

North Monterey County Unified School District

Educational Technology Plan

July 1, 2008 – June 30, 2011

Appendix J – Technology Plan Contact Information

Education Technology Plan Review System (ETPRS)

Contact Information

County & District Code: 27 - 73825

North Monterey County Unified School District Educational Technology Plan

School Code (Direct funded charters only): _ _ _ _ _

LEA Name: North Monterey County Unified School District

*Salutation: Mr.

*First Name: Wyman

*Last Name: Sanders

*Job Title: Director of Program Evaluation and Information Management Systems

*Address: 8142 Moss Landing Rd.

*City: Moss Landing

*Zip Code: 95039-0049

*Telephone: (831) 633-3343

Fax:

*E-Mail: wsanders@nmcusd.org

Please provide backup contact information.

1st Backup Name:

1st Backup E-Mail:

2nd Backup Name:

2nd Backup E-Mail:

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Section 1: Vision Statement and Plan Duration

District Profile:

North Monterey County Unified School District is a medium-sized rural school district serving 4,707 K-12 students from an extensive attendance area of over sixty-five square miles. Included within this large attendance area are six communities: Castroville, Echo Valley, Oak Hills, Elkhorn, Prunedale, and Moss Landing. Many immigrants seek employment in north Monterey County because of its location in the Salinas Valley where there is farm work in strawberry, lettuce, flower, artichoke, broccoli, and Brussels sprouts fields. The district serves a rural and impoverished population with 59% qualifying for free or reduced price meals and 26% are eligible for Title I programs. Over 73% of the students represent minority groups, and 33% are designated as English Learners.

Type of School	Number of Schools	2006-07 Enrollment	Full-Time Equivalent Teachers	Pupil-Teacher Ratio
Elementary	4	2,385	116.5	20.5
Middle	1	657	27.1	24.2
High School	1	1,387	57.5	24.1
Alternative	1	165	7	23.6
Continuation	1	113	5.3	21.3
Total	8	4,707	213.4	22.1

2006-07 Ethnicity	Student Enrollment	Percent of Total
American Indian	29	0.6%
Asian	69	1.5%
Pacific Islander	20	0.4%
Filipino	78	1.7%
Hispanic	3,168	67.3%
African American	65	1.4%
White	1,277	27.1%
Multiple/No Response	1	0.0%
Total	4,707	100.0%

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Vision Statement:

In the North Monterey County Unified School District, we will focus on teaching our diverse student population to use technology within our curriculum as a tool for their own creativity and productivity. All staff and students will become familiar with basic software applications to support teaching and learning. Technology will be used to increase student achievement and to measure their progress toward academic goals. We believe the proper use of technology can facilitate learning and help reduce the achievement gap documented through the STAR testing programs and identified in the LEA Plan. Careful selection and implementation of educational software can facilitate student remediation and enhance basic skills.

Plan Duration:

The district technology plan will guide North Monterey County Unified School District in its educational technology decision making for the next three years. The plan will take into effect July 1, 2008 and end on June 30, 2011. The time lines and benchmarks laid out in the plan will help insure the academic success of our students and guide North Monterey County Unified in its efforts to provide a quality learning experience with technology in all grade levels and subjects.

Section 2: Stakeholders

2a Stakeholders from within the district and community at large

A mixture of management, community, administrative, certificated, and classified staff took part in composing the following plan. Community and parental input was solicited through local site council and ROP advisory board meetings. The data provided valuable insight and recommendations for the improved use of technology. Once drafted the plan was initially reviewed by site administrator and district leadership. Copies were set to all school sites for further review and comment by staff and/or parents. The district technology committee will oversee the ongoing implementation of this plan.

Stakeholders	Position/Entity	Developmental Role	Implementation Role
Community	Parents & Business	Feedback and community based suggestions	Continued feedback through meetings and surveys
Local Educational Services	CTAP Region V/MCOE	Feedback and training support	Continued feedback and training support
UC Santa Cruz	Gear Up	Input and feedback	Continued Input and feedback
District Educational Services	Asst. Supt. for Curr. & Inst. Improvement & Director of Program Evaluation/MIS	Planning & Coordinating curriculum goals and professional development	Continued planning and coordination as well as monitoring and evaluation
North Monterey County USD Technology Dept	Director of Program Evaluation/MIS	Planning & Coordinating	Purchasing, advising, and maintaining software and hardware needs
North Monterey County USD Administration	Asst. Supt. for Business Serv., site Administration	Advising and Input for budget component	Continued advice and input as well as monitoring and evaluating student achievement and purchasing
Classified Staff	Computer Lab Specialists; Computer Tech	Providing information, input on site technical needs, professional development, and student use of technology	Continued input and evaluation of Technology Plan
Certificated Staff	Teachers	Providing information, input on site needs, professional development, and student achievement	Continued input and evaluation of Technology Plan

Section 3: Curriculum

Introduction/Overview

The reading/language arts and mathematics materials, curriculum and instruction of the North Monterey County Unified School District are aligned with the district and state content and performance standards. Over the past five years our district has shown some improvement.

All students in the district receive standards-based instructional materials in language arts and math. Our elementary schools have adopted Houghton Mifflin Mathematics for its K-6 core instructional program in mathematics. The elementary schools use the SRA Open Court/Lectura adopted core instructional program, for its reading, language arts instructional program. It is used daily in every classroom and materials are available for every student as needed. Grades 7-12 have adopted McDougal Littrell for mathematics instruction. Grades 7-8 also use McDougal Littrell for their Language Arts.. The next curriculum set for adoption in the 2006/2007 school year is science for grades 9-12. Following this adoption, all k-12 students will have a standards based science adoption. An important objective for our district will be to utilize technology, which is contained within and/or supports our core adoptions.

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

Computers and other technology devices are playing a larger role in our society and our schools. The vast majority of teachers own personal computers and utilize this tool to design, develop, and organize instructional materials for use in the classroom. Computers and appropriate instructional software is also available in every classroom in the district. Teachers access a wide variety of Audio Visual devices, televisions, LCD projectors, and instructional software at their own skill level. The district and individual sites provide classroom teachers with the appropriate technology to support instruction. Students are also able to access technology at every school. Every classroom in the district has multiple computers for student use. Every school also has an available computer lab for both instruction and remediation.

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Schools	Total Computer	Stu/Com Ratio	Computer Lab #	Classroom Connected
Castroville Elementary	137	4 : 1	1	Yes
Echo Valley Elementary	117	5 : 1	1	Yes
Elkhorn Elementary	128	5 : 1	1	Yes
Prunedale Elementary	191	3 : 1	1	Yes
North Monterey County MS	165	4 : 1	2	Yes
North Monterey County High	250	6 : 1	5	Yes
Central Bay High (Continuation)	69	2 : 1	1	Yes
NMC Center for Independent Study	16	10: 1	1	Yes

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

There are many applications of technology that we would like to use at all grade levels; the implementation will involve teachers at every level to ensure that all material and equipment is grade-appropriate. Through the use of the hardware and software discussed in this plan, we will improve teaching and learning. “The computer-integrated instructional program, (Project Child) found that elementary students in project classrooms from kindergarten through fifth grade consistently had higher test scores and better discipline than their counterparts.”¹ We will continue to use computers for assessment and record keeping to track student progress and identify areas of need.

¹ Butzin, S.M. (2000, June). Project Child: A decade of success for young children. Technology Horizons in Education Journal, 27 (11). Retrieved from: <http://www.thejournal.com/magazine/vault/A2882.cfm>

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One of our first priorities will be to extend the use of Accelerated Reader and Star Math to every grade level in order to help address students' individual needs in a way that is not possible for a teacher with a large class. We also want to extend the training to staff for these programs by identifying key personnel that can assist other staff members. Both programs are computer based, allowing students to work at their own speed and learning level. They each contain a management system to facilitate record keeping for the teacher by individual student to determine progress. We would like to provide in-class multimedia projectors and Smart Boards to help teachers teach computer use, spreadsheets, charting, and editing. There are many exciting on-line activities available such as two-way conversations with authors and scientists, up-to-date encyclopedias, remote site exploration (undersea, NASA, archaeology pages, etc.)

Technology Use At Elementary Schools:

At the elementary school level, students are introduced to the use of educational technology. Its main function is to support student's acquisition of literacy skills. All elementary pupils will explore the social, ethical, and human issues involved with the use of technology. Kindergarten and first grade levels begin with an introduction to the basic foundations and concepts of technology. Students learn how to turn computers on and off, identify the various parts of machinery, become familiar with desktop terminology, learning to use and start word processing programs. Software supporting letter identification, phonics instruction, reading, writing, and spelling will be utilized.

As students progress to second and third grades, they continue to receive more instruction in basic computer concepts and foundations, as well as an introduction to the use of technology as a communication and research tool. This will occur as students begin working in both Intranet and Internet environments, communicating with their peers and experts on both the local and global levels.

At the fourth through sixth grade levels we'll see a continuation of the skills and concepts previously mentioned, along with the employment of technology as a research tool. Students will learn how to access information from a variety of sources, how to evaluate it for its relevancy and reliability, and how to utilize it appropriately.

Technology Use At Middle School

The middle school has a range of goals to complete that have both short and long-term implications. Our short-term goals are the first steps in achieving our long-term goals. Among these initial steps will be assuring that every classroom has at least two up-to-date computers attached to the internet, access (where

appropriate) to Accelerated Reader and/or Star Math, expanded bandwidth to accommodate more users and applications, and more tech people to maintain and troubleshoot our computers. Long-term goals include hiring a technology expert for each site, a telephone in every classroom, a multimedia projector in every classroom, every teacher computer-literate as well as comfortable and proficient with all of our technology, and grade-level-appropriate software available in every classroom. Each middle school will have a fully functioning computer lab, and teachers will be comfortable using it. Staff development activities aligned with these goals will be actively pursued.

A more basic form of technology that is used are telephones in the classrooms, so teachers can contact parents and/or the office as needed for a variety of issues. Teachers are also interested in telephones for school safety reasons and parent communication. We have begun to the expansion of the VOIP across the district.

We hope to implement all of the proposed strategies during the next three years of the Technology Plan. In the first year, we should have our short-term goals completed. We hope to complete our long-term goals during the next 3-5 years, as resources become available. Staff development will play a key role in making this happen, as staff proficiency in computer skills is paramount.

Technology Use At High School

Students at the high school acquire computer knowledge and skills through components of the 9th through 12th grade core curriculum. These skills will be further enhanced through elective courses and upper grade level core curriculum. Students will learn to use a computer properly, access information effectively, and form a foundational knowledge of software. Through this process students will demonstrate acquisition of skills through their academic performance as measured by their course standards. An enhancement to computer usage will be an additional server to provide individual student accounts.

The following chart demonstrates the high school commitment to a vigorous academic curriculum aimed towards a graduate who can read, research, think critically, and present information effectively. The following matrix outlines where basic software skills are embedded in the curriculum.

The table below provides a description of the district's current use of hardware and software by typical frequency and type of use (inclusive of technology skills/information literacy/integration into the curriculum) by school site.

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School	Type of Usage	Subject Area	Frequency
Elementary	Word processing, research/information literacy, web based content resources, Accelerated Reader, Star Math and creating reports	Language Arts, Math, Science, and Social Science	Once a week
Middle	Word processing, research/information literacy, web based content resources, PowerPoint presentations, and creating reports	Language Arts, Math, Science, and Social Science	Once a week
High School	Word processing, research/information literacy, web based content resources, PowerPoint presentations, and creating reports	Language Arts, Math, Science, and Social Science	2-5 days a week

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

The following table is a compilation of the district goals as identified in planning documents. The goals selected to be addressed within the district technology plan are identified by the corresponding component.

District goals also include the need to increase the percentage of students passing the California Academic High School Exit Examination (CAHSEE) with an emphasis on English and Mathematics.

Planning Documents	District wide Goals
Local Education Agency Plan (LEAP)	Meet or exceed the state annual measurable objectives for all students. (3d)
	Meet or exceed the state annual measurable achievement objectives for English language learners. (3d)
	Implement district performance assessments for all students in the areas of reading, writing, mathematics and English language development. (3d)
	Implement intervention strategies to improve reading and math achievement of students not achieving proficiency academic levels. (3d)
Single Plan for Student Achievement	Increase the number of re-designated students from English language learners to fluent – English proficient (FEP). (3d)
	Increase the parent participation in their child’s education through the implementation of parent training in the areas of language arts and math. (3h)

Planning Documents	District wide Goals
(SPSA) Academic Program Survey (APS) Master Plan for English Learners WASC	parent training in the areas of language arts and math. (3h) Implement after school programs that support the standards based curriculum being offered at the school. (3h) Meet or exceed the state and district established API growth targets for the school and for numerically significant sub groups. (3d) Meet or exceed the state established AYP criteria for the school and for numerically significant sub groups of students within the school. (3d) Increase the number of No Child left Behind (NCLB) compliant teachers and paraprofessionals. (4b) Sustain or increase the number of teachers involved in intensive, long-term professional development in the areas of language arts, mathematics, and English. (4b) Increase the student attendance by 1% each year to at least reach 98%. (3h) Decrease the number of expulsions by 5% using outreach and counseling services. (3h) Increase percentage of students passing the CAHSEE by 3% per year on both English language Arts and Math portions. (3d)

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

All schools have set goals to increase student achievement in reading and math as they meet the API and AYP accountability targets. Reading comprehension is a focus area for all schools in the district. Each school staff has been instructed in the use of STAR and CELDT data to analyze results and identify specific areas of needed improvement. The state has also set specific growth targets for each school through the state and federal accountability regulations. All student achievement data is stored in Santa

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Clara COE web based system, recorded and graphed for each school site to assist with data review and maintain a district historical perspective to monitor growth over time.

