO Year One	ERATE* Eligible Amount ?	Year One Funding Source(s) for Non ERATE Eligible items
<b>1000-1999 Certificated Salaries</b>	<i>Substitutes and stipends for staff development</i>	\$500.00	N/ A	General Fund & Title II
<b>2000-2999 Classified Salaries</b>	<i>Tech Support Salaries</i>	\$500.00	N/ A	General Fund
<b>3000-3999 Employee Benefits</b>	<i>Benefits for certificated and classified related to Ed Tech Plan</i>	\$200.00	N/ A	General Fund, Title II
<b>4000-4999 Books and Supplies</b>	<i>Misc. Infrastructure</i>			
	<i>Computers</i>	\$6,000.00	N/ A	GF, Lottery, Vouchers
	<i>Printers</i>	\$1,200.00	N/ A	GF, Lottery, Vouchers
	<i>LCD Projectors</i>	\$3,000.00	N/ A	GF, ROP, Lottery
	<i>Misc. Other Peripherals(smartboards,elmo's, LCD's)</i>	\$3,500.00	N/ A	GF, ROP, Lottery

	<i>Productivity Software</i>	\$1,000.00	N/ A	GF, Lottery, Donations
	<i>ELRs –(Electronic Learning Resources)</i>	\$500.00	N/ A	GF, Lottery, Donations, Title I, Title II, Title III, Vouchers
	<i>ELARs – (Electronic Learning Assessment Resources)</i>	\$3,000.00	N/ A	GF, Lottery
<b>5000 -5999 Services, operating expenses, travel</b>	<i>Staff Development Prof. Dev</i>	\$1,500.00	N/ A	GF, Title II
	<i>Internet Access/ basic phone</i>	\$32,000.00	25,800.00	6,200.00
	<i>Web Site Publishing &amp; Hosting</i>	\$3,000.00	N/A	GF, Lottery,
<b>6000-6999</b>	<i>Capitol Outlay-(Smartboards, Upgrades to Computer Labs)</i>	\$10,000.00	N/ A	GF, Lottery, Donations
<b>TOTALS</b>		<b>\$64,700.00</b>	<b>\$25800.00</b>	<b>\$38,100.00</b>

(\*see annual ERATE supplement for details)

Our district has estimated the Total Cost of Ownership (TCO) of our Ed Tech Plan accounting for all the major cost factors over the duration of the plan. Please note that all of the budget figures in the chart that follows are TCO estimates and will only be expended if funding is available.

<b>Total Cost of Ownership for 5 year Tech Plan</b>	<b>yr 1</b>	<b>yr 2</b>	<b>yr 3</b>	<b>yr 4</b>	<b>yr 5</b>
Ed Tech Professional Development Stipends and Supplies	500	500	500	500	500
TCO Technical Support	7,500	7,500	0	0	0
TCO Hardware and Peripherals	2,500	2,500	2,500	2,500	2,500
TCO Productivity Applications, Electronic Learning Resources, Online Subscription Services, and Upgrades	6,000	7,000	7,000	7,000	7,000
TCO Networking and Telecommunications Infrastructure*	32,000	6,200	6,200	6,200	6,200
TCO Web site hosting / Publishing services	3,000	3,500	3,500	3,500	3,500
TCO Contracted Services <i>Prof. Development, Internet Access, Tech Support, and/or Retrofitting</i>	9,200	10,000	10,000	10,000	10,000
TCO Maintenance	4,000	4,500	4,500	4,500	4,500
<b>Total Estimated Cost Per Year</b>	<b>64,700</b>	<b>41,700</b>	<b>34,200</b>	<b>34,200</b>	<b>34,200</b>
<b>Five Year Total Cost of Ownership Cost Estimate*</b> (Based on goals, objectives, and action steps in Tech Plan sections 3, 4, & 5.)	<b>\$209,000.00</b>				

\*Potential Erate discounts are not included in TCO in this chart. See annual ERATE Budget supplement for potential discount details.

### 6c. District's Replacement Policy for Obsolete Equipment

The district's replacement policy for obsolete equipment is to replace all computers that are more than four years old, (minimum of 25% annually district-wide) but ultimately, replacement is dependent on annual fiscal realities as well as district priorities each academic school year. Site administrators work with the districts eTAG staff to determine whether the obsolete computers can be repurposed for less demanding applications or upgraded, or whether they are no longer able to support any of the current programs and processes that are required to implement the curricular goals of the school. If the computers cannot be repurposed at the site or worth upgrading, the equipment is deemed obsolete. A local computer refurbishing entity picks-up any re-useable electronic components at no cost to the district.

### 6d. District's Budget and Funding Monitoring Process

Princeton JUSD is committed to a dependable and sustainable technology plan that ensures funding for reliable infrastructure, hardware, technical support, professional development, and software for all district school sites.

The district superintendent, school board, and Glenn COE Technology Director have the primary responsibility for funding goals and objectives specified in this plan. In addition, the district technology committee, eTAG, reviews the ed tech budget and purchases during regularly scheduled quarterly meetings and provides input on any budget adjustments that are deemed necessary by the Superintendent and the Glenn COE Technology Director. The Superintendent takes budget recommendations and revision requests to cabinet-level meetings and the School Board as needed. The Princeton JUSD Business director will monitor ed tech implementation costs as part of the district's regular budget and purchase order processing. The Glenn COE Technology Director, eTAG, and parent organizations routinely research new funding opportunities for district education technology. School site technology budgets are the domain of site administrator(s) and school site councils.

## Section 7: Monitoring & Evaluation of Technology Plan

### 7a. Evaluation Process

In order to maintain the accuracy and relevance of our education technology plan, it is essential to monitor and if necessary revise each component of this plan on an ongoing basis. Ongoing collection of data and the use of that data to inform decision-making and continuous improvement is embedded in our tech plan components under the monitoring and evaluation components in sections 3, 4, & 5. These sections of the tech plan include specific evaluation instruments and data that will be collected on an ongoing basis and analyzed annually to assess the tech plan's impact on teaching and learning.

