CORONADO UNIFIED SCHOOL DISTRICT

TECHNOLOGY PLAN

2013-2016

Dr. Jeffrey Felix
SUPERINTENDENT

Technology Plan Contact Information

Education Technology Plan Review System (ETPRS)
Contact Information

County & District Code: 37 - 68031
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Appendix I – Education Technology Plan Benchmark Review

For the grant period ending June 30, 2012

CDS # 37-68031
District Name: Coronado Unified School District

The No Child Left Behind Act requires each EETT grant recipient to measure the performance of their educational technology implementation plan. To adhere to these requirements, describe the progress towards the goals and benchmarks in your technology plan as specified below. The information provided will enable the technology plan reviewer better to evaluate the revised technology plan and will serve as a basis should the district be selected for a random EETT review. Include this completed document in your revised technology plan and send the signed hard copy to your regional California Technology Assistance Project (CTAP) office or the California Department of Education (CDE).

1. Describe your district's progress in meeting the goals and specific implementation plan for using technology to improve teaching and learning.

Based on the goals the District Technology Committee identified in the 2007 five-year Technology Plan, we have demonstrated progress in the following areas:

CUSD will design, build, and maintain a program that incorporates and utilizes cutting edge technology.

- Students at all sites use various productivity and creativity software programs in development of written, oral, visual, and multimedia projects.
- CMS has pioneered a voluntary laptop program based in the study of humanities and science that currently serves approximately 500 students.
- Students at CHS and CMS can participate in digital media elective courses, including broadcast media, yearbook design, and multimedia.
- At the elementary sites, students are introduced to computers as an educational tool through lab-based trainings by the site TRTs. The secondary sites incorporate classroom-based, lab, and library access to Educational Technologies.

Students will be able to use a wide variety of tech tools to empower their future success in postsecondary educational and vocational pursuits.

- Networked Multimedia Computers with High-Speed Internet connectivity. (1126)
- LCD Projectors. (98)
- Wireless Access
- Laptops (48)
- Tablets and mobile devices (900)
- Document Imaging Cameras (52)
- State of the Art creativity programs including Photo-Editing, Web Development, and Video Editing software.

The integration of technology in the curriculum will better serve the diverse learning styles of all of our students.

- Software that addresses the English Language Development (ELD) needs of non-English proficient learners.
- Projection systems, Interactive Whiteboard technology, and Docu-Cams that enhance the visual presentation of curriculum. Current research identifies a rapidly increasing population of visual learners.

The integration of technology into the teaching/learning process was another focus area. These objectives included:

Using more project-based learning activities:

- Extensive use of project-based learning across the grade levels as evidenced by a walk-thru of any of the sites. Student researched, designed and presented work adorns the halls, classrooms, libraries, and offices of CUSD schools and the use of multimedia tools in the classrooms is common.

Studying data to analyze student achievement results:

- CST, CAHSEE, and other standardized tests yield empirical evidence of student academic achievement and site based skills matrices are used to assess the development of hard skills.

Developing teacher WebPages to enhance information provided to parents and students about classroom activities, homework assignments and grades as appropriate:

- The use of Edline at all grade levels.
- Extensive use of electronic mail.

2. Describe your district's progress in meeting the goals and specific implementation plan for providing professional development opportunities based on the needs assessment and the Curriculum Component goals, benchmarks and timeline.

Based on the goals the District Technology Committee identified in the 2007 five-year Technology Plan, we have demonstrated progress in the following areas:

The district is committed to provide ongoing training and all necessary equipment to all staff members to become skilled users of technology.

- The CSF subsidized TRT positions that target the development of teacher tech skills. Additional hours to support science, math, arts, and technology.
- Site and district tech committees that focus on staff development through meeting based trainings and peer tutoring.
- Grade level program design promoting consistent technology integration.
- Individual, small group and school based orientations on new hardware (Docu-Cams, Projectors, Tablets, Laptops, etc.).

All staff will commit to technology to maximize productivity and efficiency in District programs and management.

- Edline/Haiku – in use at secondary schools and being piloted at elementary sites.
- Email – priority communication medium for all district personnel.
- Online Gradebook Software – Grading software in use at secondary schools.
- Synergy Student Information System – Classified staff attend regular trainings to stay abreast of Student Information System technologies. Certificated staff complete online attendance.

Students, educators, and the community will have access to District technology systems including continuing education to promote lifelong learning.

- ROP classes utilize facilities and classrooms during and after schools hours.
- Coronado Middle School and Coronado High School digital media courses teach- Web Design, Video Production/Editing, Graphic Design, and other related Arts.

- School libraries currently available to students before, during, and after school hours.

The applicant certifies that the information described above is accurate as of the date of this document. Should the applicant be selected for a random EETT review, the information stated above will be supported by adequate documentation.

As the duly authorized representative of the applicant, I hereby certify that the applicant will comply with the above certifications.

Jeffrey Felix, Ed.D.
PRINTED NAME OF AUTHORIZED REPRESENTATIVE

Superintendent & Acting Technology Director
TITLE OF AUTHORIZED REPRESENTATIVE

SIGNATURE

4/6/12
DATE

CORONADO UNIFIED SCHOOL DISTRICT

THREE YEAR TECHNOLOGY PLAN

DISTRICT PROFILE

The city of Coronado is a peninsula located west of the city of San Diego and bordered by the Pacific Ocean, Glorietta Bay, and San Diego Bay. The city is linked to the city of San Diego by the San Diego – Coronado Bay Bridge, and to the south by a narrow strip of land known as the Silver Strand. Coronado covers an area of 13.5 square miles and is ten minutes away from downtown San Diego by the bridge and ten miles by freeway from the Mexican border. Coronado is a small residential community with a strong connection to the United States Navy. One major command is located here, made up of the North Island Naval Air Station and the Naval Amphibious Base. The peninsula also includes the Silver Strand Naval Housing and the Coronado Shores and Coronado Cays, two up-scale housing developments on the Silver Strand.

The San Diego Association of Governments (SANDAG) reported that as of April 1, 2010, the total population in the city of Coronado was 24,697. Within the population, 3,859 (16%) were under the age of 18 and 3,479 (14%) were over the age of 65. The median income for Coronado households was $85,985. In addition, 9% of households in Coronado had an income of less than $15,000 while 28% of households had an income of over $100,000.

In 2010, there were 9,581 housing units in the city. The average number of persons per household was 2.31. 57% of the housing units were single-family residences and 43% were multiple family dwellings. There was a 22.7% vacancy rate.

In September 2011, CNNMoney reported the median value for homes in Coronado was $1,100,000.

The ethnic population of Coronado in 2010 included: 73% White, 14% Hispanic, 6% African American, 4% Asian, 1% American Indian, and 3% other.

The largest employers in the city are the military bases and the large hotels, including the Hotel del Coronado, Loews Coronado Bay Resort, and the Coronado Marriott. Coronado is primarily a resort city with many small, family-owned businesses that cater to the tourist trade year-round. Many families live in Coronado while commuting to work in San Diego County. In addition, more than 77,000 vehicles travel daily to and from Coronado to work on the military bases. A local unconventional form of transportation is a passenger ferry that operates between San Diego and Coronado.

Within a 20-minute drive, there are a number of public institutes of higher education, including three community colleges, San Diego State University, and the University of California at San Diego and several private campuses including the University of San Diego, Point Loma Nazarene College, and National University. There are also numerous trade and technical training facilities in proximity to the community of Coronado.