Student Achievement: The District maintains a comprehensive relational database on all students that is district integrated through a software program called SASIxp. This allows each school and the district to maintain demographic information on all students, and it enhances our ability to disaggregate achievement data and evaluate the district curriculum and student achievement. The SASIxp database allows the district to provide the STAR testing center with accurate demographic data and school sites pre-ID test booklets that are coded properly to assist in the analysis of student achievement data.

Technology Integration: Each specific school site plan includes a school technology component, focusing on language arts and math. The high schools are interfacing site plans within their WASC reports. The K-8 schools will utilize categorical funds to support and integrate Accelerated Reader software in order to encourage students to read widely at their instructional level. This computer based program will also allow teachers to monitor student achievement in reading comprehension, to allow gifted and advanced readers to move ahead of their peers, and to provide high interest/leveled ability reading for English Language Learners and older students who struggle with their literacy skills. The computer based STAR Math will provide teachers with frequent monitoring of student progress in mathematics and provides an assessment to determine areas of student weakness. It will also provide individualized assignments that focus on areas of need. All students can be doing word processing at the same time to facilitate the writing process.

North Monterey County Unified School District will continue its commitment to improving reading and literacy skills among students. Numerous teachers continue to participate in the RESULTS Reading Program; a classroom based instruction-reading process based on learning research and student assessments. Programs such as Accelerated Reader and Step Up To Writing will continue that focus. In order to focus and direct instructional resources, trimester assessments will be placed on a database to generate reports for staff and measure success. This will assist schools and the district with identifying local assessment that might predict success on STAR CST tests. Achievement data is input into web based applications for analysis of program results and provides teacher with graphic visuals on student learning.

All our school libraries are “on line” and include at least two computers for student and staff use. Each school has the Athena Library Software System to maintain and catalogue the school library collection.

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The system is also used to monitor the library inventory of books and track materials that are borrowed from the library.

Standardization: The district has established specific guidelines for the purchase of both hardware and software for the schools. There is a desire to standardize instructional software to allow students access to similar programs regardless of the school of attendance. We believe that such a process will assist with implementation and maintenance of specific programs.

Staff Development: The district as well as individual sites have set aside funds to train teachers on the use of technology in the class. Teachers can apply for taking classes through the Technology Committee utilizing EETT funds or through their principal using site discretionary funds.

The following Technology Goals (3e, 3f, and 3g) will be the focus area for the next three years. These goals reflect a comprehensive evaluation of the previous Technology Plan, goals accomplished and set forth the direction for the next three years. The plan specifically references the District Strategic Plan, the District LEAP Plan, and encompasses the lessons learned over the course of the last three years.

- Hire technology/network specialists for school sites to support technology and maintain equipment to ensure its use.
- Upgrade network band width to ensure future distance learning opportunities and investigate wireless alternatives to reduce LAN line costs.
- Redistribute the number of district servers to reduce operational costs while maintaining services. Enhance district-wide structure.
- Purchase scanners for each elementary school to score trimester benchmark tests and import them into the district database for immediate feedback to teachers.
- Select and train a key person at each site to support technology use and guide teachers in its application to the classroom.

North Monterey County USD will utilize technology-based learning tools to support curriculum adoptions and to improve all our students' academic skills, which in turn will enhance our students' abilities to meet and exceed California standards as measured by district wide assessments and classroom testing. We are involved in an ongoing evaluation and revision of benchmark assessments. When we analyze our resources and our academic goals, it is reasonable to anticipate North Monterey County USD will achieve at least 60% completion of these goals by 2010 in our Pre-K through 6th grades. The

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benchmarks for the percent of 10th grade students passing the CAHSEE are based on the current baseline of 70% in language arts and 80% in mathematics.

Goal (3d): Technology will be integrated to support core-adopted materials with a special emphasis on language arts and math for grades K-12.

Objective (3d): By the end of 2011, 90% of the classrooms will have technology integrated to support the core-adopted materials in the core subject areas as measured by surveys, classroom observations, and student projects.

Benchmarks (3d):

Goals	2008-09	2009-10	2010-11
Provide additional assistance for under-achieving students to meet state grade level standards in reading and math through school-wide technology applications.	Identified students will access the AR and STAR math software in the classroom and in the computer lab with a 70% participation rate at our K-8 schools.	Students will utilize these and other software applications with an 80% participation rate at the identified schools.	More than 90% of the students within the K-8 structure will participate and utilize these programs.
Integrate technology into the classroom instructional program to support learning	Ten percent of students will utilize the technology skills taught by creating and editing essays, term papers, and presentations electronically to demonstrate academic understanding.	An additional five percent of students will be observed using electronic medium to complete assignment and make presentations.	Nearly a quarter of students will complete and hand in assignments using available technology.
Engage students in self-directed learning activities, self-assessment and progress monitoring through appropriate and recommended software application.	Students will be taught how to use available software programs and monitor their progress as they complete required assignments as modeled by the classroom teacher.	Increasingly students will be able to monitor their own progress as they access the management functionality of each software program.	Student will be able to self-direct there interaction with the available software programs.
Encourage all students to meet CSU and UC entrance requirements.	Staff and students will be in-serviced in the use of the UCSC Transcript Services to determine student progress and course taking patterns. Freshmen will review the application with	Tenth and 11th grade students will review their progress prior to class sign-ups as a way to monitor progress	Seniors will utilize the software to apply for college, and scholarships with needed GPA.

	their counselor		
Use the internet/web browsers to provide students a global perspective, expand cultural appreciation and broaden access to the world.	Student will use high-speed wireless connectivity to complete research projects and classroom assignments. Students will have access to video conferencing opportunities students as part of their instruction.	Students will access the internet to study current world situations and establish links with other students in the world through email.	Students will use internet access on a regular basis to gather research and confirm data on their own.
Each site will maintain a computer lab as well as “in classroom” technology.	Review the current situation at each regarding this goal.	Upgrade connectivity and equipment as needed.	Determine personnel needs as appropriate

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.

We have divided the technology standards for students into six broad categories. Standards within each category need to be introduced, reinforced, and mastered by students as they progress through school. These categories provide a framework for linking performance and understanding of technology and its application in school and the classroom. “In the ACOT study, student engagement remained highest when technology use was integrated into the larger curricular framework, rather than being an “add-on” to an already full curriculum.”² Teachers can use these standards and profiles as guidelines for planning technology-based activities within the classroom so students can achieve success in learning, communication, and life skills.

Goal 3e: The North Monterey County Unified School District will continue to implement a continuum of proficiency and information literacy skills for students K-12 based on National Technology Standards.

Objective 3e: By the end of 2011 90% of the students will demonstrate the computer skills for their appropriate grade level as measured by student generated project.

² Sandholtz, J.H., Ringstaff, C., & Dwyer, D.C. (1997) Teaching with technology: Creating student-centered classrooms. New York: Teachers College Press.

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Elementary: At the elementary school level, students are introduced to the use of technology through the curriculum. Classroom teachers or classified computer technicians introduce computer skills to students at various grade levels. Some elementary schools have maintained a computer lab, allowing for an entire class to access computer technology.

Each student in each grade level will produce a standards-based “research paper” that integrates Language Arts standards with other content areas, such as Science, Math, and Social Studies. Technology will be used to collect data/reference and follow appropriate guidelines. Students will be assessed in their ability to use access technology as part of the scoring rubric for that research paper.

In all content areas, a student’s ability to read with grade level comprehension is a critical concern. Therefore, on-going reading assessment is a school wide need. This assessment will follow the student during their tenure at the school. This assessment will guide their choice of books used for their free reading program. It will also help the classroom teacher adjust his/her teaching to meet the needs of students in content areas like science and social studies.

The computer skills listed below were developed by elementary school teachers for their students, using the International Society for Technology in Education (ISTE) standards as their guide. They have been organized by grade level for easy reference. They are established along a continuum to support the development of literacy skills, increase student productivity, and improve computer skills as students move through grade levels. They are defined by grade level as follows:

Grade Level	Skills Required	Tech Standard
Kindergarten Grade 1	Use the mouse proficiently Be able to turn on/off the computers Be able to identify the monitor, keyboard, mouse, printer Become familiar with desktop terminology Become familiar with drawing tool Become familiar with basic word processing and print work	1, 2 1, 2 1, 2 1, 2
Grades 2 - 3	Continue building word processing skill Be able to add graphics Continue art and drawing skills Be able to save work to disks	1, 2 1, 2

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	Understand the basic picture of the internet Be able to open and navigate a web site Learn basic searching strategies Be able to do simple scavenger hunts	1, 2, 3 1, 2 1, 2, 4 1, 2, 4 1, 2, 4 1, 2, 4, 5
Grades 4 - 6	Continue with word processing skills Continue with art and drawing skills Learn about search engines, validate website information and improve searching skills on the internet Be able to do advanced scavenger hunts Continued work on navigation skills	1, 2 1, 2, 3 1, 2, 4, 5 1, 2, 4, 5 1, 2, 4, 5

Middle School: Skills taught in the elementary school will serve as the foundation for student moving on to the middle school. Student skill development will continue as students move through the secondary curriculum, working and applying the state standards for each grade level and utilizing the available technology. The skills are detailed in the chart below

Technology skills are incorporated into the daily curriculum for students by grade level. Specific software is matched with subject areas and the state standards as detailed in the table below. The computer lab at each middle school has assorted software for computer-based instructional programs to support reading comprehension, basic math skills, and English Language Development. These software items are designed to assist with specific areas of student achievement.

Grade	Subject	Skill	Application
Grade 7	Language Arts Science Technology Selection	Typing/Writing Term Paper Research/Internet/InfoLit	Keyboarding Word Processing/Word Internet/Websites/Validating/Using
Grade 8	Language Arts	Typing/Writing	Keyboarding

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	Science Technology Selection	Term Paper Research/Internet/InfoLit	Word Processing/Word Internet/Search Engines/ Validating/Using Database access
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Middle school students will have access to computer-assisted instruction in addition to the specific computer skills integrated within the curriculum. Programs available to students include:

- Renaissance Math Software
- Accelerated Reader Program

These software programs are available to students before, during, and after school. Reading materials are integrated through the library Athena software and match levels within Accelerated Reader and Scholastic.

High School: Computer skills for high school students will be infused throughout the core curriculum. Through this process students will demonstrate the acquisition of skills through their academic performance as measured by the course standards. Students will be taught specific software applications through the classes they take, and they will be required to demonstrate their proficiency through class projects. A chart reflecting these standards can be found below:

Subject Area	How Technology Will Be Integrated	How Technology Will Further Goals	Activities
Science/Social Studies Y1: Spreadsheets Internet Y2: Presentations using data driven material Y3: Presentations using PowerPoint	Word Processing Internet research Spreadsheets Multi-media presentations	Improve reading by using critical thinking and reading skills required for internet searches and classroom presentations. Employability skills, Prepare for post-secondary education, become critical thinkers and life long learners.	Demonstration through completion of each project and multi media presentation.
Language Arts Y1: Develop a reading program using technology Y2: Internet Word Process Y3: Multimedia presentation	Word Processing Internet research Presentations	Improve reading by using critical thinking and reading skills required for internet searches and classroom presentations. Employability skills, Prepare for post-secondary education, become critical thinkers and life long	Demonstration through completion of each project and multi media presentation.

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		learners	
Math Y1: Spreadsheet/graphing Y2: Calculator Y3: Multimedia	Using the Internet as a data research tool complete assignment in spreadsheets and graphing and calculations. Make PowerPoint presentations using that data	Improve reading by using critical thinking and reading skills required for internet searches and classroom presentations. Employability skills, Prepare for post-secondary education, become critical thinkers and life long learners.	Basic Introduction Increase Competency Introduction Video Presentation using Graphing Calculators

Goal	Implementation Plans	Steps	Timeline
3d	Provide additional assistance for under achieving students to meet state grade level standards in reading and math through school-wide technology applications.	Identify at risk students at sites with AR & STAR math software. Provide professional development in use of software for student achievement Schedule regular times for students to use software. Install AR & STAR math software on site servers at remaining sites Monitor use and success, make recommendations as needed to district curriculum team for improvement of program.	Fall of each year Beginning of each quarter Summer 2008,2009 & 2010 Spring of each year
3e	Integrate technology into the classroom instructional program to support learning.	Install District adopted software onto local servers to ensure student access in the classroom. Research a SIS with grade book software on server for teacher, parent and student access. Train key site staff in the use of the new SIS software Provide annual staff development opportunities for staff to learn new, existing software programs	Year 1 and as purchases are made Year 1 Start of each school year Annually
3d	Engage students in self-directed learning activities, self-assessment and progress monitoring through appropriate and recommended software application.	Install district approved software on the local LAN at school sites to ensure access Train staff in use of software and student access Train staff on management systems in selected software for student reports	Year 1 Year 1 Year 2
	Encourage all students to meet CSU and UC entrance requirements.	Establish MOU's with each agency to start the data sharing process. Counselors get trained on the use of the	Year 1 Year 2

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		system. Students review university requirement with counselor. Student meet with counselor through web site.	Annually
3e	Use the internet/web browsers to provide students a global perspective, expand cultural appreciation and broaden access to the world.	Instruct students at all grade levels how to access the internet and do basic searches. Include information literacy components in assignments that match lesson & grade level needs Develop a list of pen pal options for teachers interested in pursuing this type of communication. Use email to send communication to other schools, students.	Annually Annually Annually
3e	Each site will have a computer lab as well as “in classroom” technology.	Classrooms will have access to the lab as scheduled at the site by the teacher. Software applications will be available and installed for classroom instruction. Computer skills will be taught in lab per TUP	Annually Annually Annually

Technology skills are being attached to existing course standards. Therefore, attaining these skills is required for graduation because passing the courses is required for graduation.