Each identified objective in our Technology Plan will be reviewed and evaluated quarterly by the eTAG, District Staff and Administrators, who has the responsibility for ensuring that our goals and objectives are monitored, adjusted as necessary, and ultimately achieved. In addition, the district's core Education Technology Advisory Group (eTAG), will track the development and implementation of all activities and accomplishments during quarterly meetings as well as review the latest data and any needed revisions to the plan. Between meetings, the district technology director communicates tech planning issues and setbacks to eTAG members and solicits feedback via e-mail and voice-mail on an ongoing basis. In addition, the technology director is responsible for providing stakeholders with a formative assessment of tech plan implementation every February and an annual summative evaluation report in October.

### 7b. & 7c.: Annual Monitoring, Evaluation and Communication of Tech Plan

The following chart specifies the monitoring and evaluation annual timeline as well as the process and frequency of communicating results to tech plan stakeholders.

**Annual Monitoring, Evaluation and Communication of Tech Plan Implementation and Impact**

Person(s) Responsible	Process	Monitoring	Evaluation
District eTAG Committee, Glenn COE Technology Director, Administration	Provide overall Tech Plan management and coordination	Ongoing	Ongoing
District eTAG Committee, Glenn COE Technology Director, Administration	Manage, coordinate, implement, monitor, and evaluate curriculum-based technology integration staff development.	Ongoing	Annually in June
District eTAG Committee, Glenn COE Technology Director, Administration	Manage, coordinate, implement, monitor, and evaluate staff development focused on teaching students NETS skills.	Ongoing	Annually in June
District eTAG Committee, Glenn COE Technology Director, Administration	Coordinate, manage, and evaluate technology budget, acquisitions, installation, and maintenance.	Ongoing	Annually in August

<b>District Superintendent, District eTAG Committee, Glenn COE Technology Director</b>	Standardize, develop, manage, monitor, and revise as necessary network, hardware, infrastructure, software, and technical support specifications, policies, and procedures.	Ongoing	Annually in August
<b>District Superintendent, District eTAG Committee, Glenn COE Technology Director</b>	Collect and analyze staff development data on technology proficiencies through the annual completion of the EdTechProfile survey.	Annually April / May	Annually in June
<b>District Superintendent, District eTAG Committee, Glenn COE Technology Director</b>	Coordinate ongoing tech committee and stakeholder involvement.	Ongoing	Annually in August
<b>District eTAG Committee, Glenn COE Technology Director, Administration</b>	Collect and analyze data regarding students' NETS skills and students' academic achievement	Ongoing	Annually in August
<b>District Superintendent and District eTAG Committee, Glenn COE Technology Director</b>	Communicating tech plan implementation update to stakeholders including the district school board.	Annually in February and whenever circumstances warrant	N/A
<b>District Superintendent District eTAG Committee, Glenn COE Technology Director</b>	Communicating annual tech plan evaluation results to stakeholders including the district school board. Parents and the community will receive annual reports via the district web site, newsletters, and press releases.	N /A	Annually in October after all tech plan data for the year is in.

## Section 8: Adult Literacy and Technology

The Princeton JUSD does not provide adult literacy education nor are there any nearby adult literacy providers or community colleges within commuting distance of our district. However, the county office does run a Regional Occupational Program (ROP) that offers a variety of technology and adult training opportunities. These free ROP classes are open to all residents of the county, who are at least 16 years old. Classes are offered mornings, afternoons and evenings, at district offices and high school campuses in the region. This flexible training program provides adults with career guidance, hands-on training, and job placement assistance. Our district technology director will meet with the county ROP director annually in June to discuss the possibility of additional outreach efforts in our district, including the possibility of using technology to provide adult literacy services in our district.

## Section 9: Effective, Research-Based Strategies

### *9a. Summary of Relevant Research*

Our technology plan lists clear goals and strategies for integrating technology into the curriculum to improve student learning in the specific areas of English/ Language Arts and Math. The learning objectives are based on the California State Academic Content Standards. The following relevant research was examined and integrated into our plan. The research we selected emphasizes best practices for technology integration in the curriculum, Total Cost of Ownership, and important factors that contribute to successful staff development.

Our revised education technology plan 2010-2015 includes all the research-based best practices integrated in:

- **The EETT Technology Plan** research-based requirements for formula and competitive grant applications for Title II, Part D in No Child Left Behind.  
<http://www.ed.gov/policy/elsec/leg/esea02/pg35.html#sec2414>
- **CoSN, Total Cost of Ownership (TCO)Tool**  
The TCO Tool offers schools a formalized process for assessing the costs of technology investments.  
<https://k12tco.gartner.com/home/default.aspx>

### **Curriculum Component Research**

"21st Century Skills Assessment." (2007). Partnership for 21st Century Skills. 4 Sep 2008 <[http://www.21stcenturyskills.org/documents/21st\\_century\\_skills\\_assessment.pdf](http://www.21stcenturyskills.org/documents/21st_century_skills_assessment.pdf)>. (21st Century Skills Assessment, 2007)

This white paper (epaper) explains the elements that are the critical systems necessary to ensure student mastery of 21st century skills, with a focus on assessment. 21st century standards, assessments, curriculum, instruction, professional development and learning environments must be aligned to produce a support system that produces 21st century outcomes for today's student.

"21st Century Curriculum and Instruction." (2007). Partnership for 21st Century Skills. 4 Sep 2008 <[http://www.21stcenturyskills.org/documents/21st\\_century\\_skills\\_curriculum\\_and\\_instruction.pdf](http://www.21stcenturyskills.org/documents/21st_century_skills_curriculum_and_instruction.pdf)>. (21st Century Skills Assessment, 2007)

This white paper (epaper) explains the elements that are the critical systems necessary to ensure student mastery of 21st century skills, with a focus on curriculum and instruction.

"21st Century Skills Standards." (2007). Partnership for 21st Century Skills. 4 Sep 2008 <[http://www.21stcenturyskills.org/documents/21st\\_century\\_skills\\_skills.pdf](http://www.21stcenturyskills.org/documents/21st_century_skills_skills.pdf)>. (21st Century Skills Assessment, 2007)

This white paper (epaper) explains the elements that are the critical systems necessary to ensure student mastery of 21st century skills, with a focus on standards.

