Technology Plan



Silver Valley Unified July 1, 2013 - June 30, 2016

Final

This plan is for EETT and E-Rate.

Local Educational Agency (LEA) Education Technology Plan Information:

District Name: Silver Valley Unified District Code: 36-73890-0000000 County: San Bernardino CTAP Region: 10 Tech plan ID: 5809 Duration in Years: 3 Start Date: 7/1/2013 End Date: 6/30/2016 Approval Date: 6/17/2013 11:22:10 AM

Background and Demographic Profile

Silver Valley Unified School District (SVUSD) is located in the High Desert of Southern California in San Bernardino County, between Los Angeles and Las Vegas, just north of Barstow, CA. The district covers an area of approximately 3,200 square miles, equivalent in size to the combined states of Rhode Island and Delaware, and provides educational services to the communities of Calico, Daggett, Fort Irwin, Ludlow, Newberry Springs and Yermo.

The district office, one K-2 elementary school, one K-5 elementary school, one K-8 elementary school, one 3-5 intermediate school, one 6-8 middle school, one 9-12 comprehensive high school and an alternative education site that houses the continuation high school, independent study, adult education, opportunity program (7-9), the success program (special education) and community day school, make up the physical plants.

There are four schools located in the "Valley" area to serve the residents of Calico, Daggett, Fort Irwin, Ludlow, Newberry Springs and Yermo. Those schools are: Alternative Education Center (AEC, grades K-12 & Adult), Newberry Springs Elementary School (NSES, grades K-5), Yermo School (YS, grades K-8) and Silver Valley High School (SVHS, grades 9-12).

There are three schools located on Fort Irwin (NTC) Army Base to serve the children of our enlisted military parents and parents who are employed at the base. Those schools are: Congressman Jerry Lewis Elementary School (LES, grades K-2), Fort Irwin Middle School (FIMS, grades 6-8) and Tiefort View Intermediate School (TVIS, grades 3-5). High school and alternative education children attend school in the "Valley" either at the Alternative Education Center or Silver Valley High School. Transportation by bus is provided by SVUSD.

Mission Statement:

Silver Valley Unified School District's Mission is to maximize the use of its resources through community, family, and staff involvement and to gain and maintain student interest by providing a learning environment and challenging curriculum which develops essential skills for effective citizenship and prepares students for a lifetime of learning.

The district originally developed a Strategic Plan during 2007-08, with input from the entire district community. Since the plan's inception, the District has achieved great successes with students, staff and community. The Strategic Plan is a living plan that continues to evolve. In November 2012, the plan was analyzed by the entire district community to address the current / future needs and direction of the District. The four overarching strategies that have been established to meet today's and tomorrow's needs are:

- **Curriculum:** We will implement a balanced curriculum with clear, consistent expectations and accountabilities for all students to learn.
- **Technology:** We will implement a reliable, sustainable technology infrastructure that supports operations, instruction, and meaningful student learning.
- **Student Support:** We will provide a safe and equitable environment in which students receive personal, emotional, and physical support to meet the challenges of the future.
- **District Stability:** We will implement standard operating procedures that are equitable, accountable, and adaptable to improve district stability.

From the Strategic Planning process, specific goals (multiple, per strategy) and action plans (including steps, timelines, funding, roles/responsibilities and evidence) associated with the above four overarching

strategies were also developed with broad stakeholder input, and updated in April 2012. The Silver Valley Unified School District's Technology Plan has been thoughtfully aligned with these district-wide strategies, goals and action plans.

District Demographics:

In the 2012-2013 school years, the K-12 student population in Silver Valley USD was approximately 2,395. Historical enrollment has remained steady, but in the last 3-4 years due to national and local economic issues, the District has experienced a declining enrollment. Transience remains high, with many students only enrolled in the district for a total of two or three years as is expected in a district serving a large percentage (>60%) of military families. Adult Education currently serves an average of 15 students. The following chart shows the district's diverse K-12 population percentages by ethnicity as taken from CBEDS data (2013).

Population	American Indian	Asian	Pacific Islander	Filipino 1	Hispanic	African American	White	Multiple / No response
Students	1.75%	1.21%	2.26%	1.96%	29.44%	11.90%	44.59%	6.68%
Teachers	0%	3.70%	0.0%	11.11%	8.90%	1.48%	71.11%	3.70%

According to DataQuest, in 2012 about 3.5% of district students were considered English Learners. The district percentage of students receiving free and reduced lunch is 52% and special education students comprise about 14.4% of total enrollment. In 2012 the 135 district teachers had served an average of 10.2 years in the district (13.6 years total in education); 20 of these staff were in their first year of teaching and 8 in their second year; 31% held a master's or higher degree; 100% were fully credentialed.

Student Achievement:

Silver Valley USD met 24 of its 25 Annual Yearly Progress (AYP) criteria in spring 2012. The district is not in Program Improvement. District-wide, 58.1% of students scored at or above proficient on the AYP Annual Measurable Objectives in English language arts; 58.2% scored at or above proficient in Mathematics.

The following charts show data from the 2012 Accountability Progress Report. The following figures are District AYP by subgroups.



Mathematics - Percent At or Above Proficient



The following charts show data from the 2011 State API Reports.

Year	20	03	20	04	20	05	20	06	20	007	20	80(20	009	20	10	20	11	Net	2012	2013	2014
	API Growth	API Change	API Growth	API Change	API Growth	API Change	API Growth	API Change	API Growth	API Change	API Growth	API Change	API Growth	API Change	API Growth	API Change	API Growth	API Change	API Growth	API Target	API Target	API Target
California							709	20	720	11	727	6	742	14	755	13	767	13	78	757	762	767
District	713	19	717	6	714	3	739	25	736	-4	740	4	746	5	749	3	785	37	98	790	795	795
African-American	676	39	689	11	691	6	724	33	723	0	717	-7	759	39	711	-40	758		81	775	780	785
American Indian	(44)	()	(142)		(44)		(144) (144)		(44)	()	(142) (142)		9 144 10	(44)	(148)		(()	-	839	839	839
Asian	1028	3228	7922	82	028	3226	7922	89	628	3228	7822	22	6228	<u>, 355</u> 8	7922		861	3220	<u></u>	861	861	861
Filipino	1773	1000	8555		1993	100	8555		1000	N	3575			87778	83-59		869	37	37	869	869	869
Hispanic	684	29	688	5	695	11	728	33	728	-4	710	-17	730	19	726	-4	771	47	119	776	781	786
Pacific Islander	070	2776	0.55	55	676	1776	3355	55	676		0.550	55	6770	17756	0.55		814	75	75	814	814	814
White	732	11	744	14	727	-8	748	21	747	-3	753	6	752	-2	768	18	786	19	76	791	796	801
Multi-Race	4228	122	842	22	- 122	3227	342	22	4128	222	842	22	422	8126	842	22	820	84	-	820	820	820
SES Disadvantaged	667	29	679	17	682	10	717	35	687	-33	705	18	703	-1	725	21	760	37	133	765	-	-
English Learners	(44)	()	(0-2		(a-20)	((142) (142)	++	1.440		(144)		687	28	28	693	698	703
Students with Disabilities	628	3228	7922		028	3228	559	24	527	-33	563	43	535	-36	571	28	662	5228	26	669	676	682

State (API) Accountability Summary and School Characteristics

District API Base to Growth



1. Plan Duration

July 1, 2013 - June 30, 2016

Silver Valley USD will review this technology plan on an annual basis to ensure that it's directives and visions are kept current with today's fast-paced and changing technology offerings and needs. The SVUSD District Technology Committee will conduct these reviews in advance of any state deadlines in order to meet funding and policy requirements for various funding opportunities such as eRate, future federal Ed Tech funding, etc. Updates to this plan will be submitted to the CDE and regional CTAP advisory members for review and acceptance as needed. The review of these plans will take place beginning in August of each new school year, with the next review starting in August 2013. The next plan submittal will be for eRate and future state or federal Ed Tech funding requirements.

2. Stakeholders

Stakeholders							
Name	Position	CDS					
Robert Saffel	District Administrator	San Bernardino Silver Valley Unified					
Jill Kemock	District Administrator	San Bernardino Silver Valley Unified					
Jesse Najera	District Administrator	San Bernardino Silver Valley Unified					
Jeff Youskievicz	District Administrator	San Bernardino Silver Valley Unified					
Cameron Smart	Site Administrator	San Bernardino Silver Valley Unified Silver Valley High					
Shannon Hanson	Site Administrator	San Bernardino Silver Valley Unified Silver Valley High					
Stefan Cvijanovich	Site Administrator	San Bernardino Silver Valley Unified Calico Continuation High					
Stefan Cvijanovich	Site Administrator	San Bernardino Silver Valley Unified Silver Valley Academy					
Stefan Cvijanovich	Site Administrator	San Bernardino Silver Valley Unified Silver Valley Adult					
Stefan Cvijanovich	Site Administrator	San Bernardino Silver Valley Unified Silver Valley Community Day					
Heidi Chavez	Site Administrator	San Bernardino Silver Valley Unified Newberry Springs Elementary					
Marc Lacey	Site Administrator	San Bernardino Silver Valley Unified Yermo Elementary					
Michael Sullivan	Site Administrator	San Bernardino Silver Valley Unified Fort Irwin Middle					
Edward Thompson	Site Administrator	San Bernardino Silver Valley Unified Tiefort View Intermediate					

Stakeholders									
Name	Position	CDS							
Patricia Baer	Site Administrator	San Bernardino Silver Valley Unified Congressman Jerry Lewis Elementary							
Diana Sandridge	Classroom Teacher	San Bernardino Silver Valley Unified Yermo Elementary							
Rory Sena	Technology Support Staff	San Bernardino Silver Valley Unified							
Gregg Legutki	County CTAP Representative	San Bernardino							
Rachel Yochum	CSEA Union, Vice President	San Bernardino Silver Valley Unified							
Cecile Greene	ASB	San Bernardino Silver Valley Unified							
Student Site Council All Sites	Student Site Councils- Resource	San Bernardino Silver Valley Unified							

Because of the geographic size of the district, much of the communication among stakeholders who provided input for the development of this Plan during Fall 2012 was accomplished via teleconference, online surveys and discussions, facilitated by Robert Saffel. Coordinator, Information Technology Services of Silver Valley USD. More than 200 parents, 109 classroom teachers (including 13 Special Education teachers), all seven school site administrators and four additional district administrative staff as well as two other senior staff actively participated in the technology planning process, along with consultant input provided by CTAP Region 10. Stakeholders who were directly involved in the development meetings and/or provided input for this plan included those listed above.

3. Curriculum

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

Silver Valley Unified School District (SVUSD) utilizes technology resources and data extensively to support teaching and learning at all grade levels. SVUSD has made significant investments in technology, primarily in infrastructure, computers/ devices and applications. Students and teachers have access to technology tools both during the school day and outside school hours in a variety of settings, including classrooms, library/media centers, and labs. Teachers have a desktop, laptop and/or tablet computer dedicated to their use in the classroom to which they have access before, during, and after school. Additionally every classroom has at least two student computers connected to the Internet and many classrooms have more, depending on the program and needs.

In 2011, the District invested in hardware, software and training to address the need for Response to Intervention (RTI) mandates and for regular instruction. Each teacher and student has access to these applications to meet their curriculum needs:

- Grades K-2, Waterford Early Learning by Pearson.
- Grades 3-12, Success Maker by Pearson.
- Grades 9-12, Read 180 and System 44 by Scholastic.

Also in each grade, teachers and students have access to various supplemental publisher content that is online and available outside of regular school hours. Holt, Houghton Mifflin, Scholastic Reading Streets, Kahn Academy, Discovery Streaming, Renaissance Learning, and others.

The District has implemented Google Apps for EDU for email, calendar, document, application and collaboration services. The service is free and has positively transformed the way the district communicates with staff, students and community. Staff is able to communicate using a variety of equipment, ranging from computers, cell phones, tablets and more, which allows everyone to be in consistent and immediate communication.

In order to actively engage students, studies have shown that technology tools are an effective way to do so. The District has implemented 85 Student Response Systems at school sites. Commonly referred to as "clickers", teachers have access to equipment from eInstruction to actively engage students in their curriculum. Students are equipped with a Responder (clicker) and Teachers are equipped with a Mobi (wireless digitizer pad) with which they can instantly monitor student scores and responses, while being able to roam the classroom in an untethered manner.

With the introduction of tablet devices, several of our schools' teachers are equipped with iPads. In this pilot phase, teachers are utilizing the devices to further engage the students at schools such as Tiefort View Intermediate, Newberry Springs, Silver Valley High and Yermo School. (Coming soon to Fort Irwin and Lewis Elementary Schools, August 2013). Teachers are also utilizing these devices with various LMS (Learning Management Systems), such as Edmodo which is a free community application for students, teacher, parents and administrators to use during and after school hours.

SVUSD is the recipient of the CDE sponsored ASES grant (After School Education and Safety Program). Newberry Springs Elementary and Yermo School are the grantees. The program provides students with the opportunities to further engage in an enriching learning curriculum environment. Students have access to a variety of resources such as computers and tablet devices. The main components of the program are:

- An educational and literacy element must provide tutoring and/or homework assistance designed to help students meet state standards in one or more of the following core academic subjects: reading/language arts, mathematics, history and social studies, or science. A broad range of activities may be implemented based on local student needs and interests.
- The educational enrichment element must offer an array of additional services, programs, and activities that reinforce and complement the school's academic program. Educational enrichment may include but is not limited to, positive youth development strategies, recreation and prevention activities. Such activities might involve the visual and performing arts, music, physical activity, health/nutrition promotion, and general recreation; career awareness and work preparation activities; community service-learning; and other youth development activities based on student needs and interests. Enrichment activities may be designed to enhance the core curriculum.

All schools have achieved at least a 3-to-1 student-to-computer ratio through the deployment of computers in classrooms, libraries and computer labs. District-wide the ratio is 3:1. In addition, Lewis

Elementary, Yermo (K-8), Fort Irwin Middle, Tiefort View intermediate and Silver Valley High have computer labs for use by students, as well as computers in their libraries. Newberry Springs Elementary also houses computer lab in their library. Elementary, K-8 and middle school computers are generally available only during normal school hours, while the Silver Valley High School runs a program for after school access in the computer lab. The Adult Education program now uses the new computer lab at the Alternative Education Center.

The following chart shows per-school ratios of students to instructional computers and students to "up-todate" computers (those 48 months old or less) as of April 2012 per an internal inventory of equipment. In addition, the chart shows the number of computers in libraries and labs. Silver Valley Alternative Education Center houses Silver Valley Academy, Silver Valley Community Day and Calico Continuation High Schools.

	Student Enrollment	Total t Computers	Student / Computer Ratio	Up-to- date Comp <4 yrs	Student up-to- date Comp Ratio	# of comp. in classrooms	# of comp. in labs	# of comp. in libraries	# of comp. in mobile carts or other
Congressman	l								
Jerry Lewis Elem.	679	180	3:1	91	6:1	154	24	2	0
Newberry Springs Elementary	139	81	2:1	17	9:1	57	0	24	0
Tiefort View Intermediate	441	180	3:1	80	5:1	138	34	8	0
Yermo Elementary	297	130	2:1	90	3:1	94	34	2	0
Elem. Total	1259	571	3:1	278	4:1	443	92	36	0
Fort Irwin Middle	354	141	3:1	78	4:1	57	35	5	44
Middle Total	354	141	3:1	78	4:1	57	35	5	44
Silver Valley High	413	223	2:1	81	4:1	24	122	8	69
High Total	413	223	2:1	81	4:1	24	122	8	69
Alternative Education Center	81	100	1:1	65	2:1	100	0	0	0
AEC Totals	81	100	1:1	65	2:1	100	0	0	0
District Totals	2404	1035	3:1	502	5:1	624	249	49	113

The following charts show the percentage of access times to technology before, during and after school.

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



If I assign classwork or homework that includes technology related skills (word processing, Internet research, presentation development), student have access to technology tools in my classroom:



Before school	22	16%
During class	71	50%
After school	27	19%
N/A	21	15%

Technology tools are available in our media center after school hours for student use for how long?:



until 30 minutes after the school day	41	58%
until 1 hour after the school day	11	15%
more than 1 hour after the school day	19	27%

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

Computers and applications in classrooms, labs and libraries at the elementary, middle and high school levels provide access to formative diagnostic feedback tools. The district approved and implemented a system called OARS (Online Assessment Reporting System). This system is a student assessment reporting system that is offers analytical data for each student by each state standard, including the upcoming common core standards. Teachers, staff and administrators all have access to this system. Scheduled tests (blueprints) are taken by the students in order to track and measure their progress. Any major district adopted software is typically reviewed by a District or Site Technology Committee based on recommendations and reviews from California Learning Resource Network (CLRN) and/or applications viewed at local CTAP regional workshops, CETPA, ISTE, CUE, and other conferences or districts; currently programs such as response to intervention (RTI), concept mapping software, adopted textbook technology resources, software/media for differentiation in English language arts and

mathematics (such as, Accelerated Reader, READ 180, Waterford, SuccessMaker, and more), online reference databases and resources provided by schools are being used.