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.

NMCUSD will develop a clearly communicated Academic Integrity Code of Conduct to which all students are to adhere. The students are to be taught about fair use, lawful downloading, copyright infringement, and plagiarism. The humanity classes focus on correct citation and avoidance of plagiarism. The Fine Arts classes focus on copyright and fair use policies. This is to be revised pending the development of the AUP (Acceptable Use Policy) (Section 3f and 3g).

Goal 3f. Students use information in an ethical manner, can discuss the impact of technology on culture and society, and can reflect on their role as digital citizens.

Curricula information: NMCUSD will develop a clearly communicated Academic Integrity Code of Conduct to which all students are to adhere. The students will learn about fair use, lawful downloading, copyright infringement, and plagiarism. The humanities classes focus on correct citation and avoidance of

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plagiarism. The Fine Arts classes focus on copyright and fair use policies. This is to be revised pending the development of the AUP (Acceptable Use Policy) (Section 3f and 3g).

Objectives (3f)	Evaluation Instruments	Frequency of Collection	Responsible Person
<p>Objective 1 90% of History and English students understand and use correct citations within research papers. 90% of History students can discuss the impact of historical technology trends on cultures and society. 90% of English students can discuss the impact of society and cultural technology trends on authors' writings. End of year 1: 70% of students meet the objectives listed above. End of year 2: 80% of students meet the objectives listed above. End of year 3: Meet the objectives fully.</p>	<p>Students' MLA-formatted research papers</p>	<p>Once per semester</p>	<p>History and English instructors</p>
<p>Objective 2 90% of Science students understand and use correct citations within researched papers. 90% of Science students can discuss the impact of science on society. 90% of the Science students can discuss the importance of being a digital citizen. End of year 1: 70% of students meet the objectives listed above. End of year 2: 80% of students meet the objectives listed above. End of year 3: Meet the objectives fully.</p>	<p>Students' Science Fair and reports</p>	<p>Yearly</p>	<p>Science instructors</p>
<p>Objective 3 90% of the Foreign-language students understand and use correct citations within research papers and MLA formatting. End of year 1: 70% of students meet the objectives listed above. End of year 2: 80% of students meet the objectives listed above. End of year 3: Meet the objectives fully.</p>	<p>Students' reports</p>	<p>Once per semester</p>	<p>Foreign language instructors</p>
<p>Objective 4 90% of the students taking Graphic Design and Video Projection talk about the ethics of honoring copyright and practice reasonable fair</p>	<p>Students' essays and reports</p>	<p>Once per semester</p>	<p>Art instructors</p>

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<p>use. End of year 1: Policy is developed. End of year 2: 50% of students meet the objectives listed above. End of year 3: Meet the objectives fully.</p>			
<p>Objective 5 90% of the students taking Study Skills and any Computer Science classes can discuss the importance of being a digital citizen. Both classes cover, but are not limited to, appropriate uses of technology in different settings, fair use, copyright laws, lawful downloading, and cyber safety. End of year 1: Policy decided. End of year 2: 50% of students meet the objectives listed above. End of year 3: Meet the objectives fully.</p>	Students' reports	Once per semester	Study Skills and Computer Science instructors

Benchmarks (3f):

Outcomes	2008-2009	2009-2010	2010-2011
1. History and English students understand and use correct citations within research papers. Instructions include techniques to avoid plagiarism, and properly give credit to sources. History students can discuss the impact of historical technology trends on cultures and society. English students can discuss the impact of cultural and societal technology trends on authors' writings.	Develop awareness of ethical use of technology.	Establish committee to develop policy on ethical use of technology.	Implement policies district wide.
2. Science students understand and use correct citations within research papers. They discuss the impact of science on society and their own role as a digital citizen.	Develop awareness of ethical use of technology.	Establish committee to develop policy on ethical use of technology.	Implement policies district wide.
3. Foreign-language students from level 2 on write two typed papers per class per semester of which one of these shows evidence of proper research techniques. Students studying Japanese and Chinese are excluded from this requirement.	Develop awareness of ethical use of technology.	Establish committee to develop policy on ethical use of technology.	Implement policies district wide.
4. Students taking the following art classes submit a typed paper and understand and use correct citations on a research paper: Dance and Rhetoric.	Develop awareness of ethical use of technology.	Establish committee to develop policy on ethical use of technology.	Implement policies district wide.
5. Students taking Study Skills and any Computer Science classes can discuss the	Develop awareness of	Establish committee to	Implement policies

importance of being a digital citizen. Both classes cover, but are not limited to appropriate uses of technology, fair use, copyright laws, lawful downloading, and cyber safety.	ethical use of technology.	develop policy on ethical use of technology.	districtwide.
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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.

Goal 3g: The North Monterey County Unified School District provide all students with Internet Safety instruction as part of the Acceptable Use Policy signature process.

District Goal for Addressing Internet Safety Education for All Students
Goal 1: Personal Information
Specific Measurable Objectives
Objective: Students will be educated on the what (both obvious and less obvious tracking information such as age, sex, phone numbers, address, hobbies, school sports, gaming identities), the why (phishing scams, predators), and how to protect themselves.
Annual Benchmarks
Year 1: Unaware of new requirements regarding Internet Safety Education.
Year 2: An Acceptable Use Policy will be developed, as will hand outs for counseling and teachers. Seminars will be held on a designated faculty/staff in service day in order to roll out the new policy and clarify protocol, including complaint procedures and disciplinary protocol.
Year 3: Student Handbooks for 2008-2009 will include this policy, as will the incoming student packets. Seminars will begin in specified classes (core classes such as English/History in order to reach the entire student population).
Future Plans: The AUP will continue to be updated and refined annually and all incoming students will continue to attend seminars in core classes. Teachers/staff will continue to attend a yearly, updated AUP seminar on one of the specified in service days that precede the beginning of the teaching cycle.
Goal 2: Piracy
Specific Measurable Objectives
Objective: Students will be educated regarding the ownership rights of on and offline material developed, created or expressed by other individuals, including, but not limited to, text, music, photos, movies, games, and other educational materials.
Annual Benchmarks
Year 1: Unaware of new requirements regarding Internet Safety Education.
Year 2: An Acceptable Use Policy will be developed, as will hand outs for counseling and teachers. Seminars will be held on a designated faculty/staff in service day in order to roll out the new policy and clarify protocol, including complaint procedures and disciplinary protocol.
Year 3: Student Handbooks for 2008-2009 will include this policy, as will the incoming student packets. Seminars will begin in specified classes (core classes such as English/History in order to reach the entire student population).

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Future Plans: The AUP will continue to be updated and refined annually and all incoming students will continue to attend seminars in core classes. Teachers/staff will continue to attend a yearly, updated AUP seminar on one of the specified in service days that precede the beginning of the teaching cycle.
Goal 3: Cyberbullying
Specific Measurable Objectives
Objective: Students will be educated on the use of technology for negative, non-educational purposes such as, but not limited to, harassment, impersonation, misrepresentation, and stalking, and how to deal with this behavior both inside and outside of the school environment.
Annual Benchmarks
Year 1: Unaware of new requirements regarding Internet Safety Education.
Year 2: An Acceptable Use Policy will be developed, as will hand outs for counseling and teachers. Seminars will be held on a designated faculty/staff in service day in order to roll out the new policy and clarify protocol, including complaint procedures and disciplinary protocol.
Year 3: Student Handbooks for 2008-2009 will include this policy, as will the incoming student packets. Seminars will begin in specified classes (core classes such as English/History in order to reach the entire student population).
Future Plans: The AUP will continue to be updated and refined annually and all incoming students will continue to attend seminars in core classes. Teachers/staff will continue to attend a yearly, updated AUP seminar on one of the specified in service days that precede the beginning of the teaching cycle.
Goal 4: Social Networks
Specific Measurable Objectives
Objective: Students will be educated regarding both the appropriate use of and the dangers of the multitude of social sites available (such as, but not limited to, My Space, Xanga, Facebook, etc.) that allow for interactive networking with photos, videos, blogs, and other materials. Particular attention will be paid to data farming, profile sharing, privacy features, and abuse reporting procedures.
Annual Benchmarks
Year 1: Unaware of new requirements regarding Internet Safety Education.
Year 2: An Acceptable Use Policy will be developed, as will hand outs for counseling and teachers. Seminars will be held on a designated faculty/staff in service day in order to roll out the new policy and clarify protocol, including complaint procedures and disciplinary protocol.
Year 3: Student Handbooks for 2008-2009 will include this policy, as will the incoming student packets. Seminars will begin in specified classes (core classes such as English/History in order to reach the entire student population)].
Future Plans: The AUP will continue to be updated and refined annually and all incoming students will continue to attend seminars in core classes. Teachers/staff will continue to attend a yearly, updated AUP seminar on one of the specified in service days that precede the beginning of the teaching cycle.
Goal 5: Inappropriate Content
Specific Measurable Objectives
Objective: Students will be educated regarding inappropriate content policy and procedures and how to protect themselves from visual or written material that is obscene, pornographic, or otherwise harmful to minors. This can also include depictions of violence, hate groups, extremist material, illegal activities, and online advertising.
Annual Benchmarks
Year 1: Unaware of new requirements regarding Internet Safety Education.

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Year 2: An Acceptable Use Policy will be developed, as will hand outs for counseling and teachers. Seminars will be held on a designated faculty/staff in service day in order to roll out the new policy and clarify protocol, including complaint procedures and disciplinary protocol.
Year 3: Student Handbooks for 2008-2009 will include this policy, as will the incoming student packets. Seminars will begin in specified classes (core classes such as English/History in order to reach the entire student population).
Future Plans: The AUP will continue to be updated and refined annually and all incoming students will continue to attend seminars in core classes. Teachers/staff will continue to attend a yearly, updated AUP seminar on one of the specified in service days that precede the beginning of the teaching cycle.
Goal 6: Cyber Predators
Specific Measurable Objectives
Objective: Students will be educated regarding cyber predators who use the Internet to take advantage of or victimize in any way (which may include, but is not limited to, sexually, emotionally, psychologically, or financially).
Annual Benchmarks
Year 1: Unaware of new requirements regarding Internet Safety Education.
Year 2: An AUP will be developed, as will hand outs for counseling and teachers. Seminars will be held on a faculty/staff in service day in order to roll out the new policy and clarify protocol, including complaint procedures and disciplinary protocol.
Year 3: Student Handbooks for 2008-2009 will include this policy, as will the incoming student packets. Seminars will begin in specified classes (core classes such as English/History in order to reach the entire student population).
Future Plans: The AUP will continue to be updated and refined annually and all incoming students will continue to attend seminars in core classes. Teachers/staff will continue to attend a yearly, updated AUP seminar on one of the specified in service days that precede the beginning of the teaching cycle.

Implementation Plan (3e, 3f, and 3g)

Goal	Implementation Action	Time Frame	Staff Responsible	Monitoring and Evaluation Action
3e	District amends technology continuum and AUP to include additional information technology and internet safety components as part of districts technology standards.	2008-09	Asst. Supt. for Curr. & Inst. Improvement; Curriculum Council, Director of Program Evaluation/MIS	Meeting minutes from Board of Education meeting will be maintained by Director of Program Evaluation/MIS.
3f 3g	District develops/acquires curriculum for ethical use and internet safety instruction	2008-09	Asst. Supt. for Curr. & Inst. Improvement; Curriculum Council; Director of Program Evaluation/MIS	Purchase order Curriculum handbooks
3f	Train staff on ethical use of	2008-09	Director of Program	Signed AUP's

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3g	information technology and internet safety per AUP		Evaluation/MIS; Site Mentors	
3e 3f	Train teachers how to integrate technology proficiency and information literacy skills.	2008-09	Director of Program Evaluation/MIS; Site Mentors	Staff will sign in and certificates of completion will be awarded.
3e	Train technology mentors at each site in support of integrating technology proficiency and information literacy skills into the curriculum.	2008-09	Site Administrators; Literacy and Math Coaches; Director of Program Evaluation/MIS	Staff will sign in and certificates of completion will be awarded.
3e	Annually review teacher and student use of information literacy, ethical use, and internet safety through EDTECH PROFILE i-Assessment surveys.	2008-09	District Technology Committee; Director of Program Evaluation/MIS; Site Mentors	Use EDTECH PROFILE i-Assessment and surveys to determine proficiency levels.
3e. 3f 3g	The implementation steps for 2010 and 2011, will be repeated with annual adjustments as indicated by monitoring based on the formative and summative data.			