"21st Century Skills Development." (2007). Partnership for 21st Century Skills. 4 Sep 2008 <[http://www.21stcenturyskills.org/documents/21st\\_century\\_skills\\_development.pdf](http://www.21stcenturyskills.org/documents/21st_century_skills_development.pdf)>. (21st Century Skills Assessment, 2007)

This white paper (epaper) explains the elements that are the critical systems necessary to ensure student mastery of 21st century skills, with a focus on skills.

"Copyright." Copyright and Fair Use. (2008). US Copyright Office. 4 Sep 2008 <<http://www.copyright.gov/>>.

Site introduces copyright basics, copyright laws, fact sheets and FAQs, along with a link to Taking the Mystery out of Copyright – a tour for students and teachers. Site also provides guidelines for Fair Use.

"Copyright & Fair Use." Stanford Copyright & Fair Use Center. (2008). Stanford Copyright & Fair Use Center. 4 Sep 2008 <<http://fairuse.stanford.edu/>>.

Site provides primary materials, guide books, articles, and even videos on copyright laws and fair use issues.

Geisert, P., Futrell, M. (2000). Teachers, computers, and curriculum: Microcomputers in the Classroom. Needham Heights, MA., Allyn and Bacon.

Geisert and Futrell's emphasis is on classroom and curricular integration, not on computer technology. A curriculum-based approach to using microcomputers addresses the needs and concerns of preservice and in-service teachers of different experiential backgrounds, from computer novice through long-time proficient users. The authors examine how schools are putting technology to use with K-12 youngsters — "toward genuine fusion of instructional processes and computer use in diverse content areas and grade levels." The book opens with a focus on teachers and curriculum, and then presents six Primers (A-F) on understanding computers (e.g., Classroom Computer Connections, Bossing a CPU).

Hubbard, L. (2000). Technology-based math curriculums, custom built for today's classroom [Feature]. Technology Horizons in Educations Journal, 28 (3). Retrieved from <http://www.thejournal.com/magazine/vault/A3129.cfm>.

High school principal Lawrence Hubbard shares the history of a project involving his algebra teachers with top cognitive psychologists from nearby Carnegie Mellon University. The Carnegie Mellon team believed that "students were more successful in solving problem in which they had solid numbers for their starting point, but did not know the ending point, instead of starting from a unknown point to reach a known goal." They developed a software program called Cognitive Tutor that presents students with problems based on real world context and tracks their leaning style and pinpoints flaws in reasoning. Langley High School students who participated in this program outperformed those students in traditional classes.

McKenzie, J. (1999). How teachers learn technology best. Bellingham, WA: FNO Press

Jamie McKenzie looks at how educators learn technology effectively, outlining the myths and realities of professional learning and clearly spelling out the necessary steps to engage teachers with technology. He discusses issues of adult learning ("androgogy") and explains that adult learning should involve the learners in activities that match their individual interests, needs, and developmental readiness. For readers wanting more depth in particular aspects, McKenzie includes many website addresses.

National Center for Missing & Exploited Children. (2008). National Center for Missing & Exploited Children. 4 Sep 2008 <<http://www.missingkids.com/>>.

Site provides resources and comprehensive training program on Internet safety with a focus on predator issues.

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

The authors have analyzed a 10-year research study of the Apple Classroom of Tomorrow (ACOT) school sites. The centerpiece of the study is the five-phase model of instructional evolution in technology-rich classrooms: entry, adoption, adaptation, appropriation, and invention. The model describes a shift in instructional style, from traditional to constructivist, that the authors believe takes place as teachers become expert technology users, leading to new levels of confidence and willingness to experiment with instruction.

WestEd (2003). The learning return on our educational technology investment. San Francisco: WestEd.

Co-authors Loretta Kelley and Cathy Ringstaff report that "As schools invest heavily in computer-based technology, they can benefit from the experiences and research of others focusing on the impact of this technology on student learning." This paper, produced by WestEd's Regional Technology in Education Consortium, summarizes major research findings related to technology use and, based on these findings, attempts to draw out implications for educators, policymakers, and the public. It provides guidance, intended primarily for people developing school or district technology plans, on the conditions that need to be in place for computer-based technology to have the most impact on student learning.

Willard, Nancy. "Recent Reports and Articles." Center for Responsible Internet Use. 4 Sep 2008 <<http://www.cyberbully.org/documents/>>.

Director Nancy Willard provides research and outreach services to address issues of the safe and responsible use of the Internet. Articles are pertinent to parents, educators, librarians, policy-makers, and others regarding effective strategies to assist young people in gaining the knowledge, skills, motivation, and self-control to use the Internet and other information technologies in a safe and responsible manner.

### ***Professional Learning Component Research***

"21st Century Curriculum and Instruction." (2007). Partnership for 21st Century Skills. 4 Sep 2008

<[http://www.21stcenturyskills.org/documents/21st\\_century\\_skills\\_curriculum\\_and\\_instruction.pdf](http://www.21stcenturyskills.org/documents/21st_century_skills_curriculum_and_instruction.pdf)>. (21st Century Skills Assessment, 2007)

This white paper (epaper) explains the elements that are the critical systems necessary to ensure student mastery of 21st century skills, with a focus on curriculum and instruction. 21st century standards, assessments, curriculum, instruction, professional development and learning environments must be aligned to produce a support system that produces 21st century outcomes for today's student.

"21st Century Professional Development." (2007). Partnership for 21st Century Skills. 4 Sep 2008

<[http://www.21stcenturyskills.org/documents/21st\\_century\\_skills\\_professional\\_development.pdf](http://www.21stcenturyskills.org/documents/21st_century_skills_professional_development.pdf)>. (21st Century Skills Assessment, 2007)

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McKenzie, J., (2000). Beyond technology: Questioning, research and the information literate school. Bellingham, WA: FNO Press.

Jamie McKenzie voices his concerns that once they install networks, many schools discover they've paid too little attention to learning goals and a purpose that might mobilize teachers to embrace the new technologies with enthusiasm. McKenzie describes how questioning, research and information literacy can become driving forces so that even skeptics and late adopters acknowledge the value of the venture.

WestEd (2003). The learning return on our educational technology investment. San Francisco: WestEd.