At the high school level, students develop digital portfolios designed to showcase their growth in technology skills. Computers on these campuses are used for research and writing. Technology courses taught in grades 9-12 include digital design, desktop publishing, introduction to computers and computer business applications / software. The previously adopted Apex Learning (online content courses) is utilized at both Silver Valley High and Continuation High School. Currently the Alternative Education Center has six programs using Apex Learning: Severely Emotional Disturbed use Apex Learning to reinforce the core curriculum and build basic skills; Credit Retrieval, Independent Study, and Adult Education use APEX courses to provide all core and elective offerings and to provide the support for those students who have a need to make up and/or earn credits they need to graduate. The Opportunity Program uses APEX offerings to provide 9th grade core curriculum to 9th grade students that have been expelled from middle and/or high school. The Community Day program offers 10th, 11th and 12th grade core curriculum to students that have been expelled from school.

Teachers and administrators at all district schools are using Google Apps EDU for daily e-mail communication and many have instituted electronic-only daily bulletins and the use of collaborative documents. This is where teachers and staff can work on electronic documents at the same time from remote distances via the computer and internet. Teachers take daily attendance from their district-provided computer at all schools using a district-wide student information database, Infinite Campus. All administrators and teachers have access to (and utilize in their Professional Learning Community (PLC) grade and content level meetings) electronic benchmark assessments supported by the district's OARS application. The student assessment program is utilized frequently in order to establish instructional plans to meet student needs. With the upcoming requirements of common core, all of the systems the District and sites utilize are reviewed to include common core components for instruction and readiness.

At all SVUSD K-12 school sites, teachers are using the Student Response Systems in their classrooms to engage students and for recording of student performance data. With the system, teachers have the ability to display content via a projector to which students can respond to. Students use a responder device (clicker) to input their answers. The teacher will have instant results and can monitor student activity during class work or tests. The results recorded in turn aids the teacher in providing an individualized, per need experience for the student, further aiding in a positive curricular experience for both teacher and student.

In a few classrooms, across a few school sites in SVUSD, teachers are implementing the pilot usage of tablet devices. The iPad has fast become a huge presence in many classrooms across the state and nation. SVUSD is positioning itself to take advantage of this technology and the groundwork laid by other school districts and utilize the best of the best to implement in our own classrooms. The high school elementary schools, and middle schools are participating. Teachers using the iPad tablet device will be encouraged to use Edmodo as a communication and learning management tool with their students and parents. Teachers will also be encouraged to use other apps as well. Professional development, seminars, webinars and other learning tools will be provided for all involved.

The District's adopted publisher content offers online access to various content, and has been designed to meet the requirements of existing California State Standards and the upcoming Common Core requirements that will need to be met by the 2014-15 school year.

The following charts shows the most common technology uses in the classroom by teacher and by student.

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

In my classroom, I use technology to: Create instructio.... Manage student gr... Communicate with ... Gather informatio... 0 19 38 57 76 95

91	20%
90	20%
95	21%
86	19%
91	20%
	91 90 95 86 91

In my classroom, students use technology for:



Word Processing	53	16%
Reinforcement and practice	79	24%
Research	57	17%
Creating reports or projects	46	14%
Demonstrations or simulations	36	11%
Correspondence with experts, authors, students from other schools via email/Internet	9	3%
Solving problems or analyzing data	29	9%
Graphically presenting information	25	7%

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

This Technology Plan is aligned to district curricular goals and academic content standards for student achievement, based on the California State Content Standards and upcoming state adopted Common Core Standards requirements.

The educational goals in this 2013-2016 Technology Plan describe the district's commitment to provide the best possible education to all students. The Plan's goals focus on helping students meet or exceed the California Academic Content and Common Core Standards, emphasizing language arts and mathematics. These goals align with the district LEA Plan, district Expected School-Wide Learning Results (ESLRs), district priorities and the revised ISTE National Education Technology Standards for Students (NETS*S), among other key documents. The Plan supports learning experiences that ensure the greatest opportunity for student success.

In particular, the Silver Valley USD 2013-2016 District Technology Plan supports the following District Strategic Action Plan Goals.

Curriculum: We will implement a balanced curriculum with clear, consistent expectations and accountability for all students to learn.

C1: Provide side-by-side professional learning for certificated staff through teacher coaching and modeling in math and language arts.

C2: Research and implement an online curriculum to support K-6 learning in Silver Valley Academy.

C3: Continue implementation of Response to Intervention (RTI) strategies already in place to encourage individualized learning for every student.

C4: Begin implementation of Common Core State Standards and Assessment

C5: Monitor the Single Plans for Student Achievement.

Technology: We will implement a reliable, sustainable technology infrastructure that supports operations, instruction, and meaningful student learning.

T1: Conduct a district wide needs assessment of computers to determine a replacement plan that will be sustainable and meet growing technology needs through 2016-17 including Common Core State Standards Assessment Systems.

T2: Determine and implement a timeline and funding strategy based on current needs and future growth to achieve maximization of resources.

T3: Provide instructional support to fully implement district instructional programs.

Student Support: We will provide a safe and equitable environment in which students receive personal, emotional, and physical support to meet the challenges of the future.

S1: Offer more diverse learning opportunities by growing Silver Valley Academy to include K-6 students and opening an enrollment office for the Academy on Fort Irwin.

S2: Complete all Priority 1 facilities and maintenance projects detailed in 2012-2015 Facilities Plan.

S3: Continue implementation of Positive Behavioral Intervention and Supports (PBIS).

S4: Monitor the single plans to ensure a safe supportive environment for every student.

District Stability: We will implement standard operating procedures that are equitable, accountable, and adaptable to improve district stability.

D1: Develop a process and visual tool to illustrate the relationship between expenditures for specialized initiatives and their impact on student achievement.

D2: Develop consistently excellent leadership at site and district levels for classified, certificated and management staff.

D3: Develop an active marketing plan for the district, including an informative, user-friendly district website.

D4: Proactively seek control with state and federal revenues to maintain a stable, balanced budget.

3d. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan for using technology to improve teaching and learning by supporting the district curricular goals.

The section that follows describes what Silver Valley Unified School District expects its students to be able to do with technology and describes how, through meaningful integration of technology, student academic achievement can be improved. The district will focus on the use of technology to enhance student engagement and deliver instruction, to differentiate instruction in core curricular areas, and to increase the number of teachers who are adept in evaluating, monitoring and adjusting technology-enhanced lessons.

Supporting this effort at the site level are selected staff serving as Technology Support Teachers (TSTs) who are classroom teachers and technology leaders at each school site. Prospective TSTs and their site administrators agree to several conditions in order for a classroom teacher to serve as a TST each year and, depending on student/teacher population, more than one TST may be funded per site. TSTs are expected to model the use of technology to support instruction in their classrooms. Each TST receives a modest annual stipend and provides site-based professional development and other support, as further explained in Sections 4 and 5. At the district level, the Coordinator, Information Technology currently oversees instructional technology to support district curricular goals.

The following chart shows the usage of technology in the classroom utilizing standards based content, and awareness on the new common core standards.



Goal 3d.1: We will implement a reliable, sustainable technology infrastructure that supports instruction, and meaningful student learning that will ensure academic success for each student by name, by need by skill.

Objective 3d.1.1: By June 2016, 100% of the District's core instructional strategies will include integration of technology applications and hardware, as needed, in alignment to the State Standards and Common Core State Standards.

- Year 1: By June 2014, 70% of all core instructional strategies will include technology integration as aligned to current State Standards and the future Common Core State Standards.
- Year 2: By June 2015, 85% of all core instructional strategies will include technology integration as aligned to the Common Core State Standards.
- Year 3: By June 2016, 100% of all core instructional strategies will include technology integration as aligned to the Common Core State Standards.

Implementation Plan											
Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Instrument							
Review existing instructional strategies and formulate a plan/ timeline to strengthen or integrate the use of technology into all core content areas.	Fall 2013	Assistant Superintendent of Educational Services and Personnel, Senior Director of Student Services, Coordinator of Information Technology Services, CAIS Members, District Technology Committee.	Facilitator will use an agenda of action items to establish and record progress.	Utilize District's Google Docs for collaboration and progress monitoring.							
Evaluate and study existing uses of technology in core instruction classrooms. Solicit teacher and student feedback.	2013 - 2016: Begin in Fall of each school year, and periodically during the school year.	Assistant Superintendent of Educational Services and Personnel, Senior Director of Student Services, Coordinator of Information Technology Services, CAIS Members, District Technology Committee, Site Admins, Teachers, TSTs.	Create a matrix spreadsheet to inventory current use of technology in the classroom. Conduct surveys and classroom visits to obtain use of technology.	Utilize District's Google Docs.							
Revise, monitor, implement and strengthen existing instructional strategies to enhance the integration of technology where appropriate.	2013 -2016: Bi- Annually, Fall and Spring.	Assistant Superintendent of Educational Services and Personnel, Senior Director of Student Services, Coordinator of Information	Utilize student data from district or site systems to monitor performance related to integration of technologies. Collaborate with the	Utilize District's Google Docs. OARS (Student Assessment System), CAHSEE, CST and daily student							

Implementation Plan										
Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Instrument						
		Technology Services, CAIS Members, District Technology Committee, Site Admins, Teachers, TSTs.	various associated personnel or committees during scheduled meetings.	performance data (Student Response Systems).						
Review existing and new publisher curriculum content for integrated and online technologies as aligned to the state common core standards. Create an integration plan for this technology to be used in all core instructional strategies.	2013 - 2016: Fall, Annual Review of publisher digital/ online content (as it may vary from year to year. Implement into instructional strategies.	Assistant Superintendent of Educational Services and Personnel, Senior Director of Student Services, CAIS Members, Media Clerk.	District and site personnel to stay up to date with publishers on latest releases of online digital content.	Direct communication with publishers.						
Review of existing Student Assessment System, OARS (Online Assessment Reporting System)	2013-2014: End of contract year, evaluation and decisions will need to be completed by March 2014.	Assistant Superintendent of Educational Services and Personnel, Senior Director of Student Services, Coordinator of Information Technology Services, Blueprint Committee, District Technology Committee.	Surveys will be used for gathering information and feedback from teachers and staff. Coordinator of Information Technology will research other assessment systems, including training. A group will be formed to evaluate existing and new systems.	OARS usage reports, surveys, Google Apps, references.						
Acquire, replace and implement necessary technology hardware per evaluation/ recommendation guidelines of the district's instructional strategies.	2013 - 2016: Ongoing as instructional strategies are implemented at a site or classroom level	Coordinator of Information Technology Services, Site Admins, Assistant Superintendent of Business Services, Sr. Director of Student Services, TSTs	Purchases and implementations will be monitored by site and district administration.	Utilize Google Apps, Site/ District Budgets, School Plans for Student Achievement.						
Provide progressive ongoing professional development, training and collaboration for teachers and staff for respective technologies that will be integrated into their curriculum.	2012 - 2016: Ongoing, minimum 2x per year and for new hires.	Assistant Superintendent of Educational Services and Personnel, Senior Director of Student Services, Site Admins, Coordinator of Information Technology Services, Teachers, TSTs.	Professional Learning Communities (PLC), site admins and district admins will monitor and coordinate training for teachers and staff.	Utilize Google Apps for calendar and scheduling, site budgets and plans.						
Review and implement a	2013, Fall: Review,	Assistant	District administrators	Google Apps,						

Implementation Plan											
Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Instrument							
policy and procedure for the creation of student email accounts for all grades, with particular consideration for primary grades and students under 13 years of age. With current widespread use of online applications in the K-12 education setting, the need exists for controlled online access for enhanced student learning and technology integration.	create policy and regulations for student access to district provided email. 2014 - 2016: Ongoing, implementation of student email accounts.	Superintendent of Educational Services and Personnel, Senior Director of Student Services, Site Admins, Coordinator of Information Technology Services.	would be responsible to community stakeholders and board members for a sound policy and regulation. The district would be responsible for monitoring accounts.	Microsoft AD, and other monitoring tools/ software.							
Provide training for students in the usage of integrated technology.	2013 - 2016, Ongoing and on needed basis.	Assistant Superintendent of Educational Services and Personnel, Senior Director of Student Services, Site Admins, Coordinator of Information Technology Services, Teachers, TSTs.	Through student and classroom monitoring and evaluations. Students, Teachers, site admin and district admins will offer feedback for training needs.	Classroom and student evaluations. District and site technology surveys, Google Apps.							

Objective 3d.1.2: By June 2016, 100% of all staff and students will have access to online technology applications (learning management system) as part of their instructional strategies.

- Year 1: June 2014, 75% of all staff and students will have access to technology applications as part of their instructional strategies.
- Year 2: June 2015, 85% of all staff and students will have access to technology applications as part of their instructional strategies.
- Year 3: June 2016, 100% of all staff and students will have access to technology applications as part of their instructional strategies.

Implementation Plan					
Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Instrument	
Create a committee to review and facilitate a plan to implement an online technology application (learning	Fall 2013. 2013 - 2016: Annual review of existing applications.	Assistant Superintendent of Educational Services and Personnel, Sr. Director of Student Services, Coordinator of Information	Facilitator will create an agenda and schedule of events to project manage the activity.	Google Apps, Application usage reports, surveys.	

Implementation Plan				
Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Instrument
management system) that will work within the needs of the district's instructional strategies.		Technology Services, Site Admins, CAIS members, District Technology Committee, TSTs, Teachers, Student Site Councils.		
Pilot applications. Currently piloting the application Edmodo at the High School, Yermo School and Tiefort View School. More pilot applications to come. (Schoology, My Big Campus, Blackboard, Haiku, Intelligent Papers, etc).	2013 - 2014: Piloting phase.	Assistant Superintendent of Educational Services and Personnel, Sr. Director of Student Services, Coordinator of Information Technology Services, CAIS members, District Technology Committee, TSTs, Teachers, Site Admins.	Facilitator and committee will review feedback from teacher and student surveys, tests, and community.	Google Apps, surveys, CSTs, Blueprints, daily student assessment data.
Make a decision to implement a standardized (grade level based) technology application (learning management system) that will support the instructional strategies of the district.	2014: Summer	Assistant Superintendent of Educational Services and Personnel, Sr. Director of Student Services, Coordinator of Information Technology Services, Site Admins, CAIS members, District Technology Committee, TSTs, Teachers, Student Site Councils	Using an evaluation matrix and rubric, make the best informed decision for each grade level.	Google Apps.
Implement applications and related hardware to classrooms, teachers, and students.	2014: Beginning Fall. 2014-2016: Ongoing implementations as funding permits.	Coordinator of Information Technology, Site Admins, TSTs, Teachers, Students.	Implementation of application and hardware will be done by site. Hardware and applications will be monitored using existing inventory systems.	Google Apps, Text Book Tracker, Media check out, Usage reports.
Provide staff and teacher training on technology applications (learning management system).	2013 - 2016: Ongoing and as needed basis.	Sr. Director of Student Services, Coordinator of Information Technology Services, Site Admins, TSTs, Teachers.	Site admins will schedule training for applications for both pilot and standardized applications.	
Monitoring of student assessment data for evaluation of technology applications utilized in instructional strategies.	2013 - 2016: Ongoing	Assistant Superintendent of Educational Services and Personnel, Sr. Director of Student Services, Site Admins, Teachers.	In order to monitor effectiveness of technology applications, evaluation of student assessments and blueprints will be used	Blueprints, CSTs, CAHSEE, Student Assessments.

Objective 3d.1.3: By June 2016, 100% of students will have access to Response to Intervention (RTI) application systems for at, above or below grade instruction, in an environment that is adequate for timed computer-based instruction. The current RTI systems in use are Read 180 and System 44 by Scholastic. Success Maker and Waterford Early Learning by Pearson.

- Year 1: By June 2014, 80% of students will have access to Response to Intervention (RTI) application systems for at, above or below grade instruction, in an environment that is adequate for timed computer-based instruction.
- Year 2: By June 2015, 90% of students will have access to Response to Intervention (RTI) application systems for at, above or below grade instruction, in an environment that is adequate for timed computer-based instruction.
- Year 3: By June 2016, 100% of students will have access to Response to Intervention (RTI) application systems for at, above or below grade instruction, in an environment that is adequate for timed computer-based instruction.

Implementation Plan					
Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Instrument	
Assess current RTI environments at all affected sites for adequacy. Environment should have proper student to computer ratios and peripheral equipment.	2013 - 2016, Beginning Fall 2013. Assessments to be conducted 2x per year thereafter.	Site Admins, TSTs, Teachers, Coordinator of Information Technology Services.	Using existing inventory and system management systems, conduct assessments on student to computer ratios, environment and needed peripheral devices.	Google Apps, KACE, Surveys.	
Add or replace hardware (computers, peripherals, etc) as needed to keep student to computer ratios adequate for access. Computers that are >4yrs or do not meet min. requirements will be replaced. Computers will be added to maintain an effective student to computer ratio for the RTI program.	2013 - 2016: Fall- Winter of 2013, assessment of computers will be completed. Thereafter, ongoing additions or replacement of computers.	Assistant Superintendent of Business Services, Site Admins, TSTs, Coordinator of Information Technology.	Age and placement of computers will be monitored with the KACE systems management system. The Coordinator of Information Technology Services will be responsible for maintaining this report.	Google Apps, KACE.	
Periodically update and maintain programs on RTI application systems. Work with vendors to ensure license compliance.	2013 - 2016: Ongoing on as needed basis	Coordinator of Information Technology Services.	Via email alerts and notifications by vendors, updates and license maintenance will be monitored.	Vendor alerts, License alerts.	
Monitor student and grade level progress in the RTI applications using system curricular achievements (Lexile point system).	2013 - 2016: Ongoing. Student's success will be evaluated quarterly or when student completes a module.	Site Admins, Teachers, Sr. Director of Student Services.	Teachers will readily evaluate student's achievements via the RTI system. When ready, teachers will promote student to next levels. Site and District Admins will	RTI systems.	