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

North Monterey County Unified has steadily increased access to hardware, software, Internet, and technical assistance for all of our students and staff. Special education students are assessed annually for technology needs per IEP and adaptive technology provided. ELL students have access to technology as part of their regular classrooms, site labs, and libraries. All students have access to technology as described in section 3.a. of Curriculum Component.

Goal (3h): School sites will increase opportunities for students to have appropriate access to technology systems.

Objective (3h): All students will have appropriate access to technology systems.

Benchmarks (3h):

Year	Benchmarks
2009	40% of schools will be able to have students access individual networked files from any available computer. 70% of the students will have access to a computer lab on a weekly basis. 40% of school sites will have access to a computer lab with at least 10 stations.

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2010	50% of schools will be able to have students access individual networked files from any available computer. 80% of the students will have access to a computer lab on a weekly basis. 50% of school sites will have access to a computer lab with at least 10 stations.
2011	60% of schools will be able to have students access individual networked files from any available computer. 90% of the students will have access to a computer lab on a weekly basis. 60% of school sites will have access to a computer lab with at least 10 stations.

There is an equity and access issue at each of the schools within the district. The issue of equity and access falls into three critical areas. The essential student equity and access issues are first, the availability of technology at each school site, second, having teachers who have the skill and/or desire to make it available to students, and finally, the availability of computer technology at home. The first issue is addressed in another section of this plan. The second is going to be addressed by a program of staff development that will both require teachers to become technologically proficient and reward them for acquiring the necessary skills. Teachers will be required to have training, or demonstrate proficiency, before they will get computers in their classrooms. The incentive to make technology more available in the classroom will come from two sources: first, students constantly clamor for computers in classrooms; second, financial and/or other incentives will be provided for teachers completing training. The availability of computers at home is a more difficult issue. Many families lack the finances to purchase computers. Many schools offer classes for parents along with Adult Education Classes. However, it is a difficult problem without a simple solution.

Computers are especially valuable for after-school programs because of the opportunities for enrichment and remediation on an individualized basis. Computers can assist with the learning process through extended school day programs as students can be clustered into labs but work on the attainment of specific skills individually. This obviously extends human resources after school. For enrichment, we will make available software and games that expand upon the curriculum and foster creativity. Another strategy is the use of virtual field trips and other on-line enrichment activities. For remediation, we will use software that provides basic skills practice for students who need it. The power of technology through computer-assisted learning is in the ability for a student to focus on specific skills, repeating the process until mastery is achieved.

Computers are an invaluable tool for special needs students. “Technology can provide the means for students with special needs to communicate via email and use the Internet for research, and can also help teachers accommodate students’ varying learning styles.”³ For those with physical disabilities, we will research technology delivery to help meet their needs. This may include technology for touch screen and speech recognition. For students with other disabilities, we will capitalize on the other benefits computers offer. One main benefit is the reduction of distractions by other students and an enhanced ability to focus when a student is one-on-one with a computer. Another benefit is the acquired assumption by students that computers are fun (like video games), not “schoolwork”. The third benefit is the individualized instruction made possible by programs such as Accelerated Reader and Accelerated Math. These programs individualize instruction in a way that would be impossible for a teacher with more than a small number of students.

Our primary concern regarding the Acceptable Use Policy has been student access to inappropriate material. Since our district now has a filter in place, that is less of a concern than before, although we are all aware of the weakness of this type of program and the need to continue to monitor student use. Other concerns regarding ethical use of information “on line” or in other students’ work will be addressed by an ethics component in computer classes. Our Acceptable Use Policy has been shortened, clarified, and implemented across the board throughout the district.

We must remember, however, that it is not enough to merely have the technology; we must also have technical people who can keep it working if we are to have equal access. This will be discussed in greater detail in Section 2 of the Technology Plan, which will focus on staff development.

Process for Diminishing Access Issues

It is important to realize that North Monterey County Unified School District has broadened the definition of access. Although there are computers on each site for student and teacher use, we believe that a critical number of computers in each classroom with a trained teacher will improve the infusion of technology into instruction. We propose the following:

Implementation Plan (3h):

³ Silverstein, G., Frechtling, J., & Miyooka, A. (2000). Evaluation of the use of technology in Illinois public schools: Final Report (prepared for Research Division, Illinois State Board of Education). Rockville, MD: Westat.

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Goal	Implementation Action	Time Frame	Staff Responsible	Monitoring and Evaluation Action
3h, 3e, 3f, 3g	The Board of Education adopts an acceptable use policy.	2008-09	Superintendent	The Board minutes will be reviewed to reflect adoption
3h, 3e, 3f, 3g	Staff and students will sign an acceptable use policy	2008-09	Site Administrators	Superintendent, Asst Superintendent of Human Resources, and Director of Program Evaluation/MIS review completion rates.
3h	Assess Special Ed students for technology needs per IEP	2008-09	Site Administrator	The Director of Special Services reviews technology requests by IEP
3h	Provide training for staff to access network drives.	2008-09	Director of assessment and technology/MIS, and site Mentors	Staff will sign in and certificates of completion will be awarded.
3h	Purchase additional hardware and software for network use.	2008-09	Site Councils, site Administrators, and Director of Program Evaluation/MIS	Copies of requisition orders will be maintained by Technology Department. Students will take EDTECH PROFILE student surveys. Results will be reviewed by Technology Committee.
3h	Students and staff will receive training on how to utilize network files.	2008-09	Computer Lab Specialists, Media/Library Specialists, and Classroom Teachers	Students will take EDTECH PROFILE student surveys and store e-portfolios. Results will be reviewed by Technology Committee.
3h	The implementation steps for 2010 and 2011, will be repeated with annual adjustments as indicated by monitoring based on the formative and summative data.			

Progress on these measurements will be reviewed by the Technology Committee Annually. Sources of data will include:

- Technology count on the annual CBEDS report of each site.
- Review by site technology people of student/teacher technology usage.
- EdTech Profile survey.

3i. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan to use technology to make student record keeping and assessment.

Goal 3i: The North Monterey County USD student information system will be available to all administration, teachers, and support staff at the classroom level.

Objective 3i.1: By the end of the 2010-2011 school year, all administration, teachers, and support staff will have access to the student academic results database (Santa Clara DMM).

Benchmarks (3i):

Year	Benchmarks
2009	50% of the staff will have access to DMM.
2010	80% of .the staff will have access to DMM.
2011	100% of .the staff will have access to DMM.

Objective 3i.2: Teachers and administrators will use the results from the DMM to assess student progress and adjust curriculum.

Year	Benchmarks
2009	40% of the teachers and administrators will use the results from the DMM to assess student progress and adjust curriculum.
2010	50% of the Teachers and administrators will use the results from the DMM to assess student progress and adjust curriculum.
2011	70% of .the Teachers and administrators will use the results from the DMM to assess student progress and adjust curriculum.

Implementation Plan (3i):

Goal	Implementation Action	Time Frame	Staff Responsible	Monitoring and Evaluation Action
3i	Network each and every remaining classroom.	2008-09	Superintendent; Director of Facilities, Director of Program Evaluation/MIS, Site Council, and site Administrators	Requisitions, and work orders will be maintained by Technology Department.
3i	The DMM databases will be made available to classroom teachers per benchmark.	2008-09	Site Councils, site Administrators and Director of Program Evaluation/MIS	Teacher Surveys will be completed and reviewed by district technology Committee.
3i	Provide training for staff in use of DMM.	2008-09	Director of Program Evaluation/MIS, and site Mentors	Staff will sign in and certificates of completion will be awarded.
3i	Teachers and administrators will use data from DMM to assess and adjust curriculum	2009	Administrators and Director of Program Evaluation/MIS	DMM logs, revised curriculum
3i	Purchase additional	2008-09	Site Councils, site	Requisitions, and work

	hardware.		Administrators and Director of Program Evaluation/MIS	orders will be maintained by Technology Department.
3i	Based on the formative and summative data the above implementation steps will be repeated annually during the 2010 and 2011 school years with adjustments as indicated.			

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.

Our schools use the traditional methods to communicate with parents, such as school and district newsletters. A more basic form of technology that is used is telephones in the classrooms, so teachers can contact parents and/or the office as needed for a variety of issues. We have begun to the expansion of the VOIP across the district by incorporating VoIP into the classrooms starting 2008; the new system will include voice mailboxes so that our parents can leave messages for teachers.

Through our district and school sites will develop website school calendars, events and daily schedules will be available 24 hours seven days a week. The websites will also provide to parents links to curriculum benchmarks for core curriculum courses, and email links to school staff for parent/community/school communication. Training in its use per our Professional Development plan will enable our teachers to use their existing email accounts with new Internet-linked classroom computers for more effective and immediate communication with families. For those families without access to computer technology and internet, North Monterey County USD has begun preliminary implementation of the automated phone dialer technology to alert parents to school absences and upcoming events. There is also a need to assist parents with access to web based resources.

Goals (3j): Administrators, teachers and support staff will use a variety of technologies to improve home and school communication.

Objective (3j): By the end of 2011, two-way communication will have improved between home and school.

Benchmarks (3j):

Year	Benchmarks
2009	All schools will use Connect Ed to alert parents of student absences and upcoming school events. 60% of district staff will use district email to communicate with parents of students 10% of school site computer labs and libraries will be open after school for community and student access.

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	All schools will establish a web site. 20% of school sites will establish VoIP, including voice mailboxes.
2010	70% of district staff will use district email to communicate with parents of students 30% of school site computer labs and libraries will be open after school for community and student access. 40% of school sites will establish VoIP, including voice mailboxes.
2011	80% of district staff will use district email to communicate with parents of students 70% of school site computer labs and libraries will be open after school for community and student access. 60% of school sites will establish VoIP, including voice mailboxes.
3j	Based on the formative and summative data the above implementation steps will be repeated annually during the 2010 and 2011 school years with adjustments as indicated.

Implementation Plan (3j):

Goal	Implementation Action	Time Frame	Staff Responsible	Monitoring and Evaluation Action
3j	Setup and train staff on use of Connect Ed.	2008-09	Technology Department	Teacher Surveys will be completed and reviewed by district technology Committee.
3j	Update email accounts for staff and consider publishing them to the community.	2008-09	Technology Department and school webmasters	Site Administrators will review for accuracy semi annually with staff.
3j	Establish school web sites.	2008-09	Technology Department and school Webmasters	Site Administrators will review semi annually with staff.
3j	Link core subject sites on each school's web site	2008-09	Site Administrators, Teachers, and site Mentors	Site Administrators, Site Council, and staff will review practice annually.
3j	Parents receive training to assist them in using core subject web sites.	2008-09	Program Specialists, site Mentors, and Teachers	Parents will sign in and certificates of completion will be awarded.
3j	Allow after school access to school site computer labs and libraries	2008-09	Site Administrators	Sign in sheets will be maintained on school grounds.
3j	Based on the formative and summative data the above implementation steps will be repeated annually during the 2008 and 2009 school years with adjustments as indicated.			

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.

The implementation of district curriculum goals regarding technology instruction will be overseen by the Asst. Supt. for Curr. & Inst. Improvement. The gathering and discussion of relevant data regarding the implementation of above goals will be conducted together with site administrators, The Director of Program Evaluation/MIS, and The District Technology Committee. This data will be reviewed every May and submitted to the Superintendent and the North Monterey County USD Cabinet. Recommendations and changes are then made where appropriate.

Refer to the Monitoring and Evaluation section of the Implementation Plan for each area 3d – 3j.

Section 4 Professional Development

A focus on technology staff development must be integrated in every aspect of the district organization if substantial progress is to be made in the next three years. Credit for completed training will be counted on the salary schedule when classes meet the district criteria. Likewise, the district teacher evaluation process can also support this goal by encouraging teachers to include technology goals in the assessment plan. Teachers can set appropriate goals that incorporate the use of technology into the classroom and validated through the evaluation process. Teachers can determine their area of staff development based on the EdTech Profile survey, school site priorities, as well as site and district level technology plans.

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

In the past teachers and administrators have not actively used the EdTech profile system (www.edtechprofile.org) to monitor their technology skills, consequently the district has only anecdotal information to assess their technology skills. In the future, teachers and administrators will be surveyed annually to determine current technology skills and training needs as part of the preparation for staff development activities. Staff will be asked to complete the EdTech Profile survey annually (<http://www.EdTechProfile.org>) to determine levels of proficiency as well as areas of need. The evidence that the district has collected indicates that the technology skills vary among teachers, administrators and support staff. About 40% of staff used email on a regular basis to communicate and receive information. About the same percentage of staff members use the Internet regularly to collect relevant information for instruction or personal development. More than half of the staff uses word processing software, but few were proficient in spreadsheet, presentation or database software. This information was used to determine focus areas for staff development included in this plan.