Co-authors Loretta Kelley and Cathy Ringstaff report that "As schools invest heavily in computer-based technology, they can benefit from the experiences and research of others focusing on the impact of this technology on student learning." This paper, produced by WestEd's Regional Technology in Education Consortium, summarizes major research findings related to technology use and, based on these findings, attempts to draw out implications for educators, policymakers, and the public. It provides guidance, intended primarily for people developing school or district technology plans, on the conditions that

need to be in place for computer-based technology to have the most impact on student learning.

Willard, Nancy. "Recent Reports and Articles." Center for Responsible Internet Use. 4 Sept 2008 <<http://www.cyberbully.org/documents/>>.

Director Nancy Willard provides research and outreach services to address issues of the safe and responsible use of the Internet. Articles are pertinent to parents, educators, librarians, policy-makers, and others regarding effective strategies to assist young people in gaining the knowledge, skills, motivation, and self-control to use the Internet and other information technologies in a safe and responsible manner.

### ***Infrastructure, Hardware, Technical support, and Software Component Research***

Geisert, P., Futrell, M., (2000). Teachers, computers, and curriculum: Microcomputers in the Classroom. Needham Heights, MA., Allyn and Bacon.

Geisert and Futrell's emphasis is on classroom and curricular integration, not on computer technology. A curriculum-based approach to using microcomputers addresses the needs and concerns of preservice and in-service teachers of different experiential backgrounds, from computer novice through long-time proficient users. The authors examine how schools are putting technology to use with K-12 youngsters — "toward genuine fusion of instructional processes and computer use in diverse content areas and grade levels." The book opens with a focus on teachers and curriculum, and then presents six Primers (A-F) on understanding computers (e.g., Classroom Computer Connections, Bossing a CPU).

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Jamie McKenzie voices his concerns that once they install networks, many schools discover they've paid too little attention to learning goals and a purpose that might mobilize teachers to embrace the new technologies with enthusiasm. McKenzie describes how questioning, research and information literacy can become driving forces so that even skeptics and late adopters acknowledge the value of the venture.

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

The authors have analyzed a 10-year research study of the Apple Classroom of Tomorrow (ACOT) school sites. The centerpiece of the study is the five-phase model of instructional evolution in technology-rich classrooms: entry, adoption, adaptation, appropriation, and invention. The model describes a shift in instructional style, from traditional to constructivist, that the authors believe takes place as teachers become expert technology users leading to new levels of confidence and willingness to experiment with instruction.

Tomei, L. (2002). The technology façade. Boston: Allyn and Bacon.

The author looks at human factors, financial investment, commitment of resources, and instructional strategy as essential components to effective technology planning. He emphasizes importance of technology tools connecting to classroom curriculum.

References obtained from the following web site: <http://caret.iste.org/>

Component Reinforcement	Research Source	Research Summary
Curriculum, Reading & Writing Technology Skills	Marzano, <u>What Works in Schools</u> , 2003.	"The defining characteristics of schools producing unprecedented gains in student achievement is that they rely on data to identify probable successful interventions."
Information Literacy Skills History/Social Studies	<u>Critical Issue: Using technology to improve student's achievement</u> , 1999 NCREL web site.	"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."
Core Content, including Math and Science	Sivin-Kachala and Bialo, <u>2000 research report on the effectiveness of technology in schools</u> , 2000.	"Computer-assisted instruction and drill-and-practice software can significantly improve students' scores on standardized achievement tests in all major subject areas."
Reading	<u>Results!</u> California Professional Development Institute. Research includes: Moats, <u>Educational Leadership</u> , March 2001; Reading/Language Arts Framework for California Public Schools Kindergarten Through Grade Twelve, Chapter 4; Fielding and Person, <u>Educational Leadership</u> , February 1994.	"Researched-based reading strategies can build a foundation for reading success in students of all ages. These include: Phonological awareness and decoding; reading fluency and word recognition; vocabulary and phrase meanings; teaching comprehension; and including writing response to reading. Administer measures of assessment and assign students materials and programs that will enable them to read with 90-95 percent accuracy. Teach individually or in small groups as much as possible. Schedule at least two hours a day for reading instruction for struggling readers. Monitor progress and adjust instruction and time allocations accordingly."
Learning as a Process	Glasgow & Hicks, <u>What Successful Teachers Do</u> , 2003.	"Strategy 68: Balance the rigors of new technology with content goals. When helping students acquire computer and technology skills, teach them to set goals that focus on the process of learning instead of on the outcome of learning." "Strategy 69: Use the Internet as a classroom....significant gains in content knowledge and a high level of motivation with the project."
Integration Strategies to Improve Teaching and Learning	DuFour & DuFour, <u>Whatever It Takes</u> , 2004.	"Eight Step Improvement Process.....Step 1- Disaggregate Data, Including Test Results...."
Staff Development: Adult Learning Models	Schacter, <u>The impact of education technology on student achievement: What the most current research has to say</u> . Milken Family Foundation web site, 1999	"The most important staff-development features include opportunities to explore, reflect, collaborate with peers, work on authentic learning tasks, and engage in hands-on active learning."
Internet Safety	www.wiredsafety.org – "Helping to Make You Cyber Safe and Information	"Video resources, lessons and activities to keep children safe from cyberbullying, cyber-predators and other dangers."

	Literate”, 2006; www.techlearning.com “Cyberbullying – Responsibilities & Solutions”, 2008.	“What differentiates cyber bullying from physical and verbal bullying is that perpetrators can exploit the secrecy of the Internet to conceal their identity while abusing their victims.”
Ethical Issues/ Copyright	<a href="http://www.techlearning.com">www.techlearning.com</a> - “Educators Guide to Copyright and Fair Use”, 2003. “Net Wise Teens: Safety, Ethics and Innovation”, by Poftak, 2002.	“Write an AUP from a "positive versus negative" perspective. For example, in addition to telling kids not to copy another's work, words, or images without permission, Bloomfield's AUP states: "Always correctly quote your sources for reports, projects, or Web pages. Use free clip art sites or create your own graphics for projects."

