Educational Technology Plan
2006-2010

Home of the Wildcats... since 1912

Committee Approved: _____

Table of Contents

1. Plan Duration Criterion

1.a. Introduction

Purpose

The Taft Union High School District has prepared this *Educational Technology Plan* to articulate a vision for technology in the Taft Union High School District schools and to identify the strategies that will help schools use technology to promote student achievement of rigorous curriculum standards and the development of critical thinking skills that are essential for academic and workplace success.

Background

The plan was developed to articulate a clear vision for technology use for students and all certificated, classified, and administrative personnel. The *Educational Technology Plan* is driven by the state curriculum standards and supports the educational mission and instructional goals of the Taft Union High School District. At Taft Union High School (TUHS), our alternative education sites Buena Vista High School (BVHS) and Westside Independent Study High School (WISHS), we are proud of our long history and commitment to the role of technology in education. We began our implementation of technology in the 1970's. We've had a graduation requirement in computer literacy since the early 1980's; it has always been our focus to use technology as an integral tool to accomplish the goals of education. This *Educational Technology Plan* summarizes the key educational goals and standards that are the framework for our adopted course of study at TUHS. The plan stresses the importance of rigorous and sustained staff development to the integration of technology into the curriculum. It also is consistent with our Single School Plan, Taft Union High School District curriculum, and the California Standards for the Teaching Profession.

Overview and Vision

In 1991, the school actively sought out members of the school and community for a Future Search Conference. This conference was a weekend retreat at which stakeholders from the school, community, educational partners, feeder districts, and industry met to discuss the past, present, and future of Taft Union High School District. From this conference a vision for students and the school was defined which includes educational technology. The Board has continued to meet annually with administrators and other stakeholders to update the vision and plan for the District and students. Technology helps us to reach all of our students who have a variety of learning needs and styles. To have all teachers be able to address these varied modalities, we will continue to prepare all students and teachers to use educational technology including multimedia. Students then are able to manipulate information in ways that allow them to demonstrate their understanding of a subject. The

Educational Technology program will help our students to improve their computer literacy and academic achievement in all subject areas.

The Taft Union High School District *Educational Technology Plan* envisions a five-year plan to continue, what was started over 20 years ago, a seamless infusion of technology within the District. The Taft Union High School District is noted for its pro-active approach to technology. Within the next five years exponential technology growth is expected to expand on the way technology complements instruction in the classroom, curriculum development resulting from computer based analysis, in the workflow of office communication and paperwork, to strengthen and expand the Information Technology (IT) department, and to improve communication between school, students and parents. Since technology does not stand still, when the District implements technology, monitoring and evaluation will allow for modification when needed to assure technology expenditures and technology's targeted activity provides success in meeting the District's technology goals.

Standards

The *Educational Technology Plan* is driven by the state curriculum standards and supports the educational mission and instructional goals of the Taft Union High School District. Since the 1970's it has been our goal to use technology as an invisible tool for classroom instruction in the attainment of the standards set forth in our adopted course of study. An emphasis has been placed on the importance of rigorous and sustained staff development for successful integration of technology into the curriculum. The *Educational Technology Plan* is consistent with our Single School Plan, Taft Union High School District curriculum, and the California Standards for the Teaching Profession.

EXECUTIVE SUMMARY

The primary goal of our *Educational Technology Plan* is to fully integrate computers, networks, training, and software into the curriculum to achieve computer literacy for all pupils and faculty, and to improve student academic achievement. We will achieve this goal based upon our district content standards and the expectations set forth in our Expected Schoolwide Learning Results (ESLRs).

Handicapped access is available to all technology labs and the Library Media Center. We will continue to ensure that all students have access to all technologies on campus; as situations arise that require special equipment, we will purchase the equipment necessary for that student.

Through an ongoing technology professional development program, teachers and students will be able to use powerful technology applications that support curriculum standards and promote the progression of critical thinking and problem solving skills. The professional development program will reflect research and best practices. It will include ongoing in-service, peer collaborations, coaching and mentoring, and time for reflection. Administrators and support staff will understand how technology can be used in a standards-driven classroom and learn how to support their classroom teachers.

Our current network infrastructure provides 1 GB data transfer rates across the backbone to a majority of our campus via fiber optic cabling. The few connections that cannot run at 1 GB due to distance restrictions run at 100Mb data transfer rate via fiber optic cabling. Every classroom and office has network accessibility via Category 5, 5E, or 6 Ethernet copper cabling. The campus has standardized its network equipment with 3Com manageable Layer 2 and Layer 3 switches and will continue this as the network grows.

A 3 MB data connection to the Internet is purchased from Taft Community College. This cost is paid annually and is connected via Fiber Optic Cabling from the college backbone to our Router.

The technology on campus includes a wide variety of both Macintosh and Windows Based Computers. The majority of the computers used in classrooms and labs are G3, G4, and G5 Macintosh computers running Mac OS X. This makes up for about 70% of the computer hardware on campus. The other 30% are Windows Based computers running Microsoft Windows XP. The primary use of the Windows Based computers is in the Administrative departments on campus. There are both Macintosh and Windows Based servers to facilitate the needs of every computer on Campus. All teachers have access to presentation technology equipment, including LCD and overhead projectors, VCR & DVD players, and TV monitors. We have historically partnered with Apple and Dell for equipment acquisition and support and will continue to do so. Our replacement cycle allows computer hardware to be replaced every three to five years maximum. Software upgrades are decided per application, but follow the same replacement cycle of the hardware at minimum. The majority of the software has been standardized campus wide, making use and availability easily accessible to all Staff and Students.

Technology support consists of cooperative efforts by Instructional Tech Support who assists teachers and students, and IT Dept. who maintains network support and assists administrators and staff, both under the direction of the Information Technology Manager. Both support groups research and acquire appropriate hardware and software solutions, maintain inventory, software licensing, and maintain and repair technology hardware.

2. Stakeholders Criterion

2.a. Acknowledgements

The Taft Union High School District Board of Trustees extends a special note of appreciation to all those who contributed to this plan, the Taft Union High School Technology Committee.

Below is the Taft Union High School Technology Committee members that meets annually, or when needed, to monitor and coordinate the Technology Plan.

Taft Union High School Technology Committee

Administration	
Curt Dubost	Superintendent
Chuck Hagstrom	Business Manager
Marilyn Brown	Principal
Carolyn Wilson	Buena Vista Continuation & WISHS Principal
Chelle Koerner	Director of Special Services
Faculty and Staff	
Tom Brown	Network Computer Support Technician
David Dennis	Tech Coordinator & Computer/Multi-Media Teacher
Jodi Jackson	IT Specialist
Billy Long	IT Technician II
Stacy Meadows	IT Manager
Janet Miller	IT Specialist
Gary Morris	Maintenance, Operations & Transportation Manager
Ted Pendergrass	Building Trades Academy Coordinator
Jacob White	IT Technician II
Rick Woodson	Oil Technology Academy Coordinator
Area Chairs	
Ken Anderson	Vocational/Fine Arts
Nancy Dyer	Language Arts
Marsha Eubanks	Physical Education
Harold Heiter	Math/Science
Ray Newton	Social Science/foreign Language
Parents	
Darcy Perez	Parent
Mike McCormick	Parent/Taft City School Board Member
Tammy Jones	Parent/ PSO President
Tammy Griffing	Parent/Taft High Educational Advisory Committee Facilitator

3. CURRICULUM COMPONENT CRITERIA

3.a Current Access to Technology

The primary goal of our *Educational Technology Plan* is to fully integrate computers, networks, training, and software into the curriculum to achieve computer literacy for all pupils and faculty, and to improve student academic achievement. We will achieve this goal based upon our district content standards and the expectations set forth in our Expected

Schoolwide Learning Results (ESLRs). We currently have approximately 637 computers on both campuses for our 1049 students to use.

3.b Current Use of Technology

All students in all programs have access to our computer labs, classroom computers, and the Internet. In addition, computers are available for student use before, during and after school in the Library Media Center. To help students achieve the ESLRs and to meet the content standards, all students learn and practice data entry, communication, Internet access and research skills, word processing, database, spreadsheet, video editing and multimedia skills in the core and elective curricula. Specifically, students in all classes use the Internet to conduct research. The Oil Technology Academy students design bridges as part of a math unit using technology. Students design houses with CAD drafting tools; TV Productions and Advanced Multimedia students use every aspect of media technology to create a weekly television show that is broadcast from our school TV studio. English and science students make multimedia presentations of material they've written or learned. Students and teachers alike continue to become proficient in the use of technology in learning and instruction.

3.c District Curricular Goals and Academic Content Standards

The goals we have set for technology in our district are aligned with our Single School Plan, WASC, Curriculum, Staff Development and LEA plans. Our schools are currently targeting language arts and math skills for improvement as part of our district curriculum plan. Each site Single School Plan includes the essential standards in core academic areas that students are expected to meet at a proficient level by 2013. In addition, students must pass a Computer Proficiency Exam before they are granted a diploma in the Taft Union High School District. The Taft Union High School District is committed to using technology to improve student achievement. However, the use of technology is not a goal in and of itself; we want to make sure that our students are prepared to use the tools of the Information Age.

3.d Implementation Plan

During the implementation of our Technology Plan, all students will have use of computers with Internet access in every classroom. All departments at Taft Union High School now have presentation stations with projectors so that students can demonstrate their knowledge to the teacher and their classmates. Students at our Alternative Education sites also have access to computers in their classrooms. We will continue to replace and upgrade classroom technology as needed and specifically on a 3-5 year replacement cycle, depending upon the needs of the teacher and department.