4b List of clear goals and a specific implementation plan for providing professional development opportunities

Desktop Publishing: Specific areas of training were identified to help the classroom teacher enhance instruction and individual productivity. Teacher training in these areas would help facilitate institutionalization of educational technology. These tools include:

- Word Processing*
- Spreadsheets
- Grading Software
- Presentation Software
- Graphics Applications
- Accelerated Reader

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-Digital Photography -Website Software -STAR Math

*The District has determined that Microsoft Office Suite will be the standard software for the School District. Classroom teachers may continue to use Apple Works as appropriate.

Internet Uses and Applications for Research: Teachers would like to be trained in this area to assist students with research for projects assigned in specific subject areas. State Standards require that students begin the process of referencing Internet resources in the fifth grade.

E-mail Basics: There is a need to train interested staff in the use of e-mail to enhance communication and the electronic transfer of documents. Staff development in this area would improve communication and individual productivity.

Grading Software Applications: Grading software will increase teacher productivity and allow them to notify parents and students regarding performance, progress, and missing assignments. We will have a particular emphasis on programs that will integrate with the district's student information system.

Repair and Maintenance: Each site has unique maintenance and repair needs. The administration is interested in training site coordinators on basic repair and maintenance techniques in order to keep equipment running and available for staff and student use.

Computerize Elementary Report Cards: Elementary teachers would like the district to explore the possibility of designing a computerized standards based report card for students.

Library Software: There is growing need to computerize school libraries. The district is committed to completing this project during the tenure of the Technology Plan. Computerization would help maintain the collection and preserve resources.

All staff needs to develop and learn identified technology skills and software applications at a level of proficiency to influence their frequent and seamless use in the classroom. Mastery of such skills will ensure that the technology is incorporated into the curriculum, the classroom, and daily instruction.

To support the use of technology as a tool for the acquisition of student literacy, teachers must become more proficient in computer skills through a variety of staff development opportunities. They will range from classes at MCOE to peer-to-peer instruction in the classrooms. Both teachers and administrators will use technology to collect and analyze student data in order to better our instructional programs. Staff development provides every school series of challenges that are difficult to overcome. These challenges include funding and availability of substitutes to free teachers from classroom responsibilities. In order to promote staff development opportunities in the area of technology, the district will need to rethink the

“delivery” system involved to promote new learning. Staff development in the NMUSD must be designed around the busy schedules of staff. The district must be in a position to take advantage of:

- Internet based technology classes
- County office resources offered after the school day
- Independent learning activities
- After school class offerings

These methods will broaden staff development opportunities and build support for training. They will allow flexibility and encourage staff participation for learning new skills to enhance classroom instruction, increase productivity and increase student achievement. Possible resources include:

MCOE: The Monterey County Office of Education offers a variety of technology classes for both beginning and advanced staff members. These classes are offered primarily after school for convenience in a computer lab for "hands on" learning opportunities.

- CTAP: Provides on line services for teachers/administrators. Fees based on enrollment.
- CalSave: Fee based services determined by the number of schools in the district at discounted rates. Includes assessment tools.
- On Line Services: Look for funding to provide staff the opportunity to utilize “on-line” tutorial programs in specific area of need and interest.
- Private Companies: Look for community based training services to provide specific technology classes for selected users. There are several in our area which we have successfully used in the past.

As the cornerstone to North Monterey County Unified School District’s staff development process, we will earmark at least 10% of every technology dollar to the continued training of teachers in the area of technology. We will also utilize EETT funds to encourage the development of technology skills. As we purchase new equipment and software, we will ensure that it is deployed and used effectively by teachers and students in the classroom. It is our goal to make sure that teachers are supported, through a perpetually funded system, in their professional use of technology for the thoughtful advancement of

content material to students. "...When teachers are learning to integrate technology into their classrooms, the most important staff-development features include opportunities to explore, reflect, collaborate with peers, work on authentic learning tasks, and engage in hands-on, active learning."⁴ Ultimately, the staff development design will foster the seamless and thoughtful integration of technology into the daily routine of teachers and staff in NMCUSD. Priorities for staff development for the next three years are written in detail below. Budget funds will assist with providing staff training in each of these means, releasing teachers for training classes and /or Internet tutorials. This includes the staff development funds set aside by EETT grant funds.

Staff development dollars will be budgeted to support technology training for all teachers. The training process must meet the unique needs of those teachers spearheading new technologies as well as those who are working to learn the basic implementation. "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."⁵ The usual "drive-by" training provided only on in-service days are inadequate and do not support active transference of technology in the classroom. Staff development needs to be provided during the regular workday and during preparation time as appropriate. Training needs to be specific and focused in the areas identified by staff and clearly tied to teacher and district goals.

Money for release-time will be made available as needed by the site principal, i.e. SIP, Title I, EIA. District Title II dollars will be allocated for ongoing staff development as well as site and district discretionary funds. Also, a "ladder of technology" course series will be developed. In this, teachers will have the opportunity to gain "NMCEU's" credits good for salary advancement within the district. Support will be provided to those teachers eager to take coursework outside of the district. Teachers will be encouraged to enroll in County Office workshops that promote understanding of technology in the classroom.

4 Schacter, J. (1999). The impact of education technology on student achievement: What the most current research has to say. Retrieved from the Milken Family Foundation Web site: <http://www.mff.org/pubs/ME161.pdf>

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

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Aside from these incentives to use technology in the classroom, a technology rubric will also guide a portion of the annual evaluation of teachers. A comprehensive training effort will also be focused on the district's paraprofessionals, those individuals who support classroom instruction. Many of these classified people are eager to be trained on basic computer functions to support classroom instruction and teacher lesson planning. After school staff development opportunities will be investigated and paid for from Title II Part D. The district will continue to provide training opportunities for administrators and staff related to the student database to analyze attendance, grades and student achievement.

Goals

4.b.1 Administrators will complete AB430 training.

Benchmarks

Year	Benchmarks
2009	80% principals will have completed AB 430 training By June 2009.
2010	100% of principals will have completed AB 430 training by June 2010.

4.b.2 Increase the number of No Child left Behind (NCLB) compliant teachers and paraprofessionals by providing teachers with the skills and knowledge necessary to integrate technology skills, network use, and software with adopted curriculum in the areas of language arts and math.

4.b.3. Train all staff in district curriculum regarding appropriate and ethical use of information technology, including copyright, fair use, plagiarism, the implications of illegal file sharing and/or downloading and internet safety, including strategies to protect online privacy and avoid online predators per the districts updated AUP.

Benchmarks

Year	Benchmarks
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2009	<p>100% of staff will receive training in curriculum supporting District AUP including Information Technology and Internet Safety. All staff sign AUP.</p> <p>60% of all sites will have on-site technology mentors, who will form site technology committees.</p> <p>100% of all sites will have developed site technology plans, which include staff development goals.</p> <p>100% of our certificated staff will reach proficiency in at least four areas of the EDTECH PROFILE i-Assessment categories.</p> <p>40% of our sites will have committed to scheduling six hours of on site technology training based on school technology plan needs. *</p> <p>40% of NMCUSD certificated staff will have completed at least 20 hours of training related to integrating technology and software with adopted curriculum in the areas of language arts, math and English language development.</p> <p>* Inclusive of six hours site based training as well.</p>
2010	<p>100% of staff updated in curriculum supporting District AUP including Information Technology and Internet Safety. All staff sign AUP.</p> <p>80% of all sites will have and on-site technology mentors which will form site technology committees.</p> <p>Site technology plans will be updated.</p> <p>100% of NMCUSD certificated staff will reach proficiency in at least 5 areas of EDTECH PROFILE i-Assessment categories.</p> <p>60% of our sites will have committed to scheduling six hours of on site technology training based on school technology plan needs. *</p> <p>60% of NMCUSD certificated staff will have completed at least 20 hours of training related to integrating technology and software with adopted curriculum in the areas of language arts, math and English language development. *</p> <p>* Inclusive of six hours site based training as well.</p>
2011	<p>100% of staff updated in curriculum supporting District AUP including Information Technology and Internet Safety. All staff sign AUP.</p> <p>100% of all sites will have and on-site technology mentors which will form site technology committees.</p> <p>Site technology plans will be updated.</p> <p>100% of NMCUSD certificated staff will be proficient in at least six categories of the EDTECH PROFILE i-Assessment categories.</p> <p>80% of our sites will have committed to scheduling six hours of on site technology training based on school technology plan needs.</p> <p>80% of NMCUSD certificated staff will have completed at least 20 hours of training related to integrating technology and software with adopted curriculum in the areas of language arts, math and English language development. *</p> <p>* Inclusive of six hours site based training as well.</p>

4.b.4 North Monterey County USD staff will be trained to use integrated assessment data features supporting English Language Arts and Mathematics adoptions to support student learning.

Benchmarks

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Year	Benchmarks
2009	K-6 grade teachers will be trained to use integrated assessment data features supporting English Language Arts and Mathematics adoptions to support student learning. 60% of classroom instructors will be trained on how to utilize network features, including use of individual student storage folders.
2010	7-8 grade teachers will be trained to use integrated assessment data features supporting English Language Arts and Mathematics adoptions to support student learning. 80% of classroom instructors will be trained on how to utilize network features, including use of individual student storage folders.
2011	9-12 grade teachers will be trained to use integrated assessment data features into supporting English Language Arts and Mathematics adoptions to support student learning. 100% of classroom instructors will be trained on how to utilize network features, including use of individual student storage folders.

North Monterey USD recognizes the need for parent training in order to facilitate student academic success.

4.b.5 North Monterey USD will increase the parent participation in their child's education through the implementation of parent training in the areas of language arts and math.

Benchmarks

Year	Benchmarks
2009	40% of our school sites will have voluntary training programs for parents related to adopted curriculum in language arts and math.
2010	60% of our school sites will have voluntary training programs for parents related to adopted curriculum in language arts and math.
2011	80% of our school sites will have voluntary training programs for parents related to adopted curriculum in language arts and math.

4b i. and j. List of activities and a timeline for implementing planned strategies and activities

Goal	Implementation Action	Time Frame	Staff Responsible	Monitoring and Evaluation Action
4.b.2	Communicate technology plan to all district and site staff.	08/2008	Site Administrators and Technology Committee	Hardcopies will be made and distributed to staff. There will also be a posted version on the district website.
4.b.1	80% of administrators will complete AB 430 training.	06/2009-06/2010	Asst. Supt. for Curr. & Inst. Improvement, site Administrators	Administrators will sign in and certificates of completion will be awarded.
4.b.2	Continue collaboration with CTAP5 and MCOE.	08/2009-06/2010	Technology Committee	Staff will sign in to meetings and trainings and certificates of completion will be awarded.
4.b.2 and	Recruit and provide ongoing training for site	08/2009-06/2010	Director of Program Evaluation/MIS	Mentors will sign in and certificates of completion

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4.b.3	mentors and staff integrating technology and software with core-adopted curriculum.			will be awarded.
4.b.2, 4.b.3, 4.b.4 4.b.5	On site trainings will be conducted by on site mentors for staff and parents.	08/2009-06/2010	Technology Committee and site Administrators	Staff and parents will sign in to meetings and trainings and certificates of completion will be awarded.
4.b.2	Consultants from textbook and software companies will provide in-services.	Summer 2009	Asst. Supt. for Curr. & Inst. Improvement, and Academic Coaches,	Staff will sign in and certificates of completion will be awarded.
4.b.2	Send appropriate staff to AB 466 and Open Court summer institutes.	Summer 2009	Asst. Supt. for Curr. & Inst. Improvement	Staff will sign in and certificates of completion will be awarded.
4.b.2 4.b.3, 4.b.4	Implement staff orientation for new staff.	08/2009	Site Administrators	A technology use will become a part of new teacher orientation.
4.b.2	Complete annual EDTECH PROFILE assessments.	05/2008	Site Councils, site Administrators and Director of Program Evaluation/MIS	Use EDTECH PROFILE assessments to determine proficiency levels.
4.b.2	Review EDTECH PROFILE data and progress of site professional development plans to plan training for following year	06/2008	Asst. Supt. for Curr. & Inst. Improvement, site administrators, Director of Asst and tech, and site Mentors	Data will be online and hardcopies will be disseminated per appropriate site.
4.b.1 thru 4.b.5	The implementation steps for 2010 and 2011, will be repeated with annual adjustments as indicated by monitoring based on the formative and summative data.			

4c. Monitoring Professional Development Process:

The implementation of District staff development regarding technology instruction will be overseen by the Director of Program Evaluation/MIS in accordance with the District Technology Committee, and Asst. Supt. for Curr. & Inst. Improvement. Success of trainings will be monitored by annual EDTECH PROFILE i-assessments given to over 90% of certificated staff and measured against each sites' technology plan objectives. The district technology committee will review this data every May. A report and recommendations will be submitted to the Asst. Supt. for Curr. & Inst. Improvement and the NMCUSD Cabinet.