Implementation Plan					
Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Instrument	
			monitor the RTI applications for ROI and student success purposes.		
Provide training and professional development to staff and teachers for RTI applications, and for RTI theory and best practices.	2013 - 2016: Ongoing and on an as needed basis	Site Admins, TSTs, Teachers, Sr. Director of Student Services.	RTI training will be scheduled throughout the school year. TSTs will be responsible for being onsite trainers as needed.	Google Apps, surveys.	

Objective 3d.1.4: By June 2016, 100% of district teachers will assess themselves as intermediate or proficient in the usage, evaluation, monitoring, and adjustment of technology-enhanced lessons to support the district's standards-based curriculum goals.

- Year 1: 2014, 70% of district teachers will assess themselves as intermediate or proficient in the usage, evaluation, monitoring, and adjustment of technology-enhanced lessons to support the district's standards-based curriculum goals.
- Year 2: 2015, 85% of district teachers will assess themselves as intermediate or proficient in the usage, evaluation, monitoring, and adjustment of technology-enhanced lessons to support the district's standards-based curriculum goals.
- Year 3: 2016, 100% of district teachers will assess themselves as intermediate or proficient in the usage, evaluation, monitoring, and adjustment of technology-enhanced lessons to support the district's standards-based curriculum goals.

Implementation Plan					
Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Instrument	
Teachers will participate in a district developed technology self-assessment survey.	2013 - 2016: Twice per year, Fall and Spring.	Coordinator of Information Technology Services, Sr. Director of Student Services, Site Admins, Teachers.	Results will be gathered and studied for professional development needs by site and district administration. Targeted training will be giving depending on results.	Google Apps.	
Provide ongoing teacher training, support and development for district student assessment system, currently OARS.	2013 - 2016: Ongoing and on as needed basis.	Coordinator of Information Technology Services, Sr. Director of Student Services, Site Admins, Teachers, TSTs.	Site and district administration will monitor system usage. Student assessment data will be monitored via peer groups and during classroom reviews.	Student Assessment System (currently OARS).	

Implementation Plan					
Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Instrument	
Provide ongoing training and support for Student Response Systems (by eInstruction). Teachers, given the proper training, will be able to effectively engage and assess students on a daily basis in a real time environment. The system utilized Exam View test banks to create standards- based tests and assignments.	2013 - 2016: Fall of 2013, begin needs assessments among teachers. Implement training on an ongoing and as needed basis.	Site Admins, TSTs, Teachers, Coordinator of Information Technology Services, Sr. Director of Student Services.	During PLC meetings share and discuss the SRS. Site Admins will be responsible for assessing and implementing training. District staff will be responding in a support role as needed.	Google Apps, survey, discussions.	
Provide teachers and staff with access to Microsoft E- Learning resources website for up to date training on commonly used software such as Word, Excel, Powerpoint, Windows OS and more.	2013 - 2016: Access beginning in Fall of 2013, then ongoing access to current courses thereafter	Site Admins, Coordinator of Information Technology Services.	Coordinator of Information Technology Services will report to site and district administrators' system usage.	Microsoft website reporting tools.	
The district will actively work with TSTs and other PD providers to identify high- quality, free or fee-based resources that can support curricular goals in Language Arts and Mathematics in support of instructional strategies that are aligned to the state adopted standards, i.e common core.	2013 - 2016: Fall, evaluate needs and begin research. Ongoing basis.	Site Admins, Teachers, TSTs, Partners, Coordinator of Technology Services, Sr. Director of Student Services, Assistant Superintendent of Educational Services and Personnel.	Create schedule and report of resources. If fee-based, authorization must come from site or district administrator. TSTs will be responsible for training others, and supporting site.	Google Apps, site plans.	

3e. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan detailing how and when students will acquire the technology skills and information literacy skills needed to succeed in the classroom and the workplace.

In order to succeed in school, life, and work in the 21st century, students need to master a wide range of information literacy and technology skills, including those relating to creativity and innovation; communication and collaboration; research and information fluency; critical thinking, problem-solving, and decision-making; digital citizenship; and technology operations and concepts. According to a study conducted by the Association of American Colleges and Universities, it confirms that businesses are looking for those equipped with 21st century learning skills. The AAC&U is quoted, "nearly all those surveyed (93 percent) say that 'a demonstrated capacity to think critically, communicate clearly, and solve complex problems is more important than [a candidate's] undergraduate major."

Silver Valley USD parents, likewise, concur: 96% of parent respondents in a district survey rated information literacy and technology skills needed for school and work as being "very" or "highly" important for their children at school, while 97% of these parents felt it was also "very" or "highly" important for their students to have the opportunity to use technology at school to learn how to do research for reports and to solve problems. A large percentage of Silver Valley USD teachers from elementary, middle and high schools (86%) responding to an online survey believe that using education technology in support of the development of students' critical thinking and problem solving is "very" or "highly" important, ranking this specific use of technology ahead of all other categories.

Information literacy is defined as the ability to define, locate, select, organize, present, and assess information in and through a variety of media technologies and contexts to meet diverse learning needs and purposes. An information literate person knows and follows safety, ethical, and legal procedures in the use of technology. All SVUSD teachers are expected to address and teach appropriate technology and information literacy skills as applicable within the core curriculum; the district's mix of traditional librarians and media technicians may also, depending on each site, have a role in technology and information literacy instruction.

The following charts shows how technology is being implemented in the classroom as well as the general knowledge level of the students.





True **79** 87% False **12** 13%

I typically assign work with technology requirements (word processing, Internet research, presentation development):



More often than once a week.	14	16%
About once a week.	13	15%
More often than once a month.	18	21%
About once a month.	15	17%
About once per term.	27	31%

Students in my class have the following technology skills:



None, I have to teach them everything new.	8	9%
Some, I only need to teach skills specific to my assignments.	77	84%
I work with the computer lab teacher for teaching skills the students need.	2	2%
The computer lab teacher teaches them everything.	0	0%
My assignments do not require technology skills.	5	5%

Goal 3e.1: All students will learn information literacy and technology skills, ethics, and Internet safety skills needed to succeed in the classroom, meet the District's curricular goals and graduation requirements, and prepare for successful entry into the workplace.

Objective 3e.1.1: By June 2016, 95% of students will demonstrate grade level appropriate 21st Century Skills (information literacy and technology skills) as measured by the ISTE (International Society for Technology in Education) NEST-S (National Educational Technology Standards for Students) standards.

- Year 1: By June 2014, 75% of students will demonstrate grade level appropriate 21st Century Skills (information literacy and technology skills) as measured by the ISTE (International Society for Technology in Education) NEST-S (National Educational Technology Standards for Students) standards.
- Year 2: By June 2015, 80% of students will demonstrate grade level appropriate 21st Century Skills (information literacy and technology skills) as measured by the ISTE (International Society for Technology in Education) NEST-S (National Educational Technology Standards for Students) standards.
- Year 3: By June 2016, 95% of students will demonstrate grade level appropriate 21st Century Skills (information literacy and technology skills) as measured by the ISTE (International Society for Technology in Education) NEST-S (National Educational Technology Standards for Students) standards.

Implementation Plan					
Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Instrument	
District will review its current information literacy and technology skills Matrix and adjust based on newest NETS-S Standards.	2013 - 2016: Bi-annually, Fall and Spring.	Sr. Director of Student Services, Coordinator, Technology Services, Site Admins, Teachers, TSTs	Discuss instructional strategies and resources at team/department meetings, and modify as needed. Review skill matrix; make recommendations for adjustments. Ensure matrix revisions are communicated, adopted per policy	Google apps, ISTE NETS-S.	
As applicable, librarians and media technicians will assist in the teaching student's information literacy and technology skills in labs and libraries. Based on current NETS-S standards.	2013 - 2016: Ongoing throughout school year.	Teachers, Media Clerks, Librarians, Sr. Director of Student Services	Schedules for computer lab time, students will take a district technology survey twice per year.	District technology survey, Google Apps.	
District will review curriculum available for teachers to use in lessons for teaching technology and information literacy embedded within the content standards, including materials from such products as iSAFE, WebWiseKids C3 Matrix, others	2013 - 2016: Annually and on as needed basis.	Teachers, TST, Site Admins, Coordinator, Technology Services	Review TST and district staff development plans, arrange for providers and collect PD program records (sign-in sheets, agenda, work products, evaluations, etc.) and modify plans as needed	Google Apps, Assessment Systems, RTI Systems, SRS, Systems.	

Implementation Plan						
Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Instrument		
as may be available via subscription, CTAP Region 10, or other source, and will place orders for said products/services, as applicable						
All teachers will incorporate technology and information literacy skills while teaching the core curriculum, with TSTs modeling in classrooms as appropriate.	2013 - 2016: Ongoing, Daily Participation.	Teachers, TSTs, Site Admins, Coordinator of Information Technology Services	Monthly monitoring. Site admins will conduct class walkthroughs.	Assessments systems, lesson plan builders, etc.		
All K-12 students will take the District Technology Survey bi- annually to monitor student technology and information literacy skills.	2013 -2016: Bi-Annually, Fall and Spring.	Site Admins, Teachers, Coordinator of Information Technology	Student will take a brief technology survey. Site and District personnel will evaluate the survey and address the results.	Google Apps, District Technology Survey.		
Students will be taught Internet Safety Skills using the iSafe curriculum. Appropriate online behavior, cyber-bullying and social networking will be the topics. These courses are eRate approved	2013 - 2016: Bi-annually, Fall and Spring.	Teachers, Site Admins, Assistant Superintendent Educational Services and Personnel, Coordinator of Information Technology Services.	To meet eRate compliance, reports will be generated using the iSafe reporting system. Site and District Admins will receive a report to ensure compliance is being met at the site level.	iSafe reporting module.		

3f. List of goals and an implementation plan that describe how the district will address the appropriate and ethical use of information technology in the classroom so that students can distinguish lawful from unlawful uses of copyrighted works, including the following topics: the concept and purpose of both copyright and fair use

According to California Education Code, school districts must now include in their Technology Plans a component on educating students and teachers on the appropriate and ethical use of information technology, the manner in which to avoid committing plagiarism, and the concept, purpose, and significance of copyright.

SVUSD has Internet Acceptable Use Policies for students (BP, AR 6163.4) and staff (BP, AR 4040) in place. All students must have a user agreement signed by a parent or guardian and by the student (grades 4-12) before they are granted access to any district technology. Staff must acknowledge in writing that they have received, read, and understood the policies. SVUSD also has a detailed copyright policy (BP, AR 6162.6) covering copying and use of many types of materials for instructional purposes.

The following chart shows how the AUP is implemented, along with how knowledge of Copyright and Fair use is transferred to students.

My students have returned a signed Acceptable Use Policy (AUP) for our school.



	10	1976
I'm not really sure	6	6%
They do that with the beginning of the year packet	69	73%
Whenever I assign work that required technology infusion, I review AUP policies.	1	1%

To what degree are you knowledgeable about Copyright and Fair Use?



I cover Copyright and Fair Use with all assignments.	7	8%
I cover Copyright and Fair Use issues with applicable assignments.	32	35%
Students turn in an Acceptable Use Policy (AUP) that covers Copyright and Fair Use.	43	47%
I am not aware of Copyright and Fair Use issues and how they apply to the classroom.	9	10%

Someone else at our school site (librarian, home room teacher, computer teacher, etc.) covers the following issues with students: the concept and purpose of both copyright and fair use; distinguishing lawful from unlawful downloading and peer-to-peer file sharing; and avoiding plagiarism (AB 307)



True	13	14%
False	14	16%
Not sure who is responsible for covering these topics.	18	20%
As a classroom teacher, I am responsible for covering these topics.	45	50%

Goal 3f.1: For each school year, all students and all district employees will demonstrate appropriate and ethical use of information technology.

Implementation Plan				
Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Instrument
The Assistant Superintendent and/or his designee will review technology-related policies each year to maintain compliance with state and federal legislation.	2013 - 2016: Annually, Fall	Assistant Superintendent of Educational Services and Personnel, Coordinator of Informational Technology Services.	Monitor staff AUP signing process; maintain file of staff AUPs. Issue IDs/accounts to students only when they have returned signed AUPs • Monitor changes in state and federal legislation; recommend changes to Board policy to remain in compliance. Monitor site and district AUP processes and procedures; recommend changes as needed	Student Information Systems, Various entity publications, correspondence and websites.
District will develop procedures to ensure that all relevant staff (including	2013 - 2016: Annually,	Assistant Superintendent of Educational Services	Monitor copyright compliance issues (staff and students); provide additional professional	Student Information System,

	Implementation Plan				
Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Instrument	
teachers, librarians, and computer lab aides) is informed about which students do not have signed Acceptable Use Policies (AUP) on file. A field in the Student Information System will be used to store AUP information.	Fall	and Personnel, Coordinator of Informational Technology Services.	development as needed. Reinforce to staff the importance of Internet safety and ethical use issues and AUP procedures. Ensure that all relevant staff (teachers, computer lab aides, and library staff) receives AUP permissions lists. Monitor use of the Internet by site staff and students	correspondence with Site Admins	
Teachers will attend an in- service, led by Site Administrators or their designee, including TSTs that will prepare teachers to provide direct instruction to students on respect for the intellectual property of others. All pertinent information will be outlined and differentiated instruction samples will be presented as appropriate.	2013 - 2016: Annually, Fall.	Assistant Superintendent of Educational Services and Personnel, Coordinator of Informational Technology Services, Teachers, Site Admins.	Monitor student use of computers, including compliance with Acceptable Use Policy; teach concepts as found necessary. Ensure that students have signed AUPs on file before allowing them access to the Internet. (TST staff): Work with district and site administrators to assist with needed professional development on fair and ethical use, as applicable	Student Information Systems, Meeting Agendas, etc	
Teachers will provide information literacy instruction that will include the concept, purpose, and significance of the ethical use of information technology including copyright, fair use, plagiarism and the implications of illegal file sharing and/or downloading.	2013 - 2016: Annually, Fall	Teachers, TSTs, Site Admins	Site Admin will conduct evaluation and classroom monitoring to ensure instruction is being giving	Classroom walk through. Student information system, iSafe reporting.	

3g. List of goals and an implementation plan that describe how the district will address Internet safety, including how to protect online privacy and avoid online predators. (AB 307)

School districts must now include in their Technology Plans a component on educating students and teachers on the appropriate and ethical use of information technology and Internet safety. In addition, new federal legislation (Protecting Children in the 21st Century Act) requires school districts receiving E-rate discounts to educate minors about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms and cyber-bullying awareness and response.

SVUSD has Internet Acceptable Use Policies for students (BP, AR 6163.4) and staff (BP, AR 4040) in place. A detailed anti-bullying policy (BP, AR 5131.11) includes cyber-bullying, prohibits harassment or threats inside or outside of school, calls for immediate reporting by anyone who observes bullying,

provides for staff development in bullying prevention and developing interpersonal understanding, and requires administration, teachers, and staff to discuss the policy with students.

SVUSD maintains a network firewall and monitoring system that isolates all school site computers from the rest of the Internet; it also provides Internet filtering in compliance with the Children's Internet Protection Act (CIPA)(county-provided Internet content filtering—Barracuda).

The following chart shows how Internet Safety knowledge is transferred to students. The chart also shows how teachers access student AUP information.



Goal 3g.1: The Assistant Superintendent and/or his designee will review technology-related policies each year to maintain compliance with state and federal legislation.

Goal 3g.2: District will develop procedures to ensure that all relevant staff (including teachers, librarians, and computer lab aides) are informed about which students do not have signed Acceptable Use Policies (AUP) on file. A field in the Student Information System will be used to store AUP information.

Goal 3g.3: Teachers will attend an in-service, led by Site Administrators or their designees, including TSTs, which will prepare them to provide direct instruction to students on Internet safety, including issues of cyber-bullying. All pertinent information will be outlined and differentiated instruction samples will be presented as appropriate. SVUSD is exploring several program possibilities that provide materials and lesson plans to educate students about online safety.

Goal 3g.4: Teachers will provide direct instruction to students on Internet safety, including issues of cyber-bullying and safety in chat rooms and social-networking situations.