### **9b. Extending District Curriculum**

The Princeton JUSD is examining ways to deliver curriculum and professional development using new, innovative, technology-based tools. Our technology plan integrates the development of innovative strategies for using technology including the use of free or low cost Open Source and Web 2.0 tools and resources for students, teachers, and administrators such as those offered on Calaxy (<http://www.k12hsn.org/calaxy/>) via the California High Speed Network. We will continue to work with CTAP Region 2 and the Glenn County Office of Education to explore use of the High Speed Network to deliver rigorous academic curricula online to our students.

# APPENDIX



## Appendix C – Criteria for EETT Technology Plans

1. <b>PLAN DURATION CRITERION</b>	Page in District office Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
<i>The plan should guide the county office's use of education technology for the next three to five years. (For a new plan, can include technology plan development in the first year)</i>	2	The technology plan describes the county offices 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 2009-11.

2. <b>STAKEHOLDERS CRITERION</b> Corresponding EETT Requirement(s): 7 and 11 (Appendix D).	Page in district office Plan	Example of Adequately Addressed	Not Adequately Addressed
<i>Description of how a variety of stakeholders from within the school county office and the community-at-large participated in the planning process.</i>	2	The planning team consisted of representatives who will implement the plan. If a variety of stakeholders did not assist with the development of the plan, a description of why they were not involved is included.	Little evidence is included that shows that the county office actively sought participation from a variety of stakeholders.

<b>3. CURRICULUM COMPONENT CRITERIA</b> Corresponding EETT Requirement(s): 1, 2, 3, 8, 10, and 12 (Appendix D).	<b>Page in District Plan</b>	<b>Example of Adequately Addressed</b>	<b>Example of Not Adequately Addressed</b>
a. <i>Description of teachers' and students' current access to technology tools both during the school day and outside of school hours.</i>	<b>5</b>	The plan describes the technology access available in the classrooms, library/media centers, or labs for all students and teachers.	The plan explains technology access in terms of a student-to-computer ratio, but does not explain where access is available, who has access, and when various students and teachers can use the technology.
b. <i>Description of the district's current use of hardware and software to support teaching and learning.</i>	<b>7</b>	The plan describes the typical frequency and type of use (technology skills/information literacy/integrated into the curriculum).	The plan cites district policy regarding use of technology, but provides no information about its actual use.
c. <i>Summary of the district's curricular goals that are supported by this tech plan.</i>	<b>8</b>	The plan summarizes the district's curricular goals that are supported by the plan and referenced in district document(s).	The plan does not summarize district curricular goals.
d. <i>List of clear goals, measurable objectives, annual benchmarks, and an implementation plan for using technology to improve teaching and learning by supporting the district curricular goals.</i>	<b>9</b>	The plan delineates clear goals, measurable objectives, annual benchmarks, and a clear implementation plan for using technology to support the district's curriculum goals and academic content standards to improve learning.	The plan suggests how technology will be used, but is not specific enough to know what action needs to be taken to accomplish the goals.
e. <i>List of clear goals, measurable objectives, annual benchmarks, and an implementation plan detailing how and when students will acquire the technology skills and information literacy skills needed to succeed in the classroom and the workplace.</i>	<b>12</b>	The plan delineates clear goal(s), measurable objective(s), annual benchmarks, and an implementation plan detailing how and when students will acquire technology skills and information literacy skills.	The plan suggests how students will acquire technology skills, but is not specific enough to determine what action needs to be taken to accomplish the goals.

<b>3. CURRICULUM COMPONENT CRITERIA (continued)</b>	<b>Page in District Plan</b>	<b>Example of Adequately Addressed</b>	<b>Example of Not Adequately Addressed</b>
f. <i>List of goals and an implementation plan that describe how the district will address the appropriate and ethical use of information technology in the classroom so that students and teachers can distinguish lawful from unlawful uses of copyrighted works, including the following topics: the concept and purpose of both copyright and fair use; distinguishing lawful from unlawful downloading and peer-to-peer file sharing; and avoiding plagiarism</i>	<b>13</b>	The plan describes or delineates clear goals outlining how students and teachers will learn about the concept, purpose, and significance of the ethical use of information technology including copyright, fair use, plagiarism and the implications of illegal file sharing and/or downloading.	The plan suggests that students and teachers will be educated in the ethical use of the Internet, but is not specific enough to determine what actions will be taken to accomplish the goals.
g. <i>List of goals and an implementation plan that describe how the district will address Internet safety, including how students and teachers will be trained to protect online privacy and avoid online predators.</i>	<b>13</b>	The plan describes or delineates clear goals outlining how students and teachers will be educated about Internet safety.	The plan suggests Internet safety education but is not specific enough to determine what actions will be taken to accomplish the goals of educating students and teachers about internet safety.
h. <i>Description of or goals about the district policy or practices that ensure equitable technology access for all students.</i>	<b>14</b>	The plan describes the policy or delineates clear goals and measurable objectives about the policy or practices that ensure equitable technology access for all students. The policy or practices clearly support accomplishing the plan's goals.	The plan does not describe policies or goals that result in equitable technology access for all students. Suggests how technology will be used, but is not specific enough to know what action needs to be taken to accomplish the goals.

<b>3. CURRICULUM COMPONENT CRITERIA (continued)</b>	<b>Page in District Plan</b>	<b>Example of Adequately Addressed</b>	<b>Example of Not Adequately Addressed</b>
i. <i>List of clear goals, measurable objectives, annual benchmarks, and an implementation plan to use technology to make student record keeping and assessment more efficient and supportive of teachers' efforts to meet individual student academic needs.</i>	14	The plan delineates clear goal(s), measurable objective(s), annual benchmarks, and an implementation plan for using technology to support the district's student record-keeping and assessment efforts.	The plan suggests how technology will be used, but is not specific enough to know what action needs to be taken to accomplish the goals.
j. <i>List of clear goals, measurable objectives, annual benchmarks, and an implementation plan to use technology to improve two-way communication between home and school.</i>	16	The plan delineates clear goal(s), measurable objective(s), annual benchmarks, and an implementation plan for using technology to improve two-way communication between home and school.	The plan suggests how technology will be used, but is not specific enough to know what action needs to be taken to accomplish the goals.
k. <i>Describe the process that will be used to monitor the Curricular Component (Section 3d-3j) goals, objectives, benchmarks, and planned implementation activities including roles and responsibilities.</i>	17	The monitoring process, roles, and responsibilities are described in sufficient detail.	The monitoring process either is absent, or lacks detail regarding procedures, roles, and responsibilities.