In 2003, the Leadership Team and the Board of Trustees adopted Taft Union High School District five-year goals for student achievement. In addition, our school site leadership teams reviewed the data from our state and local assessments and determined that English and math are the areas in which our students need to improve the most. One of our district's goals is to have more than 50% of our students score at the proficient or advanced

level English California Standards Tests (CSTs) by 2007-08. Though we are concerned that students score at the proficient level in all subject areas, we are doubling our efforts in the areas of English and math. In addition, the district goals state that 100% of Taft High Seniors will pass the CAHSEE by grade 12 in 2008. Students are enrolled in CAHSEE remedial classes if the do not pass the exam their sophomore year. Students also receive tutoring at the homework club, and with their teachers until they successfully complete the CAHSEE. Because this is such an important state requirement, we focus our efforts on preparing students to pass this exam. Again, English and math standards are targeted in meeting this goal.

Towards that end, we have explored the best strategies to help our students achieve proficiency in these subject areas. When using technology is the best tool for helping students master content standards, we work together to plan how best to incorporate that technology into the curriculum. We currently use Scholastic READ 180 in a computerized lab to support Title I students and struggling readers. Our two certificated reading specialists use Scholastic READ 180 not as an end in itself but as one of their many strategies and tools in helping students reach their performance goals in reading. English and social science teachers require their students to do a PowerPoint or multimedia presentation so that students can demonstrate their knowledge in relationship to English and social science standards. Geometry students use Geometer's Sketch Pad as a tool to visualize math concepts. Science students conduct research and write reports using the Internet and word processing software. All English students must word process their milestone essays each quarter and also use Accelerated Reader software to demonstrate their completion of outside reading requirements. Students at our Alt. Ed. sites use the PLATO and River Deep Software to help them understand concepts within their English and math curricula. Technology has been infused into the curricula at Taft Union High School, and during our implementation of this Technology Plan we are committed to continuing to find the best tools to help our students become proficient in math and reading.

Though our curricular focus now is on math and English skills, our district is fully committed to building a comprehensive program that encompasses vocational and fine arts as well as core academic subjects. We are currently planning to implement a Building Trades Academy during the 2006-07 school year. Students will learn architectural principles and use CAD to design their projects. Students will also learn hands-on skills so that they can actually build the projects they design. In addition, we are implementing a new Digital Media career pathway in 2006-07. Students in that career pathway will progress through Introduction to Computers, a class that teaches the foundations of keyboarding, word processing, database, spreadsheet, graphics and multimedia skills. From there they can enroll in graphic design, systems management, programming, web design and multimedia classes. The capstone class of the career pathway is Advanced Multimedia wherein students write, film, edit and produce the weekly news program broadcast on our school television station and also manage our school website.

Our fine arts students also use technology in their classes. Band, guitar and piano students use Finale and Garage Band to compose music. Theater lighting drama students learn to use our sound and lighting boards to stage plays and other performances. Art students create digital portfolios to send as part of their application to colleges and universities.

Start Date (M/Y)	Completion Date (M/Y)		Activity or Benchmark	Target Audience	Person Responsible	Implementation Plan
	Proposed	Actual				
1/06	9/07		50% of Students score at the proficient or advanced level English CSTs	Students	Principals, Superintendent	Students are enrolled in remedial classes, receive tutoring in Homework Club, and with their teachers.
1/06	6/08		100% of Taft High Seniors will pass the CAHSEE by grade 12	Students	Principals, Superintendent	Students are enrolled in CAHSEE remedial classes, receive tutoring in Homework Club, and with their teachers.
9/06	9/06		Implement Building Trades Academy	Students	Principal, Area chair, teachers	Teach architectural principals using CAD drafting software, and hands-on skills to build projects that they have designed.
9/06	9/06		Implement Digital Media Career Pathway	Students	Principal, Area chair, teachers	Teach students the basics of typing and technology, and progress through multiple faucets of Multimedia Technology involving, graphic design, systems management, programming, web design, digital video, and Advanced Multimedia wherein students write, film, edit, and produce video programs to use on Campus.

3.e Goals And Implementation Of Technology To Improve Success In The Classroom And Workplace.

One of our ESLRs states that students will be technologically skilled as demonstrated by the ability to use technology to retrieve, organize and communicate information. This ESLR is intended to be a by-product of the use of technological tools in the curriculum, and there is not one area of study at Taft Union High School that does not require students to use technology as a tool to better understand content area standards.

ESLRs and district goals related to technology:

All students be technologically skilled as demonstrated by their ability to use technology to retrieve, organize and communicate information.

- Ninth-grade students are encouraged to enroll in Introduction to Computers where basic computer skills are taught (or students can waive this requirement by passing the proficiency test).
- All students are able to use instructional applications and the Internet, in all subject areas, during the entire school day through a connection in every classroom and in our Library Media Center.
- All students have access to honors and AP classes online offered by UCCP.

All students will become independent and collaborative learners as demonstrated by the ability to organize time and tasks to meet deadlines, participate in group projects, and produce independent work that meets academic content standards.

- On a yearly basis, ninth grade students will receive a basic introduction to multi-media presentations through the creation of a class presentation in their English and other core academic classes.
- In each subsequent year, students will continue independent and group research projects in all areas of the curriculum.
- On a yearly basis, all grade 10 and 12 students will present a multimedia project in their English classes that includes text, graphics, and sound—either in the form of a video, class presentation, or web page—to illustrate their knowledge of research, design, and communication skills.

All students will be aware of career opportunities and demonstrate competency in computer skills required for entry-level jobs. In addition, 100% of students not planning to attend college will graduate with a marketable job skill and the discipline to succeed in the work place.

- On a yearly basis, ninth-grade students are enrolled in Introduction to Computers and will be taught basic computer skills. Students can also waive this requirement by passing the Computer Proficiency test.
- By June of each year, all tenth graders have the opportunity to choose a career pathway, academy, or program that will be recorded in their cumulative files and monitored by counselors and parents to make sure all students have completed the requirements of the program they have chosen.

All students are enrolled in courses that meet state adopted content standards in all subject areas and by 2007-08, 50% of our students will score at the Proficient or Advanced levels on CSTs.

- On an annual basis, administrative and departmental review of courses of study and teacher performance at all District Schools will continue to ensure that all courses are being taught in accordance with state adopted content standards.
- Teachers will use Edusoft to create and monitor student progress on periodic criterion-referenced benchmark exams.

By 2008, 50% of Taft Union High School graduates will meet all UC/CSU A-G requirements and apply for admission to college.
• On a yearly basis, ninth grade students will receive copies of the UC and CSU requirements from their counselors. In addition, a meeting with students and parents will be held to explain the requirements.
• In subsequent years, student progress toward these requirements will be monitored by counselors and parents as part of each student's four-year plan.
• Students can search through the computer-based and print materials in the Taft Union High School Career Center for information on careers, colleges and universities.

3.f Goals And Implementation Of Programs To Utilize Technology And Improve Access

All students are afforded equal and appropriate access to technology across the curriculum and in all classrooms including ELD, Title I and special education classes. Classrooms and computer labs are handicapped accessible and available throughout the day. Technology is imbedded as a tool within all areas of the curriculum; computer labs, wireless access points, laptops and classroom computers are available across campus. Therefore, all students have ready access to the tools they need throughout the day.

It has been the practice of this district to provide all students with support, remediation and special classes they may need to meet academic goals. During the implementation portion of the plan, we will continue to support students with special needs with assistive devices, targeted remediation programs and computerized tools specific to their needs in meeting the requirements of district adopted content standards across the curriculum.

In 2003, Taft Union High School contracted with Edusoft to help teachers create and record benchmark exams. The data is used in all programs to monitor student progress toward district goals for student achievement. Teachers receive ongoing support in the use of this tool, and area chairs lead their departments in analyzing this data to monitor student achievement, curriculum and instruction.

3.g Goals And Implementation To Improve Student Record Keeping And Assessment

The Taft Union High School District is currently using AERIES student information system to keep student records. The program is available to all staff on campus either directly on their computers or via Aeries Browser Interface (ABI). Currently teachers keep student attendance, assignments and grades on AERIES via ABI. All attendance, medical, contact, transcript and discipline information is available to school staff on AERIES. Campus supervisors and the Assistant Principal have the AERIES database of student information on PDAs to assist them on campus and during school events. All administrative, classified and certificated staff will continue to be trained in the use of AEIRES so that it is an effective tool for monitoring student information and achievement data. Teachers will have the ability to access their ABI Attendance and Grade Books offsite by March, 2006.

3.h Goals and Implementation to improve Teacher and Administrator Accessibility to Parents.

ABI Grade Books will be made available to parents at the beginning of the 2007-08 school year so that they may check their individual child's attendance, class work and grades online. This service will be password protected so that individual student information remains confidential.

In addition to AERIES, we have assigned a teacher to Web Design and Advanced Multimedia classes wherein students gather lesson plans, calendars, TV news clips and other information that is of value to parents and the community and then post it on our school website. Most teachers and departments have created their own websites about their classes, class requirements and curriculum so that parents can check what their students should being doing throughout any given week in any particular class. It is our goal to have all teacher web pages and all assignments and lesson plans posted by the end of the 2006-07 school year.

Our TV Productions students produce weekly news and other special feature programs that are aired weekly. These allow the community and parents to get information about students, events and parent/community meetings they may not have been able to attend.

Finally, teachers and parents communicate via e-mail about student progress. We have made a concerted effort at Taft Union High School District to partner with parents in the education of their students and are committed to contacting parents either by phone, e-mail, regular mail or in person to apprise them of their students' progress.

