

## Appendix J – Technology Plan Contact Information

### Education Technology Plan Review System (ETPRS) Contact Information

County & District Code: **01 -61168**

School Code (Direct funded charters only): **Public K12 school district**

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\*Required information in the ETPRS

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**EMERY UNIFIED SCHOOL DISTRICT**  
**EDUCATION TECHNOLOGY PLAN**  
**JULY 1, 2011 – JUNE 30, 2014**

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## **TABLE OF CONTENTS**

<b>Acknowledgments .....</b>	<b>1</b>
<b>District Summary and Plan Duration (Criteria Item 1).....</b>	<b>2</b>
<b>Stakeholders Involvement (Criteria Item 2) .....</b>	<b>2</b>
<b>Curriculum Driven Technology Goals (Criteria Item 3) .....</b>	<b>3</b>
<b>Professional Development and Implementation (Criteria Item 4).....</b>	<b>15</b>
<b>Infrastructure, Hardware, Technical Support, and Software (Criteria Item 5).....</b>	<b>21</b>
<b>Funding and Budget (Criteria Item 6).....</b>	<b>26</b>
<b>Monitoring and Evaluation (Criteria Item 7).....</b>	<b>29</b>
<b>Effective Collaborative Strategies With Adult Literacy Providers to Maximize the Use of Technology Criterion (Criteria Item 8).....</b>	<b>30</b>
<b>Effective, Research-Based Methods, Strategies, and Criteria (Criteria Item 9).....</b>	<b>31</b>
<b>Appendix C: Criteria for EETT Funded Education Technology Plans.....</b>	<b>35</b>

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# Acknowledgments

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# **Emery School District Technology Plan**

## **July 1, 2011 – June 30, 2014**

### **District Overview**

The Emery Unified School district consists of two schools; Anna Yates K-6 and Emery Secondary 7-12. Each school has approximately 400 students for a district total of 800. The district embraces its diversity and tries to create a family environment with its small size by providing individual attention to all of its students. With emphasis on Math, Science, Art and Technology, EUSD is providing a myriad of opportunities to foster lifelong success and learning.

### **1. PLAN DURATION**

The benchmarks and timelines in this technology plan will guide our district's use of technology from *July 1, 2011* to *June 30, 2014*. This plan will assist the district in meeting the qualifications for E-rate funding as well as other potential state and federally funding.

### **2. STAKEHOLDERS**

This plan was formed by working with the site curriculum leaders, parents and students, the various district academic plan documents, and the technology department. Discussions were held during the department meetings at each site including; English Dept, Social Studies Dept, Math/Science Dept, and Special Education Dept. Separate meetings were held with each site principal to establish campus technology priorities as well.

### 3. CURRICULUM COMPONENT

The purpose of the Curriculum portion of the technology plan is to identify how and where technology can best assist in the delivery of learning materials by (1) Curriculum Augmentation, (2) Technology Infusion, and (3) Data Tracking.

Curriculum augmentation is the process of supplementing instructional materials to better deliver the subject material. Curriculum is often augmented to provide students with similar learning materials over a different medium to address a student's specific need or just to make the learning process more engaging for all. An example would be providing a student who is an English language learner with audio books that would help them achieve the knowledge necessary for their success by using a form of information delivery that they may absorb faster than written.

Technology infusion is the process of adding technology lessons underneath the core curriculum in a mostly transparent way. In this, a student's learning, practice and eventual mastery of a technology skill may be transparent to the project at hand. An example would be a research assignment followed by a class presentation. Whereas the lesson involved may be the research and report on the extinction of an ancient civilization, a student may be learning, practicing and mastering skills such as; Internet research, typing, working with the MS Windows desktop, and how to properly use MS PowerPoint.

Data tracking is the process of logging student assessment information in a way that can be used to make Data Driven Decisions. Data tracking must be performed in a way that is informative and useful to many people to support academic success in a variety of ways; for a student, a class or an entire school. Examples would be that properly tracked data could help teachers identify a pattern in a student's learning trends or a gap in their class's achievement of a state standard. It can also assist in any needs assessment review by revealing where a school site needs improvement.

#### **3a. Description of teachers' and students' current access to technology tools both during the school day and outside of school hours.**

Access to computer-based technology at Anna Yates is very widespread. In addition to the campus computer lab, each classroom has a bank of 1-7 computers. Computer lab access is available before school each day, and is also provided during class time. All computers on campus are connected the district-wide computer network and provided with Internet access. All students and staff have workspaces on the network where they can save and work from their files.

Emery Secondary School also has a large implementation of computer-based technology. The campus is equipped with a main computer lab and multiple mini-labs for reading and language classes. There are also two computers in each classroom.

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All computers are connected to the district-wide computer network and provided with Internet Access. The main computer lab is open every school day before school, during lunch, and after-school. All students and staff have workspaces on the network where they can save and work from their files.

In addition to direct access at school, the district has implemented a computer loan program that operates the same as lending any book from the library. This allows students to borrow computers for the duration of the year for homework and other activities. Also, the Golden Gate Library, provides access to a bank of Internet enabled computers until 6:00PM each day and is located ½ mile from the schools. Lastly, the School District implemented a computer lab at the city's recreation center to provide after-school access for students enrolled in the city's various programs.

### **3b. Description of the district's current use of hardware and software to support teaching and learning.**

Currently the district is using a number of technology applications to promote teaching and learning through the use of hardware and software. We are currently using Data Director to track Math and Science standards achievement in the classroom. We also have Geometers Sketch Pad and Fathom (Algebra) Math software implemented to augment the curriculum by making it more engaging and easier to deliver. After noticing a serious need for reading intervention, we began implementing Read-180, a fully technology integrated curriculum. We also utilize a number of skill building applications such as Math Blasters (for various levels of math) and Arthur's Reading (for various reading levels).

At Anna Yates Elementary School, technology is used in both the classroom and computer lab. Currently, Geometers sketch pad is being used to teach mathematics in a graphical environment. Arthur's Reading is being used to support English Language Arts. We have also installed research stations in the science center. Teachers use the computer lab in order to engage all students simultaneously; and then transfer lessons to their classroom computers for small group learning. Teachers are beginning to use document camera to make lessons more interactive. All classrooms are equipped with a 47" LCD screen for computer and document camera output. The district subscribes to Learn360 video streaming media services in order to provide educational videos to the classroom. Teachers have access to student testing data through Data Director.

Although the Emery Unified School District currently has no students that have been identified as needing special accommodations to access technology, the district maintains an awareness of this responsibility. Should any student enroll who requires accessibility options, the district can and will procure and provide them. The district is currently developing a new Section 508 compliant web-site.

### **3c. Summary of the district's curricular goals that are supported by this tech plan.**

The Emery Unified School District has entered into an MOU with the Emery Education Foundation, the Bay Area Coalition for Equitable School and the City of Emeryville to support Emeryville's comprehensive restructuring of the existing K-12 school district. The parties believe that implementation of the Emeryville MSTi (Math, Science, Technology Initiative) will provide real choices for students in order to cultivate each child's gifts, talents and passions. MSTi is designed to add course offerings and internships allowing students to achieve a unique mastery of Math, Science, and Technology skills (see MSTi Master Plan). It was through this initiative that the District decided to write plans to address the goals and timelines for implementing curriculum reform. From this process, the district created the following:

Single Site Plan for Student Achievement at Anna Yates  
Single Site Plan for Student Achievement at Emery Secondary School

Through these plans, the district has set goals to achieve the curricular and content standards throughout the K-12 environments, specifically with a focus on Math and English Language Arts, which are needed as a foundation to mastering all academic subjects, including Science. Technology was determined to be an integral part of a student's education as well, and would be addressed through transparent learning. (example: so while a student is learning to write papers, they are also learning to type and use Microsoft Office) Technology courses have been added to support this learning. Ultimately, the following adopted goals were determined to be focus of our technology plan:

- Raise all students' academic performance levels to proficient, as determined by the California Standards Test.
- Create opportunities for students to excel through access to Advanced Placement and college level courses.
- Provide an education in technology competency commensurate with information literacy for the common era.
- Ensure students are prepared to take the California High School Exit Exam by the Tenth Grade.
- *Additionally , as is apparent from the district's technology survey, teacher's also need the means and professional development to support more effective communication with the home (this is not denoted in either Single Site Plan, but remains relevant)*

### **3d. 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 and academic content standards.**

<b>Goal 3d: All students will score proficient or advanced on the CST test.</b>
<b>Objective 3d.1:</b> All teachers will use technology resources to improve instruction so that all students move up one metric each year until they reach a level of proficient or above in ELA and Math.