Section 5 Infrastructure

The district maintains an integrated network infrastructure across the district (WAN) to facilitate communication and integrate resource information in a timely manner. Each site has an established local network (LAN) to bring resources and information to the classroom. The integration of the hardware and software components is detailed in this section of the Technology Plan. The district recognizes the procedural implications setting standards to support this environment, maximize resources, and build in the needed flexibility for the future.

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

The district has established standards for the purchase of new equipment at each school site. These standards are intended to guide the purchase of equipment and maintain enough flexibility to upgrade the hardware as needed. The following chart indicates these standards:

PC	MacIntosh eMAC
Intel 2.4 GHz Pentium IV CPU	G5 Processor
1 GB RAM	1 GB Internal Memory
DVD Burner	80 GB Hard Drive
ATI AGP Video Adapter 8 MB	ATI Rage Video Adapter
10/100/1000 Base T Ethernet Network Card	10/100/1000 Base T Ethernet Network Card Wireless
Microsoft Windows XP Professional	Mac OS 10.4 or Higher
17" LCD Flat screen	
80 GB Hard Drive	

Infrastructure: Currently, the North Monterey County Unified School District maintains T1 (1.54Mbps) connections to all of its school sites. Due to congestion on these current T1 links the District will seek to increase the number of T1 (1.54Mbps) connections or find other high speed technologies to support the increased need to access shared resources on the North Monterey County Unified School District's WAN. The District currently connects to the Internet via the Monterey County Office of Education with a 4.5 ATM IMA circuit. This connection is currently meeting our needs, however, if the demand for more bandwidth to the Internet increases we will seek to increase our bandwidth. Each School Site network infrastructure consists of Gigabit backbone to IDF locations. In most cases each classroom has 12

network drops but in all cases there are at least 4 drops. The district will work to bring all classrooms to the 12 drop standard. There is 5.4:1 student to Internet connected computers with 100% of the classrooms connected.

Classroom Hardware: The district has 1023 computers of which 75% are in the classroom, 10.7% in labs, 10.7% in libraries and 2.72% in other areas equating to a student to computer ratio of 4.55:1 overall. Approximately 54% of the computers are under 48 months old. The district is on a five-year life cycle and the goal is to replace 20% of the computers every year – providing there is funding available.

Technical Support: There is approximately 14.5 FTE technical support per 1000 students which means that the typical wait for technical support is 2.82 days.

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.

The District has made great progress in extending technology and software applications identified in the ETP into the curriculum. We will continue to move forward during the next three year period by completing the following projects.

Modernizing/Maintaining the WAN/LAN: The school site LAN and the district WAN are interfaced and integrated with each other for interoperability. The functionality of the WAN is essential for providing services to the schools as well as collecting student information from each site. Essential electronic files are housed on servers to allow access to staff as appropriate and daily tape backups.

The district network will be placed on a regular maintenance program with a three to five year equipment and software updating cycle. Server functionality will be reviewed and hard drives replaced as needed. All drives on servers will be mirrored for redundancy, security of data, and server functionality. Over the next three years, the district will make an effort to reduce the number of servers and consolidate services as appropriate. New servers will need increased processing speed and storage capacity to ensure a smooth transition. Bandwidth will also need to be expanded to ensure active data processing and increased productivity. During the course of this Tech Plan all servers will be enhanced with mirror drives to promote redundancy, security of data, and integrity of the network. Server software will be upgraded to the latest Windows Standard to meet the functionality needs at each site and within the district.

Wireless Connections/Band Width Expansion – We will work with the Monterey County Office of Education to expand our network bandwidth at four locations and provide the District Office and the high

school with video conferencing capability. This will allow us to enhance the curriculum in key areas, provide students virtual field trips, extend course offerings, and increase staff development opportunities.

Home/School Connection – We will develop additional resources for parents to connect to the Internet to review attendance, grades, and completion of assignments.

The district has adopted a process to ensure the consistent purchase and adoption of program software. This will ensure that staff and students will have access to specific educational and productivity software.

- **Microsoft Office:** The Microsoft Office Suite is the standard for district use and communication. We strongly recommend that Office be used for documents that will be transferred between teachers, schools, and the district office to facilitate productivity and reduce redundancy, and that office be used with all Mac's.

- **Software Selection Process:** Electronic learning resources will be selected based on their alignment to state standards, their ease of use, and the outcomes they produce. All software purchased will have the rating of "Desirable" or "Exemplary" as determined by the California Instructional Technology Clearinghouse (CITC) and will be CLRN reviewed. School sites will be able to utilize the software loan program operated by the Software Resource Center at MCOE through Cal Save. They will be able to try out any titles for their effectiveness and desirability before buying them. Any purchases of electronic learning resources of over \$500 need to be pre-approved by the District Technology Office.

The District Technology Committee has already selected the instructional software programs listed below:

- Accelerated Reader – At all K-8 Sites – Funded through district Title I – Books purchased through site library funds.
- Star Math – At all K-8 sites – Funded through district Title I

These software applications will be net workable to ensure ease of deployment to the classroom.

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

Telecommunications are an integral and structured part of the district's technology resources. High-speed data lines are essential in order to provide access to the World Wide Web for student research, current and relevant information, teacher collaboration, and teleconferencing. We will explore a networking option with MOCE to provide additional bandwidth for teleconferencing as well as reduce lease line costs. The

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lines must provide adequate bandwidth and speed to be consistent with T-1 technology. The Federal E-rate Program provides these telecommunication services at a reduced cost making the connectivity affordable.

The Current Networking infrastructure includes local area networks (LANs) at all district sites with a site server upgraded to Server 2003. The current configuration for the wide area network (WAN) includes T-1 lines, with home runs from each district site to Pacific Bell's switching station in Marina, CA. A T-1 line to MCOE using Pacific Bell's Switching is used for all WAN traffic and Intranet access and E-mail. The Technology Plan will include full utilization of Pacific Bell's DS3 Circuit to MCOE. The district is working closely with the MCOE to deploy this configuration in Year 1 of the technology plan

The district's financial application is currently on a T-1 line to the MCOE. During year one of the TUP we hope to switch this application to the district's wireless WAN for four schools.. The target bandwidth for the network is 1.5 MBPS using T-1 Frame Relay connections under the new configuration. We will attempt to make this connection wireless through our new partnership with MCOE telecommunication project.

The district is switching from its current operating system to Windows XP Pro in order to protect confidential data and to maintain the security and integrity of the personal computers n the network. Firewalls are provided at each LAN portal and NT encryption for WAN access. Filtering software (Web Sence) prevents staff and students from accessing inappropriate Internet sites. We will migrate away from Windows 2000 machines as appropriate.

Year 2 of the TUP includes deployment of Internet enabled district web sites for access at work and home for staff, parents and students.

All libraries within the district are completely integrated and utilize electronic card catalogue through the Athena software. The collection is indexed within the Athena software to facilitate the borrowing, tracking, and return of materials. Several schools make the library collection available through the LAN for individual teachers and students to review within the classroom. Each school library in the district utilizes Internet resources for staff and student research.

Timelines and Benchmarks

Goals	Year 1	Year 2	Year3
Include voice over IP within the current network configuration	Contact suppliers and cost out conversion and determine WAN reconfiguration needs	Utilize modernization funds to bring telephony in each classroom for teacher	Continue with site conversion to voice over IP through modernization

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	through the COE	communication as required by law.	process.
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Hardware

Goals	Year 1	Year 2	Year3
Update the network with new routers, switches, and wiring to meet new requirements for network telephony configuration.	Determine equipment needs and costs with emphasis on standardization of equipment district-wide.	Purchase and deploy equipment as part of modernization process	Continue with deployment at next identified modernization sites.
Standardize network hardware throughout the district to facilitate maintenance and support for all functions.	Set standards for equipment as part of modernization. Acquire server for high school to allow for network standardization.	Purchase and deploy equipment. Place procedures in the Business Office to ensure proper purchases.	Continue deployment of equipment through modernization. Review equipment upgrades through the Technology Team.
Replace or refurbish computers	20% of the computers will be replaced or refurbished	20% of the computers will be replaced or refurbished	20% of the computers will be replaced or refurbished

Tech Support

Goals	Year 1	Year 2	Year3
Using appropriated funds assign each school a Technology Mentor who will facilitate classroom technology at the site and serve on the Tech Committee	Provide a stipend for each Technology Mentor and detail specific duties for each individual.	Mentors continue to support classroom teachers with the use of classroom technology and serve on the Tech Committee.	Review and reevaluate the impact of the Tech Mentors and determine if an expansion of duties is required.
Technician will support the district WAN and site LAN's as needed to support data transmission and internet connectivity.	The technician will service and maintain the district WAN and provide support services for each site LAN	Maintain and service the WAN, LAN and provide support for voice over IP.	Review status of the network and services required for complete tech support
Director of Program Evaluation will facilitate and coordinate Tech Committee Meetings and provide site technology support as	Organize and facilitate Tech Committee meetings, assign schools a Tech Mentor, disseminate the details of the District Tech Plan	Set the calendar of Tech Committee meetings and establish a process for determining district progress in meeting Tech Plan	Review the progress of meeting district technology goals and initiate the process for updating the Tech Plan.

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appropriate particularly as it effect the student information system		goals.	
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Software

Goals	Year 1	Year 2	Year3
Standardize use of office suite software for classroom and business needs.	Identify Microsoft Office as the integrated business application and as the classroom application	Continue the process and implementation of the software standardization through the purchase of site licenses.	Continue standardization and review implications at all sites.
Software Selection Committee to be part of the Tech Committee function, serving as resource for district software purchases to ensure some sense of continuity with the district	Disseminate the need for schools to submit software purchases for over \$500 to the Tech Department for approval	Review and continue process of software purchase approval. Initiate an inventory of educational software by site.	Survey and inventory schools on the purchase of software to determine effectiveness of structure and publish an inventory list.
Upgrade student information software to maintain performance and functionality of data collection.	Update to current SIS software to be productive now and in the future.	Review available SIS applications to improve functionality and accessibility by staff and parents.	Determine required updates as new versions of the software becomes available.
Investigate the ELAR data management systems	Form advisory committee	Implement an ELAR data management system	Provide ongoing support and upgrades

Timeline for implementing and evaluating planned strategies and activities:

Goal	Implementation Action	Time Frame	Staff Responsible	Funding	Monitoring and Evaluation Action
5.c.1	Hire additional technical staff.	June, July 08	School Board of Education, Superintendent, and Director of Asst and tech	TBD	The Director of Program Evaluation/MIS and Asst. Supt. for Business Serv. will coordinate technician hiring.
5.c.1	Hire a statistician to coordinate data gathering and	August 08	School Board of Education, Superintendent,	TBD	The Director of Program Evaluation/MIS and Asst. Supt. for Business Serv.

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	analysis of district statistics.		and Director of Program Evaluation/MIS		will coordinate statistician hiring.
5.c.1	Provide school sites with schedules for technicians.	August annually	Director of asst and tech	N/A	Hardcopy work schedules will be prepared by the Director of Program Evaluation/MIS and passed out to all staff.
5.c.2	Network wire all district classrooms specified to district standards.	June, July, August annually	Superintendent and Director of Asst and tech	E-Rate	All work orders and requisitions will be maintained by the Technology Department.
5.c.2	All computers will be imaged according to district standardization	June, July annually	Director of Asst and tech	N/A	All work orders and requisitions will be maintained by the Technology Department
5.c.2	Make SIS system available to all classrooms and staff.	June annually	Superintendent; Director of Asst and tech	TBD	All work orders and requisitions will be maintained by the Technology Department.
5.c.3	Purchase new hardware.	June, July, August annually	School Board of Education, Superintendent, Director of Asst and tech, Site Council, and site Administrators	Site Funds, restricted and non restricted Title 1, and grants	All work orders and requisitions will be maintained by the Technology Department.
5.c.3 and 5.c.5	Establish site technology plans for each school site.	August 08	Assistant Superintendent of Ed Services, site Administrators, site Technology Mentors	N/A	Site Technology Committee will create and distribute hard copies to each staff member.
5.c.4	Inventory district hardware, software, and connectivity	July annually	Director of Asst and tech	N/A	A CDE technology survey will be posted annually.
5.c.4	Replace obsolete hardware.	June-August annually	Board of Education, Superintendent, Director of Asst and tech,	Site Funds, restricted and non restricted, Title 1, and grants	All work orders and requisitions will be maintained by the Technology Department.

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			and Principals		
5.c.5	Establish software purchasing procedure.	August 08	Director of Asst and tech, Principals, and Technology Committee	Site Funds restricted and non restricted, Title 1, grants, and textbook adoption funds	Director of Program Evaluation/MIS, and Technology Committee will adopt a procedure and publish on district web site. Hardcopies will be distributed to staff
5.c.6	Train Site mentors to handle basic technical troubleshooting.	August annually	Director of Asst and tech	Buyback funds, site funds	Mentors will sign in and certificates of completion will be awarded for completion.
5.c.1 thru 5.c.7	Based on the formative and summative data the above implementation steps will be repeated annually during the 2010 and 2011 school years with adjustments as indicated.				

5d. Describe the process that will be used to monitor annual benchmarks including roles and responsibilities.