3.i Benchmarks for implementing Planned Strategies and Activities

The computer skills listed below are tools used in classes to help students meet content standards and district goals. The only classes that specifically teach basic computing skills are Introduction to Computers and Information Processing. Before students can graduate, they have to pass a district computer proficiency test that covers a student's understanding and skill in using word processing, spreadsheets, graphs, database, Internet search, file sharing, and producing properly formatted business documents. The Board of Trustees adopted the computer proficiency in order to assure that students acquire the technology and information literacy skills that they will need to succeed not only in their high school classes but in college and the workplace after they graduate from high school.

Classes Emphasizing Technology

These classes have curricula in which computer skills are imbedded. Each year departments review their course outlines to make sure that the courses are meeting content area standards, state blueprints for testing, board adopted goals for student achievement and the ESLRs. As needed, course objectives are updated and teachers identify any technology equipment or software needed to achieve course objectives. After approval by the department chair, technology requests are submitted to and reviewed by the Technology Committee and the Business Manager at an annual purchasing meeting. The

best technological tools to achieve course objectives are then discussed and placed on a list for purchase for the next school year. Taft Union High School District has always been committed to providing what teachers need to achieve course objectives and district goals. There is no change in that philosophy and practice for the duration of this technology plan.

Classes Emphasizing Technology

Skill	Classes	Grade Level
Word Processing	Introduction to Computers	9
	Information Processing	9-12
	Oil Tech Academy	10-12
	All core academic, vocational and fine arts classes	9-12
Database, spreadsheet	Introduction to Computers	9
	Information Processing	9-12
	Oil Tech Academy	10-12
	Math and science classes	9-12
Graphics, multimedia	All core academic classes	9-12
	Graphic Design	9-12
	Web Design	10-12
	TV Productions	9-12
	Advanced TV Productions	10-12
	Oil Tech Academy	10-12
	Music and art classes	9-12
	Advanced Multimedia	11-12
Programming	Computer programming	10-12
	Web Design	10-12
	Advanced Multimedia	11-12
HTML	Introduction to Computers	9
	Web Design	10-12
	Oil Tech Academy	10-12
	Honors English and history	10-11
Computer assisted music composition	Band	9-12
	Piano	9-12
Information retrieval from Internet and digital sources	Introduction to Computers	9
	Information Processing	9-12
	Oil Tech Academy	10-12
	All core academic, vocational and fine arts and PE classes	9-12

Start Date (M/Y)	Activity or Benchmark	Target Audience	Person Responsible	Implementation Plan
Annual	Students must pass CAHSEE for graduation	Students	Principals, Superintendent	Students are enrolled in CAHSEE remedial classes, receive tutoring in Homework Club, and with their teachers.
Annual	Students must pass district computer proficiency for graduation	Students	Principals, Superintendent	Departments review course outlines and update course objectives as needed to give students the knowledge needed to pass the proficiency exam

3.j Monitoring and Evaluation

The monitoring and evaluation of the curriculum falls under the direction of the principals of both schools, the IT Manager, Tech Coordinator, Area Chairs, and the Director of Special Services.

Monitoring & Evaluation Timeline—Curriculum

Start Date (M/Y)	Completion Date (M/Y)		Activity or Benchmark	Target Audience	Person Responsible	Evaluation How Often	Indicators of Success
	Proposed	Actual					
6/06	9/06		Summer Technology Institute Staff Technology Training	Staff	Tech. Coordinator	Annual	Teacher Tech Implementation in the classroom, Staff Survey and Observation
1/06	Ongoing		Staff encouraged to attend technology conferences	Staff	Principal	Semi-Annual	Approval of Conference Requests and Conference Reports to Board of Trustees
7/06	Ongoing		Upgrade current technology	Students	Teachers/ Tech. Committee	Annual	Inventory Age Purchase Orders
1/06	Ongoing		Expansion of multimedia, and web design and online curriculum	Students	Area Chairs, Principals, and Tech. Committee	Annual	Observation and Board approved courses offerings

Start Date (M/Y)	Completion Date (M/Y)		Activity or Benchmark	Target Audience	Person Responsible	Evaluation How Often	Indicators of Success
	Proposed	Actual					
9/06	Ongoing		Expansion of cross-curricular multi-media and online learning	Students	Area Chairs, Principals, and Tech. Committee	Annual	Observation and Board approved courses offerings
1/06	Ongoing		Students will do online research of colleges and careers	Students	Voc. Ed. Area Chair, Counselors, Director of Guidance	Annual	Observation, Staff Survey of students researching in the Career Center, and student Pathway Program selection
5/06	Annual by Graduation Day		Required for Graduation: Computer course and Computer Proficiency Test	Students	Counselors and Voc. Ed. Area Chair	Annual	Students meeting Computer Graduation Requirements
11/05	3/06	12/05	Offsite ABI Access for Teachers	Teachers	IT Manager	Monthly	Reports from Teachers
1/06	Ongoing		Students enrolled in courses meeting content standards and UC and CSU requirements	Students	Director of Guidance, Counselors	Annual	Student Information Data Report and approved Course Outlines

4. Professional Development

The past history of professional development has included using Digital High School grant money to fund staff development through three years of Summer Technical Institutes. These institutes provided teachers with a working knowledge of several programs that are beneficial in the classroom situation. In addition, teachers created a curriculum unit that required students to use multimedia as a presentation or learning tool. In the last three years at Taft Union High School, we have continued to offer summer technology institutes but have also included mandatory technology workshops for teachers during our three pre-service staff development days. Teachers in the Taft Union High School District are now required to acquire CTAP 2 level training as part of their professional growth plan.

4.a Current Technology Skills and Needs for Professional Development

The 2005-06 Ed Tech Profile shows 52% of our certificated staff, including administrators, have acquired intermediate or proficient level skills in the areas of general computer knowledge and skills; 31% are at the beginning level. The rest (10 people) said that this category was not applicable.

In the CCTC standards related to integrating technology into the classroom, 12% (seven people) of the respondents said the category was not applicable to their particular classroom situation; 12% said they were proficient, 34% said they had intermediate skills, and 42% said they had beginning knowledge and skills in this area.

Questions related to CCTC standards relating to Using Technology to support student learning showed that 78% of the respondents in 2005 had beginning, intermediate or proficient skills. Thirteen respondents (22%) stated this standard was not applicable.

Questions related specifically to Staff Development Needs showed that 57 of 62 respondents (92%) of the staff had attended training in the use of computers in the last three years. 18 of the 62 respondents had attended more than 40 hours of training. Seventy-six percent of the respondents said they prefer or need staff development related specifically to integrating technology in to the classroom.

Teachers who…	2005	2001
Use a full range of technology tools in the curriculum to target multiple learning modalities.	62%	37%
Allow students to use some technology for accessing and reporting information.	100%	85%
Use technology for managing their own work	100%	35%

4.b Goals and Implementation for Providing Professional Development

The results of the Ed Tech Profile and our current goals indicate that we are on track with our staff development goals in technology. Specifically, we will continue to offer voluntary summer technology institutes throughout the implementation of the plan. Teachers are paid to attend these summer institutes, and our own technology mentors teach other teachers how to use hardware and software to support student learning. In addition, CTAP training will be offered each spring at Taft Union High School to certificated staff in our district so that they can fulfill their necessary CTAP 2 certification. We also encourage teachers to take CTAP classes either at the Kern County Superintendent of Schools Office or online. Teachers are offered a one-time stipend when they complete their CTAP 2 certification.

Teachers who go on to complete CTAP 3 and offer technology training for teachers at our site receive an ongoing stipend that is added to their salary for the years in which they teach classes.

In addition to Summer Institutes and regular CTAP training, we will continue to offer mandatory training in computer basics for teachers who are new to the district. This training occurs each summer as part of new teacher orientation. This training will continue for the duration of the technology plan as will Edusoft, ABI and computer basics training.

A focus for staff development and instructional methods will be placed on differentiating instruction in core area classes, as we strive to bring all students to the proficient level on CSTs. It is important for teachers to use instructional strategies that allow them to reach all students.

Goals and Implementation Strategies

1. All staff will become professionally proficient in the use of technology to include basic operations of various technologies, personal computer productivity tools, technology literacy applications and the effective use of Internet tools and resources.

Six types of technology related proficiencies deserve particular attention:
- Basic uses of technology.
- Selecting and integrating technology into non-lab instruction.
- Demonstrate the value of technology by introducing teachers to AERIES grade book applications, other personal productivity software and/or communications tools such as e-mail.
- Using technology for classroom management and administrative purposes.
- Advancing one's own professional learning.
- Develop and enforce codes of legal and ethical use of technology.

a. Survey teacher technology skills on a regular basis to inform professional development planning.

b. Focus training on a standardized set of technology skills and introduce new skills incrementally.

2. Through an ongoing, technology professional development program, teachers with their students will be able to use powerful technology applications that support curriculum standards and promote the progression of critical thinking and problem solving skills.

a. Engage teachers in hands-on work with the same technologies, applications and lab settings that they will use with their students.

b. Post technology embedded lesson plans on the TUHS website, allowing students access to Internet links, exemplary projects, and other curriculum materials related to the class subject.

3. The professional development program will reflect research and best practices to include ongoing in-service, peer collaborations, coaching and mentoring and time for reflection.

    a. Make technology an integral part of the district's and school's ongoing professional development in all content areas.

    b. Engage teachers in the evaluation of their classroom practices and subsequent planning of their professional development activities.

    c. Tie technology training to the deployment of equipment using the Summer Technology Institute.

    d. Introduce technology in the classroom through teacher's favorite lesson plans.

    e. Utilize distance learning programs that have a strong professional development component.

    f. Utilize web-based applications to provide support for new teachers.