<b>Year 1 Benchmark:</b> By June 2012, through multi-year analysis, verify that 50% students scoring less than 350 in Spring 2011 increase their scale scores by an average of 100 points, effectively moving up one metric. Verify that students who do not increase by 100 points still increase.		
<b>Year 2 Benchmark:</b> By June 2013, through multi-year analysis, verify that 75% students scoring less than 350 in Spring 2012 increase their scale scores by an average of 100 points, effectively moving up one metric. Verify that students who do not increase by 100 points still increase.		
<b>Year 3 Benchmark:</b> By June 2014, through multi-year analysis, verify that 100% students scoring less than 350 in Spring 2012 increase their scale scores by an average of 100 points, effectively moving up one metric. Verify that students who do not increase by 100 points still increase.		
<b>Objective 3d.2:</b> Move 3.3% of students who are scoring proficient on the CST in Math and ELA subject areas into the advanced category each year; such that we maintain a minimum of 10% of our students scoring at the advanced level each year.		
<b>Year 1 Benchmark:</b> By June 2012, 3.3% of students who scored proficient on their CST scores in Spring 2011 will score advanced in Spring 2012.		
<b>Year 2 Benchmark:</b> By June 2013, 3.3% of students who scored proficient on their CST scores in Spring 2012 will score advanced in Spring 2013.		
<b>Year 3 Benchmark:</b> By June 2014, 3.3% of students who scored proficient on their CST scores in Spring 2013 will score advanced in Spring 2014.		
<b>Implementation Plan</b>		
<b>Activities - Year 1</b>	<b>Person Responsible</b>	<b>Monitoring &amp; Evaluation</b>
Research and identify technology based ELA and Math assessment tools for determining student's base performance levels and monitoring student progress.	Assistant Superintendent, Technology Director, English and Math Department heads.	Technology Director
Research and identify technology based ELA and Math intervention tools to assist teachers and students close the achievement gap.	Assistant Superintendent, Technology Director, English and Math Department heads.	Technology Director
Research and identify ways to expand online learning opportunities (such as UCCP) in order to enable students to take courses beyond the standard offerings of Emery Secondary School	Technology Director, Head Counselor	Technology Director, Head Counselor
In order to further engage students in their learning, student will be supplied with digital text-books in grades 6-8. (staged implementation; e-readers to be supplied in the 6 <sup>th</sup> grade and kept through the 12 <sup>th</sup> grade, being replaced/repared/upgraded along the way as necessary)	Superintendent Technology Director	Superintendent
<b>Activities - Year 2</b>	<b>Person Responsible</b>	<b>Monitoring &amp; Evaluation</b>
Implement the selected technology based ELA and Math assessment tools.	Technology Director	Technology Director, Assistant Superintendent
Provide professional development to staff on the use of the implemented assessments.	Technology Director	Technology Director, Assistant Superintendent
Implement expanded college and online course offerings	Technology Director	Technology Director, Head Counselor
Continue to supply incoming 6 <sup>th</sup> grade students with e-	Superintendent	Superintendent

readers (per year 1 activity). Also, migrate paper based math homework to digital homework that can be completed on the e-reader with a stylus.	Technology Director	
<b>Activities - Year 3</b>	<b>Person Responsible</b>	<b>Monitoring &amp; Evaluation</b>
Review progress on usage of technology based assessments and interventions. Retrain staff as necessary. Closely monitor progress and attempt to determine programs overall effectiveness.	Assistant Superintendent, Head Counselor	Assistant Superintendent, Head Counselor
Check passing rate on AP/College courses and correlate to CST scores. Evaluate year-2 to year-3 shift in CST scores from proficient to advanced. Determine if online AP and college courses directly impact this shift.	Assistant Superintendent, Head Counselor	Assistant Superintendent, Head Counselor
Continue to supply incoming 6 <sup>th</sup> grade students with e-readers (per year 1 and year 2 activity).	Superintendent Technology Director	Superintendent
<b>Evaluation Instruments</b>		
CST Scores; Assessment Scores from selected technology tools; comparison between the two for evidence of correlation.		

**3e. 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.**

<b>Goal 3e: All students will gain the computer usage, technology skills, and information literacy needed to succeed in the classroom and beyond.</b>		
<b>Objective 3e.1:</b> All 10th - 12th grade students will complete, with a passing grade, an ROP technology course		
<b>Year 1 Benchmark:</b> During the 2011/2012 school year, 34% of 10-12 grade students who haven't taken an ROP computer class will be scheduled to do so.		
<b>Year 2 Benchmark:</b> During the 2012/2013 school year, 33% of 10-12 grade students who haven't taken an ROP computer class will be scheduled to do so.		
<b>Year 3 Benchmark:</b> During the 2013/2014 school year, 33% of 10-12 grade students who haven't taken an ROP computer class will be scheduled to do so.		
<b>Objective 3e.2:</b> All 7th - 9th grade students will complete one year of technology coursework study.		
<b>Year 1 Benchmark:</b> During the 2011/2012 school year, 34% of 7-9 grade students who haven't taken a computer class will be scheduled to do so.		
<b>Year 2 Benchmark:</b> During the 2012/2013 school year, 33% of 7-9 grade students who haven't taken a computer class will be scheduled to do so.		
<b>Year 3 Benchmark:</b> During the 2013/2014 school year, 33% of 7-9 grade students who haven't taken a computer class will be scheduled to do so.		
<b>Objective 3e.3:</b> All 2nd-6th Grade students receive computer-usage instruction in the computer lab weekly.		
<b>Year 1 Benchmark:</b> During the 2011/2012 school year, 34% of 2-6 grade students who haven't taken a computer class will be scheduled to do so.		
<b>Year 2 Benchmark:</b> During the 2012/2013 school year, 33% of 2-6 grade students who haven't taken a computer class will be scheduled to do so.		
<b>Year 3 Benchmark:</b> During the 2013/2014 school year, 33% of 2-6 grade students who haven't taken a computer class will be scheduled to do so.		
<b>Implementation Plan</b>		
<b>Activities - Year 1</b>	<b>Person Responsible</b>	<b>Monitoring &amp; Evaluation</b>
Form focus group to analyze NETS-S (National Educational Technology Standards) and ICT (Information and Communication Technology Standards Framework) to determine skill sets that should be incorporated at grade-level learning.	Technology Director, Librarians	Technology Director, Assistant Superintendent
Verify Secondary (7-12) grade students are receiving equitable access to technology course offerings.	Technology Director, Head Counselor	Technology Director
Verify Elementary school teachers are sharing access to the computer lab so students receive equitable access to technology.	Technology Director, Head Counselor	Technology Director, Head Counselor
Librarians will provide a basic computer orientation at the beginning of each year to all students that covers the fundamentals of using the Emery USD Network.	Librarians	Technology Director
<b>Activities - Year 2</b>	<b>Person Responsible</b>	<b>Monitoring &amp; Evaluation</b>
Provide professional developments for each group of teachers (2-6, 7-9, and 10-12 grade) on how to incorporate NETS-S and ICT standards into their curriculum; for both technology and core curricular classes.	Technology Director, Librarians	Technology Director, Assistant Superintendent

Evaluate technology class curriculum to ensure NETS-S and ICT standards are being taught.	Technology Director, Assistant Superintendent	Technology Director, Assistant Superintendent
Provide coaching support to core curriculum teachers to assist in developing projects and assignments with technology literacy components that cover standards defined in trainings.	Librarians, Technology Teachers, Technology Dept.	Technology Director, Assistant Superintendent
<b>Activities - Year 3</b>	<b>Person Responsible</b>	<b>Monitoring &amp; Evaluation</b>
Provide follow-up training to train new staff, and reinforce for existing staff, the NETS-S and ICT standards.	Assistant Superintendent, Head Counselor	Assistant Superintendent, Head Counselor
Evaluate technology class curriculum to ensure NETS-S and ICT standards are being taught.	Technology Director, Assistant Superintendent	Technology Director, Assistant Superintendent
Provide coaching support to core curriculum teachers to assist in developing projects and assignments with technology literacy components that cover standards defined in trainings.	Librarians, Technology Teachers, Technology Dept.	Technology Director, Assistant Superintendent
<b>Evaluation Instruments</b>		
Lesson Plans, Classroom Evaluations, College level technology course enrollment and pass rates.		

**3f. List of goals and an implementation plan that describe how the district will address the appropriate and ethical use of information technology in the classroom so that students and teachers can distinguish lawful from unlawful uses of copyrighted works, including the following topics: the concept and purpose of both copyright and fair use; distinguishing lawful from unlawful downloading and peer-to-peer file sharing; and avoiding plagiarism.**

<p><b>Goal 3f: Staff and students will become knowledgeable about the ethical use of technology so that they can distinguish between lawful and unlawful uses of copyrighted works, fair use, and peer-to-peer file sharing as described in AB 307.</b></p> <p><a href="http://info.sen.ca.gov/pub/05-06/bill/asm/ab_0301-0350/ab_307_cfa_20060810_190142_sen_floor.html">http://info.sen.ca.gov/pub/05-06/bill/asm/ab_0301-0350/ab_307_cfa_20060810_190142_sen_floor.html</a></p>		
<b>Implementation Plan</b>		
<p>Emery USD has integrated library services into our English curriculum whereby all students engage in library studies at least twice a month. During this time, we have integrated lesson plans specifically addressing the requirements of AB307. Students are not only educated in regard to the lawful and ethical use of technology, but they engage in discussions about the subject in order to gain a deeper understanding of the issues they will be confronted with both academically and professionally.</p>		
<b>Activities - Year 1</b>	<b>Person Responsible</b>	<b>Monitoring &amp; Evaluation</b>
Develop Data Director surveys for evaluating student knowledge of concepts addressed in AB307. Administer this survey in Elementary School classes and Secondary English classes during their Library time to	Technology Director, Librarians	Technology Director, Assistant Superintendent

determine effectiveness of curriculum.		
Review, revise and develop, as necessary, specific board polices on cyber ethics including copyright, downloading, file sharing and plagiarism	Technology Director, Librarians	Technology Director, Assistant Superintendent
<b>Activities - Year 2</b>	<b>Person Responsible</b>	<b>Monitoring &amp; Evaluation</b>
Administer Data Director surveys at beginning and end of this year in order to determine base level understanding prior to instruction.	Technology Director, Librarians	Technology Director, Assistant Superintendent
Review and revise Acceptable Use Policy in order to comply with any new board policies that were adopted in previous year. Submit to board for adoption.	Technology Director, Assistant Superintendent	Technology Director, Assistant Superintendent
<b>Activities - Year 3</b>	<b>Person Responsible</b>	<b>Monitoring &amp; Evaluation</b>
Schedule discussion regarding how student knowledge and awareness of AB307 concepts will be evaluated.	Principal	Assistant Superintendent, Head Counselor
Evaluate network logs for suspicious activity to determine is Emery USD network is being abused.	Technology Director	Technology Director
<b>Evaluation Instruments</b>		
Data Director surveys; Assistant Superintendent Observations		