The School District

Coronado Unified School District serves students within the city limits of Coronado and interdistrict transfer students as space allows. The schools and their enrollments based on the year 2010-2011 Ed-Data are:

Schools by Type
Coronado Unified School District, 2010-11

	Number of Schools	Enrollment	Full-Time Equivalent Teachers[1]	Pupil-Teacher Ratio[2]
Elementary	2	1,282	47.0	27.3
Middle	1	744	31.0	24.0
High School	1	1,091	50.7	21.5
Continuation	1	19	1.6	11.9
Nonpublic, Nonsectarian[3]		3		
Total	5	3,139	130.3	24.1

1 FTE teacher counts include those assigned to a particular type of school; district and county office of education teachers not associated with a school are excluded.

2 The Pupil-Teacher Ratio is enrollment divided by the number of full-time equivalent teachers. Because some teachers are not assigned to a classroom, the Pupil-Teacher Ratio is usually smaller than the average class size.

3 Nonpublic, nonsectarian schools serve as an alternative Special Education service available to districts, Special Education Local Plan Areas (SELPAs), county offices of education, and parents. "Nonsectarian" means a nonpublic school or agency that is not owned, operated, controlled by, or formally affiliated with a religious group.

Our student population is similar to the community population. The California Department of Education, Educational Demographics Unit identifies the ethnic backgrounds of the student population as follows: American Indian/Alaska Native – 0.4%; Asian – 3.2%; Pacific Islander – 0.5%; Filipino – 2.4%; Hispanic – 17%; African-American – 2.3%; White – 71.7%; 0.2% No Response.

1 PLAN DURATION

The District Long-Range Technology Plan will be in effect from July 1st, 2013, to June 30, 2016. Benchmarks and timelines are based on the three-year length of the plan and are monitored and evaluated as stated in each objective.

2 STAKEHOLDERS

In addition to the staff stakeholders listed in this section, the Coronado Unified School District uses a strategic planning process to establish long-range goals in the areas of curriculum, technology, and facilities. Members of the District Strategic Plan Steering Committee include:

- Secondary students
- Parents
- Teachers from the elementary, middle and high school levels
- Site administrators from each level

- Director of ROP/Adult Education
- Chief Business Officer
- Assistant Superintendent, Educational Services
- Superintendent
- Board of Trustees' Representatives
- Community members representing the Navy, faith community, city government, law enforcement, and non-profit groups such as the Coronado Schools Foundation (CSF) and Rotary

As identified in the CUSD Educational Technology Organizational Chart (see appendix), the members of each sector (students, parents, staff, and community) are involved in the development of district and site based planning in the areas of curriculum and technology. The students, parents, and community members contributed ideas and advised the Tech Committee members. The site committees wrote and reviewed their portions and will be responsible for reviewing progress. The District tech committee members created and edited the document and are responsible for its delivery, and involved in the in-servicing, implementation, and review of the plan during its implementation.

The Board of Education approved the vision, mission statement, and educational goals to guide the long-range technology planning for the District. The components are:

- District Vision Statement
  "We Inspire, Innovate, and Create Limitless Opportunities to Thrive."

- District Mission Statement
  "Through rigorous academic standards, high expectations, and a coordinated curriculum, the Coronado Unified School District, in partnership with our small, involved community, will graduate students with the knowledge and skills necessary to excel in higher education, careers, society, and life, with the confidence not only to dream, but to determine their futures."

- Technology Vision and Mission
  In the 21st century, our society will be global, diverse, and technologically fluent. We envision an environment where all students have equitable access to knowledge through information tools, which will enable them to become life-long learners. Use of technology will expand students' educational opportunities while better preparing them for the ever-changing world.

  It is the mission of Coronado Unified School District's technology program to:
  - Provide cutting-edge technology to support the educational and business goals of the Coronado Unified School District;
  - Gain and maintain the highest possible reputation as a national leader in integrating technology within our schools; and
  - Produce students who are successful in post high school endeavors, i.e., vocational and/or college pursuits.

- Educational Goals
  1. Discern the unique characteristics of 21st century students and implement plans to educate students using online instructional techniques and digital tools
  2. Communicate the District's fiscal prudence and stress the need for additional significant financial support in order to sustain and expand student success
  3. Improve the content and frequency of communications with and among shareholders by using written, digital, and face to face methods
  4. Promote character education community-wide and encourage all shareholders to model the Six Pillars of Character
  5. Encourage a culture where all shareholders seek the highest level of performance and develop assessments that evaluate progress toward this goal

Primary contributors in the development of this plan included:

Jeffrey Felix, Ed.D.	*Superintendent & Acting Technology Director*
Claudia Gallant	*CUSD Director of Curriculum and Learning*
Ramona Loiselle	*CUSD Technology Coordinator*
Karin Mellina	*Assistant Principal, Coronado Middle School*
Kevin Nicolls	*Principal Palm Academy*
Jon Zimmer	*Coronado High School Technology Resource Teacher*
Amanda Hermens	*Coronado High School Technology Resource Teacher*
Melody Jensen	*Coronado Middle School Technology Resource Teacher*
Kathy Mulvey	*Village Elementary Technology Resource Teacher*
Traci Orth	*Silver Strand Elementary Technology Resource Teacher*
Jodi Judd	*Silver Strand Elementary Fourth Grade Teacher*
Kathy Shady	*Village Elementary Fourth Grade Teacher*
Nikki Gelso	*Village Elementary Special Education and Assistive Technology*
Brooke Binns	*Coronado Middle School Music Teacher*

The following staff members are directly involved in District Educational Technology Leadership at various levels and should be recognized for their participation in the successful implementation of the plan objectives:

Instructional Technologies (I.T.) Staff

Brett Miklich	*Network Supervisor*
Jason Ramos	*Network Support Technician*
Brian Dice	*Computer Support Technician*

Silver Strand Site Tech Committee Members (by grade level):

Bill Cass	*Principal*
Tom Bevilaqua	*Assistant Principal*
Traci Orth	*Technology Resource Teacher*
Julie Salvatierra	*Classified Registrar*
Jodi Judd	*Fourth Grade Teacher*

Village Elementary/Early Childhood Development Center Site Tech Committee Members (by grade level):

Whitney DeSantis	*Principal*
Tom Bevilaqua	*Assistant Principal*
Kathy Mulvey	*Technology Resource Teacher*
Allyson Bans	*Kindergarten*
Kathy Shady	*Fourth Grade Teacher*
Crystal Garner	*Fifth Grade Teacher*
Libby Patrick	*First Grade Teacher*

Coronado Middle School Site Tech Committee Members (by grade level & subject):

Jay Marquand	*Principal*
Karin Mellina	*Assistant Principal*
Melody Jensen	*Technology Resource Teacher*
Lisa Knepper	*Sixth Grade Humanities Teacher*
Brian Schumeyer	*Seventh Grade Math Teacher*
Brooke Binns	*Sixth, Seventh, Eighth Grade Music Teacher*

Coronado High School Site Tech Committee Members (by department):

Karl Mueller	*Principal*
Jenny Moore	*Assistant Principal*
Shane Schmeichel	*Assistant Principal and CoSA Director*
Jon Zimmer	*Technology Resource Teacher, Foreign Language Teacher*
Amanda Vanasse	*Technology Resource Teacher, Science Teacher*
Brad Couture	*Science Teacher*
Sandy Davis	*Math Teacher*
Smokey Bayless	*Foreign Language Teacher*
Jean Perrson	*Language Arts Teacher*
Casey Tanaka	*History Teacher*
Aida Diaz	*ROP/Adult School Principal*
Eric Rempe	*Art Teacher*

Administration:

Jeffrey Felix, Ed.D.	*CUSD Superintendent & Acting Technology Director*
Randie Allen	*CUSD Assistant Superintendent of Business Services*
Claudia Gallant	*CUSD Director of Curriculum and Learning*
Ramona Loiselle	*CUSD Technology Coordinator*
Karin Mellina	*Assistant Principal Coronado Middle School*
Kevin Nicolls	*Principal Palm Academy*

3 CURRICULUM

3 A Teachers' and Students' Current Access to Technology

All students and teachers have access to multimedia computers connected to the network in all classrooms, school computer labs, and the library during the school day and after school hours. A high percentage of students have access to computers at home and in the Coronado Public Library. A recent survey at Coronado Middle School indicated that 93% of students had access to the Internet through home computers. Coronado Public Library currently has 17 computers with Internet access for community use.