4. Administrators and support staff will understand how technology can be used in a standards-driven classroom and learn how to support their classroom teachers.

    a. Develop teacher classroom support through site technology coordinators, list of resources, and list of staff proficient in multi-media.

    b. Continue incentives to encourage professional staff to participate in training opportunities.

    c. Continue to utilize the district technology training lab at Kern County Superintendent of Schools.

    d. Explore a variety of strategies to expand training personnel and build internal expertise including the Summer Technology Institute, CTAP certification, and pre-service workshops.

5. Through Staff Development activities, teachers will learn to differentiate instruction using technology.

    a. Provide more instructional technology resources for teachers across core curriculum.

    b. Continue whole-class access to the LRC for Internet research, word processing, Accelerated Reader and Geometers Sketchpad.

16

    c. Encourage teachers to research computer enrichment programs for students in there classes.

4.c Benchmarks for implementing Planned Strategies and Activities

Many of our staff development goals related to technology and student achievement have already been set in motion as indicated in the section above. In addition, we are adding workshops in differentiating instruction as outlined in Gayle Gregory's research outlined in *Differentiating Instruction with Style: Aligning Teacher and Learner Intelligences for Maximum Achievement* and effective instructional strategies based upon Marzano, Pickering and Pollock's *Classroom Instruction that Works*. Both present sound research-based approaches to improving student achievement, which is the centerpiece of our district goals.

Below is a table that outlines our professional development plans related to technology for the duration of this Technology Plan.

Technology Professional Development Plan

Timeline	Pre-Service	Type of Staff Development	Who is responsible?
2006-2010		Summer Technology Institutes Integrating Technology Into Curriculum Multimedia Projects	Tech coordinator/ TUHS Principal
Spring 2006-2010	Pre-Service	CTAP 2 Training Edusoft Training	TUHS Principal TUHS Principal
2005-2010	Pre-Service	Computer Basics	Tech coordinator
2005-2010	Pre-Service Pre-Service and as needed	Tech training for new teachers AERIES ABI training	Tech coordinator IT Manager
2006 2006-2008	Pre-Service Pre-Service	Differentiating Instruction Using **technology** to differentiate Instruction	TUHS Principal Tech coordinator/ TUHS Principal
2006-07	Pre-Service	Differentiating Instruction with Gayle Gregory	TUHS Principal
2006-07	Pre-Service and Five Wednesday Planning Days	Classroom Instructional Strategies	AVID Teacher/Students Teacher Presenters TUHS Principal
2005-2010	Pre-Service	Instruction in web design and posting information to the website	Web design instructor

4.d   Monitoring and Evaluation

With the growing need for Technology in the classroom and availability to students, the district has identified the need for teachers to be trained often, so that they can easily assist the students. The Principal, Technology Coordinator, and Technology Committee oversee professional development concerns at TUHS and our Alternative Ed sites.

Monitoring & Evaluation Timeline—Professional Development

Start Date (M/Y)	Completion Date (M/Y)		Activity or Benchmark	Target Audience	Person Responsible	Evaluation How Often	Indicators of Success
	Proposed	Actual					
1/06	NA		Teachers become more proficient in the use of computer and Internet tools/ resources	Teachers	Tech Coordinator and Principal	Semi-Annual	Staff Survey, Observation, and CTAP I, CTAP II certification
1/06	NA		Engage teachers in technology settings reflecting curriculum standards and student classroom practices	Teachers	Tech Coordinator and Principal	Monthly	Staff Survey, Observation and posting of lesson plans on web page
6/06	NA		Professional development programs that reflect curriculum standards and technology usage	Teachers	Tech Committee and Principal	Semi-Annual	Staff Survey and Observation
1/06	NA		Administrators and support staff will design professional development activities in the use of student information and classroom management systems.	Teachers	Principal, IT Manager	Annual	Staff Survey and Observation and lesson plans on the web page

Start Date (M/Y)	Completion Date (M/Y)		Activity or Benchmark	Target Audience	Person Responsible	Evaluation How Often	Indicators of Success
	Proposed	Actual					
1/06	NA		Teachers will monitor student progress using periodic benchmark exams designed on Edusoft.	Teachers	Area Chairs, Principals, Superintendent	Quarterly	Assessment Data, STAR
3/06	NA		Administrators and support staff will develop programs that assist staff in using technology in the classroom	Teachers	Tech Committee Tech Coordinator Principal	Semi-Annual	Staff Survey and Observation

5. Infrastructure, Hardware, Technical Support, and Software

5.a Needs and Resource Assessment

As Technology Based Instruction grows in the classroom, the district will meet its needs head on to increase and equalize access to technology resources. To accomplish this, the IT Dept. and Tech Support will be combining together, collaborating support, and strengthening Instructional Technology. We will work to create more accessibility to resources by continuing to upgrade network infrastructure to 1 GB data transfer rates across the backbone and to the classroom. This will be done by replacing old network switches with newer technology and upgrading classroom wiring as needed. It is also a goal of the district to get more technology to the classroom and work to increase the computer to student ratio, striving toward a 1:1 environment. This will be accomplished by adding more computers, creating mini-lab environments with 10+ workstations, and wireless laptop labs in the classrooms. The district will strive to give the teacher more resources to teach with, such as, LCD projectors, presenter stations, and specialized technology equipment for specific subject instruction.

Giving the teacher the ability to maximize productivity using technology during instruction is our primary focus. Avoiding disruption of the educational process will continue to be the primary consideration while providing more accessibility to technology in the classrooms and offices.

The District's goal is to provide on-going support of technology appropriate to standards-based classroom instruction.

5.b Hardware

The technology on campus includes a wide variety of both Macintosh and Windows Based Computers. The majority of the computers used in classrooms and labs are G3, G4, and G5 Macintosh computers running Mac OS X. This makes up for about 70% of the computer hardware on campus. The other 30% are Windows Based computers running Microsoft Windows XP. The primary use of the Windows Based computers is in the Administrative departments on campus. There are both Macintosh and Windows Based servers to facilitate the needs of every computer on Campus. All teachers have access to presentation technology equipment, including LCD and overhead projectors, VCR & DVD players, and TV monitors. We have historically partnered with Apple and Dell for equipment acquisition and support and will continue to do so. Our replacement cycle allows computer hardware to be replaced every three to five years maximum. Software upgrades are decided per application, but follow the same replacement cycle of the hardware at minimum. The majority of the software has been standardized campus wide, making use and availability easily accessible to all Staff and Students.

Electronic Learning Resources

The Library Media Center, staffed by a resource aide, gives students access to the Internet, student assigned applications supported on campus, videos, an electronic card catalog, and a web-based periodicals research site. This is also the location where students go to take their Accelerated Reader tests. AR tests make up for 10% of a students English Grade at all grade levels. STAR Reading is used to place the students reading ability. AR material is taken from these scores.

 Several classrooms on campus have computer stations for students to work on audiovisual projects, using digital still and video cameras. Additionally, a computer lab in our alternative education school provides computer-assisted instruction to individual high school and adult education students.

Students can access our intranet and the Internet in all classrooms, including our alternative education sites, and use it to conduct research and produce reports and presentations. Currently, technological resources are being used for teaching and learning in all subject areas. Currently we are at a 3:1 student to computer ratio, allowing students more opportunity to maximize their productivity on campus.

Our Local Area Network extends to every facility used by students and faculty on campus. Handicapped access is available for all facilities. Disabled students are able to access technology-based learning resources from any classroom on campus or in the Library Media Center. In addition, students with disabilities have access to appropriate assistive technologies, as outlined in their IEPs. This does not only include physical or mental disabilities, but learning disabilities as well. Using programs such as Scholastic READ 180,

PLATO, and RiverDeep to assist with the learning disabilities. Our vocational education programs offer access to technology through specialized software, for example CAD or Video Editing software, instructional videos and web accessible designs. We will continue to ensure that all students have access to all technologies on campus; as situations arise that require special equipment, we will purchase the equipment necessary for that student.

Networking and Telecommunications Infrastructure

Our current network infrastructure provides 1 GB data transfer rates across the backbone to a majority of our campus via fiber optic cabling. The few connections that cannot run at 1 GB due to distance restrictions run at 100Mb data transfer rate via fiber optic cabling. Every classroom and office has network accessibility via Category 5, 5E, or 6 Ethernet copper cabling. The campus has standardized its network equipment with 3Com manageable Layer 2 and Layer 3 switches and will continue this as the network grows.

Voice access for our district is built upon 20 trunk lines, which provide administrative offices and classrooms with telephone access and voicemail. Multiple voice lines have recently been added to each classroom allowing the teacher more flexibility in classroom arrangement.

Security measures have been taken to protect and secure the network and telecommunications infrastructure both physically and electronically. Physical location of network equipment is mounted in lockable cabinets or racks. Electronic security, which is addressed by hierarchical access secured by passwords, firewalls and filters, virus protection software, and backup software.

Tech Support

Technology support consists of cooperative efforts by Instructional Tech Support who assists teachers and students, and IT Dept. who maintains network support and assists administrators and staff, both under the direction of the Information Technology Manager. Both support groups find and acquire appropriate hardware and software solutions, maintain inventory, software licensing, and maintain and repair technology hardware.

Instructional Tech Support consists of two full time employees that maintain the daily activities of tech support, technology acquisition and inventory for teachers and students dealing with Macintosh computers. We currently employ two TUHS graduates attending college as part-time technicians.

The administrative support system consists of four full-time classified District IT staff whose responsibilities include support of the Network Infrastructure, PC support, student information system, technology acquisition, and inventory.

This system of dual support allows teachers and staff to be able to call for technical support during the school day, and a technician will be available for immediate troubleshooting.

Monitoring and Evaluation

The Principals, Technology Committee, IT Department, Business Manager, and MOT Supervisor will monitor the updating of our infrastructure, ordering of hardware and software, and tech support.