**3g. 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.**

<b>Goal 3g: Staff and students will become familiar with cyber safety so that they can know how to protect online privacy and avoid online predator as described in AB 307.</b>		
<b>Implementation Plan</b>		
Emery USD has integrated library services into our English curriculum whereby all students engage in library studies at least twice a month. During this time, we can integrated lesson plans specifically addressing the requirements of AB307.		
<b>Activities - Year 1</b>	<b>Person Responsible</b>	<b>Monitoring &amp; Evaluation</b>
Evaluate educational resources provided by the FCC, FBI, and other resources in regard to cyber safety.  Adopt, or develop a curriculum.	Technology Director, Librarians	Technology Director, Assistant Superintendent
<b>Activities - Year 2</b>	<b>Person Responsible</b>	<b>Monitoring &amp; Evaluation</b>
Librarians will deliver adopted curriculum	Librarians	Director Technology
Review and revise Acceptable Use Policy in order to address any safety concerns raised in adopted curriculum.	Technology Director, Assistant Superintendent	Technology Director, Assistant Superintendent
Develop Data Director surveys for evaluating student knowledge of concepts addressed in AB307. Administer this survey in Elementary School classes and	Technology Director, Librarians	Technology Director, Assistant

Secondary English classes during their Library time to determine effectiveness of curriculum.		Superintendent
<b>Activities - Year 3</b>	<b>Person Responsible</b>	<b>Monitoring &amp; Evaluation</b>
Schedule discussion regarding how student knowledge and awareness of AB307 concepts will be evaluated.	Principal	Assistant Superintendent, Head Counselor
Administer Data Director surveys at beginning and end of this year in order to determine base level understanding prior to instruction.	Technology Director, Librarians	Technology Director, Assistant Superintendent
<b>Evaluation Instruments</b>		
Data Director surveys; Assistant Superintendent Observations		

**3h. Description of, or goals about, the district policy or practices that ensure equitable technology access for all students.**

<b>Current Access</b>	
Access at Anna Yates Elementary School	
Computer Lab of 30 Stations	Available for class reservation
	Available during lunch and after school
Access at Emery Secondary School	
Computer Lab of 30 Stations	Used for 5 classes daily
	Available for homework after school
Library Media Center of 30 Laptops	Available for English and History classes
	Available for homework after school
Science Laptop Cart of 16	Shared by all 3 science classrooms
Online Course Lab of 20	Used for online Credit Recovery and Online classes.
Language Lab of 8	Used for ELA and Spanish Assessments
Access within the community	
Emeryville Recreation Center	Has 20 computers available for 2-12th grade students afterschool and limited weekend access.
Emeryville Senior Center	Has 8 computers available with limited access for secondary school students.
Golden Gate Library	Has 13 computers available for access afterschool and on Saturday.
Assistive Technology	
504 or Individualized Education Plan	Emery USD strives to provide appropriate access to technology resources for all students. Enrolled students who require assistive technology are provided it based on the requirements described in their IEP or 504 plan.

<b>Goal 3h: Increase classroom access at Anna Yates by installing 4-6 computer stations in each 2nd through 6th grade classroom.</b>		
<b>Implementation Plan</b>		
Current Anna Yates classroom technology is beyond obsolete (8+ years old). This technology must be replaced over the next 3 years.		
<b>Activities - Year 1</b>	<b>Person Responsible</b>	<b>Monitoring &amp; Evaluation</b>
Implement VM Ware server to host thin client implementation of computers in the classroom.	Technology Director,	Technology Director
Implement 30 classroom thin client stations	Technology Director,	Technology Director
<b>Activities - Year 2</b>	<b>Person Responsible</b>	<b>Monitoring &amp; Evaluation</b>
Implement 50 classroom thin client stations	Technology Director,	Technology Director
<b>Activities - Year 3</b>	<b>Person Responsible</b>	<b>Monitoring &amp; Evaluation</b>
Implement 50 classroom thin client stations	Technology Director,	Technology Director

**3i. List 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.**

<b>Goal 3i: All teachers will use technology as a tool to inform instruction through data analysis to improve student achievement.</b>		
<b>Objective 3i:</b> All 2nd through 12th grade teachers will analyze CST data to determine both specific student achievement levels and general classroom proficiencies and deficiencies in order to target instruction most appropriately.		
<b>Year 1 Benchmark:</b> By June 2012, 50% of the teachers will use the district technology data and assessment systems for student recordkeeping and to make data driven decision to inform instruction. (DataDirector and Aeries)		
<b>Year 2 Benchmark:</b> By June 2013, 75% of the teachers will use the district technology data and assessment systems for student recordkeeping and to make data driven decision to inform instruction. (DataDirector and Aeries)		
<b>Year 3 Benchmark:</b> By June 2014, 100% of the teachers will use the district technology data and assessment systems for student recordkeeping and to make data driven decision to inform instruction. (DataDirector and Aeries)		
<b>Implementation Plan</b>		
<b>Activities - Year 1</b>	<b>Person Responsible</b>	<b>Monitoring &amp; Evaluation</b>
Load CELDT, CST, and CAHSEE data into Data Director and Aeries to make results by student available to all instructors.	Technology Director,	Assistant Superintendant
Train teachers to use the available data reports.	Principal	Assistant

		Superintendent
Principals will use DataDirector monitor student progress by cohort analysis.	Principal	Assistant Superintendent
<b>Activities - Year 2</b>	<b>Person Responsible</b>	<b>Monitoring &amp; Evaluation</b>
Load CELDT, CST, and CAHSEE data into Data Director and Aeries to make results by student available to all instructors.	Technology Director,	Assistant Superintendent
Train teachers to use the available data reports.	Principal	Assistant Superintendent
Principals will use DataDirector monitor student progress by cohort analysis.	Principal	Assistant Superintendent
<b>Activities - Year 3</b>	<b>Person Responsible</b>	<b>Monitoring &amp; Evaluation</b>
Load CELDT, CST, and CAHSEE data into Data Director and Aeries to make results by student available to all instructors.	Technology Director,	Assistant Superintendent
Train teachers to use the available data reports.	Principal	Assistant Superintendent
Principals will evaluate 3 years of data to determine trends where teaching/learning exceeds expectations and where learning fails to improve, at which point principal based interventions can occur.	Principal	Assistant Superintendent
<b>Evaluation Instruments</b>		
Teacher Generated Student Assessment Reports, Data Director Usage Reports, Staff Meeting Discussions around Student.		

**3j. List clear goals, measurable objectives, annual benchmarks, and an implementation plan to use technology to improve two-way communication between home and school.**

<b>Goal 3j: Teachers and administrators will use technology to improve two-way communication via websites, email, and telephone.</b>		
<b>Objective 3j.1:</b> By June 2014, All teachers will make use of websites and e-mail and the telephone to regularly communicate with parents about their classroom activities and their student's academic performance.		
<b>Year 1 Benchmark:</b> By June 2012, 50% of households will receive regular communications from the classroom via e-mail.		
<b>Year 2 Benchmark:</b> By June 2013, 50% of classrooms will have an online, website, presence that parents can access.		
<b>Year 3 Benchmark:</b> By June 2014, 75% of all teacher/parent communication will occur online.		
<b>Implementation Plan</b>		
<b>Activities - Year 1</b>	<b>Person Responsible</b>	<b>Monitoring &amp; Evaluation</b>
Implement School Loop gradebook and e-mail	Technology Director	Assistant



communication tool at Emery Secondary School		Superintendent
Both schools will establish and maintain a website with current information for parents and links to staff emails.	Technology Director	Assistant Superintendent
Collect E-mail addresses for parent on enrollment forms.	Registrar	Technology Director
Identify possible VOIP (Voice Over Internet Protocol) Solutions and technical requirements	Technology Director	Assistant Superintendent
Survey parents about their experience with communication with the district and teachers	Parent Liaison	Principal
<b>Activities - Year 2</b>	<b>Person Responsible</b>	<b>Monitoring &amp; Evaluation</b>
Implement online gradebook tool at Anna Yates Elementary School (include website component for parents)	Technology Director	Assistant Superintendent
Websites will be updated with current information to assist online parents in contacting school staff and teachers.	Technology Director	Assistant Superintendent
Install phone line with voicemail for all new staff. Update website to reflect new phone numbers.	Technology Director	Assistant Superintendent
Identify possible funding for VOIP technology and implementation.	Technology Director	Assistant Superintendent
Survey parents about their experience with communication with the district and teachers	Parent Liaison	Principal
<b>Activities - Year 3</b>	<b>Person Responsible</b>	<b>Monitoring &amp; Evaluation</b>
Websites will be updated with current information to assist online parents in contacting school staff and teachers.	Technology Director,	Assistant Superintendent
Implement VOIP solution district-wide.	Principal	Assistant Superintendent
Survey parents about their experience with communication with the district and teachers	Parent Liaison	Principal
<b>Evaluation Instruments</b>		
School Loop statistics, AT&T call routing report (measures incoming calls through general line), parent surveys.		