The charts below summarize the access to technology at each school site.

Teacher Technology

- Desktop or Laptop Computer
- Classroom Phone
- Access to network printer
- LCD Projector
- Interactive Whiteboard Technology (select classrooms)
- Tablet (select classrooms)
- Document camera
- Student Response Systems (select classrooms)

CUSD will allow "Open Access" across all of its schools. Open access allows students and teachers to bring personal electronic learning devices to school and use them as a learning resource on campus and in class (when appropriate as defined by the classroom teacher). This includes access to the CUSD wireless network as well. We are aware that many students either do not have technology available to them as a learning resource or have the technology and no Internet access needed to gain access to high quality learning resources. CUSD will begin checking out technology and Internet access to students who need access for specific instructional needs.

CUSD will offer students and teachers access to district computers, communications systems (email, web sites, smart phones, blogging, podcasting and/or other emerging technologies), the Internet, and an array of technology resources to promote educational excellence and innovation. While using District and personal technology resources on or near school property, in school vehicles and buses, at school-sponsored activities, as well as using district technology resources via off-campus remote access, each student must act in an appropriate manner consistent with school, district, and legal guidelines. It is the joint responsibility of school personnel and the parent or guardian of each student to educate the student about his/her responsibilities and to establish expectations when using technology.

Classroom Technology

Device	Silver Strand	ECDC	Village	CMS	CHS	Palm Academy
Multimedia computers Connected to the Internet	1-3 per room	1-3 per room	1-3 per room	6 per room	6 per room	15
Televisions	0	0	0	1 per room	1 per room	1
DVD/VCR	1 per room	1 per room	1 per room	1-2 per room	1 per room	1
Wireless Access Points	1 per building	0	1 per room	33	49	1
Docu-Cams	1 per room	1 per room	1 per room	1 per room	1 per room	1
LCD Projectors	1 per rom	1 per room	1 per room	1 per room	1 per room	1
VOIP Phones	1 per room	1 per room	1 per room	1 per room	1 per room	4
Network Printers	1 per every 2 classrooms	1 per room	1 per 5 classrooms	1 per classroom or 1 per every 2 classrooms	1 per room	2
Netbook Cart	4 carts	1 cart	9 carts	7 carts	7 carts	0
iMac Desktop	1	0	5	?	?	17
iPad	105	1	20	44	72	2
Interactive Whiteboards	9	1	17	19	6	0
Video Camera	0	0	0	4	13	0

Regular Computer Lab

	Silver Strand	ECDC	Village	CMS	CHS	Palm Academy
Number of Labs	1	1	1	3	3	1
Multimedia Computers Connected to the WAN	35	30	43	113	103	15
Black & White Laser Printers	1	1	1	2	3	1
Color Laser Printers	1	0	0	3	1	0
LCD Projectors	1	1	1	3	3	1
Docucam	1	0	1	3	3	1
Laptop Computers	1	0	1	0	0	1
DVD/VCR	0	0	0	2	0	1
TV	0	0	0	2	0	1
Eno	0	0	1	0	0	0
Wireless Access Point	1	0	1	3	3	1

MINI-COMPUTER LABS (15 computers or less)

	Silver Strand	ECDC	Village	CMS	CHS	Palm Academy
Number of Labs	0	0	0	6	28	0
Multimedia Computers Connected to the WAN				7-10 per lab	1-6 per lab	
Black & White Laser Printers				1 per lab	1 per lab	

LIBRARIES

	Silver Strand	ECDC	Village	CMS	CHS	Palm Academy
Multimedia Computers Connected to the WAN	4	1	4	24	11	1
Black & White Laser Printers	1	1	1	1	1	1
LCD Projectors	1	1	2	1	1	1
Docucam	1	0	1	1	1	1
Laptop Computers	0	0	1	1	0	1
Interactive White Board	1	1	1	1	0	0
TV	1	1	1	1	1	1
VCR	1	1	1	1	1	1
Scanner	0	0	0	1	1	0
Wireless Access Point	1	0	1	1	1	1

Additionally, when staff, budget, and resources allow, common areas like libraries and centralized classroom spaces are open on school days: before school, during lunch, and after school, for student, staff, faculty, and educational community use.

3 B Current Use of Technology Hardware and Software

District Standard Tools and Software

- Windows Operating Systems: XP Professional, XP Home, and Windows 7 Professional
- Macintosh Operating Systems: Snow Leopard, Mountain Lion
- Internet Browsers: Internet Explorer, Firefox, Chrome
- iOS Device Internet Browsers: Safari, Chrome
- CUSD Cloud
- MAP (Measures of Academic Progress)
- Synergy Student Information System
- Lightspeed Internet Filter
- LCD and LED Projectors
- Wireless Internet Access

Elementary Schools Computer Use (Silver Strand, Village Elementary and Early Childhood Development Center)

Silver Strand

Students attending Silver Strand elementary school are achieving very well as measured by the California Standards Tests. 78% of our students scored at or above proficient in English/Language Arts, 85% in Math and 87% of our 5th graders in Science. The API score at Strand is consistently over 900. The vast majority of subgroups are meeting their expected achievement growth targets. With the integration of technology in the teaching/learning process, Coronado Unified School District's goals are to maintain strong academic performance and provide effective learning tools to develop life-long learning habits in our students.

All computers throughout the elementary school have the following software programs: Microsoft Office 2007 or 2010 which includes Word, PowerPoint, Excel and Publisher. Other software/programs used are as follows: Scratch, Tux Paint, Mavis Beacon Typing, Google Earth, Google Sketch Up, and Adobe Photoshop.

Every classroom has multiple computers to access different programs to support student achievement goals. We also currently have 4 Netbook carts with 30 Netbooks each to access these programs. We will be receiving more Netbooks in the future because of a DODEA grant that was awarded to the district. These computers and Netbooks can access the internet through our Wide Area Network or through our wireless network. Some of the programs used are as follows: Skills Tutor, Help2Learn, Destination Reading and Math, Accelerated Reader, ALEKS, RAZ Kids, Tumble Books, Ticket to Read and Envision Math. We also have 100 iPads on campus used by various grade levels for creating digital work, reinforcing skills using appropriate Apps. We also have 40 iPods currently used by 2nd grade, with a set of 10 for check out for any grade level.

Currently there are 21 English Language Learner (ELL) students at Silver Strand. Special needs students and at-risk students are also at Strand. All ELL, at-risk students, and special needs students have the same access to and use of technology as other students in the school. Software and Websites, specific to the learning needs of ELL, at-risk and special needs students, is in use in all programs.
Students in grades 4 and 5 participate in the Gifted and Talented Education (GATE) Program. Specific classroom learning activities are differentiated to accommodate their learning goals. Some computer assisted learning software, provides for advanced learning levels.

Each classroom uses the computer lab for a designated 30 minute time period each week. A Technology Resource Teacher (TRT) conducts the instruction for the lab sessions. During this time, the students are learning appropriate technology skills. They also learn keyboarding, word processing and PowerPoint. Students also us software programs such as Envision Math, as well as Skills Tutor, Destination Math, and

ALEKS, via a recent DODEA grant, to provide extra practice on math concepts they are learning during their direct instructional experiences.

Libraries in both elementary schools have fully computerized check-out and book inventory system. A minimum of two computers are set up for use as card catalogs. Computers are also available for students to do research on the Internet and take Accelerated Reader tests online. The Coronado Schools Foundation has also funded access to the Digital Content Portal via the San Diego Office of Education, which is a great resource tool for students and teachers as well.