Monitoring & Evaluation Timeline—Infrastructure, Hardware, Tech. Support, Software

Start Date (M/Y)	Completion Date (M/Y)		Activity or Benchmark	Target Audience	Person Responsible	Evaluation How Often	Indicators of Success
	Proposed	Actual					
7/06	NA		Improve the speed and capacity of our student and staff network system	Staff & Students	IT Manager, Tech Coordinator and MOT Manager	Periodic	Tech. Coordinator and IT Manager observation
1/06	NA		Monitoring and evaluating technology in the District	Staff & Students	Tech. Committee and Principal	Semi-Annual	Progress reports to the administration

6. Funding and Budget

As the technology needs of the District are identified, the expenditures and funding sources are considered as part of the annual budget development and adoption cycle. Personnel costs and the maintenance and replacement of the existing infrastructure and equipment are considered as part of the ongoing operational expenses of the District. Special projects or programs, such as the Partnership Academy, may result in one-time sources of funding for specific expenditures. The district is committed to securing ongoing, stable funding to support the curriculum resources, staff development, technology tools, infrastructure, and technical support which are necessary to implement the Technology Plan.

6.a Funding Strategies

- Develop a three to five year review and replacement cycle that includes hardware, software, and network equipment.
- Advocate for additional, ongoing state money
- Set aside a percentage of District unrestricted revenue to support the technology plan
- Direct any savings resulting from technology applications to support implementation of the plan
- Apply for grants, such as e-rate or EETT, building in funds for professional development and technical support of any technology acquired in the grant

- Continue to seek out partnerships with businesses and other educational and community agencies
- Utilize the state buying program or other approved cooperative agreements to purchase software, hardware, video and distance learning resources
- Coordinate all purchasing acquisitions to ensure that both general and restricted technology funds are used to support the technology plan

Budget Planning, Implementation, and Monitoring

- Budget development and planning procedures include the use of reports generated from the prior-year budget planning files for informational purposes
- Traditional expenditures, such as replacement of obsolete equipment and external maintenance agreements, are automatically considered in each budget development cycle, while prior year one-time expenses are noted for comparison purposes
- Technical support and training, in addition to that provided by staff, is included in the annual budget planning process as a traditional expenditure
- Budget components included in the plan are identified by District assigned codes related to the support function and responsible manager
- Monthly cumulative and management-level reports are distributed to assist in the monitoring of expenditures and budget
- Special income sources are identified and related expenditures tracked by the assigned SACS resource code

6.b Implementation Costs

Project	Year 1 Estimated Cost	Year 2 Estimated Cost	Year 3 Estimated Cost	Year 4 Estimated Cost	Year 5 Estimated Cost
Technology Collaboration	$75,000 Server Racks, Network Switches, Network Cabling	$75,000 Total Backup Solution, Upgrade UPS devices, Server Upgrades	$40,000 Server Upgrades, New Technology	$40,000 Server Upgrades, New Technology	$40,000 Server Upgrades, New Technology
Computer Upgrade	$250,000 Replace 192 computers, add new computers	$150,000 Replace 78 computers, add new computers	$175,000 Replace 118 computers, add new computers	$200,000 Replace 151 computers, add new computers	$350,000 Replace 189 computers, add new computers
Network Upgrade	$45,000 Replace 4 Switches, Replace Router, Add Firewall w/ Content Filter	$15,000 Replace 4 Switches, add new technology	$18,000 Replace 5 Switches, add new technology	$18,000 Replace 5 Switches, add new technology	$35,000 Replace 13 Switches, add new technology

Project	Year 1 Estimated Cost	Year 2 Estimated Cost	Year 3 Estimated Cost	Year 4 Estimated Cost	Year 5 Estimated Cost
Classroom Technology	$25,000 LCD projectors, Presenters, Digital Camera's	$30,000 20% more than Previous Year	$36,000 20% more than Previous Year	43,000 20% more than Previous Year	$52,000 20% more than Previous Year
Aeries Access Offsite	$2500 (VeriSign License)	$6000 SQL Server Upgrade		$2500 (VeriSign License)	
Math Proficiency Lab	$100,000 Server, 20 Computers, Math Materials				$30,000 20 Computers, Software Upgrades
Building Trades Academy	$50,000 Digital CAD Tools, Plotter	$30,000 25 Computers, Software Upgrades, Updated Engineering tools	$10,000 Software Upgrades, Updated Engineering tools	$10,000 Software Upgrades, Updated Engineering tools	$10,000 Software Upgrades, Updated Engineering tools
Digital Media Career Pathway	$20,000 Computer Upgrades, Multimedia Equipment	$20,000 Computer Upgrades, Multimedia Equipment	$20,000 Computer Upgrades, Multimedia Equipment	$20,000 Computer Upgrades, Multimedia Equipment	$20,000 Computer Upgrades, Multimedia Equipment

6.c Level of Support

The relationship between Budgeting, curriculum, and hardware / Infrastructure is an ongoing process.

Curriculum → hardware / Infrastructure → $$ → Curriculum → hardware / Infrastructure

It is a goal of the district to give teachers the tools needed to improve learning for the students. Like with the reading lab using Scholastic READ 180, it starts with the teachers and students. When new projects are suggested to technology, and budgeted for implementation, Technology first looks at how it will benefit the students. Once the requirements are established for equipment and support, it is forwarded to Budgeting for the following year.

Example: Reading Lab

School identified a need to improve reading scores among Title I students and those with learning disabilities. Two reading specialists from within the school researched and chose Scholastic READ 180 to improve these scores. It was also identified that a classroom aide would be needed to implement the program.

From that point, technology created an implementation plan for the classroom. It was decided that it would need 12 workstations and a stand-alone server running Microsoft Windows 2003 to support the Scholastic READ 180 program. Estimates were then drawn up for implementation cost for all equipment and software.

After Bids were received for hardware, it was forwarded on to Business office for approval. This cost, plus the wages for the classroom aide were added up and submitted to the board for approval. After approval, the funds were budgeted for the following year.

6.d Replacement Policy

Following our current three to five year replacement plan, the district has a very strict policy as to how obsolete equipment is handled. Once old equipment is identified, a list is generated and proposed to the district board for replacement and/or removal. Following board approval, the district seeks out other educational institutions, (ex. Westside ROP, Cuyama Joint Unified School District) that could use the equipment to further instructional technology on there campuses. Other equipment not donated is sent to a recycling center for disposal.

6.e. Monitoring & Evaluation Timeline— Funding and Budget

The Principals, Technology Committee, IT Department, Business Manager, and MOT Supervisor will monitor the budgeting and purchasing of new technology equipment.. Because so many departments are involved in the success of a child's education, it is key to have each department participate in the Monitoring & Evaluation of technology used in Education.

Start Date (M/Y)	Completion Date (M/Y)		Activity or Bench-mark	Target Audience	Person Responsible	Evaluation How Often	Indicators of Success
	Proposed	Actual					
1/06	NA		Current budget reports	Business Manager, Department Chairs, IT Manager, Tech Coordinator, MOT Manager, and Principal	Business Manager, Department Chairs, IT Manager, Tech Coordinator, MOT Manager, and Principal	Monthly	Staff receives budget reports
1/06	NA		Budget planning for replacing and expanding technology	Business Manager, Department Chairs, IT Manager, Tech Coordinator, MOT Manager, and Principal	Business Manager, Department Chairs, IT Manager, Tech Coordinator, MOT Manager, and Principal	Periodic	Inventory records and budget records

25

Start Date (M/Y)	Completion Date (M/Y)		Activity or Bench-mark	Target Audience	Person Responsible	Evaluation How Often	Indicators of Success
4/06	NA		Evaluation of technology budget requests and coordination of technology purchases and needs	TUHS Tech Committee	TUHS Tech Committee	Annual	Board Approved Budget

7. Monitoring and Evaluation

7.a Monitoring and Evaluation of *Educational Technology Plan*

The Superintendent, Principal, Technology Committee, IT Manager, Business Manager, and MOT Supervisor will oversee the monitoring and evaluation of our *Educational Technology Plan*. The Plan will be reviewed annually in its entirety and the Technology Committee will oversee the progress and completion of set goals within this *Educational Technology Plan.* A timeline for key benchmarks appears at the end of each section.

7.b & 7.c Evaluation Process and Effectiveness of Plan Implementation

The Technology Committee will meet 6 months (approx. 6/06) after the implementation of the *Educational Technology Plan* to review the effectiveness and success of its implementation. The Technology Committee will continue to meet twice a year for the life of the Tech Plan. By doing this, the committee can continue to monitor the effectiveness of this plan, and create solutions for new projects based off the objectives of this plan. This would accelerate the process of getting technology to the classroom and the students quicker.

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

8.a District Identified Adult Literacy Providers and Program

Taft Union High School District refers most adult literacy students to Taft College, which is adjacent to the Taft Union High School campus. Though the Taft Union High School and Taft College districts are separate entities with their own funding, administrators and teachers, the two districts have a history of collaborating and pooling resources to provide the best services for students grades 9-14 no matter which district hosts the program.

Taft College currently has English classes for literacy students that are taught in their Learning Resource Center computer lab and by tutors. Professors oversee the students'

individual programs. Approximately fifty percent of their program is computer based. Because Taft College houses this valuable community resource, adult students who inquire at our alternative high school about literacy programs are referred to Taft College for services.