**3k. Describe the process that will be used to monitor the Curricular Component (Section 3d-3) goals, objectives, benchmarks, and planned implementation activities including roles and responsibilities.**

District curriculum, data, and technology administrators and school site administrators using the evaluation instruments listed above will track the development and implementation of all activities monthly and report progress at regular district/site administration meetings each semester.. Modification to the activities will be made as needed in order to insure that the objectives are met. Annually, the progress and failures of this plan are reported to the Emery USD School Board and Superintendent through the District's state of technology report. Recommended modifications are included at this time.

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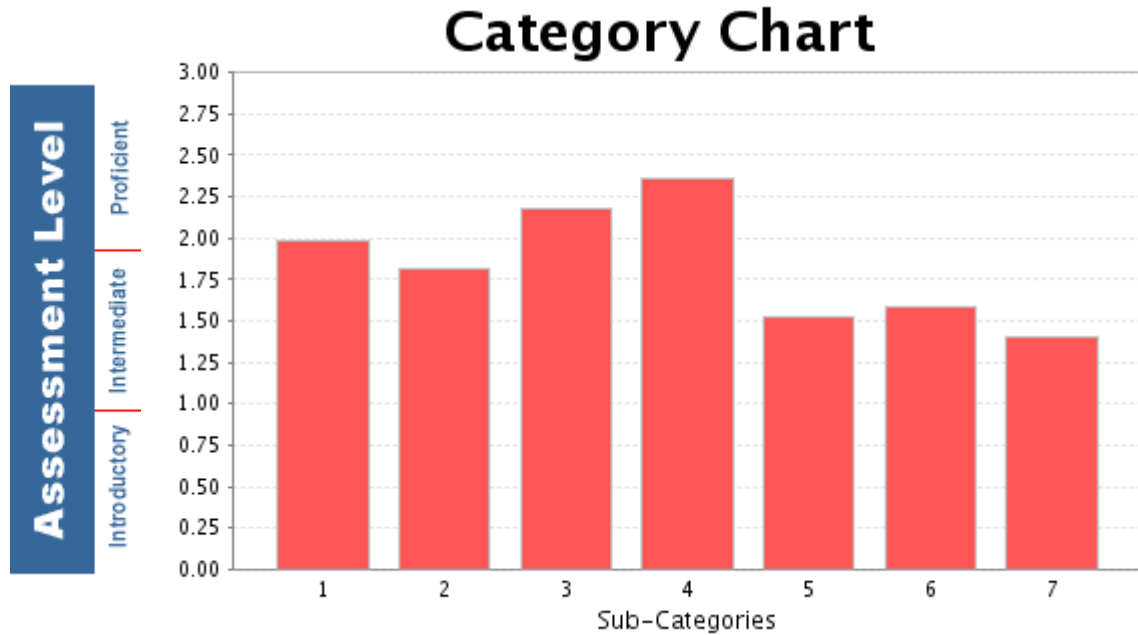
## **4. PROFESSIONAL DEVELOPMENT COMPONENT**

### **4a. Summary of the teachers' and administrators' current technology proficiency and integration skills and needs for professional development.**

This section of the plan provides a summary of the teachers' current technology skills from the EdTechProfile survey developed by the California Department of Education's State Educational Technology Service (SETS). The summary chart below shows teacher proficiencies in basic skills and applications. As indicated, most teachers assess at the intermediate proficiency, ranking themselves slightly lower in presentation, spreadsheet and database skills. Administrators also assess themselves at intermediate or proficient level for basic skills. They ranked themselves lower in spreadsheet and database skills.

As the Standard 9 and 16 charts show, teachers need help embedding technology into their curriculum. This is in line with the general outcomes we expect of our Chapter 3 curriculum plan in evaluating and implementing specific technology based curriculum components for Math and ELA.

**Use of Technology (from Ed Tech Profiles)**

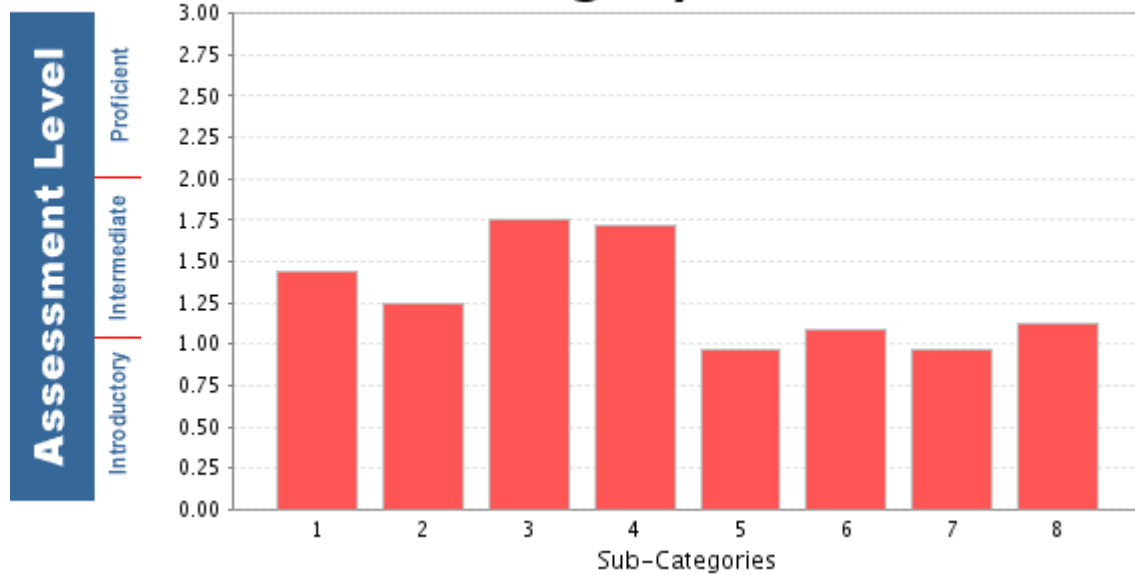


1	General computer knowledge and skills
2	Internet skills
3	Email skills
4	Word processing skills
5	Presentation software skills
6	Spreadsheet software skills
7	Database software skills

**Conclusions:** Most teachers seem to have an intermediate grasp on the basic software tools at their disposal. This chart shows that staff is on the right track towards becoming proficient, but needs more focus on Database software (such as DataDirector), spreadsheets (Excel), and Presentation software (PowerPoint, streaming media, interactive white-board technology).

**Content Integration in the Classroom (from Ed Tech Profiles)**

## Category Chart



1	Each candidate considers the content to be taught and selects appropriate technological resources.
2	Each candidate analyzes best practices and research findings on the use of technology and designs lessons accordingly.
3	Each candidate uses computer applications to manage records and to communicate through printed media.
4	Each candidate interacts with others using e-mail and is familiar with a variety of computer-based collaborative.
5	Each candidate examines a variety of current educational technologies and uses established selection criteria to evaluate materials,
6	Each candidate chooses software for its relevance, effectiveness, alignment with content standards, and value added to student learning
7	Each candidate demonstrates competence in the use of electronic research tools and the ability to assess the authenticity, reliability, and bias of the data gathered.
8	Each candidate demonstrates knowledge of copyright issues and of privacy, security, safety issues and Acceptable Use Policies

**Conclusions:** This chart indicates that teachers need professional development in selecting and applying technology based lesson plans to their classes. Teachers need to know what software and strategies are effective.

**4b. List clear goals, measurable objectives, annual benchmarks, and an implementation plan for providing professional development opportunities based on your district needs assessment data (4a) and the Curriculum Component objectives (sections 3d – 3j) of the plan.**