	Implementation Plan					
Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Instrument		
Review AUP, board policies and regulations, make any necessary changes to keep current with local, state and federal laws and mandates.	2013 - 2016: Annually, Summer.	Coordinator, Technology Coordinator	Stay up to date with various local, state an federal agencies that are responsible for updating laws and regulations.	CASBO, CSIS/FCMAT, USAC, eRATE, FCC, CDE, Federal department of education and other sources.		
Include AUP is part of student enrollment and back to school packages. Track return and sign rate for each student.	2013 - 2016: Annually, Summer.	Coordinator, Technology Services, Assistant Superintendent Education, Site Admins	Each student must sign and return an AUP. If students do not complete it, they are not allowed use with the districts technology systems.	Student Information Database has a check box for each student that has signed and returned an AUP. Teachers are also responsible for ensuring this policy is upheld.		
TSTs will conduct onsite training's for various applications or technology for their site staff.	2013 - 2016: Quarter, and as needed	TSTs, Coordinator of Information Technology Services, Site Admins.	Site Admins and teachers will make requests for trainings on various applications.	Google Forms to conduct training needs survey. Meeting agendas and sign in sheets.		
Implement Internet Safety training courses to staff and students. Courses are in Cyber-Bullying, Online Behavior, and Social Networking.	2013 - 2016: Bi-Annual, start of each semester.	Teachers, TSTs, Site Admin, Coordinator of Information Technology Services.	Per eRate and FCC requirements, training on these courses is mandatory. Site Admins will have to monitor their staff to ensure compliance. District has the capability to monitor course giving, by teacher, by site by time.	iSafe reporting modules allow for detailed reporting for eRate compliancy		

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

SVUSD Board Policy calls for equitable access for all students to all district resources: BP 0410 (Nondiscrimination in District Programs and Activities): "The Governing Board is committed to equal opportunity for all individuals in education. District programs and activities shall be free from discrimination based on gender, sex, race, color, religion, ancestry, national origin, ethnic group identification, marital or parental status, physical or mental disability, sexual orientation or the perception of one or more of such characteristics. The Board shall promote programs, which ensure that discriminatory practices are eliminated in all district activities. District programs and facilities, viewed in their entirety, and shall be in compliance with the Americans with Disabilities Act. The Superintendent or designee shall ensure that the district provides auxiliary aids and services when necessary to afford individuals with disabilities equal opportunity to participate in or enjoy the benefits of a service, program or activity. These aids and services may include, but are not limited to, qualified interpreters or readers, assistive listening devices, note takers, written materials, taped text, and Braille or large print materials."

Should students require additional equipment or facilities to enjoy equal access to technology tools, additional assistive technologies will be provided to meet their needs, as outlined in their IEPs or 504 Plans. Currently the district uses SESP to track students and create digital IEPs and 504s. The SELPA provides an expert who assists in recommending and providing assistive technology as warranted in IEPs so that the technology is individualized for special education students.

The District Technology Services Department ensures that there is at least one computer per four students at all schools and works hard to make certain each school has equitable technology resources. Schools also have the ability to purchase technology tools as necessary on a site by site basis. All student groups, including English learners and GATE students, have equal and appropriate access to hardware and electronic learning resources through their classes. Pearson suite of software, Waterford and SuccessMaker provides targeted RTI (Response to Intervention) for those students that need this program, Accelerated Reader provides individualization for all levels of learners, from remediation through enrichment. READ 180 and System 44 provides individualization for those students who need to improve in reading and the Apex Learning subscriptions provide credit recovery and/or AP classes for students requiring such programs. Use of standards-based (common-core) assessments (benchmark tests and exams constructed using OARS) allows teachers to target assignments specifically to individual student needs.

The technology requirements of students with special needs are met through the district and/or Desert Mountain Special Education Local Plan Area (SELPA).

3i. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan to use technology to make student record keeping and assessment more efficient and supportive of teachers' efforts to meet individual student academic needs.

The district has identified clear, specific, and realistic goals for using technology to make student record keeping and assessment more efficient and supportive of teachers' efforts to meet individual student academic needs. All teachers have access to data, including the CALPADS longitudinal data and the OARS benchmark assessment data. In addition, the district has formed Professional Learning Communities (PLCs) where grade level/subject area teams meet district wide following each of the three district benchmark assessment periods, to review results, dialogue, calibrate, adjust learning strategies, etc.

The district uses web-based Infinite Campus as its student information system. Infinite Campus provides districts with the integrated tools needed to streamline student administration, enable stakeholder collaboration and individualize instruction. The entire system is web-based so users have access to information from anywhere at any time. The system also serves as a district-wide data warehouse allowing student data to be entered once and leveraged across the entire district supporting data-driven decision making. Parents of students also have access to their student information via the Parent Portal. Currently, the portal is open for grades 6-12. The District anticipates having access for all grades by 2015-2016 school year.

Currently for Grades K-8, the district offers to students and parent a public portal for its Success Maker (RTI) program. Students and parents can utilize this system from any computer from any location. It offers the student outside hours access to their learning tools. APEX also offers the same outside school hours access for student participating in that program.

The following graphic is from the SVUSD Tech survey. The following short answer chart depicts how technology and data is being utilized in the classroom for student record keeping. In summary, student data and technology is vital to instructional needs and alignment. The most common short answer is using assessment data (Blueprints, benchmarks, tests, etc) to assess where students weaknesses and strengths

are. Teachers use this data to individually address each student's instruction, as our district motto depicts, "by name, by need, by skill".

Not only is the data utilized in the common classroom, but it is used in creating specific plans for special needs students. IEPs and 504 plans utilize this information to create a granular and specific level of instruction for that student.

Alongside the data are the tools of implementation. According the short answer survey, teachers are utilizing all aspects of available technology. The number one choice is publisher and online content, along side the districts own Response to Intervention systems (Pearson Waterford and SuccessMaker, Scholastic Read 180 and System 44). Current technology and the internet have made it more accessible for teachers and student to access data and information for instructional purposes, engagement and interaction.

Interaction and engagement technology, such as the Student Response Systems (SRS) that are utilized by some of the classrooms in our district have also proven to be successful in delivering instruction to students. The short answer survey showed that teachers that use this technology are realizing the usefulness. SRS immediately engages the student, while giving the teacher immediate feedback to the instruction being taught. The teacher is able to in "real time" monitor the student's progress and address any immediate student needs. The teacher is also able to use this data to evaluate their teaching methods and adjust accordingly.

One answer that was not readily apparent or given is the community link. Parental and student communication with data is of utmost importance. A long running goal of the district is to increase the availability and exposure of parents and students to the instructional data. Promoting self evaluation and communication between student-parent-teacher. Programs like RTI SuccessMaker have a public access portal for students and teachers. The student information system has a parent portal where grades and daily lessons can be viewed. Most publisher content is online and accessible by those who have an internet connection. For these that do not have an internet connection, the district has implemented public information kiosks at each site including the district office.

In today's world, instruction and technology walk hand in hand. We as a society are more informed than in years past. It is the continued utilization of this information by teachers, students and parents that will help meet each need and skill.

(Below are brief survey responses, as summarized above)

How do you use data to address student needs?

I analyze Blueprint data to adjust for remediation. I use Holt Unit tests using the student response system (clickers) as formative assessment. I use CPS and the student response systems to assess student learning and determine where areas of need are. I also monitor student grades in Infinite Campus. This data helps me further shape my lessons to meet student needs. to base interventions we use them to see where their strengths and weaknesses are, I use data to drive my instruction for my students. I use it when planning assignments, tests, goals for IEP's, accommodations for my students in my class and for the IEP's, and test modifications. Test results are entered into OARS and are evaluated to determine student progress. I use the district programs with my students such as: Waterford, Pearson Success Maker, and gr2math.com web site. I look in depth at the questions and responses student did for the Blueprint Assessments. Measurable goals...re-teach as needed. As elective teacher, only as needed to give students support with core curriculum. Small grouping of students needed extra help in areas- Monitoring progress through assessments Grouping with other classes based on results | use data gained to group students, reteach, or move ahead. i use it for my needs to see where students are advancing to but not in a technology way Used for rough drafts and revising until a final product is reached. I use data to adapt lessona and do review. I also use it for placing students in small groups and in grade level scaffolding. I use data to addresss student needs by reviewing specific test scores over a period of time and assign extra practice for the low scoring areas. Student scores allow for accessment futher skill building students use the internet to download material for assignments | use data to form groups for small group instruction, modification, and differentiation. It helps me to provide clear goals, measurable objectives, provide, keep track of, and share annual benchmarks. It also helps when implementing a plan to use technology for student record keeping and makes the use of assessments more efficient and supportive in my efforts to meet individual student academic needs. If reliable data shows that my students have not learned a skill/topic, I design additional lessons and work with students so they will learn that topic. The blueprint data is neither reliable nor accurate and I do not use it. We attempt to use OARS, but it never really works too well or in a manner that is easy to decipher data. look on the items where most students find it difficult, then reteach. I use data to address student needs during parent/teacher conferences, when creating RTI groups, adjusting lessons to meet the students needs. Review student test scores provides information that is then used to identify their areas of strength and weakness. I then share this information with students so they understand what it is and why we are working to address those skills needed | I use data to put students into small groups for intervention and acceleration. Data also guides me to reteach certain areas of the curriculum. I use data to drive my instruction for both whole class and individual needs. I use data to add the NETS standards to many of my lessons. Data is recorded and analyzed to see student strengths and weaknesses. Data is used to reviewed what students know and don't know. As well as where they need to go next... As the reading intervention teacher, I use SAM (Scholastic Accounts Manager) to monitor student progress in both Read 180 and System 44. I also look on OARS to see how students in my programs are performing on Blue Prints, State Tests, and on regular classroom assessments. I use student data to drive my instruction and meet my students individual needs. OARS has supported this goal in my classroom with making record keeping and making assessments more efficient and user friendly. I use the data to addresss tudents specific needs. I use data weekly to review with the students their test scores. I meet individually with each student and review data generated from OARS. I use data as it helps me to see what my students have learned, need to learn, or need extra support in. This in turn affects my scaffolding and my teaching. Target students areas of weakness in order to improve scores. There are many assignments that use computer based programs. These programs record student data for me to analyze and have a better understanding of what each student is needing. OARS and Waterford | use the OARS blueprint data to locate areas of deficiency and work those with the students. I also use the SRS system to test students on a weekly basis. I collect data to help adapt lessons. Determine strengths and weaknesses. My students use one program that I check on for progress, skill level and minutes used. I look up books in Alexandria, my online library, in order to find books that the students are requesting or need for a research project. I also allow them to access the internet in order to research items or to do skill building



Goal 3i.1: All teachers and administrators will use technology for student record keeping and instructional decision-making based on assessment data.

Objective 3i.1.1: In each year, 100% of all teachers will have direct access to assessment data reports to drive instruction and identify additional intervention.

- Year 1: 2014: 100% of all teachers will have direct access to assessment data reports to drive instruction and identify additional intervention.
- Year 2: 2015: 100% of all teachers will have direct access to assessment data reports to drive instruction and identify additional intervention.
- Year 3: 2016: 100% of all teachers will have direct access to assessment data reports to drive instruction and identify additional intervention.

	Implementation Plan				
Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Instrument	
Current student assessment system is OARS, and has been in use for the past 3 years. SVUSD will continue to utilize this system to give teachers and administrators access to student assessment data.	2013 - 2016: Ongoing	Teachers, Site Admins, Sr. Director of Student Services, Assistant Superintendent of Educational Services and Personnel	Students are given Blueprints 2x per year. Current and past STAR data is imported into OARS. Teachers and administrators are able to generate individual student reports.	OARS	
Continue to provide training for teachers and administrators	2013 -2016: Ongoing and on as needed basis	Site Admins, Teachers, TSTs, Sr. Director of Student Services	OARS offers online webinars and bi-annual conference/ training seminars. TSTs, Teachers and Site Admins will be encouraged to take advantage of these training opportunities.	System usage reports help center call log reports.	
CAIS (Curriculum and Instruction) Committee meets monthly to discuss Blueprint and other	2013- 2016: Monthly meeting	CAIS Committee, Sr. Director of Student Services, Assistant	Agendas and minutes are kept for each meeting and are available on the district website.	District website, Google Apps	

Implementation Plan				
Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Instrument
student assessment data. Continually work on assessments to ensure it is in align with the districts instructional strategies and state standards.		Superintendent of Educational Services and Personnel.		
Update/ Add/ Replace existing assessment scanners for higher availability	2013 - 2016: Fall 2013- Evaluate hardware requirements and needs. Replace, and monitor systems bi- annually prior to each Blueprint testing period.	Coordinator of Information Technology Services	Work with vendor on updated hardware requirements. Test and evaluate using existing production copiers in lieu of standalone all in one machines. Replace systems that are malfunctioning with vendor recommended hardware or tested and proven substitutes. Goal would be for each teacher to have their own scanning station.	Inventory Management Systems. Onsite visual.

Objective 3i.1.2: By June 2016, 100% of teachers will use assessment data reports to guide instruction. Benchmarks:

- Year 1: 2014: 80% of teachers will use assessment data reports to guide instruction.
- Year 2: 2015: 90% of teachers will use assessment data reports to guide instruction.
- Year 3: 2015: 100% of teachers will use assessment data reports to guide instruction.

Implementation Plan				
Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Instrument
Review applicable systems that will provide meaningful assessment data for teachers and administrators.	2013 -2016: Fall 2013, Review existing systems. Ongoing review each fall to ensure applicability.	Site Admins, Teachers, TSTs, Sr. Director of Student Services, Assistant Superintendent of Educational Services and Personnel	Research existing systems, such as student assessment system, RenLearn, Student Response Systems, Learning Management Systems, RTI Systems, DataQuest, etc.	Assessment Reports

		Implementation Plan		
Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Instrument
Provide training for teachers and administrators. Utilize TSTs, vendor resources, PLCs, CAIS committee for support.	2013 - 2016: Ongoing	TSTs, Site Admins, Teachers, CAIS Committee, Sr. Director Student Services.	Utilize PLC days for training and review. PLC days are held on Wednesday's of each week.	Agendas and Schedules.
Site Admins will conduct class walks and one on ones with teachers to evaluate student progress.	2013 - 2016: Ongoing, monthly	Site Admins, Teachers, Sr. Director of Student Services	Site and district administrators will conduct one to one and class walk through.	Google Apps.

Objective 3i.1.3: By June 2016, an electronic grading program for grades K-6 that includes grade books, remote grade management for teachers, and parental access to published grades will be utilized by 100% of district teachers.

- Year 1: 2014: An electronic grading program for grades K-6 that includes grade books, remote grade management for teachers, and parental access to published grades will be utilized by 75% of district teachers.
- Year 2: 2015: An electronic grading program for grades K-6 that includes grade books, remote grade management for teachers, and parental access to published grades will be utilized by 85% of district teachers.
- Year 3: 2016: An electronic grading program for grades K-6 that includes grade books, remote grade management for teachers, and parental access to published grades will be utilized by 100% of district teachers.

		Implementation Plan		
Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Instrument
Creation of report card / grade book committee	2013: Fall	Site Admins, District Technology Committee, Assistant Superintendent of Education Services and Personnel, Coordinator of Information Technology Services.	Meeting agenda and minutes	Google Apps
Research and review grade books for existing SIS system, or consider 3rd party solutions	2013: Fall, Begin research. Complete by Winter 2013.	Site Admins, District Technology Committee, Assistant Superintendent of Education Services and Personnel, Coordinator of	Facilitator will keep meeting agendas and minutes.	Google Apps

		Implementation Plan		
Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Instrument
		Information Technology Services.		
Design report card/ grade book for grades K-6 and implement.	2014: Spring target for completion.	Site Admins, District Technology Committee, Assistant Superintendent of Education Services and Personnel, Coordinator of Information Technology Services.	Facilitator will monitor progress.	Google Apps
Training for grade K-6 teachers	2014 - 2016: End of Spring Summer, initial training. Ongoing training thereafter and on as needed basis.	Site Admins, District Technology Committee, Assistant Superintendent of Education Services and Personnel, Coordinator of Information Technology Services.	Site Admins will provide schedules for training teachers at affected sites.	
Parent notifications of new K-6 online Grade book system	2014 - 2016: Fall of 2014, Beginning of each school year.	Site Admins, District Technology Committee, Assistant Superintendent of Education Services and Personnel, Coordinator of Information Technology Services.	System usage reports will offer information on parent usage of new system.	System reports.

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

In the Silver Valley Unified School District Communication Plan, the district has identified clear, specific, and realistic goals for using technology to facilitate improved communication between home, school and community.

Families and community members who have access are able to communicate with district staff via e-mail, web pages and/or telephone. The district recently installed Kiosks at each site and district office. The Kiosks offers the community a convenient way to access and share data. School Messenger is used as the district's auto dialer/parent notification system.

The district has been working with various internet service provides on bringing the technology to the local area so that community members could have another option for internet service. The time frame on this venture is unknown, but the possibility to expand service sounds promising.

The following chart shows the percentage of communication methods for teachers to parents and parents to teachers.

What communication means do you use to contact parents?



Class newsletter	33	11%
Notes home	63	20%
Email	82	26%
Phone calls	88	28%
Texting to parents	24	8%
School newsletter	19	6%
Tweets	1	0%

What methods can parents use to contact you at school:



Written note via student	85	27%
Email	91	29%
Phone calls	92	29%
Texting from parents	24	8%
Class web page has an email link	25	8%

Goal 3j.1: SVUSD will maintain high-speed voice and data networks, including up-to-date phone systems (VoIP) and full wireless Internet access at each site, general funds and E-Rate discounts so providing.