The Superintendent and the Assistant Superintendent for Curriculum & Instruction Improvement will review semi annual reports of the progress toward meeting stated goals and benchmarks created by the collaborative efforts of the Director of Program Evaluation/MIS, school site Administrators, and the District Technology Committee. This report will be in conjunction with budgetary developments and semi annual district leadership reports. The final report will be presented to the Board and the School Site Councils at regularly scheduled meetings. The information will be used to determine needed changes regarding the implementation of the technology plan, and to inform all stakeholders of the progress in the implementation process.

Evaluation: The Director of Program Evaluation in conjunction with the Technology Committee will monitor Goals in this section of the plan. Progress will be evaluated as follows:

- At monthly meetings of the Technology Committee, the team will review progress toward completion of each goal.
- An annual review of these goals will occur each year at the final Technology Committee meeting. Progress will be evaluated and timelines readjusted as necessary.

A final implementation review will occur at the end of the three year plan and new goals established as appropriate.

Section 6 Funding/Budget

6a. List of established and potential funding sources.

Funding Source	Established	Potential	Description
E-RATE	Yes 80%	Yes 80%	This grant pays for a significant amount of our district's equipment and network connection costs.
EETT Formula	yes	yes	Helps the district pay for technology related staff development.
NCLB Grants	yes	yes	This grant will pay for a large part of the staff development and hardware at our middle school.
K12 Voucher	yes	yes	This program will help cover the equipment and software costs.
District buyback funds	yes	yes	Pays for after school staff development
District	yes	yes	Pays for the salaries of Technology Department and for hardware and software.
School site funds (restricted and unrestricted)	yes	yes	Many of our school sites benefit from different local, state and federal funds which enable them to make hardware and software purchases.

In order to alleviate expenditures from district categorical and general funds NMCUSD will actively pursue grant funding. Cost saving measures will include recycling older equipment for student use.

6b. Estimate annual implementation costs for the term of the plan (3-years).

	Description	Funding Source	2008-2009	2009-2010*	2010-2011*	Totals
1000 Certificated	Director of Program Evaluation/MIS (1 FTE)	Title I, Title III, EIA, TIIG	\$94,000	\$97,000	\$100,000	\$291,000
2000 Classified	Technical Support (3 FTE)	Gen. Fund, Title I, EIA, SLIBG	\$134,000	\$140,000	\$145,000	\$419,000
3000 Benefits(25%)	Certificated & Classified	Title I, Title II, EIA, TIIG, Gen.Fund, SLIBG	\$65,000	\$67,000	\$69,000	\$201,000
4000 Supplies	Hardware, Software	Site Funds and grants				

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	Replacement computers	EETT, K12, district	\$270,000	\$270,000	\$270,000	\$810,000
	Software:	EETT, K12, district	\$75,000	\$83,000	\$91,000	\$174,000
	VoIP	E-rate	\$30,000	\$33,000		\$66,000
5000 Contracts Conferences Mileage	Staff Development, Wiring and network connections infrastructure	EETT District Funds ERate	\$65,000	\$72,000	\$79,000	\$216,000
6000 Costs over \$5,000						
		Total	\$733,000	\$762,000	\$754,000	\$2,177,000

*Due to changes in State and federal funding these totals are estimates.

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

We are in the process of reviewing the board-adopted policy for replacing obsolete equipment. Currently the replacement practice for North Monterey County Unified begins with our yearly inventory and technology survey conducted for each school site. Once units have been categorized as obsolete, based on discussion between site and IT personnel, they are removed from working quarters and stored in a central location on site. Once the Board of Education approves of disposal we utilize a partnership with an appropriate vendor. This agency picks up computer equipment and then hauls it away. This service is available at minimal cost and is dependent on the weight of items and whether they are pre packaged. The inventory will also allow us to determine the number of computer units necessary for purchase in order to improve student to computer ratios. By 2008, our district hopes to adopt an official replacement policy.

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.

The Superintendent along with the Asst. Supt. for Business Serv., and Director of Program Evaluation/MIS will develop an annual technology budget as part of the annual budget cycle. The Asst. Supt. for Business Serv. identifies sources of funding. Together they will create a mid year report in January of each year to update the District Technology Committee, the Superintendent and Cabinet, the

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Board, and the school site administrators. Input is taken during the report development process upon presentation to stakeholders identified above. Recommendations and changes are then made where appropriate.

Section 7 Monitoring and Evaluation

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

The Assistant Superintendent will oversee the monitoring and evaluation of technology instruction for Curriculum & Instruction Improvement, Director of Program Evaluation/MIS, and with assistance from the District Technology Committee and Site Technology Mentors. The District Technology Committee and District Cabinet will review this plan each year to determine progress and needs in conjunction with the budget development process described above.

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

Task timeline	J	A	S	C	N	D	J	F	M	A	M	J	Person/Position Responsible
Identify at risk students at sites with AR & STAR math software			X										Teachers
Provide professional development in use of software for student achievement		X			X		X			X			Site Mentors, site admin
Schedule regular times for students to use software		X	X	X	X	X	X	X	X	X	X		Site admin
Install AR & STAR math software on site servers at remaining sites	X	X										X	Tech dept.
Monitor use and success, make recommendations as needed to district curriculum team for improvement of program.									X				Site admin, teachers
Install District adopted software onto local servers to ensure student access in the classroom.	X	X										X	Tech dept.
Train staff in use of software and student access		X											Site mentors
Research a and review SIS and grade book software		X											Site Admin,
Train key site staff in the use of the new SIS software		X											Site mentors
Annual staff development opportunities for staff to learn new, existing software programs		X						X					
Install district approved software on the local LAN at school sites to ensure access	X	X										X	Tech dept.

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Train staff in use of software and student access		X														Site mentors
Train staff on management systems in selected software for student reports		X														Site mentors
Establish MOU's with each agency to start the data sharing process.																
Counselors get trained on the use of the system.		X														Site mentors
Students review university requirement with counselor			X	X							X	X				Counselors
Student meet with counselor through web site.			X	X							X	X				Counselors
Instruct students at all grade levels how to access the internet and do basic searches.			X				X									Teachers
Include information literacy components in assignments			X	X	X	X	X	X	X	X	X	X				Teachers
Classrooms will have access to the lab		X	X	X	X	X	X	X	X	X	X	X				Teachers
Task timeline	J	A	S	C	N	L	J	F	M	A	M	J				Person/Position Responsible
Software applications will be available and installed	X	X													X	Tech dept.
Computer skills will be taught		X	X	X	X	X	X	X	X	X	X	X				Teachers
District amends technology continuum and AUP		X														
The Board of Education adopts an acceptable use policy	X	X														Superintendent
Staff and students will sign an acceptable use policy		X														Site admin
District develops/acquires curriculum for ethical use and internet safety instruction	X	X														Asst Supt of C and I, Director of Program Evaluation/MIS
Train staff on ethical use of information technology and internet safety per AUP		X						X								Site mentors
Train teachers how to integrate technology proficiency and information literacy skills.		X						X								Site mentors
Train technology mentors at each site in support of integrating technology proficiency and information literacy skills into the curriculum.	X	X														Director of Program Evaluation/MIS
Annually review teacher and student use of information literacy, ethical use, and internet safety through EDTECH PROFILE i- Assessment surveys.		X													X	Asst Supt of C and I, Director of Program Evaluation/MIS
Assess Special Ed students for technology		X					X									Site admin

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gathering and analysis of district statistics		8																Education, Superintendent, and Director of Asst and tech
Provide school sites with schedules for technicians.		X																Director of asst and tech
Network wire all district classrooms specified to district standards.	X	X																X Superintendent and Director of Asst and tech
All computers will be imaged according to district standardization	X	X																X Director of Asst and tech
Review SIS system availability to all classrooms and staff.																		X Superintendent; Director of Asst and tech
Purchase new hardware.		X	X															X School Board of Education, Superintendent, Director of Asst and tech, Site Council, and site Administrators
Establish site technology plans for each school site.		0	8															Assistant Superintendent of Ed Services, site Administrators
Inventory district hardware, software, and connectivity	X																	Director of Asst and tech
Replace obsolete hardware	X	X																X Board of Education, Superintendent, Director of Asst and tech, and Principals
Establish software purchasing procedure.		0	8															Director of Asst and tech, Principals, and Technology Committee
Train Site mentors to handle basic technical troubleshooting.		X																Director of Asst and tech

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

The Assistant Superintendent and the Superintendent will review semi annual reports of the progress toward meeting stated goals and benchmarks created by the collaborative efforts of the Director of Program Evaluation/MIS, and technology committee. This report will be in conjunction with budgetary developments and semi annual district leadership reports. The final report will be presented to the Board and the School Site Councils at regularly scheduled meetings. The information will be used to determine needed changes regarding the implementation of the technology plan, and to inform all stakeholders of the progress in the implementation process.

Section 8 Effective Collaborative Strategies

8a. If the district has identified adult literacy providers, describe how the program will be developed in collaboration with them.

North Monterey County Unified School District utilizes two programs to deliver instruction to adults within the district. Each program serves a unique client group using technology as appropriate to enhance learning and literacy skills as described below.

The North Monterey County Even Start and Community Based English Tutoring Programs jointly offer “Nuevas Esperanzas” (new hopes or new expectations), an Adult Literacy Program. The program consists of English as a Second Language (ESL) instruction two days per week for a total of six hours. Twenty five per cent of instruction is computer training for adults with instruction ranging from basic word processing (Microsoft Word) to spreadsheet design (Microsoft Excel) and use of the internet.

Other locally designed activities such as consumer information regarding the purchasing of computers, resume writing, business letter writing are also used to facilitate the use of computers, to gain computer and business literacy and to accelerate the acquisition of English. Approximately 150 adults participated in the program each year.

Adult Education deals with literacy in three primary areas: Basic Skills, High School Diploma courses, and ESL. We have a mixture of adult students and high school concurrent students making up deficient credits towards graduation.

In the Basic Skills area we mainly address Reading, Writing and Math. The primary effort is to raise student levels to pass the proficiencies and to allow them to succeed in other courses. During the summer we have scheduled students into labs and utilize the A Plus program.

The High School Diploma Plus area has been primarily implemented utilizing learning contracts. We have also done Reading, Writing and Math Workshops during the summer as previously mentioned. Site license software programs are currently being used in Independent Studies, Community Day, and Central Bay High School to raise reading, math and writing levels. Programs like A Plus allow staff to diagnose and place students at the appropriate levels of instruction. Pass Key is correlated to SAT9, CAT6, and the CAHSEE plus the GED. Entering students are placed with a computerized TABE test and automatically receive the lessons they need. It is our plan to build the GED program using Pass Key and use it as an alternative for students who have difficulty passing the CAHSEE.

ESL at its beginning stages is of course primarily taught via oral interaction between teacher and student. Proficiency at phrasing, sentence structure, vocabulary, grammar, syntax, etc. is the primary outcome strived for by the teacher. Lately, there has been increased use of technology for ESL for data and student record keeping as well as instruction. CASAS testing to place and monitor progress, plus TOPS Pro to track students on statewide data systems. We also use Ellis ESL software that provides visual and auditory lessons as well as Rosetta Stone and videotapes from LA USD and television networks. Now that we have just acquired our own Adult Education classroom we will be able to better establish a computer lab and learning center. The adult literacy providers are part of the District Technology Committee. We will articulate with the Castroville Library to extend our technology access for students and adults there, including Accelerated Reader and A Plus for distance learning.

Section 9 Effective Research-Based Methods and Strategies

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

It is not difficult to envision an even more dramatic increase in the use of computer technology in education. We have embedded relevant research within many of the sections. Students become empowered and spend more time in active construction of knowledge when using technology (Bagley & Hunter, 1992). Currently, technology and information literacy skills are already part of our curriculum, and we will add more access to technology tools in order to increase student use and proficiency in these areas. Our district utilizes Accelerated Reader and, STAR assessment, and Open court software and assessment tools plus existing productivity software to improve the reading and writing skills of our students. We have adopted Open Court and its recommended support software for the general population.

Planned integration of technology in education that directly involves teachers consistently, allows teachers to engage students in meaningful educational experiences and allows more time for individualized instructional opportunities" (Hennessy 1995).

Therefore, professional development is a critical focus to accomplishing our district's academic objectives. With this in mind, it is important to focus North Monterey County USD staff development to guide participants toward the specific content that aligns with their learning goals and the school's and district's goals. In addition, training content must address all aspects of quality teaching, including curriculum, assessment, and instruction? (E-Learning for Educators, 2001).

In addition, collaboration with family, community, and local institutions is essential and increases the confidence among all school community members as well as can be linked to remarkable gains in student achievement (Holloway 97). Electronic communication, through the Internet or via email, is an extremely efficient means to find or to disseminate promising practices, and our teachers will be encouraged to use these means. NMCUSD will expand students' access to technology tools outside the instructional day, and make school information much more accessible to the community at large. Furthermore, NMCUSD will solidify and increase partnerships with local institutions, such as Hartnel College, UC Santa Cruz and the CSU Monterey Bay.

Bagley, C., & Hunter, B. (1992). Restructuring constructivism and technology: Forging a new relationship. *Educational Technology*, 32(7), 22-27.

E-Learning for Educators: Implementing the Standards for Staff Development (2001,). National Staff Development Council/ National Institute for Community Innovations.