<b>4. PROFESSIONAL DEVELOPMENT COMPONENT CRITERIA</b> Corresponding EETT Requirement(s): 5 and 12 (Appendix D).	<b>Page in District Plan</b>	<b>Example of Adequately Addressed</b>	<b>Example of Not Adequately Addressed</b>
<i>a. Summary of the teachers' and administrators' current technology proficiency and integration skills and needs for professional development.</i>	17	The plan provides a clear summary of the teachers' and administrators' current technology proficiency and integration skills and needs for professional development. The findings are summarized in the plan by discrete skills that include CTC Standard 9 and 16 proficiencies.	Description of current level of staff expertise is too general or relates only to a limited segment of the district's teachers and administrators in the focus areas or does not relate to the focus areas, i.e., only the fourth grade teachers when grades four to eight are the focus grade levels.
<i>b. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan for providing professional development opportunities based on your district needs assessment data (4a) and the Curriculum Component objectives (Sections 3d through 3j) of the plan.</i>	19	The plan delineates clear goals, measurable objectives, annual benchmarks, and an implementation plan for providing teachers and administrators with sustained, ongoing professional development necessary to reach the Curriculum Component objectives (sections 3d through 3j) of the plan.	The plan speaks only generally of professional development and is not specific enough to ensure that teachers and administrators will have the necessary training to implement the Curriculum Component.
<i>c. Describe the process that will be used to monitor the Professional Development (Section 4b) goals, objectives, benchmarks, and planned implementation activities including roles and responsibilities.</i>	26	The monitoring process, roles, and responsibilities are described in sufficient detail.	The monitoring process either is absent, or lacks detail regarding who is responsible and what is expected.

<b>5. INFRASTRUCTURE, HARDWARE, TECHNICAL SUPPORT, AND SOFTWARE COMPONENT CRITERIA</b> Corresponding EETT Requirement(s): 6 and 12.	<b>Page in District Plan</b>	<b>Example of Adequately Addressed</b>	<b>Example of Not Adequately Addressed</b>
a. <i>Describe the existing hardware, Internet access, electronic learning resources, and technical support already in the district that will be used to support the Curriculum and Professional Development Components (Sections 3 &amp; 4) of the plan.</i>	<b>26</b>	The plan clearly summarizes the existing technology hardware, electronic learning resources, networking and telecommunication infrastructure, and technical support to support the implementation of the Curriculum and Professional Development Components.	The inventory of equipment is so general that it is difficult to determine what must be acquired to implement the Curriculum and Professional Development Components. The summary of current technical support is missing or lacks sufficient detail.
b. <i>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.</i>	<b>27</b>	The plan provides a clear summary and list of the technology hardware, electronic learning resources, networking and telecommunications infrastructure, physical plant modifications, and technical support the district will need to support the implementation of the district's Curriculum and Professional Development Components.	The plan includes a description or list of hardware, infrastructure, and other technology necessary to implement the plan, but there doesn't seem to be any real relationship between the activities in the Curriculum and Professional Development Components and the listed equipment. Future technical support needs have not been addressed or do not relate to the needs of the Curriculum and Professional Development Components.
c. <i>List of clear annual benchmarks and a timeline for obtaining the hardware, infrastructure, learning resources and technical support required to support the other plan components identified in Section 5b.</i>	<b>28</b>	The annual benchmarks and timeline are specific and realistic. Teachers and administrators implementing the plan can easily discern what needs to be acquired or repurposed, by whom, and when.	The annual benchmarks and timeline are either absent or so vague that it would be difficult to determine what needs to be acquired or repurposed, by whom, and when.
d. <i>Describe the process that will be used to monitor Section 5b &amp; the annual benchmarks and timeline of activities including roles and responsibilities.</i>	<b>29</b>	The monitoring process, roles, and responsibilities are described in sufficient detail.	The monitoring process either is absent, or lacks detail regarding who is responsible and what is expected.

<b>6. FUNDING AND BUDGET COMPONENT CRITERIA</b> Corresponding EETT Requirement(s): 7 & 13, (Appendix D)	<b>Page in District Plan</b>	<b>Example of Adequately Addressed</b>	<b>Example of Not Adequately Addressed</b>
a. <i>List established and potential funding sources.</i>	<b>29</b>	The plan clearly describes resources that are available or could be obtained to implement the plan.	Resources to implement the plan are not clearly identified or are so general as to be useless.
b. <i>Estimate annual implementation costs for the term of the plan.</i>	30	Cost estimates are reasonable and address the total cost of ownership, including the costs to implement the curricular, professional development, infrastructure, hardware, technical support, and electronic learning resource needs identified in the plan.	Cost estimates are unrealistic, lacking, or are not sufficiently detailed to determine if the total cost of ownership is addressed.
c. <i>Describe the district's replacement policy for obsolete equipment.</i>	<b>31</b>	Plan recognizes that equipment will need to be replaced and outlines a realistic replacement plan that will support the Curriculum and Professional Development Components.	Replacement policy is either missing or vague. It is not clear that the replacement policy could be implemented.
d. <i>Describe the process that will be used to monitor Ed Tech funding, implementation costs and new funding opportunities and to adjust budgets as necessary.</i>	<b>31</b>	The monitoring process, roles, and responsibilities are described in sufficient detail.	The monitoring process either is absent, or lacks detail regarding who is responsible and what is expected.

<b>7. MONITORING AND EVALUATION COMPONENT CRITERIA</b> Corresponding EETT Requirement: 11 (Appendix D).	<b>Page in District Plan</b>	<b>Example of Adequately Addressed</b>	<b>Example of Not Adequately Addressed</b>
<i>a. Describe the process for evaluating the plan's overall progress and impact on teaching and learning.</i>	<b>32</b>	The plan describes the process for evaluation using the goals and benchmarks of each component as the indicators of success.	No provision for an evaluation is included in the plan. How success is determined is not defined. The evaluation is defined, but the process to conduct the evaluation is missing.
<i>b. Schedule for evaluating the effect of plan implementation.</i>	<b>32</b>	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.
<i>c. Describe the process and frequency of communicating evaluation results to tech plan stakeholders.</i>	<b>32</b>	The plan describes the process and frequency of communicating evaluation results to tech plan stakeholders.	The plan does not provide a process for using the monitoring and evaluation results to improve the plan and/or disseminate the findings.