Computers may also be used before and after school, guided by our Academic Support and Enrichment (ASE) teachers for specialized, extended learning sessions, for at-risk students. Students are selected to attend these sessions based on their academic achievement needs. Teachers teach the language arts and mathematics curriculum using instructional approaches that are different from those used during the day. Sessions are structured to accommodate small group learning activities. Other after school support for our students that are in after school day care, is to allow access to the Netbooks for homework help.

Village

Students attending Village elementary school are achieving very well as measured by the California Standards Tests. 80% of our students scored at or above proficient in English/Language Arts, 81% in Math and 87% of our 5th graders in Science. The API score at Village is consistently over 900. The vast majority of subgroups are meeting their expected achievement growth targets. With the integration of technology in the teaching/learning process, Coronado Unified School District's goals are to maintain strong academic performance and provide effective learning tools to develop life-long learning habits in our students.

All computers throughout the elementary school have the following software programs: Microsoft Office 2007 or 2010 which includes Word, PowerPoint, Excel and Publisher. Other software/programs used are as follows: Scratch, Tux Paint, Mavis Beacon Typing, Google Earth, Google Sketch Up, SRA, and Adobe Photoshop.

Every classroom has multiple computers to access different programs to support student achievement goals. We also currently have 10 Netbook carts with 30 Netbooks each to access these programs. We will be receiving more Netbooks in the future because of a DODEA grant that was awarded to the district. These computers and Netbooks can access the internet through our Wide Area Network or through our wireless network. Some of the programs used are as follows: Skills Tutor, Help2Learn, Destination Reading and Math, ALEKS, RAZ Kids, Tumble Books, Ticket to Read and Envision Math. We also have 80 iPods on campus used by second, fourth, and fifth grade levels for creating digital work and reinforcing skills using appropriate Apps.

Currently there are 49 English Language Learner (ELL) students at Village. Special needs students and at-risk students are also at Village. All ELL, at-risk students, and special needs students have the same access to and use of technology as other students in the school. Software and Websites, specific to the learning needs of ELL, at-risk and special needs students are in use in all programs. Students in grades 4 and 5 participate in the Gifted and Talented Education (GATE) Program. Specific classroom learning activities are differentiated to accommodate their learning goals. Some computer assisted learning software, provides for advanced learning levels.

Each classroom uses the computer lab for a designated 45 minute time period every other week. A Technology Specialist conducts the instruction for the lab sessions. During this time, the students are learning appropriate technology skills. They also learn keyboarding, word processing and PowerPoint. Students also us software programs such as Skills Tutor to provide extra practice on math concepts they are learning during their direct instructional experiences.

The library at Village has a fully computerized check-out and book inventory system. Two computers are set up for use as card catalogs and are available for students to do research on the Internet. The

Coronado Schools Foundation has also funded access to the Digital Content Portal via the San Diego Office of Education, which is a great resource tool for students and teachers as well.

Computers are also used by our Academic Support and Enrichment (ASE) teachers for specialized, extended learning sessions, for at-risk students. Students are selected to attend these sessions based on their academic achievement needs. Teachers teach the language arts and mathematics curriculum using instructional approaches that are different from those used during the day. Sessions are structured to accommodate small group learning activities. Other school support for our students that are in after school day care is to allow access to the Netbooks for homework help.

Middle School Computer Use (Coronado Middle School)

Middle school students have shown consistent growth on measures of academic achievement. Their API targets have been met or exceeded each school year and have been over 800.

Percentage of students at proficient or advanced levels for 2011-2012 testing year
English Language Arts: 86% (grades 6-8)
Math: 70% (grades 6-8)
Science: 94% (grade 8 only)
History: 89% (grade 8 only)

With the addition of technology integration to the teaching/learning process, Coronado Unified School District goals are to maintain strong academic performance and provide effective learning tools to develop life-long learning habits in our students.

All computers throughout the middle school have the following software programs: Microsoft Office 2007 or 2010, including PowerPoint Publisher and EXCEL. Computers use Internet Explorer to connect to the Wide Area Network for Internet access. The school has a webpage which is accessed through the District website. Information includes the school's vision, mission and belief statements, staff roster, and School Accountability Report Card. Teachers and staff use Edline on a voluntary basis to post news, updates, assignments, and grades. All teachers communicate with each other and the administration daily with email and most teachers regularly communicate with parents using email and the telephone.

A majority of the classroom teachers at Coronado Middle School use computers daily in the instructional program. All other teachers use computers weekly to monthly in the instructional program. Each student has a file locker on Edline to save and access work products as needed. In addition, all students have access to the Coronado Unified School District Cloud via the Internet. Computer assisted instructional programs include Accelerated Reader, Destination Learning, Skills Tutor, and Aleks. Additionally, Coronado Middle School has subscriptions to the following Internet-based resources: Brainpop, the Digital Content Portal, and Discovery Education.

Coronado Middle School offers a voluntary laptop program for students in each grade level. Approximately 59% of students participate in the program. Humanities and science classes are structured to integrate laptop technology into the teaching learning process and teach students technology use skills. The curriculum, based on State and District approved content standards, focuses on project-based activities for students to work on in learning teams or as a whole class. Wireless access points in each classroom incorporating the laptop program allow for flexible use of the Internet. Technology is used for word processing, Internet searches, PowerPoint presentations, publishing, and database management. Teachers provide learning activities for students to access on teacher files set up on the school LAN or on class websites.

Three computer labs are available for students at Coronado Middle School. Most sixth grade students take a 6-week session once during the school year. The classes focus on teaching the technology skills appropriate for that grade level as determined by the National Educational Technology Standards (NETS) for Students. Students in grades 7 and 8 have the opportunity to take advanced technology skills classes as electives, such as Digital Media and M.O.U.S.E Squad. The computer labs are available for all

teachers to use on a sign-up basis for whole class instruction. The PC labs are available for use beyond the school day for teacher staff development activities. In addition to the computer labs on site, there are 7 netbook carts, an iPod cart, and an iPad cart available for classroom instructional purposes.

The Coronado Middle School Library is used throughout the day to support the learning activities of students. They have a fully computerized checkout and book inventory system, computers for research and word processing, and a wireless access point for students who use wireless laptop computers. It is open daily before, after school, and during lunchtime. Additionally, the library is used for an after school homework club facilitated by a classroom teacher three afternoons a week.

There are less than 10 English Language Learner (ELL) students in the middle school program. At this time, ELL students have the same access to and use of technology as other students in the school. High Point is a software program specific to the learning needs of ELL students.

High School Technology Use (Coronado High School)

Coronado High School students are very successful on many external measures of academic achievement. In the 2011-2012, school year over 2/3 of senior students took the SAT test for college admissions. 95% of the graduating class of 2011-2012 will attend either a 2 or 4 year college after graduation. 728 Advanced Placement exams were taken with a pass rate of 77%. The API score for the 2011-2012 was maintained at 871, consistently ranking within the top 5% of San Diego County schools. In addition to high test scores Coronado High School received the distinctions of being named a 2010 National Blue Ribbon School and a 2011 California Distinguished School with an Exemplary Career Technical Education (CTE) Program. With effective integration of educational technologies in the teaching/learning process, Coronado Unified School District's goal is to maintain our strong academic performance using the best learning tools to develop life-long learning habits in all of our students.

All desktop computers throughout the high school utilize the full Microsoft Office Suite as well as multiple internet browsers to connect to the Wide Area Network for Internet access. In addition to desktop computers students are able to use mobile devices such as netbooks and iPads to access the school's high speed wireless network in all classrooms. A school webpage is accessed through the District webpage. All students have individual and Family Connection Edline accounts funded by the Coronado Schools Foundation.