<b>Goal 4b.1: Teachers will become proficient in Microsoft Office, DataDirector, use of Streaming Media, and use of Interactive White Boards per Use Of Technology Chart (page 16). Teachers will also be aware of how and when to integrate technologies into their lesson plans and assignments.</b>		
<b>Objective 4b.1:</b> By June 2011, 100% of staff will assess as Proficient their use of technology (Ed Tech Profiles)		
<b>Year 1 Benchmark:</b> By June 2009, 50% of staff will assess at Intermediate or better on Computer Skills, Standard 9 and Standard 16 of EdTechProfile.		
<b>Year 2 Benchmark:</b> By June 2010, 75% of staff will assess at Intermediate or better on Computer Skills, Standard 9 and Standard 16 of EdTechProfile.		
<b>Year 3 Benchmark:</b> By June 2011, 100% of staff will assess at Intermediate or better on Computer Skills, Standard 9 and Standard 16 of EdTechProfile.		
<b>Implementation Plan</b>		
<b>Activities - Year 1</b>	<b>Person Responsible</b>	<b>Monitoring &amp; Evaluation</b>
Microsoft Office Training will be provided by the technology department at school site staff meetings	Technology Director,	Technology Director
Interactive whiteboard training will be provided by better presentation systems as technology is implemented	Technology Director,	Technology Director
Training will be provided to address Cyber Safety and Copyright issues.	Librarians	Technology Director
Training will be provided for DataDirector to both Teachers and Principals.	Technology Director	Assistant Superintendent
Accounts will be created and basic training provided on the use of the district's media streaming service (Learn360)	Librarians	Technology Director
<b>Activities - Year 2</b>	<b>Person Responsible</b>	<b>Monitoring &amp; Evaluation</b>
Microsoft Office Training will be provided by the technology department at school site staff meetings	Technology Director,	Technology Director
Interactive whiteboard training will be provided by better presentation systems as technology is implemented	Technology Director,	Technology Director
Training will be provided to address Cyber Safety and Copyright issues.	Librarians	Technology Director
Training will be provided for DataDirector to both Teachers and Principals.	Technology Director	Assistant Superintendent
Accounts will be created and basic training provided on the use of the district's media streaming service (Learn360)	Librarians	Technology Director
<b>Activities - Year 3</b>	<b>Person Responsible</b>	<b>Monitoring &amp; Evaluation</b>
Microsoft Office Training will be provided by the technology department at school site staff meetings	Technology Director,	Technology Director
Interactive whiteboard training will be provided by better presentation systems as technology is implemented	Technology Director,	Technology Director
Training will be provided to address Cyber Safety and Copyright issues.	Librarians	Technology Director

Training will be provided for DataDirector to both Teachers and Principals.	Technology Director	Assistant Superintendent
Accounts will be created and basic training provided on the use of the district's media streaming service (Learn360)	Librarians	Technology Director
Evaluation Instruments		
Ed Tech Profiles, Data Director usage reports, Learn360 Usage Reports and staff training sign-in sheets.		

<b>Goal 4b.2: Teachers will receive training required to adequately address the needs of the curricular technology section of this plan: Chapter 3</b>		
<b>Objective 4b.2a:</b> All teachers will be proficient in the use of the selected ELA and MATH assessment and learning tools.		
<b>Year 1 Benchmark:</b> (none - implementation occurs in year 2)		
<b>Year 2 Benchmark:</b> All 5th-9th grade teachers will be trained on these tools.		
<b>Year 3 Benchmark:</b> All teachers will be trained on these tools.		
<b>Objective 4b.2b:</b> All teachers will be proficient on the established grade level NETS-S and ICT standards.		
<b>Year 1 Benchmark:</b> (none - implementation occurs in year 2)		
<b>Year 2 Benchmark:</b> 50% of teachers will be proficient.		
<b>Year 3 Benchmark:</b> 100% of teachers will be proficient.		
<b>Objective 4b.2c:</b> All teachers will be proficient in the use on online gradebook tools.		
<b>Year 1 Benchmark:</b> 80% of secondary school teachers will be proficient. (this is their first full year of implementation).		
<b>Year 2 Benchmark:</b> 80% of elementary school teachers will be proficient. (this is their first full year of implementation).		
<b>Year 3 Benchmark:</b> 100% of teachers will be proficient.		
<b>Objective 4b.2d:</b> All teachers will be proficient in the use of electronic communication media.		
<b>Year 1 Benchmark:</b> 50% of teachers will be proficient.		
<b>Year 2 Benchmark:</b> 75% of teachers will be proficient.		
<b>Year 3 Benchmark:</b> 100% of teachers will be proficient.		
<b>Implementation Plan</b>		
<b>Activities - Year 1</b>	<b>Person Responsible</b>	<b>Monitoring &amp; Evaluation</b>
Schedule year-2 training for summer (before school starts) on selected ELA and MATH assessment and learning tools.	Technology Director	Assistant Superintendent
Committee will evaluate and determine grade level standards to adopt from NETS-S and ICT standards.	Librarians	Technology Director
Training will be provided by School Loop for all Secondary School teachers in the use of online grade book software.	Technology Director	Assistant Superintendent
Perform periodic staff trainings on electronic communication (e-mail, phone, school-loop) at monthly staff meetings.	Technology Director	Assistant Superintendent.
<b>Activities - Year 2</b>	<b>Person Responsible</b>	<b>Monitoring &amp; Evaluation</b>
Prioritize training on ELA and MATH assessment and learning tools.	Principals, Technology Director	Assistant Superintendent
Perform training for all teachers on adopted for grade-level NETS-S and ICT standards. (multiple trainings; 2 grade levels at a time)	Librarians, Technology Director	Assistant Superintendent
Readdress School Loop training as needed for new teachers and refresh training for continuing teachers.	Technology Director	Assistant Superintendent
Offer training for parents via the Parent Resource Center in order to teach parents how to access their child's online	Parent Liaison, Principals	Technology Director

grades, homework, attendance, etc. via school loop. Help parents learn to get and use e-mail to communicate with teachers.		
<b>Activities - Year 3</b>	<b>Person Responsible</b>	<b>Monitoring &amp; Evaluation</b>
Continue trainings as needed to improve the use and success of the ELA and MATH assessment learning tools.	Principals, Technology Director	Assistant Superintendent
Continue training as needed for teachers on NETS-S and ICT standards.	Librarians, Technology Director	Assistant Superintendent
Continue training on School Loop as needed.	Technology Director	Assistant Superintendent
Continue to offer quarterly parent trainings for parents on e-mail, school loop, and other student related data (CST Scores, etc)	Parent Liaison, Principals	Principal
<b>Evaluation Instruments</b>		
Ed Tech Profiles, Data Director usage reports, staff training sign-in sheets, and School Loop parent usage reports.		

**4c. 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.**

As indicated above, the District curriculum, data, and technology administrators and school site administrators using the evaluation instruments listed will track monthly the development and implementation of all activities and report progress at regular district/site administration meetings each semester. Modification to the activities will be made as needed in order to ensure that the objectives are met.

Annual data checks will be completed by the Director Technology, Principals, and Assistant Superintendent. They will be looking for Sign-in Sheets to verify staff training is being completed. They will also be looking at evaluation forms to review staff feedback. In addition they will run reports from programs such as Data Director to identify who is using the system and how effectively it appears to be. Finally they will be reviewing the Ed Tech Profile reports for the school to identify general proficiency and deficits in proficiency of the staff in general. This information will be used to determine next-steps in designing effective professional development. Annually, (Spring of prior year), the training schedule will be calendared for the following year.

## **5. INFRASTRUCTURE, HARDWARE, TECHNICAL SUPPORT AND SOFTWARE COMPONENT**

**5a. Describe the existing hardware, Internet access, electronic learning resources, and technical support already in the district that will be used to support the Curriculum and Professional Development Components (sections 3 & 4) of the plan.**

### **Electronic Learning Resources**

Emery USD has implemented Geometers Sketch Pad and Fathom to Support Math; EBSCO and MS Office 2010 to support Humanities Dept.; Logger Pro and Interactive Physics to support the Sciences; AutoCAD to support the Architecture Club; and Adobe Photoshop to our computer graphics classes. All students and teachers have network folders to save their work. Staff has District e-mail support and students are instructed in the use on online e-mail services such as Yahoo, Gmail, or Hotmail.

### **Technical Support**

All Technical Support responsibilities are split between 2 fulltime staff; the Director of Technology and Network Engineer. This includes network support, desktop support, educational technology support, and curricular technology integration support. To facilitate classroom and school-wide technical support, we use an online trouble ticket system to track and manage any technology related issues faced by the staff. We also use our onsite support to provide assistance to the students during lab times.

### **Hardware**

Each classroom is equipped with between 2 and 6 computers. Each school has a computer lab of 30 workstations. All secondary classes are equipped with multimedia projection equipment. All Elementary school classrooms have mounted 47" LCD displays. The network backbone is sufficient for 1Gb transfer rates.

### **Internet Access**

The District currently has capacity for 10 Megabits of data to the internet. The elementary school is connected to the District by a 1Gb connection. All classrooms are connected with Internet. Both computer labs are also connected to the Internet. There is a District-wide wireless network at both school sites which is Internet connected. The District also has a website hosted at MagicLamp. In late 2004, Emery Unified School District also purchased the domain name EMERYUSD.ORG (in addition to already owning EMERYUSD.K12.CA.US). The district web-site and e-mail is accessible via either domain address.



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***The following categories have been included in order to elaborate on some reporting requirements set forth by the Federal SLD E-Rate program.***

## **Telephone System**

Emery USD currently uses the ATT Centrex telephone system for all classroom and office access. It is our plan to maintain this service until such a time as it is fiscally responsible to move to a higher lever of technology.

The long-term goal for the districts telephone system is to have integrated messaging on a voice-over-ip system. VOIP (voice over ip) is a telephone network that runs over an organizations computer network. This saves infrastructure costs over the long-run due to reduced system redundancy (i.e. there is only one network to maintain. The converse effect of this is that when one system goes down, both systems do. However it also introduces benefits such as, browsing e-mail via voicemail and visa versa. It allows for 802.11 wireless phones, which could possible replace cell phones within the district. VOIP is still more features than cost-savings, so its induction would have to be at a time when it fiscally makes sense. In the mean-time, all network upgrades to switches and routers will be done with VOIP capability in mind. This will ensure that when a time comes that the district decides to upgrade its phone system, the district's computer network is in a good position to accept the growth of telephone services.