<b>8. EFFECTIVE COLLABORATIVE STRATEGIES WITH ADULT LITERACY PROVIDERS</b> Corresponding EETT Requirement: 11 (Appendix D).	<b>Page in District Plan</b>	<b>Example of Adequately Addressed</b>	<b>Example of Not Adequately Addressed</b>
a. <i>If the district has identified adult literacy providers, describe how the program will be developed in collaboration with them. (If no adult literacy providers are indicated, describe the process used to identify adult literacy providers or potential future outreach efforts.)</i>	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.

<b>9. RESEARCHED-BASED METHODS, STRATEGIES, AND CRITERIA</b> Corresponding EETT Requirement(s): 4 and 9 (Appendix D).	<b>Page in District Plan</b>	<b>Example of Adequately Addressed</b>	<b>Not Adequately Addressed</b>
a. <i>Summarize the relevant research and describe how it supports the plan's curricular and professional development goals.</i>	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.
b. <i>Describe the district's plans to use technology to extend or supplement the district's curriculum with rigorous academic courses and curricula, including distance-learning technologies.</i>	40	The plan describes the process the district will use to extend or supplement the district's curriculum with rigorous academic courses and curricula, including distance learning opportunities (particularly in areas that would not otherwise have access to such courses or curricula due to geographical distances or insufficient resources).	There is no plan to use technology to extend or supplement the district's curriculum offerings.

# E-rate Supplemental Budget Analysis

## Guidance and Sample for Completing an E-rate Supplemental Budget Analysis (Addendum) to EETT Technology Plan

This E-rate Supplement is to be **completed annually** and **retained locally** for E-rate audit purposes.

**Use this form:**

- to provide the required supplemental analysis when using an EETT technology plan as an E-rate acceptable plan; or
- when adding a new technology not currently addressed in an existing EETT technology plan.

Paragraph 59 of the Schools and Libraries Fifth Order, states that the Universal Service Administrative Company (USAC) has:

*“been treating technology plans approved under the [United States] Department of Education’s Enhancing Education Through Technology (EETT) as acceptable technology plans subject to one qualification. Consistent with the [Federal Communications] Commission requirement that program applicants demonstrate that they have the necessary resources required to utilize e-rate discounts, USAC has required that the EETT technology plans be supplemented by an analysis that indicates that the applicant is aware of and will be able to secure the financial resources it will need to achieve its technology aims, including technology training, software, and other elements outside the coverage of the Commission’s support program.”*

<b>PART 1: Identification, Certification, and Signatures</b>	
<b>E-rate Year:</b>	<b>July 1, 2010 - June 30, 2015 Year</b> _____
<b>School District or Local Educational Agency (LEA):</b>	Princeton Joint Unified School District
<b>CDS Code Number:</b>	11626460000000
<b>Authorized E-rate Contact:</b>	
<b>Authorized E-rate Contact’s Signature:</b>	Date: _____
<b>Certification:</b>	I acknowledge that the school district or LEA named above is <u>aware of</u> and will <u>work to secure the financial resources</u> listed on the following pages in addition to E-rate discounts. These resources are needed to achieve the technology aims stated in our EETT technology plan including technology training, software, and other elements outside the coverage of E-rate discounts.
<b>District Superintendent’s Name:</b>	John S. Greene
<b>District Superintendent’s Signature:</b>	Date: _____

**Guidance and Sample for Completing an  
E-rate Supplemental Analysis (Addendum) to EETT Technology Plan (continued)**

This E-rate Supplement is to be **completed annually**  
and **retained locally** for Erate audit purposes.

<b>PART 2: E-rate Eligible Services Requested and Identified in EETT Technology Plan: Description of Specific E-Rate Service(s):</b>

<b>PART 3: EETT Technology Plan Goal(s) That Will Be Addressed by the E-rate Service(s) Described in Part 2:</b>	
<b>EETT Technology Plan Goal(s) addressed by E-Rate:</b>	<b>Page in Plan</b>

<b>PART 4: Description of Level/Amount of Service Change</b>			
<b>Describe current level/amount of service:</b>	<b>Describe new level of service after E-Rate request is granted:</b>	<b>Budget amount for district's share (for each charge involved in the service):</b>	<b>Planned budget source or line item for each budget amount:</b>

**PART 5: Analysis of Non E-rate Eligible Resources**  
Required to Meet EETT Technology Plan Goals

This budget-analysis indicates that the E-rate applicant is aware of and will work to secure the financial resources it will need to achieve its technology aims, including technology training, software, and other elements outside the coverage of E-rate support. The EETT technology plan is supported with documents that describe how the applicant will be able to secure these financial resources, including resources pertaining to: (a) infrastructure; (b) hardware; (c) software; (d) professional development; (e) retrofitting; and (f) maintenance, needed to achieve the applicant's technology plan. This supplemental budget-analysis must be kept with the E-rate documentation at the applicant's site.

**Check the current SLD/USAC Eligible Services List at:**  
<http://www.sl.universalservice.org/reference/eligible.asp>

<b>Part 5 a Infrastructure required to achieve EETT Technology Plan:</b>			
<b>E-rate eligible amount</b>	<b>Non E-rate eligible amount</b>	<b>Source of funds: (Non E-rate Eligible Portion)</b>	<b>Description of Major Items to be purchased, and/or refer to page number in tech plan.</b>
\$:	\$:		
%	%		

**Guidance and Sample for Completing an  
E-rate Supplemental Analysis (Addendum) to EETT Technology Plan (continued)**

This E-rate Supplement is to be **completed annually**  
and **retained locally** for Erate audit purposes.