Objective 3j.1.1: Maintain and evaluate all systems to ensure 99% up time, replace technology as needed. Benchmarks:

- Year 1: 100% Up time, inspect systems on a quarterly basis.
- Year 2: 100% Up time, inspect systems on a quarterly basis.
- Year 3: 100% Up time, inspect systems on a quarterly basis.

Implementation Plan							
Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Instrument			
Physically test systems. Assess and evaluate systems and new technology to	Ongoing basis, quarterly every year.	Coordinator of Information Technology Services	Every year on a quarterly basis, visually and electronically monitor	Visual inspections and technician's device.			

Implementation Plan							
Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Instrument			
ensure maximum up times.			existing systems.				

Goal 3j.2: All teachers will use technology to communicate with homes (parents and students) at least once a week to monthly

Objective 3j.2.1: District provides informational outreach/tutorials/checklists to information providers (administrators/teachers) and consumers (parents/students) to maximize communication and portal capacity

- Year 1: Beginning of school, bi-annually and when new students enroll thereafter
- Year 2: Beginning of school, bi-annually and when new students enroll thereafter
- Year 3: Beginning of school, bi-annually and when new students enroll thereafter

Implementation Plan							
Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Instrument			
District distributes "How- To's" and user guides to teachers. (Including systems like Remind 101, email, websites, etc)	Beginning of school, and as needed.	Coordinator, Information Technology Services	TST's and site admins will conduct random surveys on communications with parents and students.	Google Apps Forms, email/ website monitoring systems.			
TST help teachers and administrators set strategies for keeping classroom and site information current and relevant on websites, as applicable and Infinite Campus.	Beginning of school, and as needed.	TSTs, Site Admins, Coordinator of Information Technology Services	TST's and District will monitor websites for current information. Site Admins will poll parents and students for information about communication with teachers	Google Forms, email, SIS, website monitoring systems.			
Goal 3j.3: Technology department, with help of TSTs and District Technology Committee will continually search for and assess new and trending communication methods.

Objective 3j.3.1: Keep up on current and trending communication technologies. Evaluate and assess for a best fit with teachers, students and community.

Benchmarks:

- Year 1: Continually
- Year 2: Continually
- Year 3: Continually

Implementation Plan										
Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Instrument						
Monitor various sources for new and trending communication methods with students and community.	Continually	TSTs, Coordinator, Technology Services, Teachers, Site Admins	Communication methods change continually. Use various resources to monitor the technology that is being used and can be beneficial within the district.	Multiple sources, internet, magazines, social engagements, conferences, students, teachers, parents, etc.						

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

Processes for monitoring, evaluation, and program modification are addressed for each goal within sections 3d-3j. Using the tools and processes described, the responsible person will collect data about each activity or benchmark.

4. Professional Development

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

Staff development is critical to the successful implementation of the district technology goals. Currently SVUSD uses a District Self- Assessment Technology Survey, staff recommendations, student assessment data and administrative review to determine staff development needs. Additional assessment tools may be utilized as needed.

All administrative and certificated staff takes the District Self- Assessment Technology Survey annually and new certificated staff will take the Survey before they begin their duties. The district reviews survey data and teacher input each spring or fall to plan for district sponsored professional development activities for the next school year. Schools use their site's survey data and teacher input annually to plan for sitebased professional development.

In February 2012, a District Self- Assessment Technology Survey report was run, data is derived from administrators and teachers (102 responses, 72%). Table 1 summarizes the results. In overall computer knowledge and skills, 69% scored Intermediate or Proficient, with strengths in word processing (100% Intermediate or Proficient), email (99%), general computer knowledge and skills (98%), Internet (96%) and presentation (92%) and relative weaknesses in RTI programs (Waterford- 33% / Success Maker- 34% / APEX- 37%) and in Interactive White Board applications (51%).

Overall, out of the 102 respondents, the majority scored in the intermediate and proficient range, while only 19% scored in the beginning range. 12% scored the not applicable range, and further research for this group will be needed to determined specific needs.

TABLE 1: Administrator/ Teacher Computer Knowledge and Skills								
District Self-Assessment Technology Profile								
	Proficient							
Overall technology knowledge & skills	12%	19%	40%	29%				
Word-processing	0%	0%	41%	59%				
Spreadsheet	3%	11%	42%	44%				
Presentation	3%	5%	42%	50%				
Interactive White Boards	13%	51%	23%	13%				
Projector (AV Equipment)	2%	1%	53%	44%				
Document Camera	7%	6%	49%	38%				
Slate Type Device (Student Response Systems)	9%	33%	32%	26%				
Overhead Projector	14%	5%	47%	34%				
Notebook/ Desktop Computer	1%	1%	45%	53%				
Tablet Device (iPad, Galaxy, etc)	8%	21%	46%	25%				
Digital Camera/ Recorder	15%	9%	37%	39%				
Google Docs	2%	23%	45%	30%				
Google Sites	0%	13%	54%	33%				
Google Forms	8%	25%	43%	24%				
Google eMail	0%	1%	63%	36%				

Google Earth	7%	12%	50%	31%
Distance Learning (Discover Streaming)	20%	29%	37%	14%
Publisher Web Content	2%	7%	61%	30%
Success Maker	22%	34%	29%	15%
Waterford	23%	33%	27%	17%
APEX	42%	37%	16%	5%
Aleks	42%	16%	38%	4%
Internet (Web Browsers)	2%	2%	56%	40%
Video Editing/ Creation	14%	42%	26%	18%
Graphics Programs	11%	35%	31%	23%
Online Tutoring (Kahn Academy)	33%	31%	26%	10%
Learning Management Systems	27%	34%	23%	16%

Tables 2 and 3 show the results of the two sections of the Technology Assessment Profile which deal with skills in integrating technology into the curriculum. In these areas, in order to score proficient and sometimes intermediate, teachers must not only meet each standard themselves, but must know how to teach students how to do similar things, and must report that their students have learned these skills.

On California Commission on Teacher Credentialing (CCTC) Teacher Preparation Program Standard 9 questions, only 2% of teachers scored as Proficient, with strengths being online collaboration (27% Proficient) and records management/communication (25%). Areas of particular weakness include use and evaluation of electronic research tools (71% beginning or non-users), evaluation and selection of educational software (65%), knowledge of research & best practices in technology in education (56%) and knowledge of law, policy, and safety issues (56%).

On (former) CCTC Induction Standard 16 questions, only 2% of teachers scored as Proficient, with particular strengths in use of technology resources in curriculum-aligned lessons (63% Intermediate or Proficient), creation of technology-enhanced lessons (41%), and relative weaknesses in use of computer-based collaborative tools (74% beginning or non-users) and evaluation, monitoring, and adjustment of technology-enhanced lessons (71%)

TABLE 2: California Commission on Teacher Credentialing (CCTC)Teacher Preparation Program Standard 9: Using Technology in the Classroom

9a, 9f, 9g concern knowledge and use of resources in lessons

9d and 9e concern communication

9h and 9i concern information literacy skills

9f and 9i concern policy and law

In order to be "Proficient" in each sub-standard, teachers must have taught students how to accomplish each skill.

							Not applic. (Non-User)	Beginning	Inter- mediate	Pro-ficient
Standar	d 9 Over	all					7%	46%	45%	2%
9a	Use of technology appropriate to lesson content and student abilities/skills			2%	46%	46%	6%			
9b	Knowledge of research & best practices in technology in education			9%	47%	40%	3%			
9d	Record management; communication through printed- or multi-media			nted- or	7%	31%	37%	25%		
9e	Online of	collabora	ation				6%	31%	36%	27%
9f	Knowledge, selection and use of tech resources according to district policies to meet individual student needs			ccording to	9%	44%	40%	7%		
9g	Evaluation and selection of educational software			11%	54%	31%	3%			
9h	Use and evaluation of electronic research tools			17%	54%	25%	4%			
9i	Knowle	dge of la	aw, policy	y, and sa	fety issues		12%	44%	27%	17%

TABLE 3, (former) CCTC Induction Standard 16: Using Technology to Support Student Learning

16a and 16b concern communication using technology

16d and 16e concern student information literacy skills

16f and 16g concern assessment

In order to be "Proficient" in each sub-standard, teachers must have taught students how to accomplish each skill.

						Not applic. (Non-User)	Beginning	Inter- mediate	Pro-ficient
Stand	Standard 16 Overall			9%	56%	33%	2%		
16a	Communicat	ion using a	a variet	y of electronic media		7%	58%	35%	0%
16b	b Use of computer-based collaborative tools			18%	56%	21%	4%		
16c	Use of technology resources in curriculum-aligned lessons			ons	3%	34%	54%	9%	
16d	Development of student information literacy & problem- solving skills for lifelong learning			1-	11%	53%	31%	4%	
16e	e Creation of technology-enhanced lessons for students to plan locate, evaluate, select and use information for problem- solving; creation of effective learning environments; evaluation of technology use and quality of student products				o plan, ducts	11%	47%	39%	2%
16f	Use of data to	o assess an	d comr	nunicate student learning	5	21%	44%	19%	16%
16g	Evaluation, n enhanced les	nonitoring. sons	, and ac	ljustment of technology-		20%	51%	26%	3%

The vast majority (77%) of teachers responding said they need opportunities for training on integrating technology into the curriculum. As demonstrated based on results on the above charts, the district's desired Curriculum Component Section 3d emphasis on teacher use of technology to deliver instruction, to address individual student needs and to integrate technology into the core curriculum will require training for an estimated 80% or more of teachers.

The following chart of Technology Assessment Profile results shows teacher proficiency in the components of information literacy, including Internet safety and ethical use. At most, only 29% of teachers scored Proficient in any one area, meaning they both know these skills and have taught their students similar skills. There is clearly a high need in all areas for professional development, and approximately 55% to 65% will need some form up updated professional development in Internet safety

and legal issues and information literacy skills, in order to be able to successfully teach these skills to students and to monitor student use of technology.

		Not applic. (Non-User)	Beginning	Intermediate	Proficient
9h	Use and evaluation of electronic research tools	17%	54%	25%	4%
9i(1)	Knowledge of state and federal laws for uses of computer based technologies	15%	45%	24%	15%
9i(3)	Knowledge of Acceptable Use Policies, safety, and health issues	7%	48%	16%	29%
16d	Development of student information literacy & problem-solving skills for lifelong learning	11%	53%	31%	4%
16e(1)	Creation of opportunities to engage students in planning, locating, evaluating, selecting and using technology resources for problem-solving	13%	51%	28%	8%

As expressed on the Technology Assessment Profile, teacher preferences for technology training at their schools were: 24% one-on-one informal training, 82% small group training, and 26% online web-based training. Preferences for when technology training should be offered were during the school day (59%), after school (50%), in the evening (7%), on weekends (10%), and off-track or during the summer (28%).

As SVUSD implements its educational goals there are clearly several areas that require a commitment to staff development. The district will provide a variety of resources for ongoing and sustained professional development, including utilizing the district's site-based Technology Support Teachers (TST), CTAP training opportunities, technology workshops, conferences such as CUE, and other training as needed and further described below.

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

The district's Coordinator, Information Technology Services is currently responsible for overseeing technology-related professional development for the district. SVUSD uses a trainer of trainer's model for much of its staff development. Each school site has selected staff to serve as Technology Support Teachers (TST). TSTs are classroom teachers who are technology leaders at their school and form the core of the district's ongoing instructional technology implementation. Prospective TSTs and their site administrators agree to several conditions in order for classroom teachers to serve as a TST and, depending on school student/teacher population, more than one TST may be funded per site. Each TST receives a modest annual stipend, for which they must provide at least four technology staff training opportunities each year they serve in this capacity. TSTs also participate in summer training sessions themselves; some may serve on site and/or district change management committees; and all are expected to assist with overall staff development planning; TST input is included among the teacher surveys used to inform this Plan.

Funding permitting, the district intends to continue to leverage conferences such as CUE, expand online professional development opportunities and provide on-site workshops as appropriate with TSTs and CTAP, as well as vendors, who facilitate much of the professional development. In the 2011-12 and 2012-13 school years professional development has included Pearson SuccessMaker/ Waterford, Apex Learning specialized training; READ 180, Mathematics and ELA adoption PD technology module training; and Infinite Campus for both certificated and classified staff.

Goal 4b.1: Teachers and Administrators will have the opportunity to participate in sustained, ongoing professional development in support of this Technology Plan.

Objective 4b.1.1: By June 2016, 100% of teachers and administrators will score intermediate or proficient in Computer Knowledge and Skills on the Technology Assessment Profile.

- Year 1: 2014: 80% of teachers and administrators will score intermediate or proficient in Computer Knowledge and Skills on the Technology Assessment Profile.
- Year 2: 2015: 90% of teachers and administrators will score intermediate or proficient in Computer Knowledge and Skills on the Technology Assessment Profile.
- Year 3: 2016: 100% of teachers and administrators will score intermediate or proficient in Computer Knowledge and Skills on the Technology Assessment Profile.

Implementation Plan										
Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Instrument						
Teachers and administrators will fill out the District Self- Assessment Technology Survey bi-annually.	2013 - 2016: Annually, Fall and Spring	Sr. Director of Student Services, Coordinator of Information Technology Services.	District will monitor personal computer proficiency and technology integration skills.	Google Apps						
Site Admins and TSTs will create staff development plans in communication with district.	2013 - 2016: Annually, Spring	TSTs, Site Admins	Review individual program evaluations as part of professional development facilitator's reflection to inform practice and future PD planning	Google Apps						
TSTs and other providers will train staff in the use of district communication technologies	2013 - 2016: Annually	Site Admins, TSTs, Teachers, Coordinator of Information Technology Services	Teacher will complete evaluation forms during training sessions.	Google Apps						

Implementation Plan										
Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Instrument						
TSTs and/or the district's Technology Department will provide user-oriented "technical support" to help users gain in skills	2013 - 2016: Annually and on as needed basis	TSTs, Coordinator of Information Technology Services.	District and site will monitor the number of help calls related to technical support needs, teachers will be evaluated by Site Admins.	Google apps, Work order system.						
TSTs will provide professional development programs on site which may include existing training or be in addition to meet specific site needs, depending on site/district other offerings	2013 - 2016: Annually, ongoing and on as needed basis	TST, Site Admins, Teachers, Vendors, District Admin.	Teachers will complete surveys, Classroom walk through and one on one visits	Google Apps, Surveys.						

Objective 4b.1.2: By June 2016, 100% of site and district administrators will proactively engage in professional development training in the use of technology in the classroom and data analysis, on a consistent basis throughout each school year.

- Year 1: By June 2016, 80% of site and district administrators will proactively engage in professional development training in the use of technology in the classroom and data analysis, on a consistent basis throughout each school year.
- Year 2: By June 2016, 90% of site and district administrators will proactively engage in professional development training in the use of technology in the classroom and data analysis, on a consistent basis throughout each school year.
- Year 3: By June 2016, 100% of site and district administrators will proactively engage in professional development training in the use of technology in the classroom and data analysis, on a consistent basis throughout each school year.

Implementation Plan										
Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Instrument						
Administrators will proactively monitor classroom use of technology and seek out professional development opportunities for existing and new technologies. Including but not limited to iPad usage, Apps, 21st century skills, RTI program, data analysis, etc.	2013 - 2016, Ongoing.	Site Admins, Sr. Director of Student Services, Coordinator of Information Technology Services.	District will monitor professional development plans as scheduled on the district master calendar.	Training Schedules, Google Apps.						
Once per month, During PLC Wednesdays (minimum days), Site	2013 - 2016, Ongoing,	Site Admins, District Admins, Teachers,	Meeting Agendas, Collaboration	Google Apps, Calendar						

Implementation Plan									
Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Instrument					
and District Admins will conduct classroom technology showcases and demonstrations. A teacher or admin will demonstrate to peers, use of technology in the classroom.	Monthly.	District Coordinator of Technology Services.	documentation.	schedules.					
Technology Support Teachers (TST) and Admins will have the opportunity to attend the annual CUE (Computer Using Educators) conference. This conference provides opportunities to see peers and vendors demonstrate existing and new technologies in the educational setting	2013 - 2016, Annually, Spring	TSTs, District Coordinator of Technology Services	Calendar schedules, attendee lists, and conference summary briefs.	Google Apps, calendar.					
Admins will complete an annual survey on technology used onsite in the classroom, with expected and actual results. Academic achievement data will also be included in this survey.	2013 -2016, Annually.	Site Admins, Assistant Superintendent of Educational Services and Personnel, District Coordinator of Technology Services.	Survey	Google Apps					

Objective 4b.1.3: By June 2016, 90% of teachers will score Intermediate or Proficient on Standard 9, Using Technology in the Classroom, on the Technology Assessment Profile.

- Year 1: 2014: 70% of teachers will score Intermediate or Proficient on Standard 9, Using Technology in the Classroom, on the Technology Assessment Profile.
- Year 2: 2015: 80% of teachers will score Intermediate or Proficient on Standard 9, Using Technology in the Classroom, on the Technology Assessment Profile.
- Year 3: 2016: 90% of teachers will score Intermediate or Proficient on Standard 9, Using Technology in the Classroom, on the Technology Assessment Profile.