## **Cell Phones**

During the district's state take-over period, the district had a no cell phone and no pager rule. This was established to create fiscal responsibility by eliminating unnecessary costs. In the 2003/2004 school year there were two incidents which prompted the need for additional security on campus; one incident involved a large fight in front of the Secondary School; the other incident involved the possibility of an unknown man on campus. These incidents prompted the District to identify a solution that would make the campuses safer. The main factor that was identified as contributing to danger was a lack of communication across campus and across the district during times of safety concern. To remedy this barrier to communication, the district continues to use Nextel cell phones with 2-way radio communication capability would be purchased and given to school administrative staff, security staff, activities and athletic directors, and other critical response staff. The Nextel cellular service was chosen because of its feature set: normal cellular calling, 2-way radio function, and group broadcast function. These features allow for prolonged calling, discrete messaging, and emergency broadcasting.

## **Point-to-Point T1 Services**

Included with the district's telephone bill from SBC are 2 PtP-T1 lines (1.544Mb). One line runs from Emery Secondary School to Emery Middle School Academy and the other line runs from Emery Secondary School to Anna Yates Elementary. These lines are used as failover services from Emery Secondary School to the other sites within the District.

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**Website Development** – [www.emeryusd.org](http://www.emeryusd.org) / [www.emeryusd.k12.ca.us](http://www.emeryusd.k12.ca.us)

The Emery USD website consists of 3 main sections: Emery USD Home Page, Anna Yates Elementary Home Page, and Emery Secondary School Home Page. The purpose of the site is to provide an online presence for the district that provides the most comprehensive collection of district documentation available in one place for the purpose of educating and informing the public about the district.

The Emery USD website is constantly undergoing change. During the next three years, the website will be completely redeveloped for the purpose of better organizing and delivering information to the public. To facilitate this, the Website Redevelopment Committee was developed under the Public Information Officer's charge. This committee will steer and define how the district handles its web development over the next 3 years.

**5b. Describe the technology hardware, electronic learning resources, networking and telecommunications infrastructure, physical plan modifications, and technical support needed by the district's teachers, students, and administrators to support the Curriculum and Professional Development Components of the plan.**

**Electronic Learning Resources**

All MATH and ELA solutions currently being considered are hosted remotely, and require only an Internet connection to access. As for the online coursework (AP and Credit Recovery), a new server needs to be implemented to improve performance and reliability. The current server was a donation with limited life. Additionally, the district subscribes to Learn360 via the Contra Costa County Office of Education; a video streaming service that teachers can use to augment their curriculum.

**Technical Support**

The district has and will maintain current technical support levels as follows:  
2 Full-time staff.

**Hardware**

The implementation of this plan will require the addition of new computers in the Elementary school classrooms to support the electronic learning resources acquired for ELA and MATH assessments and interventions. The Secondary school has recently implemented a new laptop cart that will be used for their ELA department. The secondary school will need to implement a new Math computer lab to use the math software.

## Networking and Telecommunications Infrastructure

In order to support more online electronic learning resources, the district will need more intranet and internet bandwidth. In order to accomplish this, the district will need to double its Internet bandwidth from 10 Megabits to 20 Megabits. Additionally, some network switch upgrades are needed to enhance the wireless network by providing the district with POE (power over ethernet) capability.

## Physical Plan Modifications

Current facility configurations have been evaluated and determined to be sufficient for this plans aspirations. Due to the recent (November 2010) passage of Measure J, which will rebuild all district buildings; we have planned within our current means.

### **5c. List of clear annual benchmarks for obtaining the hardware, infrastructure, learning resources and technical support required to support the other plan components.**

<b>Year 1 Benchmarks</b>		
<b>Benchmark</b>	<b>Person(s) Responsible</b>	<b>Funding:</b>
Implement classroom thin client stations in 6 elementary school classrooms	Technology Director	Parcel Tax
Apply for e-rate for network upgrades (hardware)	Technology Director	E-Rate
Implement laptops for Math Computer lab	Technology Director	Stewart/Rodgers Grants
Implement new Web server for Online Classes (AP and Credit Recover)	Technology Director	General Fund
<b>Year 2 Benchmarks</b>		
<b>Benchmark</b>	<b>Person(s) Responsible</b>	<b>Funding:</b>
Implement classroom thinclient stations in 9 elementary school classrooms	Technology Director	Parcel Tax
Build computer image for ELA/MATH lab/classroom deployment at Anna Yates and deploy	Technology Director	Parcel Tax
Upgrade Internet from 10MB to 20MB	Technology Director	E-Rate
<b>Year 3 Benchmarks</b>		
<b>Benchmark</b>	<b>Person(s) Responsible</b>	<b>Funding:</b>
Implement VOIP Server, Unified Messaging, Office and Classroom phones.	Technology Director	E-Rate
Implement classroom thinclient stations in 9 elementary school classrooms	Technology Director	Parcel tax

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**5d. Describe the process that will be used to monitor Section 5b & the annual benchmarks and timeline of activities including roles and responsibilities.**

The implementation of technology hardware will be the sole responsibility of the technology department, and they will be responsible to the Assistant Superintendent in terms of making available the education technology resources. Since we have a department of 2 technology personnel, they will work together, with the Director taking the lead on implementing those technologies described in 5B and 5C.

## 6. FUNDING AND BUDGET COMPONENT

### 6a. List of established and potential funding.

Emery Unified School District currently receives technology funding from the General Fund and Parcel Tax. Legislated money is provided on a reimbursement basis from the Calnet (state) and E-Rate (federal) programs. Current Grants include Enhancing Education Through Technology Formula grant, the Stewart Grant, and the Rodgers Grant..

Possible future funding sources would need to come from Legislated money or Grant money. Legislated money cannot be predicted at this time. Grant funds are made available through the State of California (CDE/CTAP) and private foundations and the result of class action lawsuits. Due to a recent court decision, money will soon be available from a Microsoft finding which may assist the District.

Savings can be found through various buying contracts and community donations. Buying contracts include: CMAS, PEPPM (Belkin), CalSAVE and Microsoft Academic School Licensing Program. Occasionally, purchasing agreements also arise through the Alameda County Office of Education or other California school districts. Generally, we use donations as a savings, which means we accept donations when they save the district from an already required expense. The District currently has an arrangement with Pixar to donate computers and other equipment. We also work with nearby schools and donation programs to share resources as needed.

### 6b. Estimate implementation costs for the term of the plan.

Component	Year 1	Year 2	Year 3	Possible Funding Source
<b>Curriculum</b>				
ELA and MATH assessment and intervention software licenses	\$40,000	\$8,000	\$8,000	Parcel Tax
Elementary School Computers (thin clients)	\$14,000	\$22,500	\$22,500	Parcel Tax
School Loop Software Licensing	\$8,500	\$4,500	\$4,500	Parcel Tax
<b>Professional Development</b>				
MATH & ELA PD Services for assessment and intervention software	\$5,000	\$1,200	\$1,200	Parcel Tax
Data Director PD Services	\$1,200	\$1,200	\$1,200	General Fund
Coaching Support for technology integrations for core curriculum teachers	12,000	12,000	12,000	Stewart/Rodgers Grants
Staff training on NETS-S and ICT standards	0	\$1,200	\$1,200	General Fund

School Loop Training	\$2,000	\$1,200	\$1,200	General Fund
<b>Infrastructure</b>				
Data Connection Services (Fiber)	\$20,000	\$20,000	\$20,000	E-Rate General Fund
Server Software (Web Services for AP and Credit recovery)	\$5,000	\$5,000	\$5,000	Parcel Tax
Server Hardware (Web Services for AP and Credit recovery)	\$5,000	0	0	Parcel Tax
Elementary School Computers (thin clients)	\$14,000	\$22,500	\$22,500	Parcel Tax
Secondary School Math Lab	\$35,000	0	0	Parcel Tax
Network Switches	\$3,000	\$3,000	\$3,000	General Fund (CalSAVE Contract)
VOIP	0	0	\$250,000	E-Rate, Parcel Tax, General Fund, TBD.
<b>Technology Support</b>				
Director Technology	\$98,000	\$98,000	\$98,000	General Fund
Desktop Support Tech	\$45,000	\$45,000	\$45,000	Parcel Tax

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**6c. Describe the district's replacement policy for obsolete equipment.**

This plan describes hardware purchases over the next 3 years, which includes replacements of non-repairable computer technology. All unusable hardware is sent to a recycling facility for proper environmental disposal at no cost to the district. The district operates on a 6-year obsolescence plan for all computer technology. Technology will be evaluated for re-use after 3 years.

**6d. Describe the process that will be used to monitor Ed Tech funding, implementation costs and new funding opportunities and to adjust budgets as necessary.**

Budget development is a constant process. The district has a budget development committee (BDC) that meets once a month to look at all district budgeting issues. After reviewing each departmental budget, the BDC reviews the District's overall resources. If cuts need to be made, the BDC re-reviews each budget to find the cuts that are necessary. In reviewing each department budget, the BDC works with the department heads to determine the importance and relevance of each budgeted line item. The district is continually seeking additional funding through grants and partnerships. As new funding becomes available, the technology plan budget will be revised.

The Budget development committee is headed by the District's CBO and Superintendent. The committee begins to meet in November and makes recommendations for budget modifications in January. The CBO and Superintendent review these recommendations before making their own recommendations to the school board in February. Preliminary budgets are usually made available by late May for the following fiscal year.