The majority of teachers in classrooms at Coronado High School use computers regularly in their instructional programs. Classrooms within each department have at least one set of netbooks that students are able to utilize during the school day. Students conduct research individually or in small groups, make multi-media presentations, and use word processing software on written projects. Independent and small group research projects use teacher recommended websites and technological resources.

Coronado High School has an ROP Program that offers the following technology classes during the school day: Biotechnology, Broadcast Journalism, Graphic Design, Digital Photography, Intro to Engineering Design, Multimedia Productions, Video Production, Career Training for Transition, and Electronic Music.

Over 1,600 adult students were enrolled in the Adult Education Program. Classes are held at Coronado Middle School and Coronado High School. Technology course offerings include PC Basics, Email Communication, File Management, Internet Applications, Digital Camera basics/Photoshop and Microsoft Office tools.

3 C District Curricular Goals and Academic Content Standards

Teaching and Learning
To design a curriculum that understands the unique characteristics of 21st century students and that is capable of being a part of the plan to educate students using online instructional techniques and digital tools, we will first develop a strategy to integrate critical thinking, problem solving, and collaboration as defined by the California Common Core Strategies. This will enable us to prepare 21st Century Learners by defining and implementing an integrated education technology system for all students. One of the key parts to this implementation is emphasizing an environment where the student is personally in charge of their education and motivated for the outcome of learning. This Personalized Education Plan (PEP) is the cornerstone of all educational endeavors and will define all future plans since the PEP can only be achieved for all students through technology.

Key Actions:

- Promote expanded use of online instructional materials and ensure access to technology that facilitates student engagement with standards-based curricula and develops 21st century competencies.
- Support "any time, any place, any pace" learning and encourage individualized learning opportunities.
- Continue to provide a technology support system to meet current and emerging needs of teachers and administrators.
- Ensure that the use of technology is addressed and coordinated among district administrators, school administrators, teachers, classified staff, and community shareholders.
- Review current policy to facilitate the implementation of technology including online teaching and learning, teacher and administrator certification, and professional development standards.
- Encourage and reward teacher and administrators' use of technology to support current and emerging paradigms of learning.
- Develop a comprehensive technology blueprint to include formative and summative assessment of the policies, programs, and services as implemented.

Assessment
To encourage a culture where all shareholders seek the highest level of performance and develop assessments that evaluate progress toward this goal, it is important for the district to design a strategy that continuously monitors and evaluates student and staff performance using multiple forms of assessment. Since the learning goal is to form a Pep for all students, assessments must be formative with substantial data analytics available to administrators and faculty through straightforward interfaces. Uncomplicated reports should be made available to students so they feel personally in charge of their education and motivated to be responsible for the outcomes of learning.

Key Actions:

- Provide continuous formative assessments (i.e. Northwest Evaluation Association –Measures of Academic Progress) for all students that provide a high level of data to teachers and principals in order to inform instruction and help students connect their learning to the real world.
- Encourage teachers to use the California Brokers of Expertise (BoE) website as an interactive online environment that offers both easily searchable teaching resources and an online community of teaching professionals.
- Create modern, personalized assessments by providing essential technology, infrastructure, and professional development based on Common Core State Standards formative and summative computer adaptive assessments.

District Strategic Plan and CUSD School Board Goals

The overall direction of this Technology Plan's goals and objectives reflect the vision given in Technology Action Plans for Board Goal #1, to discern the unique characteristics of 21st century students and implement plans to educate students using online instructional techniques and digital tools. Project-based learning integrating the use of technology into the teaching/learning process is innovative for Coronado Unified School District. Additionally, Performance and District Board Goals #3, #4, and #5 are reflected in Sections 3f, 3g, 3i, and 3j.

District curricular goals are established in the District Strategic Plan, which is reviewed and revised annually by the Strategic Plan Steering Committee. The Strategic Plan focus is to support the CUSD School Board Goals, which provide a unified vision for the district.

CUSD has established the following Board of Education goals:

1. Discern the unique characteristics of 21st century students and implement plans to educate students using online instructional techniques and digital tools
2. Communicate the District's fiscal prudence and stress the need for additional significant financial support in order to sustain and expand student success
3. Improve the content and frequency of communications with and among shareholders by using written, digital, and face to face methods
4. Promote character education community-wide and encourage all shareholders to model the Six Pillars of Character
5. Encourage a culture where all shareholders seek the highest level of performance and develop assessments that evaluate progress toward this goal

The District Strategic Plan establishes the task, responsibility, resources needed, timeline, and evidence of completion for each step in the process. The Strategic Plan Steering Committee and the Board of Education approved the Action Plans in March 2012.

Standards and Best Practices

In addition to the CUSD Board Goals and CUSD Strategic Plan, the standards and best practices utilized by the District are listed below.

Standards and Best Practices:

1. California Content Standards for instruction
2. Frameworks published by the California Department of Education
3. ISTE National Educational Technology Standards for Teachers, Students, and Administrators
4. Common Core State Standards for California: Newly adopted and will begin to implement strategies to support student learning
5. AASL Standards for the 21st Century Learner
6. Partnership for 21st Century Skills (P21)

Utilizing assessment to analyze and record student achievement progress is an emphasis. By creating a database of results of multiple measures of assessment, teachers will analyze student achievement and make decisions on teaching strategies, plans, and groupings of students based on the analysis of more than one measure.

One reason for students' academic success is parent involvement. Parents regularly monitor student academic progress, content of instruction, and homework requirements through school and class websites.

Specialty Programs
The desire to continuously develop learning communities within a large, comprehensive high school is demonstrated by the creation of the Coronado School of the Arts (CoSA), which focuses high level instruction in the arts. This desire is still evident as the Coronado High School staff develops new concepts to offer a specialized series of classes focusing on technology skills. Additionally, the Digital Media Department, part of the high school Coronado School of the Arts (CoSA) program, has added cutting edge training in media arts to the CHS curriculum options. Finally, the development of a new charter school for grades 9-12 in the 2013-2014 school year will develop online and blended learning opportunities for secondary level students.

3 D-J Goals, Objectives, Benchmarks, Timelines, and Monitoring

3 D Goals and Implementation Plan for Using Technology to Improve Teaching and Learning

The intent of this section is to embrace the desired curriculum outcomes listed in 3C with technology based goals and an implementation plan that uses technology based supports (3D), to augment the desired curriculum outcomes listed in 3C. The following charts describe goals and target groups, objectives and benchmarks, tools and data to be collected to determine attainment levels, who is in charge and when the evaluation is performed.

CUSD Curriculum Goals will:

Goal 3d1:	**Digital Textbook Initiative:** (SPG 1.5) Support core curriculum content with utilization and development of web based textbooks offered in real time, hyperlinked, student centric, and personalized. See Section 3d 1.
Goal 3d2:	**Technology Curriculum and Course Development:** (SPG 1.4) Support educational technology integration and personalized education plans with development and use of online course content to provide a variety of curricular options. See Section 3d 2.
Goal 3e:	**Technology and Information Literacy:** Support 21st Century research and critical thinking skills by integrating the Partnership for 21st Century Skills (P21) into classroom curriculum. See Section 3e.
Goal 3f:	**Ethical Technology Use:** Support ethical and responsible use of technology district wide. See Section 3f.
Goal 3g:	**Provide Safe Internet Access:** Support policies, procedures, guidelines and educational programs for students, staff, and parents when using the Internet. See Section 3g.
Goal 3h:	**Student Access through 1:1 Learning Initiative:** (SPG 1.5, 1.7) Support student and staff access anytime, anywhere with personal learning devices (PLD) and high speed Internet access. See Section 3h.
Goal 3i:	**Analyze Student Data to Improve Student Learning:** (SPG 5.1) Support student data analysis with the use of Synergy, MMARS, and MAP to improve programs that support academic achievement. See Section 3i.
Goal 3j:	**Two-Way Home to School Communication:** (SPG 3.2) Support electronic communication including video/web-streaming, website content, and use of mass notification system to promote Home to School Communication. See Section 3j.