Implementation Plan								
Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Instrument				
Teachers and administrators will fill out the District Self- Assessment Technology Survey bi-annually.	2013 - 2016: Annually, Fall and Spring	Sr. Director of Student Services, Coordinator of Information Technology Services.	District will monitor personal computer proficiency and technology integration skills.	Google Apps				
TSTs and vendors will train staff in the use of curricular software (e.g., Waterford, Success Maker,	2013 -2016: Annually	TSTs, Vendors, Site Admin, Teachers	Teachers will complete online survey, Site admin will monitor	Google Apps- Surveys				

Implementation Plan									
Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Instrument					
RenPlace, Apex Learning, Web 2.0/Google App software, and textbook adoption technology components, other as applicable).			usage by conducting classroom walk through.						
TSTs and vendors will train staff on the use of tablet devices in the classroom. Specifically, iPads and Apps being used in pilot setting.	2013-2014: Ongoing, and on as needed basis.	TSTs, Teachers, Vendors, Coordinator of Information Technology Services, Site Admins.	Site admins and TSTs will evaluate the need for training by conducting surveys and one on one with teachers.	Google Apps, classroom walk through.					
TSTs will provide professional development programs on site which may include existing training or be in addition to meet specific site needs, depending on site/district other offerings	2013 - 2016: Annually, ongoing and on as needed basis	TST, Site Admins, Teachers, Vendors, District Admin.	Teachers will complete surveys, Classroom walk through and one on one visit.	Google Apps, Surveys.					

Objective 4b.1.4: By June 2016, 90% of teachers will score Intermediate or Proficient on Standard 16, Using Technology to Support Student Learning, on the Technology Assessment Profile.

- Year 1: 2014: 70% of teachers will score Intermediate or Proficient on Standard 16, Using Technology to Support Student Learning, on the Technology Assessment Profile.
- Year 2: 2015: 80% of teachers will score Intermediate or Proficient on Standard 16, Using Technology to Support Student Learning, on the Technology Assessment Profile.
- Year 3: 2016: 90% of teachers will score Intermediate or Proficient on Standard 16, Using Technology to Support Student Learning, on the Technology Assessment Profile.

	Implen	nentation Plan		
Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Instrument
TSTs and other providers will train staff in the use of lesson delivery technologies as applicable (e.g., presentation/concept mapping, Web 2.0/Google App software, smart boards and student response devices) as applicable.	2013 - 2016: Annual ongoing basis	TSTs, Teachers, Site Admins, Technology Services	Teachers will complete surveys, Site admins and TSTs will monitor classrooms and uses of technology.	
Site administrators or designees will provide professional development at each site on fair and ethical use of electronic resources and cyber safety	2013 - 2016: Bi-Annually, Fall and Spring	Site Admins, Coordinator of Information Technology	Calendar training schedules, System reports.	iSAFE, Google Apps

	Implen	nentation Plan		
Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Instrument
and provide resource materials for teachers to use in subsequent classroom instruction.		Services		
Vendors, TSTs and other district staff will provide Infinite Campus/homework posting/classroom announcement strategies and professional development as needed	2013 -2016: Ongoing and on as needed basis	TST, Site Admins, Vendors, Coordinator of Information Technology Services	Site Admins will schedule training, and poll teachers for needs.	IC Reporting system, Google Apps.
TSTs will provide professional development programs on site which may include existing training or be in addition to meet specific site needs, depending on site/district other offerings	2013 - 2016: Annually, ongoing and on as needed basis	TST, Site Admins, Teachers, Vendors, District Admin.	Teachers will complete surveys, Classroom walk through and one on one visit.	Google Apps, Surveys.

4c. Describe the process that will be used to monitor the Professional Development (Section 4b) goals, objectives, benchmarks, and planned activities including roles and responsibilities.

Person Responsible	Monitoring, Evaluation, and Program Modification Process
Teachers	• Take the district self-assessment (used to determine technology skills and needs for training)
reachers	Complete evaluation forms during training sessions
Technology Support	• Review annually with site administrator a summary of professional development results as part of end-of-year accountability reporting
Teachers	• Review individual program evaluations as part of professional development facilitator's reflection to inform practice and future PD planning
	• Complete the district self-assessment annually
Site	Observe classroom instructional techniques; decide on need for additional training
administrators	• At end of year, analyze success/appropriateness of training offered and consider improvements for the following year in collaboration with other sites as appropriate
	• Review results from sites annually
Assistant Superintendent	• Discuss results and professional development needs with various stakeholder groups as applicable: e.g., TST teams, Technology Department, other district leadership and create strategies, including textbook technology component training as applicable, to enhance professional development in collaboration with other district efforts

5. Infrastructure, Hardware, Technical Support, and Software

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

Existing Hardware:

Computers:

The chart below, shows the number of computers that are in service at each school site (classrooms, labs and libraries) and the per-school ratios of students to instructional computers and students to "up-to-date" computers (those 48 months old or less) as of March 2012, per an internal inventory of equipment. The district is in process of refreshing its computer fleet in order to meet the demands of various software implementations, such as Common-Core Testing, RTI- Pearson/ Scholastic Applications, Graphic and Desktop Publishing software (Adobe) and more. About 60%-65% of the computers in the District are over 6 years old, the remaining computers in the District are a little over 2 years old.

For better community, Kiosk computer systems were deployed at each site including the District Office. The Kiosks are located in the main office of each facility. The Kiosks serve as a community service for those who do not have access to computers at home. Parents and students can use the Kiosks to view the SVUSD website, Fort Irwin website, job openings, make payments for lunch services, access the Infinite Campus parent portal to view student grades, and more. SVUSD staff can also utilize the Kiosks for the previously mentioned applications and to view and enter work orders.

	Student Enrollment	Total Computers	Student / Compter Ratio	Up- to- date Comp <4 yrs	Student up-to- date Comp Ratio	# of comp. in classrooms	# of comp. in labs	# of comp. in libraries	# of comp. in mobile carts or other
Congressman Jerry Lewis Elem.	679	180	3:1	91	6:1	154	24	2	0
Newberry Springs Elementary	139	81	2:1	17	9:1	57	0	24	0
Tiefort View Intermediate	441	180	3:1	80	5:1	138	34	8	0
Yermo Elementary	297	130	2:1	90	3:1	94	34	2	0
Elem. Total	1259	571	3:1	278	4:1	443	92	36	0
Fort Irwin Middle	354	141	3:1	78	4:1	57	35	5	44
Middle Total	354	141	3:1	78	4:1	57	35	5	44
Silver Valley High	413	223	2:1	81	4:1	24	122	8	69
High Total	413	223	2:1	81	4:1	24	122	8	69
Alternative Education Center	81	100	1:1	65	2:1	100	0	0	0
AEC Totals	81	100	1:1	65	2:1	100	0	0	0
District Totals	2404	1035	3:1	502	5:1	624	249	49	113

Presentation Systems: LCD Projector/Audio Systems:

In the elementary school sites, 99% of classrooms have LCD projectors. Schools are able to use site funds to purchase projectors for classrooms which do not have them. Lewis, Yermo, Fort Irwin, High School all have a projector in the lab and Tiefort has two in the library, which are accessible for teacher use in those locations.

99% of classrooms in the middle school have an LCD projector. The school is able to use site funds to purchase projectors for classrooms which do not have them. No additional projectors are currently available in the library or lab.

At the high school, 100% of classrooms have LCD projectors, with no additional projectors in the library, but with one additional LCD available in the Counseling Center. The school is able to use site funds to purchase projectors for classrooms which do not have them.

At the Alternative Education Center (AEC), 100% of the classrooms have LCD projectors with built in DVD players. There is also a projector available in the Counseling / Family Center. The school is able to use site funds to purchase projectors as needed.

Projectors at the HS, AEC, Yermo and NES have been recently upgraded with BenQ projectors. There are plans to upgrade the remaining sites.

Printers:

Printing capacity for all staff and students is adequate. 100% of classrooms have dedicated printers. All 6 labs and libraries have at least 1 printer. In the ROP center at the high school, printers include a B&W printer, color laser and 1 dye sublimation printer.

District wide, during the past 1-2 years, printers have been refreshed at the HS, Yermo, TVIS, and AEC. The district standardized on an economical HP 2055DN (duplex/network) printer. The District also contracts on a cost per copy Printer Service and maintenance program. The program provides refurbished toner and service to all printers, excluding Dell brands, which it only provides toner replacement. Current printer types include Ink Jet, Dell Laser 1700/1710/1720, Lexmark, Okidata, with the majority of printers being new HP 2055DN.

Videoconferencing:

The district is exploring the possibility of video conferencing to enhance the communication among district staff, especially in light of the immense geography and small numbers of teachers and administrators within this district, which would also enhance the strong PLC efforts to connect grade and content level cohorts after each benchmark assessment three times a year that are currently underway in the district.

Currently we have been piloting systems that are integrated within the SVUSD Google Apps domain, such as AnyMeeting. AnyMeeting is a Google Marketplace app that is free, it allows up to 200 people to conference in. You can use a computer microphone or camera, or there is a free dial-in conference pool that is available. AnyMeeting allows for desktop sharing and viewing, as well as sharing the presenter modes. You can record sessions, and even offer short surveys for feedback and collaboration. Everyone in the district has access to this application. Other applications being used are Skype, TeamViewer and a few others.

Other peripherals: Additional peripherals at each site are listed below:

- Lewis:
 - 35 document cameras, 1 digital still camera (note: 33 teachers) used for classroom instruction and student presentation
- Newberry Springs:
 - o 10 Elmo doc cameras (12 teachers) used for classroom instruction and student presentation
- Tiefort View:
 - 19 Accell scanners, 19 doc cameras, 1 still camera, 1 video camera (22 teachers). Library also has 2 doc cameras used for classroom instruction and student presentation
- Yermo:
 - 18 doc cameras, 6 still cameras (16 teachers) used for classroom instruction and student presentation
- Fort Irwin Middle:
 - 2 still cameras (16 teachers) used for classroom instruction and student presentation
- Silver Valley High:
 - 1 doc camera (28 teachers), 2 scanners in the lab. ROP classrooms: 1 doc camera, 5 still cameras, 1 video camera, 1 scanner used for classroom instruction and student presentation
- Calico:
 - 1 doc camera used for classroom instruction and student presentation

Phone Systems:

The district maintains a number of voice lines through local service providers, including business lines and PRI T-1 lines at the District Office and High School. The District Office, the High School, Fort Irwin Middle and Lewis currently have VoIP telephone services through Novacost VoiceRD in all administrative offices. Classrooms at the High School are using POTS (plain old telephone service) voice-grade phone lines.

Billing for all local and long distance services and their related telephone line billing components such as line usage and line charges are managed through the district office. The district's geography requires the use of the only available telecom provider: Verizon. Long Distance services are provided, district-wide, by Lightyear.

Cellular is also used to enhance communication for educational purposes. Administration staff has wireless internet access/PDA.

Physical Plant:

All school sites and district offices have sufficient electrical capacity for the current and expected technology. However, if the need arises at a site, they can request additional capacity completing an

assessment review with the facilities team for approval. This evaluation is conducted on an as-needed basis for specific school site projects (i.e. when adding labs, etc.)

Some of the cabling infrastructure and switchgear at the District's sites is in need of updating. An assessment will need to be done this year to determine exactly what needs to be addressed.

Existing Internet Access:

All classrooms are connected to the Internet. This additional bandwidth has greatly benefited the classroom for instructional endeavors, as the speed of connectivity is vastly improved. Each of the instructional and non-instructional sites are now connected to the district office via a wireless WAN. The connection between the "valley" area schools and the district office is on a 55Mb wireless connection. The "fort" area schools are connected with a 33Mb wireless connection to the valley schools and the high school is connected directly to the DO with a 1 GB fiber connection. This year we were funded by eRate for an upgrade in our wireless WAN network. The link speed between all sites will be 500Mbs. Also, SBCOE is working on upgrading our internet connection to 1GBs. The increase in bandwidth will open up additional technology opportunities in the classroom, as well as prepare the district for common core testing with computers.

The existing Cisco PIX firewall died, and it has been replaced with a Next Generation Firewall by PaloAlto Networks. The PA-5020 is capable of securing our systems and prepares us for the next generation of cloud-based computing. One of the great features of the PA-5020 is the ability to apply Quality of Service on the network. This will aid with devices that are going to be used for common-core testing. Those devices will be given priority for band-width and network usage. Average downloads and uploads times increased 40%-50% when the PA-5020 was installed.

Existing Electronic Learning Resources:

Since the writing of its prior Technology Plan and in some important areas, the district has been able to standardize on software applications. All administrative and clerical staff, as well as many teacher and student machines, uses the Microsoft Office suite of applications for word processing, spreadsheets, and presentations. With the implementation of Google Apps EDU, many users also use the Google Cloud of services for document creation. FileMaker Pro is used extensively for data base applications within the HR department. At the student level, all elementary and middle schools have made significant investment in Renaissance Learning products (e.g., Accelerated Reader, Accelerated Math, et al), Discovery Streaming, Publisher online content and more. The Alternative Education Center and High School make extensive use of OARS, READ 180 and Apex Learning. All schools use the Infinite Campus student information system which allows for daily attendance taking on their teachers' computers.

The High School has been piloting Edmodo, a Classroom learning management system. The application is free to schools, and the Technology Department has created a District presence, so that any teacher that is interested can pilot this application in their classroom.

The district already owns and uses most of the resources needed to support the activities of the Curriculum and Professional Development Components.

• Productivity software: Google Apps, Microsoft Office, iWork, KidPix, Stationery Studio, iLife, digital imaging software, HyperStudio, website development software, subject-specific programs as needed by the curriculum

- Concept mapping software (free online resources)
- Technology resources accompanying adopted text series (such as e-textbooks, audio, tutorials, exam-builders, lesson planners, and web resources)
- Software/media for differentiation in English language arts and mathematics, such as, Accelerated Reader, READ 180, OARS, System 44, SuccessMaker, Waterford and more.

• Online reference databases and resources provided by schools; WebQuests, Kahn Academy, Gooru, etc.

• Online web/content management system (Google Apps) for district, school, and teacher websites, communication, and online collaboration tools for staff and students

• Special software as needed by IEP students. Note: IEP's are managed through the County Office of Education.

• Administrative software: Infinite Campus as student information system, with Parent Portal; OARS as assessment database/management system; SESP; Alexandria library system

- Autodialer/parent notification system (School Messenger)
- Network software and services: email for staff, anti-virus (Sophos), and the county-provided Internet content filtering (Barracuda), work order tracking

Existing Technical Support:

The schools and district office are currently served by a district level technology support structure, currently consisting of one manager and three technicians. One of the technician's responsibilities is only for database and information related data systems, and does not tend to the "core" technology needs. Three individuals, including the District Coordinator, Information Technology, are responsible for all layers of technology support, from individual workstations to network servers and physical plant wiring, except in those cases where warranties apply. The technology department has begun to implement technologies to help modernize, monitor, patch, update, image and inventory all technology systems. Assessments have begun to start refreshing aging computer systems in the district.

The Technology Support Teacher (TST) positions throughout the district have greatly alleviated many of the level I support requests from the district Technology Department. Allowing the department to focus on "core" computer, networking and infrastructure needs, which has resulted in a more efficient and maintained system, overall. This annually stipend-funded role has been established at each site, with one or more classroom teachers, based on enrollment, providing peer-to-peer technology support. While the primary function of the TST is to provide professional development and technology/curriculum integration assistance, basic technical support, light maintenance and troubleshooting activities are included in the TST's regular after-hours schedule. The addition of this technical support role has helped to allow the district technicians to focus on higher-level services AND has minimized the technician travel time across the district's vast geography.

5b. 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.

Hardware Needed:

Computers:

Need: In order to maintain the Districts computer to student ration of 3:1, with an aging fleet, new computers need to be purchased. 60%-65% of the computers in the district are over 6 years old. Cost effective upgrades have been made to keep the older fleet in use. Memory upgrades, OS refresh and other techniques have been performed to extend usage on these systems. With device requirements for common core testing, the District is looking at making purchases to have devices that meet the device requirements. At Newberry Elementary School, a new computer lab will be installed within the next school year. This lab will satisfy both the student to computer ratio and the device requirements for

common core testing. For computers that have exceeded the district standard lifespan of 4 years, an assessment and evaluation study will be done to determine the best practice and method for replacement of these units with either desktop, virtualized, tablet or similar devices. During the 2013-2014 time frame, the assessment will begin. With requirements for common core testing, digital text book initiative and budgetary concerns, the district is hesitant to make a hard decision on the particular type of replacement device. Further study is required as the marketplace adjusts with the device offerings, and the educational institutions and publishers solidify the best practice implementations.

To be Acquired: For computers that are older than 4 years, additional memory and hard drives will be purchased to extend their usability. Once computers have exceeded their usefulness they will be surplussed. Along with common core, and student to computer ratio requirements, additional computers will be purchased for Newberry ES. Tablet and other devices will be evaluated and piloted to determine how they will meet the existing requirements for common core and district standards. By 2014-2015 school year, a firm plan will be in place to replace the existing aged desktop computer environment. Current estimates of computers that need to be replaced are approximately 600-900 units. Purchase of these units would be done at one time during the 2014-2015 school year, and would either be acquired on a 3-4 year lease, with low cost buyout options and with device replacement options at the end of the lease.