The TUHS and Taft College ESL classes are also an integral part of our community literacy program for non-English speakers. Taft Union High School's Out of School Youth (OSY) program was designed and funded in collaboration with Taft College. We were approached by the Taft College administration in 2003 about high school age students enrolling in Taft College GED courses. Research showed that these students were second language learners who were not able to attend regular high school classes because of work and family obligations. We collaborated with Taft College about the best way to serve these students, and it was decided that we would house our OSY program on the Taft College campus where we would provide ESL classes and GED support for high school age students. We have since moved our OSY program to our Independent Study site and still collaborate w/ TC for GED services. Enrollment in OSY has been 20-25 students each year. Students successfully transition to GED classes and take the exam.

Other literacy programs in Taft are housed at the Kern County Library. Though we do refer students to and work closely with the Kern County Library's staff, we are not involved in the development or support of the County's literacy programs.

During the implementation of the Technology Plan, we will continue our yearly review of OSY with Taft College to see how we can best provide materials, resources and staff to support our already successful program. In addition, we will monitor student progress to ensure that we are providing the best services we can to our 9-14 students.

In addition, we will conduct annual articulation meetings between individual Taft Union High, alternative education and Taft College staff to better understand our community's adult literacy needs and how technology can play a part in providing everyone in our community with the literacy services they may require.

9. Effective Research-based Methods, Strategies and Criteria

9.a Education Technology Strategies and Proven Practices

A review of research on the effects of educational technology on student learning shows that there are no definitive studies linking student success with digital technologies, although there are studies that show particular applications in particular circumstances are effective. The conclusion of the WestEd study "Investing in Technology: the Learning Return" (August 2002) is that "technology is a means, not an end; a tool for achieving learning goals, not a goal in itself." This premise is and has always been the foundation and basis for the use of technology in classrooms at the Taft Union High School District. We begin our technology planning and purchase requests with the question, "What is it that you want to be able to do?" The answer is always put in terms of developing a new program or

increasing student success. It is only when we've defined what it is we want to do that we begin to look at the best methods to achieve our goals. When technology is the answer, we begin researching the software and hardware that will help students reach their learning goals. Instructional technology is a tool for learning at Taft Union High School.

9.b Research Literature of Effective Strategies

Technology has become a necessary tool in education, and there are studies that point to specific applications of technology in the classroom that have shown some positive results. Kulik's review and analysis of multiple studies on the effects of using technology in elementary and secondary schools draws some positive conclusions in relation to technology in schools. (Kulik, J. (2003). *Effects of using instructional technology in elementary and secondary schools: What controlled evaluation studies say.* Arlington, Virginia: SRI International. Retrieved November 16, 2005 from http://www.pbs.org/teachersource/teachtech/research.shtm.) Kulik concludes that instructional technology and computer enrichment programs used in the core academic areas were shown to have "positive effects on students' writing, mathematics, and performance in the natural and social sciences." In addition, Kulik found that the more students and teachers have training in and access to computers, the more effective instructional technology becomes. Our implementation plan is focused on providing the tools and training necessary to improve student achievement in our core academic disciplines, especially math and language arts.

Research also shows that Internet use by teenagers both as an instructional tool and as a study aid is an important factor in their learning. ("The Internet and Education: Findings of the Pew Internet & American Life Project," 9/1/2001 | Report | Amanda Lenhart, Maya Simon, Mike Graziano. Retrieved November 16, 2005 from http://www.pbs.org/teachersource/teachtech/research.shtm.) The authors state, "Teens and parents report that Internet is vital to completing school projects and has effectively replaced the library for a large number of online youth." 637 computers with Internet access in our Library Media Center and in every classroom have provided our students with access to research materials they would not be able to attain in a traditional library collection of books and periodicals. Internet-savvy students are relying on the Internet to help them with every aspect of their schoolwork, and many students say "there is a disconnect between how they use the Internet at school and how they use it after school" (p. 3). Our Technology Committee has recognized that the Internet is a key to providing students with information, but also has committed to using the Internet to share information with parents and the community (TUHS web page and AERIES ABI), complete internal information such as activity, transportation and maintenance requests, and also to provide AP and honors classes for students that we cannot offer on our campus through UCCP.org.

9.c Strategies for Using Technology

Taft Union High School provides access for students to online classes for students who would like to take specialized AP or honors classes that are not offered on our campus, e.g., AP Environmental Science, through UCCP.org. During one period of our school day, students are assigned to a computer lab with a TUHS mentor who helps them register for

their online classes. Students are taught by an online instructor, and the mentor assists students with the technical aspects of the class, proctors exams, and provides help and guidance as needed. Our contract with UCCP allow allows students who have missed UC A-G requirements make up those requirements online and get on track for a four-year college or university. Having 50% of our Taft High grads meet all UC/CSU A-G requirements and apply for admission is the first Taft Union High School District five-year goals. UCCP has provided a way for a smaller school such as ours to offer courses we could not offer otherwise and to keep our students competitive in the application process. Another Taft Union High School District five-year goal is for more than 25% of Taft High juniors and seniors to take and pass at least one AP exam during their junior or senior year. Though we currently offer eight AP courses on our campus, UCCP allows us to offer a wider range of AP courses that fit the interests and goals of our students.

Taft Union High School District

COMPUTER USE POLICY – Faculty & Staff

INTRODUCTION

This acceptable use policy governs the use of computers and networks on the Taft Union High School District facilities. As a user of these resources, you are responsible for reading and understanding this document.

The TUHS District computers and e-mail system are District property and must be used for District purposes only. TUHS District computers, the District network to which they are connected, and the District-funded Internet connections are provided to enhance productivity, to facilitate professional communication, and to utilize Internet resources in the service of the education of TUHS District students.

RIGHTS AND RESPONSIBILITIES

Computers and networks can provide access to resources on and off the TUHS facilities, as well as the ability to communicate with other users worldwide. Such open access is a privilege and requires that individual users act responsibly.

Users must respect the rights of other users, respect the integrity of the systems and related physical resources, and observe all relevant laws, regulations, and contractual obligations. Since electronic information is volatile and easily reproduced, users must exercise care in acknowledging and respecting the work of others through strict adherence to software licensing agreements and copyright laws.

EXISTING LEGAL CONTEXT

All existing laws (federal and state) and district regulations and policies apply, including not only those laws and regulations that are specific to computers and networks, but also those that may apply generally to personal conduct.

Users do not own accounts on district computers, but are granted the privilege of exclusive use. Under the Electronic Communications Privacy Act of 1986 (Title 18 U.S.C. section 2510 et. seq.), users are entitled to privacy regarding information contained on these accounts. This act, however, allows system administrators or other designated district employees to access user files in the normal course of their employment when necessary to protect the integrity of computer systems or the rights or property of the district. User files may be subject to search by law enforcement agencies under court order if such files contain information that may be used as evidence in a court of law. In addition, student records on district computer facilities are considered "educational records" under the Family Educational Rights and Privacy Act of 1974 (Title 20 U.S.C. section 1232[g]).

Misuse of computing, networking or information resources may result in the loss of computing and/or network access. Additionally, misuse can be prosecuted

Appendix A

under applicable statutes. Users may be held accountable for their conduct under any applicable district policies, procedures, or collective bargaining agreements. Illegal reproduction of software and other intellectual property protected by U.S. copyright law is subject to civil damages and criminal punishment including fines and imprisonment.

Other organizations operating computing and network facilities that are reachable via the TUHS network may have their own policies governing the use of those resources. When accessing remote resources from TUHS facilities, users are responsible for obeying both the policies set forth in this document and the policies of the other organizations.

COMPUTER ACTIVITY VIOLATIONS

Conduct which violates this policy includes, but is not limited to, the activities in the following list:

◊ Unauthorized use of a computer account.
◊ Using the district network to gain unauthorized access to any computer systems.
◊ Connecting unauthorized equipment to the district network.
◊ Unauthorized attempts to circumvent data protection schemes or uncover security loopholes. This includes creating and/or running programs that are designed to identify security loopholes and/or decrypt intentionally secure data or secure passwords.
◊ Performing an act that will interfere with the normal operation of computers, peripherals, or networks.
◊ Running or installing on any computer system or network, or giving to another user a program intended to damage or to place excessive load on a computer system or network. This includes, but is not limited to, programs known as computer viruses, Trojan Horses, and worms.
◊ Wasting/overloading computing resources, such as printing too many copies of a document, and excessive network traffic, such as network games.
◊ Violating terms of applicable software licensing agreements or copyright laws.
◊ Violating copyright laws and their fair use provisions through inappropriate reproduction or dissemination of copyrighted text, images, etc.
◊ Using district resources for commercial activity such as creating products or services for sale.
◊ Using electronic mail to harass or threaten others. This also includes sending repeated, unwanted e-mail, or other electronic communication, to another user.
◊ Installing software not related to the mission of TUHS. District system administrators will remove unauthorized programs.
◊ Inappropriate mass mailing.
◊ Forging the identity of a user or machine in an electronic communication.
◊ Transmitting or reproducing materials that are slanderous or defamatory in nature, or that otherwise violate existing laws or district regulations.
◊ Storing or displaying material that would create a hostile environment when seen by co-workers, students or the public.

Appendix A

◊ Attempting to monitor or tamper with another user's electronic communications, or reading, copying, changing, or deleting another user's files or software without the explicit agreement of the owner.
◊ Sharing and/or providing network or e-mail account passwords to unauthorized staff or students.
◊ The unauthorized use of district computer or network equipment outside of the district educational functions and/or activities.

ENFORCEMENT

Accidental violations are generally resolved informally by system administrators.

Repeated and/or intentional violations may result in the temporary or permanent loss of computer accessprivileges or the modification of those privileges. In addition, offenders may be referred to their supervisor for further action.

Any offense which violates local, state, or federal laws shall result in the immediate loss of some or all district computing privileges and will be referred to the district office and/or law enforcement authorities.

I hereby acknowledge receipt of and agree to adhere to TUHS District Computer Use Policy.