Changes to the technology budget before the fiscal year begins must go through the BDC. Once budgets have been established, all future budget modifications require School Board approval. The Director of Information Technology is responsible for keeping projects within their respective budgets. The Director is also responsible for seeking new funds for unfunded projects or portions of projects. Any changes requested for the following year must go through the BDC.

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## **7. MONITORING AND EVALUATION COMPONENT**

### **7a. Describe the process for evaluating the plan's overall progress and impact on teaching and learning.**

As previously indicated in the Components above, the Assistant Superintendent and Director of Information Technologies will have primary oversight of this technology plan and be responsible for monitoring the implementation activities to enable adjustments as needed.

The goal of this plan is to increase students' achievement by developing the skills of our teaching staff and the technological and informational resources available. Every effort will be made to collect relevant data that can be reviewed to monitor and evaluate the progress of the technology plan. The data will include but not limited to surveys, classroom observations, teacher proficiencies, and student achievement data including CST, CAHSEE and CELDT results. Therefore, to measure the success of this plan's implementation, we will be monitor the students achievement through the state standardized curriculum through CST and CAHSEE tests; monitor the professional development activities through results of EdTechProfile; and CA School Technology Survey results will be used to monitor the implementation of infrastructure and hardware.

### **7b. Schedule for evaluating the effect of plan implementation.**

At midyear (January) the plan's status will be evaluated to determine successes and failures. At the year's end (June) we will evaluate the CST and Data Director data, EdTechProfile results, CA School Technology Survey results to determine if objectives and benchmarks were met. An annual technology progress report will be made to the superintendent and school board (February).

### **7c. Describe the process and frequency of communicating evaluation results to tech plan stakeholders.**

Information obtained through monitoring and evaluation of this plan will be used to update the plan, inform stakeholders, make technology purchase recommendations, plan for future technology professional development and determine technical support needs. An implementation status report on the objectives and benchmarks and submit the report to the superintendent and Board on an annual basis.



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## **8. EFFECTIVE COLLABORATIVE STRATEGIES WITH ADULT LITERACY PROVIDERS TO MAXIMIZE THE USE OF TECHNOLOGY CRITERION**

### **8a. If the district has identified adult literacy providers, there is a description of how the program will be developed in collaboration with those providers.**

Emery Unified is a small, urban school district with two school sites serving K-6 and 7-12. Currently, we do not provide Adult Literacy learning opportunities. However, we provide referrals to our local neighbors, Berkeley Adult School and Oakland Unified School District who do provide these services.

Oakland Unified currently offers ESL, Fundamentals for Basic Job Placement (computer skills, typing, etc.), CNA training, Senior Citizen Classes, High School Diploma and GED preparation.

Berkeley Adult also offers a wide array of classes specifically aimed at adult literacy and job placement.

Since we currently do not have the facilities or resources to provide after school Adult literacy and technology services, we do not. Instead we are dedicated to preparing our students for higher education. Emery Unified School District collaborates with adult literacy providers such as the local community college system, Peralta, to define curricular-based strategies that will properly prepare our students for higher education.

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## **9. EFFECTIVE, RESEARCHED-BASED METHODS, STRATEGIES, AND CRITERION**

### **9a. Summarize the relevant research and describe how it supports the plan's curricular and professional development goals.**

The goals, objectives, benchmarks and timelines presented or described in the previous sections of the plan are derived from proven strategies and methods for student learning, teaching and technology management and are based on relevant research and effective practices. 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

#### **Technology Planning**

The CEO Forum on Education and Technology (2001) studied the impact of technology over a five-year period to inform educational decision makers about effective uses of educational technology. The CEO Forum report recommends that schools develop strategic technology and educational plans that ensure alignment across the curriculum, learning standards and objectives. "Technology can have the greatest impact when integrated into the curriculum to achieve clear, measurable educational objectives." (CEO Forum, 2001)

#### **Technology to Improve Teaching and Learning**

We believe technology is a tool that can enhance learning and engage students. Alignment of project or lesson content with state content standards is an important first step to infusing technology with curricula. A survey of 465 teachers in California resulted in 92% affirming that the first step in infusing technology into the curriculum is having information about the specific content of a program or use of an application that aligns with state-adopted curriculum standards. A number of the respondents indicated that an online resource that profiles electronic learning resources with the specific skills in knowledge areas that align with content standards would help them select programs that will facilitate curriculum integration with technology (Cradler & Beuthel, 2001).

Technology should not be a separate content taught for its own sake. Technology improves student performances when the application directly supports the curriculum objectives being assessed. Alignment of project or lesson content with state content standards is an important first step in infusing technology into the curricula. While our district does offer some basic technology courses, technology integration will not be taught in isolation. Staff development has, and will continue to emphasize the use of technology as a powerful teaching and learning tool that engages students while addressing content standards within the curricular, instructional framework and adopted curriculum.

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*The Learning Return On Our Educational Technology Investment: A Review of Findings from Research*, WestED (Ringstaff and Kelley, June 2002) is an extensive report that examines many studies related to educational technology and school reform. Several key factors are identified crucial elements for successfully using technology:

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

The curricular goals in the Emery technology plan are to increase student achievement in English language arts and mathematics by indentifying and implementing technology applications and electronic resources that will support student achievement in these areas.

### **Technology and Information Literacy, Cyber-ethics and Cyber-safety**

In, *Beyond the 3Rs- Voter Attitudes Toward 21<sup>st</sup> Century Skills*, Partnership for 21<sup>st</sup> Century Skills (2007), a nationwide poll of registered voters reveals that Americans are deeply concerned that the United States is not preparing young people with the skills they need to compete in the global economy. A key finding is that nine in ten voters (88%) believe 21<sup>st</sup> century skills can and should be part of the curriculum.

Emery believes preparing students for the workplace is our job. The inclusion of NETS and 21st century skills is an important part of this plan.

### **Student Record Keeping and Assessment**

High performing schools view and use technology not as an end in itself but as a means of collecting, analyzing and reporting data to improve curriculum and instruction, and to identify achievement gaps for individual students and groups of students. (Rashser, Abromitis & Johnson, 2004, p. 35). Data literacy- the ability of instructional leaders and teachers to work individually and collectively to examine outcomes-based achievement data, formative assessment measures of student performance, and students' work products, and to develop strategies for improvement based on these data- is now widely recognized as a critical strategy in the academic performance of schools (Fullan, 1999, Haycock, 2001, Love, 2004, Schmoker, 1999). A key concept of data literacy is generating only the data that are needed when they are transformed into information, and ultimately into useable or actionable knowledge (Mandinach & Honey, 2005).

To this end, Emery will continue to increase implementation and use by teachers and administrators of the student information and data systems that support the district's student recordkeeping and assessment to inform teacher instruction and improve student achievement.

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## **Professional Development**

The Apple Classroom of Tomorrow (ACOT) was a research and development collaborative among Apple Computer, Inc., the National Science Foundation, and many universities and research institutions. The intervention provided two computers to each teacher and student and substantial staff development. The project purpose was to investigate how routine use of computers and technology influence teaching and learning. Findings from the first 10 years of the project include:

- As teachers became more comfortable and competent with the technology, they began working in teams and across disciplines.
- Classrooms became a mix of traditional and constructivist instruction.
- Students became more collaborative.
- Teachers altered their classrooms and daily schedules to permit students more time to work on projects.
- Teachers began to develop new forms of assessment that were performance- and portfolio based.
- Technology encouraged student-centered, cooperative learning.
- Technology often inspires teachers to use more complex tasks and materials in their instruction.
- The influence of technology on teaching and learning occurs over an extended period of time.

Extensive research conducted by the Office of Technology Assessment reports that “districts may be well advised to use multiple training and support strategies tailored to the educational goals of the local site” (OTA, 1995, p.130). Data also indicate that no one strategy is best, rather the strategies are often combined at any given site. Among the strategies used by districts are:

- Technology-rich model schools.
- Trainer of trainer model where a cadre of teachers receives professional development so they can provide the same and help other teachers.
- Expert resource people.
- Providing every teacher with a computer.
- Training administrators and teachers, together.
- Creating teacher resource centers.

Emery will offer multiple opportunities for teachers to learn how to use technology to improve their teaching practice and to implement technology-enhance instruction.

**9b. Describe the district's plans to use technology to extend or supplement the district's curriculum with rigorous academic courses and curricula, including distance learning technologies (particularly in areas that would not otherwise have access to such courses or curricula due to geographical distances or insufficient resources).**

The Emery Unified School District is always interested in examining ways to deliver curriculum and professional development using new innovative, technology-based tools. The district currently offers an online AP calculus course through University of California, Berkeley to meet the need of high school students for a course not offered on site. As need arises, additional online courses will be made available to students. The district is participating in a video-on-demand pilot with the Alameda COE. This standards-based video-streamed content is available at both the elementary and secondary schools. As the pilot ends, the district is in the process of purchasing the subscriptions. These subscriptions will be made available to the history and science departments at the secondary school. The district will review use after a year to determine usage and possible expansion to additional content areas.

The district is investigating strategies such as:

- Examination of online courses for high school students who are in need of remediation or independent study.
- Online intervention programs before and after school and available at home.
- Online professional development for teachers.