Hennessy, S. et al. (1995). A classroom intervention using a computer-augmented curriculum for mechanics. *International Journal of Science Education*, 17(2), 189-206.

Holloway, D.G., and Thomson, J.M. Teacher "Staff Development Procedures and a Culture of Collaboration in a Primary School" *Development*, Volume 1, No. 2, 1997.

Prior to the adoption of core curriculum the district examines the research included or cited by the adoption and identifies key linkages to the demographic, educational, and social needs of our student population. Cited below is sum of the research, which informs ___USD's decision making processes regarding educational technology models and strategies.

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.

Appropriate District and site administration annually review the k-12 course offerings and content in relation to student demographics and identified coursework needs. Currently, the district has a collaborative relationship with our local community college, Hartnell. The focus of these offerings is students in grades 11-12. For students in need of advanced work offered beyond the district, arrangements are made to facilitate distance learning with appropriate supervision and/or mentoring.

Goal: Increase ability to offer specialized or rigorous academic courses through the use of technology, including distance learning.

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Objective: By June 2011, access to specialized or rigorous academic courses through the use of technology, including distance learning will be available to all appropriate students in the district.

Benchmarks:

1. By June of 2009, specialized and rigorous academic courses utilizing technology, including distance learning, will be expanded to include all 9-12 students.
2. By June of 2010, specialized and rigorous academic courses utilizing technology, including distance learning, will be expanded to include all 6-8 students.
3. By June of 2011, access to specialized or rigorous academic courses through the use of technology, including distance learning will be available to all identified students in the district.

Appendix C – Criteria for EETT Funded Technology Plans

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

For corresponding EETT Requirements, see the EETT Technology Plan Requirement (Appendix D).

If the technology plan is revised, insert the Education Technology Plan Benchmark Review Form (Appendix I) in the technology plan.

Include this form (Appendix C) with “Page in District Plan” completed at the end of your technology plan.

PLAN DURATION CRITERION	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
The plan should guide the district’s use of education technology for the next three to five years. (For new plan, can include technology plan development in the first year).	8	The technology plan describes the districts use of education technology for the next three to five years. (For new plan, description of technology plan development in the first year is acceptable). Specific start and end dates are recorded (7/1/xx to 6/30/xx).	The plan is less than three years or more than five years in length. Plan duration is 2007-10.
STAKEHOLDERS CRITERION Corresponding EETT Requirement(s): 7 and 11 (Appendix D).	Page in District Plan	Example of Adequately Addressed	Not Adequately Addressed
Description of how a variety of stakeholders from within the school district and the community-at-large participated in the planning process.	9	The planning team consisted of representatives who will implement the plan. If a variety of stakeholders did not assist with the development of the plan, a description of why they were not involved is included.	Little evidence is included that shows that the district actively sought participation from a variety of stakeholders.

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CURRICULUM COMPONENT CRITERIA Corresponding EETT Requirement(s): 1, 2, 3, 8, 10, and 12 (Appendix D).	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
Description of teachers' and students' current access to technology tools both during the school day and outside of school hours.	11	The plan describes the technology access available in the classrooms, library/media centers, or labs for all students and teachers.	The plan explains technology access in terms of a student-to-computer ratio, but does not explain where access is available, who has access, and when various students and teachers can use the technology.
Description of the district's current use of hardware and software to support teaching and learning.	12	The plan describes the typical frequency and type of use (technology skills/information literacy/integrated into the curriculum).	The plan cites district policy regarding use of technology, but provides no information about its actual use.
Summary of the district's curricular goals that are supported by this tech plan.	16	The plan summarizes the district's curricular goals that are supported by the plan and referenced in district document(s)..	The plan does not summarize district curricular goals.
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.	17	The plan delineates clear goals, measurable objectives, annual benchmarks, and a clear implementation plan for using technology to support the district's curriculum goals and academic content standards to improve learning.	The plan suggests how technology will be used, but is not specific enough to know what action needs to be taken to accomplish the goals.
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.	21	The plan delineates clear goal(s), measurable objective(s), annual benchmarks, and an implementation plan detailing how and when students will acquire technology skills and information literacy skills.	The plan suggests how students will acquire technology skills, but is not specific enough to determine what action needs to be taken to accomplish the goals.

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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; distinguishing lawful from unlawful downloading and peer-to-peer file sharing; and avoiding plagiarism (AB 307)	27	The plan describes or delineates clear goals outlining how students will learn about the concept, purpose, and significance of the ethical use of information technology including copyright, fair use, plagiarism and the implications of illegal file sharing and/or downloading (as stated in AB 307).	The plan suggests that students will be educated in the ethical use of the Internet, but is not specific enough to determine what actions will be taken to accomplish the goals.
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.	30	The plan describes or delineates clear goals outlining how students will be educated about Internet safety.	The plan suggests Internet safety education but is not specific enough to determine what actions will be taken to accomplish the goals.
Description of or goals about the district policy or practices that ensure equitable technology access for all students.	34	The plan describes the policy or delineates clear goals and measurable objectives about the policy or practices that ensure equitable technology access for all students. The policy or practices clearly support accomplishing the plan's goals.	The plan does not describe policies or goals that result in equitable technology access for all students.
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.	38	The plan delineates clear goal(s), measurable objective(s), annual benchmarks, and an implementation plan for using technology to support the district's student record-keeping and assessment efforts.	The plan suggests how technology will be used, but is not specific enough to know what action needs to be taken to accomplish the goals.
List of clear goals, measurable objectives, annual benchmarks, and an implementation plan to use technology to improve two-way communication between home and school.	39	The plan delineates clear goal(s), measurable objective(s), annual benchmarks, and an implementation plan for using technology to improve two-way communication between home and school.	The plan suggests how technology will be used, but is not specific enough to know what action needs to be taken to accomplish the goals.
Describe the process that will be used to monitor the Curricular Component (Section 3d-3j) goals, objectives,	41	The monitoring process, roles, and responsibilities are described in sufficient detail.	The monitoring process either is absent, or lacks detail regarding procedures,

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benchmarks and planned implementation activities including roles and responsibilities.			roles, and responsibilities.
PROFESSIONAL DEVELOPMENT COMPONENT CRITERIA Corresponding EETT Requirement(s): 5 and 12 (Appendix D).	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
Summary of the teachers' and administrators' current technology proficiency and integration skills and needs for professional development.	43	The plan provides a clear summary of the teachers' and administrators' current technology proficiency and integration skills and needs for professional development. The findings are summarized in the plan by discrete skills that include CTC Standard 9 and 16 proficiencies.	Description of current level of staff expertise is too general or relates only to a limited segment of the district's teachers and administrators in the focus areas or does not relate to the focus areas, i.e., only the fourth grade teachers when grades four to eight are the focus grade levels.
List of clear goals, measurable objectives, annual benchmarks, and an implementation plan for providing professional development opportunities based on district needs assessment data (4a) and the Curriculum Component objectives (sections 3d through 3j) of the plan.	44	The plan delineates clear goal(s), measurable objective(s), annual benchmarks, and an implementation plan for providing teachers and administrators with sustained, ongoing professional development necessary to reach the Curriculum Component objectives (sections 3d through 3j) of the plan.	The plan speaks only generally of professional development and is not specific enough to ensure that teachers and administrators will have the necessary training to implement the Curriculum Component.
Describe the process that will be used to monitor the Professional Development (Section 4b) goals, objectives, benchmarks and planned implementation activities including roles and responsibilities.	48	The monitoring process, roles, and responsibilities are described in sufficient detail.	The monitoring process either is absent, or lacks detail regarding who is responsible and what is expected.

INFRASTRUCTURE, HARDWARE, TECHNICAL SUPPORT, AND SOFTWARE COMPONENT CRITERIA Corresponding EETT	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
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Requirement(s): 6 and 12 (Appendix D).			
Describe the existing hardware, Internet access, electronic learning resources, and technical support already in the district that will be used to support the Curriculum and Professional Development Components (sections 3 & 4) of the plan.	45	The plan clearly summarizes the existing technology hardware, electronic learning resources, networking and telecommunication infrastructure, and technical support to support the implementation of the Curriculum and Professional Development Components.	The inventory of equipment is so general that it is difficult to determine what must be acquired to implement the Curriculum and Professional Development Components. The summary of current technical support is missing or lacks sufficient detail.
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.	46	The plan provides a clear summary and list of the technology hardware, electronic learning resources, networking and telecommunications infrastructure, physical plant modifications, and technical support the district will need to support the implementation of the district's Curriculum and Professional Development Components.	The plan includes a description or list of hardware, infrastructure, and other technology necessary to implement the plan, but there doesn't seem to be any real relationship between the activities in the Curriculum and Professional Development Components and the listed equipment. Future technical support needs have not been addressed or do not relate to the needs of the Curriculum and Professional Development Components.
List of clear annual benchmarks for obtaining the hardware, infrastructure, learning resources and technical support required to support the other plan components as identified in section 5b.	47	The annual benchmarks are specific and realistic. Teachers and administrators implementing the plan can easily discern what needs to be acquired or repurposed, by whom, and when.	The annual benchmarks are either absent or so vague that it would be difficult to determine what needs to be acquired or repurposed, by whom, and when.
Describe the process that will be used to monitor the annual benchmarks including roles and responsibilities.	52	The monitoring process, roles, and responsibilities are described in sufficient detail.	The monitoring process either is absent, or lacks detail regarding who is responsible and what is expected.
FUNDING AND BUDGET COMPONENT CRITERIA Corresponding EETT Requirement(s): 7 & 13, (Appendix D)	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
List established and potential funding sources.	53	The plan clearly describes resources that are available or could be obtained to implement the plan.	Resources to implement the plan are not clearly identified.

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Estimate annual implementation costs for the term of the plan.		Cost estimates are reasonable and address the total cost of ownership, including the costs to implement the curricular, professional development, infrastructure, hardware, technical support, and electronic learning resource needs identified in the plan.	Cost estimates are unrealistic, lacking, or are not sufficiently detailed to determine if the total cost of ownership is addressed.
Describe the district's replacement policy for obsolete equipment.	54	Plan recognizes that equipment will need to be replaced and outlines a realistic replacement plan that will support the Curriculum and Professional Development Components.	Replacement policy is either missing or vague. It is not clear that the replacement policy could be implemented.
Describe the process that will be used to monitor Ed Tech funding, implementation costs and new funding opportunities and to adjust budgets as necessary.	54	The monitoring process, roles, and responsibilities are described in sufficient detail.	The monitoring process either is absent, or lacks detail regarding who is responsible and what is expected.
MONITORING AND EVALUATION COMPONENT CRITERIA Corresponding EETT Requirement(s): 11 (Appendix D).	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
Describe the process for evaluating the plan's overall progress and impact on teaching and learning.	56	The plan describes the process for evaluation using the goals and benchmarks of each component as the indicators of success.	No provision for an evaluation is included in the plan. How success is determined is not defined. The evaluation is defined, but the process to conduct the evaluation is missing.
Schedule for evaluating the effect of plan implementation.	56	Evaluation timeline is specific and realistic.	The evaluation timeline is not included or indicates an expectation of unrealistic results that does not support the continued implementation of the plan.
Describe the process and frequency of communicating evaluation results to tech plan stakeholders.	56	The plan describes the process and frequency of communicating evaluation results to tech plan stakeholders.	The plan does not provide a process for using the monitoring and evaluation results to improve the plan and/or disseminate the findings.
EFFECTIVE COLLABORATIVE STRATEGIES WITH ADULT	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed

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<p>LITERACY PROVIDERS TO MAXIMIZE THE USE OF TECHNOLOGY CRITERION Corresponding EETT Requirement(s): 11 (Appendix D).</p>			
<p>If the district has identified adult literacy providers, describe how the program will be developed in collaboration with them. (If no adult literacy providers are indicated, describe the process used to identify adult literacy providers or potential future outreach efforts.)</p>	62	<p>The plan explains how the program will be developed in collaboration with adult literacy providers. Planning included or will include consideration of collaborative strategies and other funding resources to maximize the use of technology. If no adult literacy providers are indicated, the plan describes the process used to identify adult literacy providers or potential future outreach efforts.</p>	<p>There is no evidence that the plan has been, or will be developed in collaboration with adult literacy service providers, to maximize the use of technology.</p>
<p>EFFECTIVE, RESEARCHED-BASED METHODS, STRATEGIES, AND CRITERIA Corresponding EETT Requirement(s): 4 and 9 (Appendix D).</p>	Page in District Plan	Example of Adequately Addressed	Not Adequately Addressed
<p>Summarize the relevant research and describe how it supports the plan’s curricular and professional development goals.</p>	63	<p>The plan describes the relevant research behind the plan’s design for strategies and/or methods selected.</p>	<p>The description of the research behind the plan’s design for strategies and/or methods selected is unclear or missing.</p>
<p>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.</p>	64	<p>The plan describes the process the district will use to extend or supplement the district’s curriculum with rigorous academic courses and curricula, including distance learning opportunities (particularly in areas that would not otherwise have access to such courses or curricula due to geographical distances or insufficient resources).</p>	<p>There is no plan to use technology to extend or supplement the district’s curriculum offerings.</p>