By: _____   Dated: _____

Appendix A

Student Acceptable Use Policy

Taft Union High School   **Internet Use Policy –Parent Approval**

Students at Taft Union High School have access to the Internet. Internet resources offer tremendous opportunities of educational value but they also offer persons with illegal or unethical purposes avenues for reaching students, teachers, and others, including parents. This resource also carries information that may not be age-appropriate for high school students. Taft Union High has established the following guidelines for student use of the Internet:

- Prior to accessing the Internet, students will be required to receive training in its use and etiquette. Basic skills will be learned through actual use of the Internet.
- Students must always have an assigned topic for research when using the Internet.
- Any information downloaded from the Internet must be placed in a folder on the network.
- Students should be able to retrace their path for themselves and others.

The following represent inappropriate use of the Taft Union High Information Systems:

- Using the system for unauthorized downloading of information
- Using the system for non-school related bandwidth intensive activities such as network games and the downloading of music/video files such as i-Tunes (**except** where appropriate as in a Video Productions class or for an multimedia school project) or serving as a host for such activities
- Using the system to access websites that are not part of assigned topics
- Using the system for participation in non-district approved forums, chat rooms, e-mail or any other such exchanges
- Using the system for commercial advertising
- Using copyrighted material in reports or projects without permission
- Using the system to lobby for votes
- Using the system to access, distribute, or inform others how to access pornography on the Internet
- Using the system to send/receive messages that are racist, hostile, offensive, or inflammatory
- Using the system to access another person's computer, folders, work, or files without their consent
- Using the system to send/receive messages with someone else's name on it
- Using or distributing another person's password
- Creating and/or distributing a computer virus over the network
- Using the system to send, receive, or print out information that is inconsistent with the school's code of conduct
- Using the system to store images not necessary for a school related project
- Using the system to do anything that is prohibited by law, district or school rules

Appendix B

Consequences for inappropriate use of the Internet (Depending on the severity of the situation, the disciplinary process may include combinations of the following consequences):

1. Warning.
2. Loss of credit for the Internet assignment.
3. Loss of credit for the Internet unit.
4. Loss of privilege to use the Internet.
5. Referral for discipline to the school's Supervisor of Attendance and Student Welfare.

Direct any questions regarding student Internet use to school officials at (661) 763-2300.

Dr. Curtis Dubost—Superintendent, Marilyn Brown--Principal, Kathy McLaughlin--Library Media Teacher Instructional, David Dennis--Tech Coordinator

****

Parents, please sign one section below to indicate whether you **ACCEPT or DECLINE** these conditions and send this form back to school with the child.

YES ---- I AUTHORIZE my child to access the Internet at Taft High and I have discussed the above policy with my child.

Parent/Guardian Signature
_____Date_____

NO ----- I DO NOT want my child to access the Internet at Taft High. I have discussed this with my child and they are aware that they are to ask for alternate assignments.

Parent/Guardian Signature
_____Date _____

I understand and agree to the rules and expectations of working with the Internet at Taft High and will assume responsibility for following these rules and expectations.

Student Signature _____
Print Name _____

ID Number _____Trained for use by:
_____Date_____

Tiene que completar la versión ingles

Taft Union High School
Internet Use Policy-Parent Approval

Los estudiantes en Taft Union High School tienen acceso al Internet. Los recursos del Internet ofrecen las oportunidades tremendas del valor educativo pero ofrecen también a personas con las avenidas ilegales o de propósitos de unethical para alcanzar a estudiantes, para los maestros, y para los otros, incluido los padres. Este recurso lleva también información que no puede ser apropiada para la edad de los estudiantes de preparatoria. Taft Union High School ha establecido las guías siguientes para el uso estudiantil del Internet:

- Antes de conseguir acceso al Internet, los estudiantes serán requeridos a recibir la instrucción en el uso y la etiqueta. Las habilidades básicas se aprenderán por el uso verdadero del Internet.
- Los estudiantes siempre tienen que tener un tema asignado para la investigación cuando se usa el Internet.
- Cualquier información cargada del Internet se debe colocar en una carpeta en la red.
- Los estudiantes deben ser capaces de trazar de nuevo su sendero para sí mismos y para los otros.

El siguiente representa el uso inadecuado de las Sistemas de Informacion de Taft Union High School:

- usar el sistema para cargar información no autorizado
- usar el sistema para conseguir acceso a websites que no son la parte de temas asignados
- usar el sistema para la publicidad de la propaganda
- usar la material registrada de la propiedad literaria en informes sin permiso
- usar el sistema al vestíbulo para obtener votos
- usar el sistema para conseguir acceso a, para distribuir, o para informar los otros en como conseguir acceso a pornografía en el Internet
- usar el sistema para mandar o recibir los mensajes que son racistas
- usar el sistema para mandar o recibir los mensajes que son incitantes
- usar el sistema para mandar o recibir los mensajes con el nombre de otra persona crear y/o distribuir un virus de la computadora sobre la red
- usar el sistema para mandar o recibir información que es contradictoria con el código de escuela de conducto

Las consecuencias para el uso inadecuado del Internet (Depende en la severidad de la situación, el proceso disciplinario puede incluir las combinaciones de las consecuencias siguientes) :

1. Advertencia.
2. La pérdida del crédito para la tarea del Internet.
3. La pérdida del crédito para la unidad del Internet.
4. La pérdida del privilegio para usar el Internet.

Appendix B

5. Una referencia de disciplina a la Supervisor de Asistencia y Bienestar Estudiantes.

Dirija cualquiera pregunta con respecto al uso del Internet de estudiante a los oficiales en (661) 763-2300.

Dr. Curtis Dubost—Superintendent, Marilyn Brown--Principal, Kathy McLaughlin--Library Media Teacher Instructional, David Dennis--Tech Coordinator

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Padres, por favor firman una sección debajo para indicar si usted **ACEPTA o RECHAZA** estas condiciones y manda esta forma a la escuela con el niño.

SI -- AUTORIZO a mi niño para conseguir acceso al Internet en Taft High y yo he discutido la norma encima con mi niño.
Firma de guardian/padre

_____
Fecha_____

no -- Yo no quiero que mi niño consiga acceso al Internet en Taft High. He discutido esto con mi niño y sabe pedir las tareas alternas.
Firma de guardian/padre

_____
Fecha_____

Entiendo y concuerdo a las órdenes y esperanzas de trabajar con el Internet en Taft High y asumiré esponsabilidad para seguir estas órdenes y las esperanzas.
La Firma del estudiante _____ el Impresa el Nombre

_____

el Número de identificación _____
 Entrenó para el uso por: _____ Fecha _____
(Over for English Version)

Appendix C – Criteria for EETT-Funded Education Technology Plans

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

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

1. **PLAN DURATION CRITERION**	**Page in District Plan**	**Example of Adequately Addressed**	**Example of Not Adequately Addressed**
a. The plan should guide the district's use of education technology for the next three to five years.	**1-3**	The education technology plan describes the districts use of education technology for the next three to five years.	The plan is less than three years or more than five years in length.
2. **STAKEHOLDERS CRITERION** Corresponding EETT Requirement(s): 7 & 11 (Appendix F)	**Page in District Plan**	**Example of Adequately Addressed**	**Not Adequately Addressed**
a. Description of how a variety of stakeholders from within the school district and the community-at-large participated in the planning process.	**3-4**	The planning team consisted of representatives who will implement the plan. If a variety of stakeholders did not assist with the development of the plan, a description of why they were not involved is included.	Little evidence is included that shows that the district actively sought participation from a variety of stakeholders.

3. CURRICULUM COMPONENT CRITERIA Corresponding EETT Requirement(s): 1, 2, 3, 8, 10, & 12 (Appendix F)	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
a. Description of teachers' and students' current access to technology tools both during the school day and outside of school hours.	4-5	The plan describes the technology access available in the classrooms, library/media centers, or labs for all students and teachers.	The plan explains technology access in terms of a student-to-computer ratio, but does not explain where access is available, who has access, and when various students and teachers can use the technology.
b. Description of the district's current use of hardware and software to support teaching and learning.	5	The plan describes the typical frequency and type of use (technology skills/information literacy/integrated into the curriculum).	The plan cites district policy regarding use of technology, but provides no information about its actual use.
c. Summary of the district's curricular goals and academic content standards in various district and site comprehensive planning documents.	5	The plan references other district documents that guide the curriculum and/or establish goals and standards.	The plan does not reference district curriculum goals.
d. List of clear goals and a specific implementation plan for using technology to improve teaching and learning by supporting the district curricular goals and academic content standards.	5-7	The plan delineates clear, specific, and realistic goals and target groups for using technology to support the district's curriculum goals and academic content standards to improve learning. The implementation plan clearly supports accomplishing the goals.	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.

Appendix C

e. List of clear goals and a specific implementation plan detailing how and when students will acquire technology and information literacy skills needed to succeed in the classroom and the workplace.	**7-9**	For the focus areas, the plan delineates clear, specific and realistic goals for using technology to help students acquire technology and information literacy skills. The implementation plan clearly supports accomplishing the goals.	The plan suggests how technology will be used, but is not specific enough to determine what action needs to be taken to accomplish the goals.
f. List of clear goals and a specific implementation plan for programs and methods of utilizing technology that ensure appropriate access to all students.	**9**	For the focus areas, the plan delineates clear, specific and realistic goals for using technology to support the progress of all students. The implementation plan clearly supports accomplishing the goals.	The plan suggests how technology will be used, but is not specific enough to know what action needs to be taken to accomplish the goals.
g. List of clear goals and a specific implementation plan to utilize technology to make student record keeping and assessment more efficient and supportive of teachers' efforts to meet individual student academic needs.	**9**	The plan delineates clear, specific and realistic goals for using technology to support the district's student record-keeping and assessment efforts. The implementation plan clearly supports accomplishing the goals.	The plan suggests how technology will be used, but is not specific enough to know what action needs to be taken to accomplish the goals.
h. List of clear goals and a specific implementation plan to utilize technology to make teachers and administrators more accessible to parents.	**10**	The plan delineates clear, specific and realistic goals for using technology to facilitate improved two-way communication between home and school. The implementation plan clearly supports accomplishing the goals.	The plan suggests how technology will be used, but is not specific enough to know what action needs to be taken to accomplish the goals.