## Appendix C – Criteria for EETT Technology Plans

(Completed Appendix C is REQUIRED to be attached with the technology plan)

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

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

1. PLAN DURATION CRITERION	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
<i>The plan should guide the district’s use of education technology for the next three to five years. (For a new plan, can include technology plan development in the first year)</i>	2	The technology plan describes the LEA use of education technology for the next three to five years. (For new plan, description of technology plan development in the first year is acceptable). The plan must include a specific start and end date (7/1/xx to 6/30/xx).	The plan is less than three years or more than five years in length.
<b>2. STAKEHOLDERS CRITERION</b> Corresponding EETT Requirement(s): 7 and 11 (Appendix D).			
<i>Description of how a variety of stakeholders from within the school district 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 the district 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>a. Description of teachers’ and students’ current access to technology tools both during the school day and outside of school hours.</b>	3-4	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>b. Description of the district’s current use of hardware and</b>	4	The plan describes the typical frequency and type of use (technology skills/information and	The plan cites district policy regarding use of

<b>software to support teaching and learning.</b>		literacy integrated into the curriculum).	technology, but provides no information about its actual use.
<b>c. Summary of the district's curricular goals that are supported by this tech plan.</b>	<b>5</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.
<b>d. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan for using technology to improve teaching and learning by supporting the district curricular goals.</b>	<b>5-7</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.
<b>e. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan detailing how and when students will acquire the technology skills and information literacy skills needed to succeed in the classroom and the workplace.</b>	<b>8-9</b>	The plan delineates clear goals, measurable objectives, annual benchmarks, and an implementation plan detailing how and when students will acquire technology skills and information literacy skills.	The plan suggests how students will acquire technology skills, but is not specific enough to determine what action needs to be taken to accomplish the goals.
<b>f. List of goals and an implementation plan that describe how the district will address the appropriate and ethical use of information technology in the classroom so that students and teachers can distinguish lawful from unlawful uses of copyrighted works, including the following topics: the concept and purpose of both copyright and fair use; distinguishing lawful from unlawful</b>	<b>9-10</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.

<p>downloading and peer-to-peer file sharing; and avoiding plagiarism</p>			
<p><b>g. List of goals and an implementation plan that describe how the district will address Internet safety, including how students and teachers will be trained to protect online privacy and avoid online predators.</b></p>	<p>10-11</p>	<p>The plan describes or delineates clear goals outlining how students and teachers will be educated about Internet safety.</p>	<p>The plan suggests Internet safety education but is not specific enough to determine what actions will be taken to accomplish the goals of educating students and teachers about Internet safety.</p>
<p><b>h. Description of or goals about the district policy or practices that ensure equitable technology access for all students.</b></p>	<p>11-12</p>	<p>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.</p>	<p>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.</p>
<p><b>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.</b></p>	<p>12-13</p>	<p>The plan delineates clear goals, measurable objectives, annual benchmarks, and an implementation plan for using technology to support the district's student record-keeping and assessment efforts.</p>	<p>The plan suggests how technology will be used, but is not specific enough to know what action needs to be taken to accomplish the goals.</p>
<p><b>j. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan to use technology to improve two-way communication between home and school.</b></p>	<p>13-14</p>	<p>The plan delineates clear goals, measurable objectives, annual benchmarks, and an implementation plan for using technology to improve two-way communication between home and school.</p>	<p>The plan suggests how technology will be used, but is not specific enough to know what action needs to be taken to accomplish the goals.</p>
<p><b>k. Describe the process that will be used to</b></p>	<p>14</p>	<p>The monitoring process, roles, and responsibilities are described in</p>	<p>The monitoring process either is</p>



<p><b>monitor the Curricular Component (Section 3d-3j) goals, objectives, benchmarks, and planned implementation activities including roles and responsibilities.</b></p>		<p>sufficient detail.</p>	<p>absent, or lacks detail regarding procedures, roles, and responsibilities.</p>
<p><b>4. PROFESSIONAL DEVELOPMENT COMPONENT CRITERIA</b> Corresponding EETT Requirement(s): 5 and 12 (Appendix D).</p>			
<p><b>a. Summary of the teachers' and administrators' current technology proficiency and integration skills and needs for professional development.</b></p>	<p>15-17</p>	<p>The plan provides a clear summary of the teachers' and administrators' current technology proficiency and integration skills and needs for professional development. The findings are summarized in the plan by discrete skills that include Commission on Teacher Credentialing (CTC) Standard 9 and 16 proficiencies.</p>	<p>Description of current level of staff expertise is too general or relates only to a limited segment of the district's teachers and administrators in the focus areas or does not relate to the focus areas, i.e., only the fourth grade teachers when grades four to eight are the focus grade levels.</p>
<p><b>b. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan for providing professional development opportunities based on your district needs assessment data (4a) and the Curriculum Component objectives (Sections 3d - 3j) of the plan.</b></p>	<p>18-20</p>	<p>The plan delineates clear goals, measurable objectives, annual benchmarks, and an implementation plan for providing teachers and administrators with sustained, ongoing professional development necessary to reach the Curriculum Component objectives (sections 3d - 3j) of the plan.</p>	<p>The plan speaks only generally of professional development and is not specific enough to ensure that teachers and administrators will have the necessary training to implement the Curriculum Component.</p>
<p><b>c. Describe the process that will be used to monitor the Professional Development (Section 4b) goals, objectives, benchmarks, and planned implementation activities including</b></p>	<p>20</p>	<p>The monitoring process, roles, and responsibilities are described in sufficient detail.</p>	<p>The monitoring process either is absent, or lacks detail regarding who is responsible and what is expected.</p>

roles and responsibilities.			
<b>5. INFRASTRUCTURE, HARDWARE, TECHNICAL SUPPORT, AND SOFTWARE COMPONENT CRITERIA</b> Corresponding EETT Requirement(s): 6 and 12 (Appendix D).			
a. Describe the existing hardware, Internet access, electronic learning resources, and technical support already in the district that will be used to support the Curriculum and Professional Development Components (Sections 3 & 4) of the plan.	21-23	The plan clearly summarizes the existing technology hardware, electronic learning resources, networking and telecommunication infrastructure, and technical support to support the implementation of the Curriculum and Professional Development Components.	The inventory of equipment is so general that it is difficult to determine what must be acquired to implement the Curriculum and Professional Development Components. The summary of current technical support is missing or lacks sufficient detail.
b. Describe the technology hardware, electronic learning resources, networking and telecommunications infrastructure, physical plant modifications, and technical support needed by the district's teachers, students, and administrators to support the activities in the Curriculum and Professional Development components of the plan.	23-24	The plan provides a clear summary and list of the technology hardware, electronic learning resources, networking and telecommunications infrastructure, physical plant modifications, and technical support the district will need to support the implementation of the district's Curriculum and Professional Development components.	The plan includes a description or list of hardware, infrastructure, and other technology necessary to implement the plan, but there doesn't seem to be any real relationship between the activities in the Curriculum and Professional Development Components and the listed equipment. Future technical support needs have not been addressed or do not relate to the needs of the Curriculum and Professional Development Components.
c. List of clear annual benchmarks and a timeline for obtaining the hardware, infrastructure, learning resources and technical support required to support the other plan components	24	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.

identified in Section 5b.			
d. Describe the process that will be used to monitor Section 5b & the annual benchmarks and timeline of activities including roles and responsibilities.	25	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)			
a. List established and potential funding sources.	26	The plan clearly describes resources that are available or could be obtained to implement the plan.	Resources to implement the plan are not clearly identified or are so general as to be useless.
b. Estimate annual implementation costs for the term of the plan.	26-27	Cost estimates are reasonable and address the total cost of ownership, including the costs to implement the curricular, professional development, infrastructure, hardware, technical support, and electronic learning resource needs identified in the plan.	Cost estimates are unrealistic, lacking, or are not sufficiently detailed to determine if the total cost of ownership is addressed.
c. Describe the district's replacement policy for obsolete equipment.	28	Plan recognizes that equipment will need to be replaced and outlines a realistic replacement plan that will support the Curriculum and Professional Development Components.	Replacement policy is either missing or vague. It is not clear that the replacement policy could be implemented.
d. Describe the process that will be used to monitor Ed Tech funding, implementation costs and new funding opportunities and to adjust budgets as necessary.	28	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(s): 11 (Appendix D).			
a. Describe the process for evaluating the plan's overall progress and impact on teaching and learning.	29	The plan describes the process for evaluation using the goals and benchmarks of each component as the indicators of success.	No provision for an evaluation is included in the plan. How success is determined is not defined. The evaluation is defined, but the process to conduct the evaluation is missing.

b. Schedule for evaluating the effect of plan implementation.	29	Evaluation timeline is specific and realistic.	The evaluation timeline is not included or indicates an expectation of unrealistic results that does not support the continued implementation of the plan.
c. Describe the process and frequency of communicating evaluation results to tech plan stakeholders.	29	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 TO MAXIMIZE THE USE OF TECHNOLOGY CRITERION</b> Corresponding EETT Requirement(s): 11 (Appendix D).			
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.)	30	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. EFFECTIVE, RESEARCHED-BASED METHODS, STRATEGIES, AND CRITERIA</b> Corresponding EETT Requirement(s): 4 and 9 (Appendix D).			
a. Summarize the relevant research and describe how it supports the plan's curricular and professional development goals.	31-33	The plan describes the relevant research behind the plan's design for strategies and/or methods selected.	The description of the research behind the plan's design for strategies and/or methods selected is unclear or missing.
b. Describe the district's plans to use technology to extend or supplement the district's curriculum with rigorous academic courses and curricula, including distance-learning technologies.	34	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.