3D 1 Curriculum: Digital Textbook Initiative

Goal 3d1 Digital Content Initiative: (SPG 1.5) Support core curriculum content with development of web based textbooks offered in real time, hyperlinked, student centric, and personalized.
Objective 3d1 By June 2015, students grades 6-12 will be offered web-based textbooks that align with California Content Standards for instruction as well as the new Common Core Content Standards.
Year 1 Benchmark (June 2013): • 100% of students in high school biology will use the CK12 online biology textbook. • 100% of high school biology teachers will modify and personalize the CK12 online biology textbook and post textbook online using Haiku LMS for easy access to content. • Identify online website or Learning Management System (LMS) that may work in conjunction with CUSD Cloud to post textbook and content resources online for easy access.
Year 2 Benchmark (June 2014): • 100% of students in middle school science will use an online textbook. • 100% of middle school science teachers will modify and personalize the online textbook and post textbook online for easy access to content. • High school and middle school science teachers vertical teams will share resources and design the digital textbook program for secondary grades 6-12. • 100% of students in the Coronado Online Digital Academy will use online textbooks and course content resources. • Deploy use of new online website or LMS for all classes using online content and textbooks.
Year 3 Benchmark (June 2015): • 100% of students in grades 6 and 7 science courses will have access to an online textbook.

Implementation				
Goal	**Implementation Plan**	**Time Frame**	**Staff Responsible**	**3k Monitoring and Evaluation Action**
3d1	Select online textbooks and content resources using Common Core Standards, CA State Standards.	2012-2013 School Years	Curriculum Director Technology Coordinator Site teacher leaders TRT Staff	Online textbooks and content selected.
3d1	Implement use of online textbooks and content resources selected in grades 6-12 science and Coronado Online Digital Academy.	2013-2014 School Years	Curriculum Director Technology Coordinator Site teacher leaders TRT Staff	Online textbooks and content used by students for curriculum.
3d1	Identify an online website or LMS to utilize for content access for students.	2014-2015 School Years	Technology Coordinator Site teacher leaders TRT Staff	Website and/or LMS used to post content for student access.

3D 2 Curriculum: Technology Curriculum and Course Development

Goal 3d2 Technology Curriculum and Course Development: Support Educational technology integration and personalized education plans with development and use of online course content to provide a variety of curricular options.				
Objective 3d2 By June 2015, students grades 9-12 will have access to online course content.				
Year 1 Benchmark (June 2013): • District committee will develop an outline for Coronado Pathways Charter School. • Select teachers participate in online teacher training provided by San Diego County Office of Education. • Select two online course content providers will be selected for implementation in grades 9-12. • Select teachers use online course content providers to design courses for Coronado Pathways Charter School.				
Year 2 Benchmark (June 2014): • Student Enrollment of 50 students. • First year Coronado Pathways Charter School students attend blended learning courses.				
Year 3 Benchmark (June 2015): • Student Enrollment of 100 students. • First and Second year Coronado Pathways Charter School students attend blended learning courses.				
Implementation				
Goal	**Implementation Plan**	**Time Frame**	**Staff Responsible**	**3k Monitoring and Evaluation Action**
3e	Develop rubric to use to research/compare online course content providers.	2012-2013 School Year	Charter School Committee Curriculum Director Technology Coordinator Site teacher leaders CHS TRT Staff	Rubric created and utilized in selection process.
3e	Develop online course content for Coronado Pathways Charter School courses, aligned with Common Core Standards, CA State Standards.	2012-2013 School Years	Charter School Committee Curriculum Director Technology Coordinator Site teacher leaders CHS TRT Staff	Online courses available online for use of students.
3e	Pilot use of online course content with students enrolled in Coronado Pathways Charter School.	2013-2015 School Year	Charter School Committee Curriculum Director Technology Coordinator Site teacher leaders CHS TRT Staff	Pilot evaluation reviewed and corrections made.

3E Curriculum: Technology and Information Literacy

Goal 3e Technology and Information Literacy: Support 21st Century research and critical thinking skills by integrating the Partnership for 21st Century Skills (P21) into classroom curriculum.

Objective 3e By June 2015, students in grades K-12 will use grade specific 21st Century Learning skills as identified by the Partnership for 21st Century Skills (P21; more information at p21.org)

Year 1 Benchmark (June 2013):

- 50% of elementary students will be trained in the skills identified by P21, as listed in appendix C, and use them to support learning
- 50% of middle school students will be trained in the skills identified by P21, as listed in appendix C, and use them to support learning.
- 50% of high school students will be trained in the skills identified by P21, as listed in appendix C, and use them to support learning.

Year 2 Benchmark (June 2014):

- 70% of elementary students, 70% of middle school students, and 70% of high school students will be trained in the skills identified by P21, as listed in appendix C, and use them to support learning.

Year 3 Benchmark (June 2015):

- 90% of elementary students, 90% of middle school students, and 90% of high school students will be trained in the skills identified by P21, as listed in appendix C, and use them to support learning.

Implementation

Goal	Implementation Plan	Time Frame	Staff Responsible	3k Monitoring and Evaluation Action
3e	Development of scope and sequence of P21 skills for grades K-12	2012-2013 School Year	Curriculum Director Technology Coordinator CUSD Tech Committee Site teacher leaders TRT Staff	Scope and sequence reviewed and approved for use.
3e	Student evaluation checklist developed by CUSD Technology Committee	2013-2015 School Years	Curriculum Director Technology Coordinator CUSD Tech Committee Site teacher leaders TRT Staff	Checklist with student work samples reviewed, annual report of progress to CUSD Tech Committee.
3e	Incorporation of P21 strategies into classroom curriculum	2013-2015 School Year	Technology Coordinator Site teacher leaders TRT Staff	Student work samples reviewed, annual report of progress to CUSD Tech Committee.

3F Curriculum: Ethical Technology Use

Goal 3f Ethical Technology Use: Support ethical and responsible use of technology district wide.
Objective 3f: By June 2015, students in grades K-12 will use grade specific ethical technology skills as identified the scope and sequence lessons for Digital Literacy and Citizenship Classroom Curriculum. (www.commonsensemedia.org/educators/curriculum)
Year 1 Benchmark (June 2013): . • 50% of elementary students will be trained in the skills identified by Digital Literacy and Citizenship Classroom Curriculum, as outlined at www.commonsensemedia.org/educators/curriculum • 50% of middle school students will be trained in the skills identified by Digital Literacy and Citizenship Classroom Curriculum, as identified at www.commonsensemedia.org/educators/curriculum • 50% of high school students will be trained in the skills identified by Digital Literacy and Citizenship Classroom Curriculum, as outlined at www.commonsensemedia.org/educators/curriculum
Year 2 Benchmark (June 2014): • 70% of elementary students, 70% of middle school students, and 70% of high school students will be trained in the skills identified by Digital Literacy and Citizenship Classroom Curriculum, as outlined at www.commonsensemedia.org/educators/curriculum
Year 3 Benchmark (June 2015): • 90% of elementary students, 90% of middle school students, and 90% of high school students will be trained in the skills identified by Digital Literacy and Citizenship Classroom Curriculum, as outlined at www.commonsensemedia.org/educators/curriculum

Implementation

Goal	Implementation Plan	Time Frame	Staff Responsible	3k Monitoring and Evaluation Action
3f	Development and review of scope and sequence of by Digital Literacy and Citizenship Classroom Curriculum skills for grades K-12	2012-2013 School Year	Curriculum Director Technology Coordinator CUSD Tech Committee Site teacher leaders TRT Staff	Scope and sequence reviewed and approved for use.
3f	Pilot classrooms will be identified	2012-2013 School Year	Curriculum Director Technology Coordinator Site teacher leaders TRT Staff	Master schedule
3f	Student evaluation checklist developed by District Technology Committee	2013-2015 School Years	Curriculum Director Technology Coordinator CUSD Tech Committee Site teacher leaders TRT Staff	Checklist with student work samples reviewed, annual report of progress to CUSD Tech Committee.
3f	Teacher and student surveys (pre and post)	2012-2015 School Years	Curriculum Director Technology Coordinator Site teacher leaders TRT Staff	Review of survey results, modifications to program made, annual report of progress to CUSD Tech Committee

3G Curriculum: Provide Safe Internet Access

Goal 3g Provide Safe Internet Access: Support policies, procedures, guidelines, and educational programs for students, staff, and parents when using the Internet.