Appendix C

i. List of benchmarks and a timeline for implementing planned strategies and activities.	**10-12**	The benchmarks and timeline are specific and realistic. Teachers, administrators and students implementing the plan can easily discern what steps will be taken, by whom, and when.	The benchmarks and timeline are either absent or so vague that it would be difficult to determine what should occur at any particular time.
j. Description of the process that will be used to monitor whether the strategies and methodologies utilizing technology are being implemented according to the benchmarks and timeline.	**12-13**	The monitoring process is described in sufficient detail so that who is responsible, and what is expected is clear.	The monitoring process is either absent, or lacks detail regarding who is responsible and what is expected.
4. **PROFESSIONAL DEVELOPMENT COMPONENT CRITERIA** Corresponding EETT Requirement(s): 5 & 12 (Appendix F)	**Page in District Plan**	**Example of Adequately Addressed**	**Example of Not Adequately Addressed**
a. Summary of the teachers' and administrators' current technology skills and needs for professional development.	**13-14**	The plan provides a clear summary of the teachers' and administrators' current technology skills and needs for professional development. The findings are summarized in the plan by discrete skills to facilitate providing professional development that meets the identified needs and plan goals.	Description of current level of staff expertise is too general or relates only to a limited segment of the district's teachers and administrators in the focus areas or does not relate to the focus areas, i.e., only the fourth grade teachers when grades four to eight are the focus grade levels.

Appendix C

b. List of clear goals and a specific implementation plan for providing professional development opportunities based on the needs assessment and the Curriculum Component goals, benchmarks, and timeline.	**14-17**	The plan delineates clear, specific and realistic goals for providing teachers and administrators with sustained, ongoing professional development necessary to implement the Curriculum Component of the plan. The implementation plan clearly supports accomplishing the goals.	The plan speaks only generally of professional development and is not specific enough to ensure that teachers and administrators will have the necessary training to implement the Curriculum Component.
c. List of benchmarks and a timeline for implementing planned strategies and activities.	**17**	The benchmarks and timeline are specific and realistic. Teachers and administrators implementing the plan can easily discern what steps will be taken, by whom, and when.	The benchmarks and timeline are either absent or so vague that it would be difficult to determine what steps will be taken, by whom, and when.
d. Description of the process that will be used to monitor whether the professional development goals are being met and whether the planned professional development activities are being implemented in accordance with the benchmarks and timeline.	**18-19**	The monitoring process is described in sufficient detail so that who is responsible and what is expected is clear.	The monitoring process is either absent, or lacks detail regarding who is responsible and what is expected.

Appendix C

5. **INFRASTRUCTURE, HARDWARE, TECHNICAL SUPPORT, AND SOFTWARE COMPONENT CRITERIA** Corresponding EETT Requirement(s): 6 & 12 (Appendix F)	**Page in District Plan**	**Example of Adequately Addressed**	**Example of Not Adequately Addressed**
a. Describe the technology hardware, electronic learning resources, networking and telecommunications infrastructure, physical plant modifications, and technical support needed by the district's teachers, students, and administrators to support the activities in the Curriculum and Professional Development Components of the plan.	**19-20**	The plan clearly summarizes the technology hardware, electronic learning resources, networking and telecommunications infrastructure, physical plant modifications, and technical support proposed to support the implementation of the district's Curriculum and Professional Development Components. The plan also includes the list of items to be acquired, which may be included as an appendix.	The plan includes a description or list of hardware, infrastructure and other technology necessary to implement the plan, but there doesn't seem to be any real relationship between the activities in the Curriculum and Professional Development Components and the listed equipment. Future technical support needs have not been addressed or do not relate to the needs of the Curriculum and Professional Development Components.

b. Describe the existing hardware, Internet access, electronic learning resources, and technical support already in the district that could be used to support the Curriculum and Professional Development Components of the plan.	20-21	The plan clearly summarizes the existing technology hardware, electronic learning resources, networking and telecommunication infrastructure, and technical support to support the implementation of the Curriculum and Professional Development Components. The current level of technical support is clearly explained.	The inventory of equipment is so general that it is difficult to determine what must be acquired to implement the Curriculum and Professional Development Components. The summary of current technical support is missing or lacks sufficient detail.
c. List of clear benchmarks and a timeline for obtaining the hardware, infrastructure, learning resources and technical support required to support the other plan components.	22	The benchmarks and timeline are specific and realistic. Teachers and administrators implementing the plan can easily discern what needs to be acquired or repurposed, by whom, and when.	The benchmarks and timeline are either absent or so vague that it would be difficult to determine what needs to be acquired or repurposed, by whom, and when.
d. Description of the process that will be used to monitor whether the goals and benchmarks are being reached within the specified time frame.	22	The monitoring process is described in sufficient detail so that who is responsible and what is expected is clear.	The monitoring process is either absent, or lacks detail regarding who is responsible and what is expected.
6. **FUNDING AND BUDGET COMPONENT CRITERIA** Corresponding EETT Requirement(s): 7 & 13, (Appendix F)	**Page in District Plan**	**Example of Adequately Addressed**	**Example of Not Adequately Addressed**

a. List of established and potential funding sources and cost savings, present and future.	**22-23**	The plan clearly describes resources* that are available or could be obtained to implement the plan. The process for identifying future funding sources is described.	Resources to implement the plan are not identified or are so general as to be useless.

b. Estimate implementation costs for the term of the plan (three to five years).	**23-24**	Cost estimates are reasonable and address the total cost of ownership.	Cost estimates are unrealistic, lacking, or are not sufficiently detailed to determine if the total cost of ownership is addressed.
c. Description of the level of ongoing technical support the district will provide.	**24-25**	The plan describes the level of technical support that will be provided for implementation given current resources and describes goals for additional technical support should new resources become available. The level of technical support is based on some logical unit of measure.	The description of the ongoing level of technical support is either vague or not included, is so inadequate that successful implementation of the plan is unlikely, or is so unrealistic as to raise questions of the viability of sustaining that level of support.
d. Description of the district's replacement policy for obsolete equipment.	**25**	Plan recognizes that equipment will need to be replaced and outlines a realistic replacement plan that will support the Curriculum and Professional Development Components.	Replacement policy is either missing or vague. It is not clear that the replacement policy could be implemented.
e. Description of the feedback loop used to monitor progress and update funding and budget decisions.	**25-26**	The monitoring process is described in sufficient detail so that who is responsible, and what is expected is clear.	The monitoring process is either absent, or lacks detail regarding who is responsible and what is expected.
* In this document, the term "resources" means funding, in-kind services, donations, or other items of value.			

Appendix C

7. MONITORING AND EVALUATION COMPONENT CRITERIA Corresponding EETT Requirement(s): 11 (Appendix F)	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
a. Description of how technology's impact on student learning and attainment of the district's curricular goals, as well as classroom and school management, will be evaluated.	26	The plan describes the process for evaluation utilizing the goals and benchmarks of each component as the indicators of success.	No provision for an evaluation is included in the plan. How success is determined is not defined. The evaluation is defined, but the process to conduct the evaluation is missing.
b. Schedule for evaluating the effect of plan implementation.	26	Evaluation timeline is specific and realistic.	The evaluation timeline is not included or indicates an expectation of unrealistic results that does not support the continued implementation of the plan.
c. Description of how the information obtained through the monitoring and evaluation will be used.	26	The plan describes a process to report the monitoring and evaluation results to persons responsible for implementing and modifying the plan, as well as to the plan stakeholders.	The plan does not provide a process for using the monitoring and evaluation results to improve the plan and/or disseminate the findings.

8. EFFECTIVE COLLABORATIVE STRATEGIES WITH ADULT LITERACY PROVIDERS TO MAXIMIZE THE USE OF TECHNOLOGY CRITERION Corresponding EETT Requirement(s): 11 (Appendix F)	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed

Appendix C

a. If the district has identified adult literacy providers, there is a description of how the program will be developed in collaboration with those providers.	26-27	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.	There is no evidence that the plan has been, or will be developed in collaboration with adult literacy service providers, to maximize the use of technology.
9. **EFFECTIVE, RESEARCHED-BASED METHODS, STRATEGIES, AND CRITERIA** Corresponding EETT Requirement(s): 4 & 9 (Appendix F)	**Page in District Plan**	**Example of Adequately Addressed**	**Not Adequately Addressed**
a. Description of how education technology strategies and proven methods for student learning, teaching, and technology management are based on relevant research and effective practices.	27-28	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.

Appendix C

b.	Description of thorough and thoughtful examination of externally or locally developed education technology models and strategies.	28	The plan describes references to research literature that supports why or how the model improves student achievement.	No research is cited.
c.	Description of development and utilization of innovative strategies for using technology to deliver rigorous academic courses and curricula, including distance-learning technologies (particularly in areas that would not otherwise have access to such courses or curricula due to geographical distances or insufficient resources).	28-29	The plan describes the process for development and utilization of strategies to use technology to deliver specialized or rigorous academic courses and curricula, including distance learning.	There is no plan to utilize technology to extend or supplement the district's curriculum offerings

Appendix C