Presentation Systems: LCD Projector/Audio Systems, Interactive Whiteboards:

Need: LCD projection capacity for all staff and students is adequate, with 90%-99% of classrooms having immediate access to projectors. However, whole class instruction to engage students and meet varying learning styles of students by using interactive whiteboards was the #1 request by over 100 teachers participating in a survey to solicit input for this Plan.

To be acquired: Should the district budget so allow during the implementation of this plan, the district will purchase 29 whiteboard/LCD devices, 1 per grade level at each site, by June 2016.

Printers:

Need: Printing capacity for all staff and students is adequate. 100% of classrooms have dedicated printers. Existing printer fleet at some sites is now aged, and daily malfunctions occur. The printers at Fort Irwin Middle, Lewis Elementary, Newberry Springs all need to have printers replaced. Printers at the rest of the districts sites have already been replaced.

To be acquired: New printers will be purchased, as budget allows. The district will continue to assess the requirement, and make replacements as needed.

Videoconferencing:

To be acquired: The district is exploring the possibility of video conferencing to enhance the communication among district staff, especially in light of the immense geography and small numbers of teachers and administrators within this district, which would also enhance the strong PLC efforts to connect grade and content level cohorts after each benchmark assessment three times a year that are currently underway in the district. Currently, Google Apps EDU, AnyMeeting application is being piloted at various school sites. The application that is integrated with Google, is free.

Electronic Learning Resources Needed:

Need: The district already owns or uses most of the resources needed to support the activities of the Curriculum and Professional Development Components.

To be acquired: As computers are replaced, productivity software applications (standardized districtwide on Google Apps, Microsoft Office, FileMaker Pro) will be purchased/installed. Annual renewal of software licensing agreements are planned (ie: READ 180, SuccessMaker, Apex). In addition, the district will actively work with TST and other PD providers to bring a number of high-quality and free web-based resources that can support curricular goals in Language Arts and Mathematics and other district Strategic Plan goals, such as those now available among new technology applications (including Google Apps) to the district staff and to ensure that the technical resources required for such applications' successful use is in place in the district, including from the technical, organizational and professional development perspectives.

Networking and Telecommunications Infrastructure Needed:

Needs: Existing network cabling infrastructure at a few of the district's school sites are aging, and have been constructed on older generation technology. An assessment will be completed by end of year 2013 for sites' network cabling infrastructure. It is the desire of the Technology Department to keep current with technology standards as budgets allow. This project could be partially funded by eRate.

Existing POTS at individual sites are aging, and circuits become problematic or unusable. Due to budget, none of these issues have been addressed. Current workarounds have kept the system operational. The goal of the District is to move away from the again problematic technology and implement VOIP technologies. In summer, 2013, an assessment will be completed to begin writing an RFP for a new VOIP system, district wide. This would be eligible for eRate discounts.

Switchgear infrastructure is has now exceeded it's lifespan of 3 to 5 years. An assessment needs to be completed to ensure that the District's core network switchgear infrastructure will still be operational for the next few years, as a plan can be developed to replace the aging equipment. This is eligible for eRate discounts using the 2 in 5 rule.

To be Acquired: Assessment of network cabling infrastructure to be competed at all sites by the end of the 2013 year. Assessment for VOIP requirements to be completed by end of summer 2013. Assessment for switchgear infrastructure to be completed by September 2016.

Physical Plant Modifications Needed:

All school sites and district offices have sufficient electrical capacity for the current and expected technology. However, if the need arises at a site, they can request additional capacity completing an assessment review with the facilities team for approval. This evaluation is conducted on an as-needed basis for specific school site projects (i.e. when adding labs, etc.)

Technical Support Needed:

Since numbers of units are not expected to rise, the current situation is considered adequate. The district will maintain current levels of staffing and research automated systems to better efficiencies and performance.

Network management software (e.g. operating system, anti-virus, anti-spam, remote access, email, work order system, etc.)

With the implementation of various software and monitoring systems, the Technology Department is able to utilize these systems instead of having to make repeated onsite calls. This will continue to help the department become more efficient, and save on costs such as mileage, time, etc. During the next year, systems will be upgraded to current OS, such as Windows 7 or Windows 8.

5c. List of clear annual benchmarks and a timeline for obtaining the hardware, infrastructure, learning resources and technical support required to support the other plan components as identified in Section 5b.

During the next three years, the District will maintain and upgrade its technology as budgets permit. Currently, the Technology Department is focusing on the core technologies that will have the greatest impact on student learning and engagement. While many things in technology often connected together, it is our goal to ensure that all systems continue to work together seamlessly.

Year 1 Benchmark: Assessment, Evaluations and Implementation, 2013-2014		
Recommended Actions/Activities	Timeline	Person(s) Responsible
Assess, evaluate and implement devices that will meet the common- core testing requirements, as well as being multi-purposed for other applications such as digital textbook, classroom learning management systems, one-to-one initiatives. The expectations are to utilize devices to their fullest potential while understanding that all expectations may not be met, and separate device solutions may be needed.	Start now, solutions by 2014- 2015 Common Core Testing Windows	Coordinator, Information Technology. Assistant Superintendents, Director of Curriculum, District Technology Committee.
Older computers will be upgraded (replacement parts, memory upgrades) as possible to maintain usability	As Needed	Coordinator, Information Technology, TSTs, End User
The district will explore the possibility of video conferencing to enhance the communication among district staff.	Pilot testing Anymeeting now.	Coordinator, Information Technology, TSTs, End Use
Assessment of network cabling infrastructure for eRate bidding purposes	By end of year 2013	Coordinator, Information Technology.
An internal assessment will be completed to account for all computers that are 4+ years and older. A replacement plan will be developed that will specify the type of device and timelines.	Complete plan by end of 2013-2014 school year	Coordinator, Information Technology.
Sites will submit work orders to District Technology Department for equipment repairs/replacement.	Year Round	Coordinator, Information Technology, TSTs, End Use
Assessment and evaluation of network switchgear infrastructure.	Start process by end of year 2013	Coordinator, Information Technology.
Implementation of wireless WAN upgrades	Start work by October 2013	Coordinator, Information Technology, Vendor.
Assessment and evaluation of VOIP requirements for eRate bidding process.	End of Summer 2013	Coordinator, Information Technology. Assistant Superintendents, Director of Curriculum, District Technology Committee
Implementation of new Microsoft server infrastructure	End of Summer 2013	Coordinator, Information Technology,

Recommended Actions/Activities	Timeline	Person(s) Responsible
Implementation of devices and systems to meet common core testing requirements	By summer 2014	Coordinator, Information Technology. Assistant Superintendents, Director of Curriculum, District Technology Committee.
Complete implementation of wireless WAN upgrades	February 2015	Coordinator, Information Technology, Vendor.
VOIP eRate bid submittals.	March 2015	Coordinator, Information Technology
Sites will submit work orders to District Technology Department for equipment repairs/replacement.	Year Round	Coordinator, Information Technology, TSTs, End User.
Begin purchase and installation of replacement computer devices for those devices that are over 4 years old. The type of device and timeline will be determined by the end of the 2013-2014 school year.	Implement at least 50% (300-450) devices by end of 2013-2014 school year	Coordinator, Information Technology.

Year 2 Benchmark: Assessment, Evaluations and Implementation, 2014-2015

Year 3 Benchmark: Assessment, Evaluation	ons and Implementation, 2	2015-2016
Recommended Actions/Activities	Timeline	Person(s) Responsible
Continue purchase and installation of replacement computer devices for those devices that are over 4 years old. The type of device and timeline will be determined by the end of the 2013- 2014 school year.	Implement at least 50% (300-450) devices by end of 2015-2016 school year	Coordinator, Information Technology.
Network Infrastructure eRate bid submittals.	March 2016	Coordinator, Information Technology.
Network Cabling Infrastructure eRate bid submittals.	March 2016	Coordinator, Information Technology.
Sites will submit work orders to District Technology Department for equipment repairs/replacement.	Year Round	Coordinator, Information Technology, TSTs, End Use

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

Silver Valley USD has a Technology Services Department with three full time technicians (3FTE total.) The Technology Department is responsible for the acquisition, installation, maintenance and support of district technology resources. Sites will also refer needs and seek approval on technology purchases from

the Technology Department. This allows for unification, consistent pricing and vendor/ tech support for those technology needs. Unless otherwise stated, the Technology Department will be responsible for implementing all infrastructure requirements listed in the technology plan. The Technology Department reports to the District Coordinator, Information Technology. A District Technology Committee will review and approve the District Technology Standards, Technology Services Department will ensure the implementation of District Technology Standards.

6. Funding and Budget

6a. List of established and potential funding sources.

Established Funding Sources:

All technology objectives will be obtained through current and potential funding resources at Silver Valley Unified School District and sites. These include, but are not limited to:

District Level

- General Funds
- Categorical:
 - Title II A
 - Title III
 - Title V (Innovative Programs)
 - ASES
- Facilities Budget:
 - State construction funds
- State Fiscal Stabilization

Site Level

- All categorical funds
- Site budgets
- PTA/PTO
- ELAP (English Language Acquisition Program)
- CAHSEE Intensive Instruction
- Economic Impact Aid
- Perkins (high school only)

Potential Funding Sources:

District Level

- E-Rate discounts and rebates
- K-12 Ed Tech Voucher
- Donations
- Grants

Site Level

- Local fund-raising efforts
- Donations
- Grants

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

Item Description	Year 1	Year 2	Year 3	Funding Source Including E- Rate
2000-2999 Classifi	ed Salaries			
Technology support salaries and benefits (IT staff)	\$250,000	\$260,000	\$270,000	General Fund
Technology Management Position	\$100,000	\$100,000	\$100,000	General Fund
4000-4999 Materials	and Supplies			
New Computers / Notebooks/ Devices (replacements for computers 4 years or older)	\$65,000	\$250,000	\$250,000	K-12 Voucher, General Fund, Title II, Building Funds)
Replacement Parts or Memory/RAM Upgrades	\$7,500	\$7,500	\$7,500	General Fund
Projector/Sound Systems, LCD and Smartboards	\$30,000	\$30,000	\$30,000	Building Funds, K-12 Voucher, General Fund, Title II
Printers	\$55,000	\$30,000	\$30,000	General Fund, Title II, Building Funds
Other peripherals	\$7,500	\$10,000	\$7,500	General Fund, Title II
Tablet Devices	\$50,000	\$50,000	\$50,000	K-12 Voucher, General Fund, Title II, Building Funds)
Servers / Infrastructure Equipment	\$25,000	\$25,000	\$25,000	K-12 Voucher, General Fund, Title II, Building Funds)
Reading Resources (READ 180, textbook adoption resources)	\$5,000	\$5,000	\$5,000	K-12 Voucher, General Fund, Title II, EETT
Capital Outlay	\$10,000	\$10,000	\$10,000	Building Funds, eRate Discounts and Rebates

Item Description	Year 1	Year 2	Year 3	Funding Source Including E- Rate
Student Data Management Systems (OARS)	\$14,500	\$14,500	\$14,500	General Fund
Student Information System	\$25,000	\$25,000	\$25,000	General Fund
Parent Notification System	\$10,300	\$10,300	\$10,300	General Fund
Apex Learning Software	\$50,000	\$56,000	\$56,000	K-12 Voucher, General Fund, Title II, EETT
Companion Corp (Library and Textbook Systems)	\$12,000	\$12,000	\$12,000	K-12 Voucher, General Fund, Title II, EETT
Word/Photo Processing/Editing Software	\$3,000	\$3,000	\$3,000	K-12 Voucher, General Fund, Title II, EETT
Personnel and Financial Software	\$37,500	\$37,500	\$37,500	General Fund
Wireless networking (access points, etc.)	\$2,500	\$30,000	\$30,000	General Fund, Erate Discounts and Rebates, K-12 Voucher
Web monitoring/filtering/Firewall	\$80,000	\$20,000	\$20,000	K-12 Voucher, General Fund, EETT, ARRA EETT
Response to Intervention RTI Software	\$111,000	\$111,000	\$111,000	K-12 Voucher, General Fund, Title II, EETT
5000-5999 Other Services an	d Operating E	Expenses		
Staff (substitutes, incentives, TST)	\$30,000	\$30,000	\$30,000	K-12 Voucher, General Fund, Title II, EETT
Network hardware (routers, switches, etc.)	\$30,000	\$25,000	\$25,000	K-12 Voucher, General Fund, EETT,Building Funds, Erate Discounts and Rebates
Phone system repairs	\$9,000	\$9,000	\$9,000	General Fund
Phone system upgrades (VOIP)	\$85,000	\$85,000	\$85,000	General Fund, Building Funds, Erate Discounts and Rebates

Item Description	Year 1	Year 2	Year 3	Funding Source Including E- Rate
Website Maintenance	\$3,000	\$3,000	\$3,000	K-12 Voucher, General Fund, EETT, Erate Discounts and Rebates
Fire Suppression Maintenance	\$1,500	\$1,500	\$1,500	General Fund
UPS Maintenance	\$30,000	\$5,000	\$5,000	General Fund
Maintenance Contracts	\$15,000	\$15,000	\$15,000	General Fund, Erate Discounts and Rebates
Engineering Consultants	\$15,000	\$5,000	\$5,000	K-12 Voucher, General Fund, EETT, ARRA EETT
Email, Calendar and Collaboration Systems	\$1,000	\$500	\$500	K-12 Voucher, General Fund, , EETT, ARRA EETT, Erate Discounts and Rebates
Other network management programs	\$10,000	\$10,000	\$10,000	K-12 Voucher, General Fund, EETT, ARRA EETT
Telecommunications Services (POTS/Long Distance)	\$42,000	\$42,000	\$5,000	General Fund, Erate Discounts and Rebates
VoIP Telecommunication Services	\$5,000	\$85,000	\$85,000	General Fund, Erate Discounts and Rebates
High Speed Internet, ISP	\$22,000	\$22,000	\$22,000	General Fund, Erate Discounts and Rebates
Wireless Telecommunications	\$25,000	\$25,000	\$25,000	General Fund, Erate Discounts and Rebates
Totals:	\$1,274,300	\$1,459,800	\$1,430,300	

New computers are required to be purchased with a three year warranty plan. Computer hardware malfunctions will be evaluated by a Computer Technician and he/she will schedule service based on the warranty of the computer. In the event that a computer is out of warranty, the Technician will compare the cost of the repair versus the cost of purchasing new equipment. When the cost of the computer repair cost/time prohibitive, a new computer will be purchased using available funds at a site/department level. When a computer is not operational and is no longer able to be an effective tool in a classroom or administrative office, the district will make arrangements to dispose of the equipment via the guidelines of the California Electronic Waste Recycling Act. This Technology Plan covers replacement of old printers and other peripheral devices that become obsolete or inoperable.

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

Individual(s) Responsible	Responsibilities	Feedback Loop
Site Administrators	• Develop and monitor site budgets	Report progress and needs as assessed
	• Work with site-based planning teams to determine site technology needs and priorities	 Submit recommended plan changes
	• Budget to meet those needs and priorities as appropriate	
	• Complete required surveys & reports	
	• Seek donations (funds & in-kind)	
Assistant Superintendent or designee (Technology	• Approve all Technology purchase orders (hardware and software)	Prepare reports to Superintendent quarterly. Report to other stakeholders as appropriate
Management Position)	• Receive alerts on new funding opportunities from CDE, County Office, CTAP, School Services	stakenoiders as appropriate
	• Seek donations (funds & in-kind)	
	• Seek partnership opportunities (business, community)	
	• Oversee all Educational Technology grant funds	
	• Seek grant opportunities; write grant proposals	

• Review requisitions for categorical program compliance and for alignment to site and district plans	Report to other stakeholders as appropriateApproval sent to Purchasing
 Approve all requisitions sent through Educational Services Receive alerts on new funding opportunities from CDE, County Office, CTAP, School Services 	• Budget alerts sent to site principals
Budget checkInterim reporting	
Budget and expense reviewReceive alerts on new funding	
	 Review requisitions for categorical program compliance and for alignment to site and district plans Approve all requisitions sent through Educational Services Receive alerts on new funding opportunities from CDE, County Office, CTAP, School Services Budget check Interim reporting Budget and expense review Receive alerts on new funding

7. Monitoring and Evaluation

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

In order to maintain the accuracy and relevance of the district's Education Technology Plan, it is essential to monitor and if necessary revise each component of this plan on an ongoing basis. Ongoing data collection and the use of that data to inform decision-making is embedded into each objective in the tech plan components 3, 4, and 5 under the monitoring and evaluation sections.

Each identified objective in the Technology Plan will be reviewed and evaluated semi annually by a District Technology Committee, composed of at least one TST from each site, the District Technology Department, the Assistant Superintendent or his designee, and other stakeholders, including community representation as available. The District Technology Committee will hold at least one meeting per quarter during the regular school calendar.

The District Technology Committee will be responsible for:

- Semi annual review of District Technology plan.
- Planning/recommendations for implementation of the District Technology Plan.
- Other duties as may be assigned.

When appropriate, the district will provide for Committee field visits to technologically advanced sites to observe successful uses of instructional technology.

SVUSD individual sites will be encouraged to include in their Site Single Plan site-level technology goals, objectives and benchmarks, along with resources, that are clearly aligned to this Plan.