Objective 3g By June 2015, CUSD will support an annually reviewed Acceptable Use Policy and provide SafetyNet information to safeguard students, staff and parents as they access the internet.

Year 1 Benchmark (June 2013):

- Lightspeed filtering service applied to network and regularly monitored
- CUSD Technology Committee reviews and updates CUSD Acceptable Use Policy
- 100% of students and staff are educated as to the contents of CUSD Acceptable Use Policy.
- CUSD Acceptable Use Policy includes the monitoring of yearly student offenses.
- CUSD will host a SafetyNet Parent Education Night, provided by the San Diego Police Foundation
- CMS will host a SafetyNet Student Assembly for middle school students grades 6-8

Year 2 Benchmark (June 2014):

- Lightspeed filtering service applied to network and regularly monitored
- CUSD Technology Committee reviews and updates CUSD Acceptable Use Policy
- CUSD will host a SafetyNet Parent Education Night, provided by the San Diego Police Foundation
- CMS will host a SafetyNet Student Assembly for middle school students grades 6-8
- 50% of students in grades 6-8 participate in SafetyNet curriculum, provided by the San Diego Police Foundation at www.smartcyberchoices.org

Year 3 Benchmark (June 2015):

- Lightspeed filtering service applied to network and regularly monitored
- CUSD Technology Committee reviews and updates CUSD Acceptable Use Policy
- CUSD will host a SafetyNet Parent Education Night, provided by the San Diego Police Foundation
- CMS will host a SafetyNet Student Assembly for middle school students grades 6-8
- 70% of students in grades 6-8 participate in SafetyNet curriculum, provided by the San Diego Police Foundation at www.smartcyberchoices.org

Implementation

Goal	Implementation Plan	Time Frame	Staff Responsible	3k Monitoring and Evaluation Action
3g	Lightspeed filtering service annually renewed and reports monitored	2012-2015 School Years	Network Supervisor Network Support Tech	Lightspeed reports
3g	Review and update CUSD Acceptable Use Policy	2012-2015 School Years	Curriculum Director Technology Coordinator CUSD Tech Committee	CUSD Acceptable Use Policy annual updates. Distributed to all students and staff and posted at www.coronadousd.net
3g	Coordinate SafetyNet Parent Education Nights	2012-2015 School Years	Technology Coordinator Site Administrators TRT Staff	SafetyNet Parent Nights calendared and posted at www.coronadousd.net
3g	Coordinate SafetyNet Student Assemblies	2013-2015 School Years	Technology Coordinator CMS Principal CMS Assistant Principal CMS TRT CMS Counselor CMS Teacher leaders	SafetyNet Student Assembly calendared and posted at www.coronadousd.net
3g	Classes grades 6-8 to participate in SafetyNet curriculum lessons selected. Student and staff SafetyNet surveys completed.	2013-2015	Curriculum Director Technology Coordinator CMS Principal CMS TRT CMS Counselor CMS Teacher leaders CUSD Tech Committee	Master schedule. Student/staff surveys reviewed. CUSD Tech Committee discusses program expansion.

3H Curriculum: Student Access through 1:1 Learning Initiative

Goal 3h Student Access through 1:1 Learning Initiative: Support student and staff access anytime, anywhere with personal learning devices and high speed Internet access.

Objective 3f By June 2015, CUSD will support a 1:1 learning opportunity for 50% of CHS students, 80% of CMS students, 50% of SSES students, and 40% of VES students. Each student will have access to a technology device via mobile carts, computer labs, and/or BYOD.

Year 1 Benchmark (June 2013):

- All 1:1 pilot teachers will participate in 1:1 learning via Project Red training.
- All CHS Biology classes and one freshman history class will be a 1:1 learning environment via BYOD and/or mobile cart devices
- At Silver Strand Elementary one 5th grade class will be a 1:1 learning environment via BYOT and/or mobile cart devices

Year 2 Benchmark (June 2014):

- All 1:1 pilot teachers will participate in 1:1 learning via Project Red training.
- All CHS freshman history classes, one freshman English class, and one sophomore history class will be a 1:1 learning environment via BYOD and/or mobile cart devices
- At Silver Strand Elementary two 5th grade classes and one 4th grade class will be a 1:1 learning environment via BYOD and/or mobile cart devices
- At Village Elementary three 5th grade classes and two 4th grade classes will be a 1:1 learning environment via BYOD and/or mobile cart devices

Year 3 Benchmark (June 2015):

- All 1:1 pilot teachers will participate in 1:1 learning via Project Red training
- All CHS freshmen and sophomore history classes, sophomore English classes will be a 1:1 learning environment via BYOD and/or mobile cart devices
- All CMS science classes and two math classes will be a 1:1 learning environment via BYOD and/or mobile cart devices
- All Village Elementary 5th and 4th grade classes will be a 1:1 learning environment via BYOD and/or mobile cart devices

Implementation

Goal	Implementation Plan	Time Frame	Staff Responsible	3k Monitoring and Evaluation Action
3f	Select 1:1 classes in master schedule	2012-2015 School Years	Site Administrators Curriculum Director Technology Coordinator	Master schedule established
3f	Update Acceptable Use Policy	2012-2013 School Year	Site Administrators Curriculum Director Technology Coordinator Site teacher leaders TRT Staff	Acceptable Use Policy updated and posted at www.coronadousd.net
3f	Provide parent information via website and parent nights	2012-2015 School Years	Site Administrators Curriculum Director Technology Coordinator Site teacher leaders TRT Staff	Parent information posted at www.coronadousd.net and Parent Night scheduled
3f	Identify mobile device program for 1:1 classrooms, including BYOD, mobile carts, and tablets.	2012-2015 School Years	Site Administrators Curriculum Director Technology Coordinator Site teacher leaders TRT Staff	Recommended specs for BYOT devices posted at www.coronadousd.net

3I Curriculum: Analyze Student Data to Improve Student Learning

Goal 3i Analyze Student Data to Improve Student Learning: Support student data analysis with the use of Synergy, MMARS, and MAP to improve programs that support academic achievement.

Objective 3i By June 2015, 100% of students in grades 3-8 and grade 11 will test at least twice a year using MAP and/or Smarter Balanced formative assessment and once a year (summative assessment via SBAC) during the last 12 weeks of the 2014-2016 school years. Students in grades 9-10 who are below grade level will test using MAP at three times a year.