<b>Part 5 b Hardware required to achieve EETT Technology Plan:</b>				
<b>Total Budgeted \$:</b>	<b>E-rate eligible amount</b>	<b>Non E-rate eligible amount</b>	<b>Source of funds: (Non E-rate Eligible Portion)</b>	<b>Description of Major Items to be purchased, and/or refer to page number in tech plan.</b>
	\$:	\$:		
	%:	%:		
<b>Part 5 c Software required to achieve EETT Technology Plan:</b>				
<b>Total Budgeted \$:</b>	<b>E-rate eligible amount</b>	<b>Non-E-rate eligible amount</b>	<b>Source of funds: (Non E-rate Eligible Portion)</b>	<b>Description Major Items to be purchased, and/or refer to page number in tech plan.</b>
	\$:	\$:		
	%:	%:		
<b>Part 5 d Professional development required to achieve EETT Technology Plan:</b>				
<b>Total Budgeted Cost of Training:</b>	<b>Source of funds:</b>	<b>Number of Staff:</b>	<b>Description of Training: Reference page in technology plan.</b>	<b>Services or Contracts to be purchased, and/or refer to page number in tech plan.</b>
\$:				
<b>Part 5 e Retrofitting required to achieve EETT Technology Plan:</b>				
<b>Total Budgeted \$:</b>	<b>E-rate eligible amount</b>	<b>Non E-rate eligible amount</b>	<b>Source of funds: (Non E-rate Eligible Portion)</b>	<b>Description Major Items and/or Services/Contracts to be purchased, and/or refer to page number in tech plan.</b>
	\$:	\$:		Inside-wiring:
	%:	%:		Construction:

(Continued next page)

**Guidance and Sample for Completing an  
E-rate Supplemental Analysis (Addendum) to EETT Technology Plan (continued)**

This E-rate Supplement is to be **completed annually**  
and **retained locally** for E-rate audit purposes.

<b>Part 5 f Maintenance required to achieve EETT Technology Plan:</b>				
<b>Total Budgeted \$:</b>	<b>E-rate eligible amount</b>	<b>Non E-rate eligible amount</b>	<b>Source of funds: (Non E-rate Eligible Portion)</b>	<b>Description Major Services/Contracts to be purchased, and/or refer to page number in tech plan.</b>
	\$:	\$:		
	%:	%:		

**Instructions for Completing the Sample E-rate Supplemental Analysis for a State-approved EETT Technology Plan:**

The sheet is in Microsoft Word format. Cells will increase in size to contain the necessary information.

SLD/USAC requires that an E-rate applicant’s EETT technology plan be supplemented by a budget-analysis that indicates the applicant is aware of and will be able to secure the financial resources it will need to achieve its technology aims, including technology training, software, and other elements outside the coverage of E-rate support.

For each logical grouping of E-rate requested services/products, fill out the corresponding supplemental budget-analysis sheet. Since substantial amounts of the required supplemental budget-analysis may appear in some EETT technology plans, refer to budget sections in the applicant’s EETT technology plan for clarity and to avoid redundancy.

For any item in a part, if you have no information to provide, enter “NONE.”

**PART 1:** Fill in the identifying information, certification, and signatures.

**PART 2:** List the service for which you are requesting E-rate support. For example, “cell phone service” and “interactive video service” are each logical groupings of E-rate requested services.

Cell phone service is distinct, while interactive video service includes multiple components such as bandwidth, interior wiring and leased equipment. You must be sure to combine all the costs and other requirements when analyzing a complex service. Please reference the page number(s) and section(s) within the EETT technology plan that describe the applicant’s E-rate eligible services.

PART 3: List the educational technology plan goals that will be addressed using the service(s)

from Part 2. Goals may be identified either by listing their page and section number in the EETT technology plan or by a very brief narrative statement. There may be several goals involving a single service request. Please reference the page number(s) and section(s) within the EETT technology plan that describe the applicant's E-rate eligible services.

PART4: Briefly describe the current level/amount of service. Then indicate the level/amount of service that will be available after the E-rate discount is approved. Note the budget amount for the district's share for each charge involved in the service. In the final column enter the budget source or line item for each amount.

PART 5: Instructions for Part 5 d follow immediately below. In the Analysis of Non E-rate Eligible Resources, for each of the following categories: (a) infrastructure; (b) hardware; (c) software; e) retrofitting; (f) maintenance; indicate:

- the total amount of funds the applicant will need to achieve its technology aims;
- the E-rate eligible portion of the total amount of funds that the applicant will need to achieve its technology aims; and show the E-rate eligible portion of the total amount of funds as a dollar amount and percentage;
- the Non E-rate eligible portion of the total amount of funds that the applicant will need to achieve its technology aims; and show the Non E-rate eligible portion of the total amount of funds as a dollar amount and percentage;
- the specific funding source(s) the applicant will be able to secure to pay for the Non E-rate eligible portion of the total amount of funds budgeted; and
- a description of the major items or services covered under categories a through f above.

5.d: For Professional Development, indicate the estimated cost of the professional development and the source of the funds needed. Report the number of staff and their level of proficiency in that skill. Indicate the additional professional development required to make use of the requested service.

(Provide a brief description and/or refer to the page number in the technology plan. Remember, a minimum of 25% of Title II, Part D (Formula and Competitive) funds must be used for technological professional development.)

5.e: For Retrofitting, indicate any construction, electrical work, or rewiring that would be required to use the E-rate requested service along with an estimated cost and a budget source. If none is required, indicate "None" in the block for that part.

**Guidance and Sample for Completing an  
E-rate Supplemental Analysis (Addendum) to EETT Technology Plan (continued)**

5.f. For Maintenance, indicate any SEPARATE maintenance contracts with the type and location of equipment to be maintained along with estimated cost and a budget source. This amount may be eligible for discount IF the equipment involved is eligible equipment. For maintenance contracts that are part of an eligible E-rate contract, indicate that maintenance is limited to the service and equipment listed in the E-rate request.

**A copy of the applicant's EETT technology plan, including an E-rate Supplemental Analysis (Addendum) for a State-approved EETT Technology Plan and supporting documentation, should be kept with the applicant's E-rate documentation at the applicant's site for audit purposes.**

This E-rate Supplement is to be completed annually and retained locally for audit purposes.