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

The following chart shows the schedule for meetings and assessment measures that will be used annually in the evaluation of Technology Plan implementation, goals, and objectives.

Forum/Measure	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN
District Technology Committee		Х			Х				Х			Х
Certificated Tech Skills Assessment		Х										
Student Tech Survey		Х								Х	Х	
OARS online access reports			Х			Х		Х		Х		
Annual evaluation of phone/data systems											Х	
Professional development records											Х	Х
Site computer/ equipment inventories	Х											
California Standards Tests										Х	Х	
CAHSEE	Х				Х			Х	Х		Х	
District Blueprint tests				Х			Х		Х			
Staff technology use & needs survey		Х										Х

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

After each District Technology Committee meeting, members will carry information on Technology Plan progress and discussions back to their school administrators, leadership teams, school site councils and staffs.

The Technology Department will communicate relevant technology discussions and Plan evaluation results to the Assistant Superintendent informally as needed and at regularly scheduled monthly meetings and will prepare an annual status report for district administration.

In addition, teachers will be informed about the effects of Plan implementation annually at the end of the school year, and a status report will be made to site administrators early each October. Updates will be provided on the district website for parents and other community members, annually or as needed. Information on results and updates for relevant stakeholders will also be communicated via email as needed.

8. Collaborative Strategies with Adult Literacy Providers

Within the boundaries of the Silver Valley Unified School District, adult literacy needs are served through a variety of agencies. Silver Valley Unified School District Adult Education provides classes in basic literacy, GED preparation, ESL, and several specialty areas such as technology literacy, job interview skills, and parenting. San Bernardino County ROP offers classes in a variety of job and life skills within the Silver Valley Unified School District, including technology skills such as basic word processing, home budgeting with spreadsheets, resources on the Internet, and MOUS certification. The county library-provides additional adult literacy services, generally basic reading instruction and GED preparation.

SVUSD facilities and labs are used by K-12 students during the traditional school day, and used by Adult Education and ROP courses that utilize technology after school hours. In addition, the Silver Valley Unified School District is committed to pursuing funding opportunities such as the 21st Century Community Learning Center Grant and Community Technology Centers Grant that will enable the district to leverage resources and expand its ability to serve the adults in the community.

As a component of ongoing evaluation and modification procedures, adult literacy providers will be consulted and involved.

9. Effective, Researched-Based Methods and Strategies

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

The annotated bibliography describes the research that was used in the preparation of this Plan and how the district has used and will use the research findings in the development and implementation of the Plan. The research was selected for its focus on strategies and methods to integrate technology in order to improve learning, teaching, and management.

Research and Models/Strategies Literature:

Marzano, R. J. (2009). Formative versus summative assessments as measures of student learning. In T. J. Kawolski & T. J. Lasley, (Eds.), Handbook of data-based decision making in education (pp. 259–271). New York: Routledge.

The need for schools and districts to implement into their systems and processes a data-based decision mechanism is paramount to the success of that site or school district. As a result from NCLB, there rose a need to be able to analyze the resultant data from our student population. These scientific results were then used to determine how each individual student, by name, need and skill could be taught in order to succeed in their academic studies. Within the data, there are several ways to analyze and interpret it, summative and formative analyses are some methods.

Silver Valley USD has placed measurements into its evaluation matrixes the various feature sets when incorporating applications as part of the districts assessment or curriculum needs. Current software such as Pearson's Waterford and Successmaker programs and our OARS (Student Assessment System) have built in reports and metrics that will gauge the student against state and common core standards. Currently, all of SVUSD's vendor applications are making the migration to implement the common core standards.

CEO Forum (2001). The CEO Forum School Technology and Readiness Report: Key Building Blocks for Student Achievement in the 21st Century. http://www.ceoforum.org/downloads/report4.pdf.

This report concludes that effective uses of technology to enhance student achievement are based on four elements: alignment to curricular standards and objectives, assessment that accurately and completely reflects the full range of academic and performance skills, holding schools and districts accountable for continuous evaluation and improvement strategies, and an equity of access across geographic, cultural, and socio-economic boundaries. State, district, and site policies, programs, and resources must be consistently aligned to meet educational objectives. Technology transforms the learning environment so that it is student-centered, problem and project centered, collaborative, communicative, customized, and

productive. Students must acquire 21st century skills in order to thrive in the new knowledge-based economy, including technological and information literacy, inventive thinking, effective communication and high productivity skills.

The Silver Valley Unified School District and each school maintain alignment of instruction with state content standards through long-range planning and curriculum guides. Research-based, proven software will be chosen to align with state standards. Student achievement will be monitored through standards-based common assessments. Through ongoing data collection and analysis, the district will continuously monitor its attainment of the goals and objectives of the Technology Plan, and will report results annually to all stakeholders. Throughout the Plan, attention is paid to providing equitable access to all students in the community, including students in special populations. The district will implement a plan for staff training and instruction of students in technology skills and information literacy.

CEO Forum (2000). The CEO Forum School Technology and Readiness Report. The Power of Digital Learning: Integrating Digital Content. http://www.ericit.org/fulltext/IR020402.pdf

This report offers a vision for digital learning and focuses on actions that schools, teachers, students, and parents must take to integrate digital content into the curriculum to create the learning environments that develop 21st century skills. The power of digital learning is discussed, including the need for digital learning, reasons why digital content is essential, shifting to digital learning environments, models from the business community, readjustment (expanding the scope of technology integration), the critical importance of professional development, and integrating digital content.

Consistent with this research, in the development of this Plan, SVUSD has followed, and will continue to follow, the steps recommended in the report. In alignment with the report, the district has identified educational goals and linked technology resources to those objectives; established student outcomes and performance standards that will be achieved by the inclusion of technological resources; and determined a process for measurement and evaluation of the outcomes and modification of the plan accordingly.

Jonassen, David H. (1999). Computers as Mindtools for Schools: Engaging Critical Thinking. 2^{nd} edition. Prentice Hall.

Jonassen provides good models of teaching and learning with technology taking into consideration a set of recognized best practices that support the effective integration of technology into the curriculum: standards (all technology-enhanced activities should be deliberately aligned with local, state, and national standards); assessment (each learning activity should be accompanied with well-defined indicators of success); accessibility (technology must be readily accessible in a way that meets the needs of all learners); and multiple learning strategies (including active, constructive, authentic, cooperative, and/or reflective learning strategies).

SVUSD will follow these principles in using computer software to assist all students according to their individual needs, adapting and developing lessons for teaching students technology and information literacy skills, and assuring access to technology through maintaining a low student to computer ratio, providing Internet access in all classrooms, and ensuring sufficient presentation systems for classroom use.

The Conference Board, Corporate Voices for Working Families, Partnership for 21st Century Skills & Society for Human Resource Management. (2006). Are They Really Ready to Work? Employers' Perspectives on the Basic Knowledge and Applied Skills of New Entrants to the 21st Century U.S. Work Force.

http://www.21stcenturyskills.org/documents/FINAL_REPORT_PDF09-29-06.pdf.

While the "three Rs" are still fundamental to any new workforce entrant's ability to do the job, employers emphasize that applied skills are "very important" to success at work. Applied skills that employers most value include professionalism/work ethic, oral and written communications, teamwork/collaboration, and critical thinking/problem-solving—which they often find lacking in entry-level employees. The results of

this study leave little doubt that improvements are needed in the readiness of new workforce entrants, if "excellence" is the standard for global competitiveness.

In accordance with this report, SVUSD will review and align its skills matrix for teaching students technology and information literacy skills that will assist with their development of the applied skills most valued by employers. Student use of technology, particularly productivity and concept mapping (free Google App) software, will focus on research/use of information, projects, and higher order thinking skills.

Wenglinsky, Harold (1998). "Does It Compute? The Relationship Between Education Technology and Student Achievement in Mathematics." Educational Testing Service. http://ftp.ets.org/pub/res/technolog.pdf.

This article reports the findings from a national study of the relationship between different uses of educational technology and various educational outcomes. Data was drawn from the 1996 NAEP test in mathematics. The study concluded that, when they are properly used, computers may serve as important tools for improving student proficiency in mathematics, as well as the overall learning environment in the school. For eighth graders, teachers' professional development in technology and the use of computers to teach higher-order thinking skills were both positively related to student achievement in math.

Consistent with this research, SVUSD holds improving student work in mathematics as a major goal of its technology use.

Renaissance Learning (2002). How Scientific Research Supports the School Renaissance School Improvement Process. Renaissance Learning Educational Research Department. http://research.renlearn.com/research/pdfs/128.pdf

This summary of 110 research reports demonstrates that Reading Renaissance is a research-based program according to the NCLB definition: grounded in theory, demonstrating evidence of effectiveness, evaluated by third parties, published in peer-reviewed journals, sustainable, and replicable in schools with diverse settings. Research-based principles include: more time for personalized instruction and practice, practice of skills focused at each student's appropriate ability level, information feedback to enhance the learning process, establishing personalized goals as an effective motivational strategy, and use of technology to provide formative and diagnostic information feedback on learning to inform instruction.

Consistent with this research, in 2009-10 SVUSD elementary schools will use Accelerated Reader for encouraging and tracking reading. Use of the program will continue/grow in subsequent years dependent on success and availability of funding.

Scholastic Research and Evaluation Department (2006). Compendium of READ 180 Research. http://teacher.scholastic.com/products/read180/research/pdfs/READ180_Compendium_6_26_06. pdf

READ 180 combines research-based reading practices with the effective use of technology. This compendium summarizes scientific research conducted from 1999 to 2005, including quasi-experimental, co relational, and descriptive studies. Third party evaluations have found that struggling readers who use READ 180 show progress, often substantial, in learning to read. Scores on standardized tests rise, and anecdotal evidence suggests improvement in student attitudes towards reading.

Consistent with this research, Silver Valley USD uses READ 180 for at-risk, targeted students at the multiple schools.

Yancey, Kathleen Blake (2004). "Using Multiple Technologies to Teach Writing." Educational Leadership. October 2004: 38-40.

Writers now use digital technologies to write many new kinds of text, such as Web logs, hypertexts, and electronic portfolios. Helping writers develop fluency and competence in a variety of technologies is a key part of teaching writing in this century. Students need to learn to comfortably use and combine print, spoken, visual, and digital processes in composing a piece of writing.

Under this Technology Plan, students will use computers, Internet-based and other online resources, productivity/multimedia software, and projection devices to plan, develop, and present work in core and additional subject areas, including writing across the curriculum, as writing is one of the district's essential standards.

Williams, T., Kirst, M., Haertel, E., et. al. (2005). Similar Students, Different Results: Why Do Some Schools Do Better? A large-scale survey of California elementary schools serving low-income students. Mountain View, CA: EdSource.

 $http://www.eric.ed.gov/ERICDocs/data/ericdocs2sql/content_storage_01/0000019b/80/1b/d3/8c/p~df$

This study examined 257 California elementary schools with similar student populations (high percentages of low income students and English Learners) to determine which educational practices are most strongly associated with higher levels of student achievement (using 2005 API results). The four practices most highly correlated with higher API scores were implementing a coherent, standards-based instructional program (including use of pacing schedules); ensuring availability of instructional resources (up-to-date materials and supplementary instruction for struggling students); using assessment data to improve student achievement and instruction; and prioritizing student achievement.

Silver Valley USD will integrate technology use with all four of the highest ranked practices, including use of state-approved/adopted software and correlation of software and technology/information literacy skills with state content standards; increasing student access to technology and instructional programs; emphasizing the automation of student assessment and data reporting and analysis; and evaluating the elect of the technology program on student achievement.

Designs for learning: An Introduction to High Quality Professional Development for Teachers. The California Department of Education.

This document provides the framework for designing high quality professional development. It is based on three guiding principles: (1) High quality professional development helps teachers to more ably address the learning needs of every student, thereby improving the learning of all students; (2) High quality professional development designs will vary in accordance with the different phases of a teacher's development; and (3) Administrators who are actively involved in their own learning are better able to create and support conditions that result in high levels of teacher competency and students achievement.

Silver Valley USD has designed a professional development program consistent with the recommendations made in this document. The professional development program addresses the needs of professionals at their respective levels. The training of administrators is also addressed. All professional development activities will be monitored, evaluated and modified, as described in the Plan.

Ringstaff, Cathy; Kelley, Loretta. (2002). The Learning Return on Our Educational Technology Investment. A Review of Findings from Research. West Ed. http://www.wested.org/online_pubs/learning_return.pdf.

This paper summarizes major research findings related to educational technology use and draws out implications for how to make the most of technology resources, focusing on pedagogical and policy issues. The distinctions between learning "from" computers and learning "with" computers are delineated. The findings of the research focus on adequate and appropriate teacher training; changing teacher beliefs about learning and teaching; sufficient and accessible equipment, including adequate computer-to-student ratio; long-term planning; technical and instructional support.

Consistent with this research, SVUSD's Technology Plan has been designed to address the benefits and rationale for both learning "from" technology (i.e., using computers to assist students in learning skills, etc.) and learning "with" technology (i.e., using technology to assist students with projects and other higher order thinking skills lessons). The Plan also addresses sufficient and accessible equipment, especially as it relates to student-to-computer ratios, and technical and instructional support. Long-term planning and monitoring are built into the Plan.

Strudler, Neal B. (1994). The Role of School-Based Technology Coordinators As Change Agents in Elementary School Programs: A Follow-up Study. Presented at AERA, New Orleans, LA, April 5, 1994. http://www.eric.ed.gov/ERICDocs/data/ ericdocs2sql/content_storage_01 /0000019b/80/13/c9/e4.pdf

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

Consistent with this research, Technology Support Teachers (TSTs) at each school assist in the development, utilization, and sharing of technology integration best practices. The TSTs are dedicated educators who are committed to assisting others.

9b. Describe the district's plans to use technology to extend or supplement the district's curriculum with rigorous academic courses and curricula, including distance-learning technologies.

Silver Valley Unified School District offers students various opportunities to use technology to access rigorous academic courses and content.

To satisfy RTI mandates, the District utilizes a suite of products from Scholastic and Pearson. Scholastic Read 180 and System 44 meet student's needs in grades 9-12. Pearson Waterford and SuccessMaker are used to meet student needs in grades K-8. With ongoing professional development for teachers, and with vendor support for common-core standards, these systems and applications will continue to be utilized by the District.

Current District adopted publisher content is now available online. Many supplemental programs from Holt, Scholastic, Hough-Mifflin, and more are available on the internet. Both students and teachers have access to this at all school sites, and from anywhere an internet connection can be made. The community feedback is positive on the availability of District applications to their children at home or abroad.

Accelerated Reader, used in many district elementary schools, encourages students to read widely in order to increase their reading comprehension well beyond grade level. The District uses this program along with Accelerated Math to offer applications to further engage and meet the needs if the individual student. To further help with community, many of these programs are accessible using the internet from any location.

Students at all levels are provided opportunities for in-depth on-line research. High school students can utilize the recently acquired Apex Learning program to access Advanced Placement courses that are College Board Certified. the Apex program has been expanded to Fort Irwin and is currently being utilized in our Independent Study Program.

Students at all levels are challenged to create multimedia projects that demonstrate a detailed knowledge of academic content, analyzing and synthesizing information they have researched. For instance, students might create short video presentations about specific pieces of literature that require them to determine and explain themes, characters, plot lines, and conflict. Older students might create projects to be used by students and teachers in lower grades.

Students in some classes use simulation programs to develop a deeper understanding of content.

SVUSD's broadband Internet connections to all schools now allows for many types of distance learning. The district is exploring a video conferencing console that can be used for meetings, conferences, and professional development. Students and staff would use desktop or laptop-based communication software for web conferencing and the district would configure the existing network equipment to provide a high

quality video stream and to provide a Multicast Gateway that would give teachers and students access to streaming video content, virtual field trips, and videoconferencing programs such as PORTS (Parks Online Resource for Teachers and Students) from the California K-12 High Speed Network.

Currently one of the major applications that are taking advantage of the Districts high speed broadband connections is Discovery Streaming. Two schools, Tiefort View Intermediate and Fort Irwin Middle have licenses to use the program. It is a great method to engage the students in learning by bringing the world closer to them.

The District is also continuing to research and review technologies for 1:1, BYOD, Digital TextBook, Common-Core and other initiatives. When reviewing equipment or hardware for purchase, one of most weighted criteria's is, Will it allow the use of known future technology. The District's Technology Services is an ever evolving, ever learning arena. In order to meet the demands of today's teacher and student learning, all technology must be ready and able to accommodate the future with the least amount of impact.

(Required)

Education Technology Plan Review System (ETPRS)
Contact Information

County & District Code:	36 - 73890
School Code (Direct-funded charters only):	
LEA Name:	Silver Valley Unified
*Salutation:	Mr.
*First Name:	Robert
*Last Name:	Saffel
*Job Title:	Coordinator, Technology Services
*Address:	PO Box 847
*City:	Yermo
*Zip Code:	92398-0847
*Telephone:	(760)-254-1350
Fax:	(760) 254-2091
*E-mail:	rsaffel@svusdk12.net
Please provide backup contact information.	
1st Backup Name:	Jill Kemock
E-mail:	jkemock@svusdk12.net
2nd Backup Name:	Jesse Najera
E-mail:	jnajera@svusdk12.net
* Required information in the ETPRS	