Year 1 Benchmark (June 2013):

- 100% of students in grades 3-8, and those students performing below grade level in grade 9, will test using MAP three times a year.
- Personalized Education Plans (PEP) created for EL and military students who are below proficient in math
- Class goals will be set three times a year for grade 3 classes
- Individual student goals will be set for grades 4-8
- Parents Information Nights held for grades 3-9 on MAP

Year 2 Benchmark (June 2014):

- 100% of students in grades 3-9 and grade 11 will test at least twice a year using MAP and/or Smarter Balanced formative assessment and once a year (summative assessment via SBAC) during the last 12 weeks of the 2014-2015 school year.
- PEP/Individual student goals set for grades 3-8, and below proficient in grade 9
- Parent Information Nights held on MAP and Smarter Balanced Assessment

Year 3 Benchmark (June 2015):

- 100% of students in grades 3-8 and grade 11 will test at least twice a year using MAP and/or Smarter Balanced formative assessment and once a year (summative assessment via SBAC) during the last 12 weeks of the 2015-16 school year.
- Students in grades 9-10 who are below grade level will be tested using MAP at three times during the 2015-2016 school year.
- PEP/Individual student goals set for grades 3-8, and below proficient in grade 9
- Parent Information Nights held on MAP and Smarter Balanced Assessment

Implementation

Goal	Implementation Plan	Time Frame	Staff Responsible	3k Monitoring and Evaluation Action
3i	Registrars to enter military data into Synergy	2012-2015 School Years	Site Registrars Curriculum Director Technology Coordinator	Monitor military data in Synergy
3i	Automate system updates for MAP using Synergy SIS.	2012-2013 School Year	Curriculum Director Technology Coordinator Information Systems Tech	Student and staff accounts updated nightly.
3i	Develop rubric for PEP. Student evaluation checklist developed by Curriculum Director and Site teacher leaders.	2013-2015 School Years	Curriculum Director Technology Coordinator Site teacher leaders TRT Staff	Checklist with student work samples reviewed, annual report of progress to Curriculum Director
3i	Provide parent information via website and parent nights	2012-2015 School Years	Site Administrators Curriculum Director Technology Coordinator Site teacher leaders TRT Staff	Parent information posted at www.coronadousd.net and Parent Night scheduled

3J Curriculum: Two-Way Home to School Communication

Goal 3j Two-Way Home to School Communication: Support electronic communication including video/web-streaming, website content, and use of mass notification system to promote Home to School Communication.

Objective 3j By June 2015, K-12 classroom teachers will be using online, Web 2.0 tools for communication with parents and students.

Year 1 Benchmark (June 2013):

- 40 CUSD Teachers grades K-12 will participate in a Learning Management System (LMS) pilot
- 40 CUSD Teachers trained in LMS and Google Apps use to build Train the Trainer capacity
- CUSD Haiku and Google environments created and implemented for student and staff use
- 100% of district administrators and site front office staff trained in use of Emergency Notification Program
- 60% of students have accounts to use LMS
- 100% of students have accounts to use Google Apps

Year 2 Benchmark (June 2014):

- 100% of all district staff and students have accounts to use LMS and Google Apps
- Professional Development Plan and calendar for LMS, Google Apps, and mass notification systems are created and posted on district website.
- 40 CUSD Teachers in pilot implement Professional Development at each site in Train the Trainer format
- 100% of Students officially introduced to LMS, access instructions provided
- 100% of Parents officially introduced to LMS, access instructions provided
- 50% of teachers will utilize LMS and Google Apps in the classroom
- 70% of students will use LMS and Google Apps in the classroom

Year 3 Benchmark (June 2015):

- 70% of teachers will utilize LMS and Google Apps in the classroom
- 90% of students will use LMS and Google Apps in the classroom

Implementation

Goal	Implementation Plan	Time Frame	Staff Responsible	3k Monitoring and Evaluation Action
3j	Select and purchase LMS Accounts and Emergency Notification Program	2012-2013	Technology Coordinator IT Clerk	Accounts purchased
3j	Build CUSD LMS environment and create accounts	2012-2014	Technology Coordinator IT Clerk Network Supervisor Info. Systems Tech SDCOE Support	Accounts activated, logins distributed to users
3j	Build CUSD Google Apps environment and create accounts	2013-2015	Technology Coordinator IT Clerk Network Supervisor Info. Systems Tech SDCOE Support	Accounts activated, logins distributed to users
3j	Partnership with SDCOE for LMS and Google support and training	2012-2014	Curriculum Director Technology Coordinator Site teacher leaders CHS TRT Staff	Partnership developed, LMS and Google environment built and connected, PD dates provided
3j	Inform Parents of LMS and Google	2013-2015	Technology Coordinator Curriculum Director Site Administration Site teacher leaders TRT Staff	Parent information distributed, account access codes distributed, Back to School and Parent Information events

4 A Professional Development Component

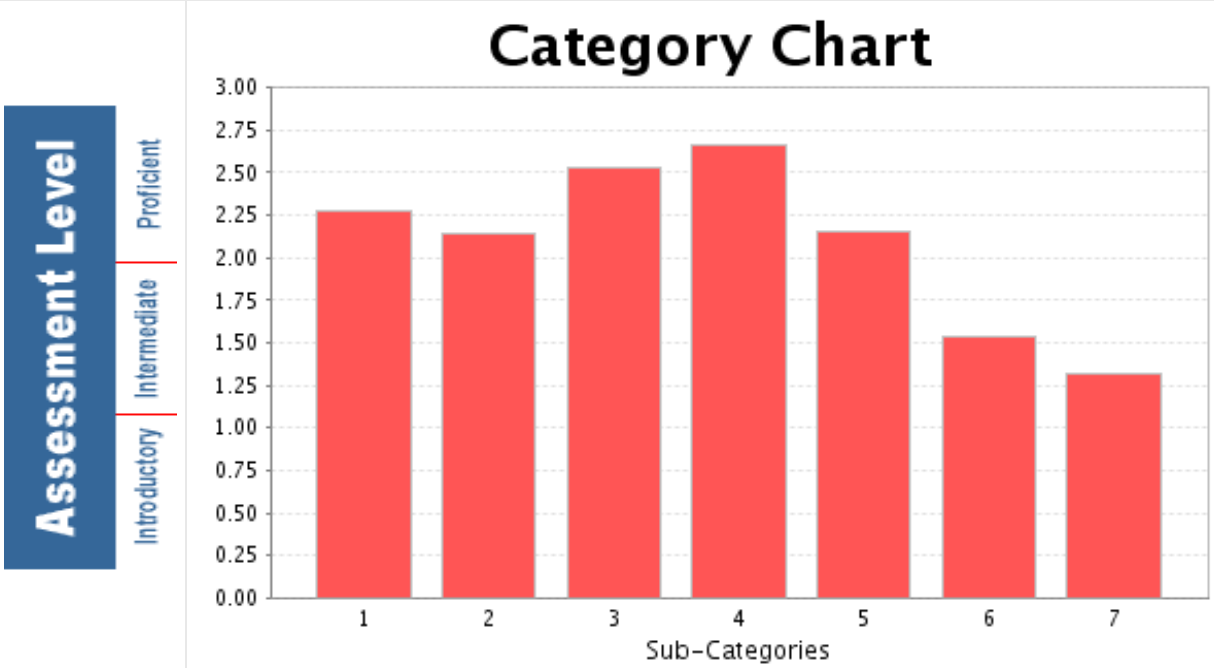
Current Certificated Staff Skills
69% of certificated staff members in Coronado Unified District (132 out of 190 potential participants) completed the Legacy Technology Assessment Profile survey in the winter of 2012. The survey results will guide the setting of goals and objectives for integration of technology into the curriculum and focused professional development.

Seven areas were assessed with the EdTechProfile survey, including:

1. Computer Knowledge and Skills
2. CCTC Program Standard 9: Using Technology in the Classroom
3. CCTC Program Standard 16: Using Technology to Support Student Learning
4. Personal Use
5. Student Use
6. Staff Development Needs
7. Technical Support

Area 1: Computer Knowledge and Skills

Graph 1: Computer Knowledge and Skills
It is important to note that this includes both fully completed and partially completed assessments.



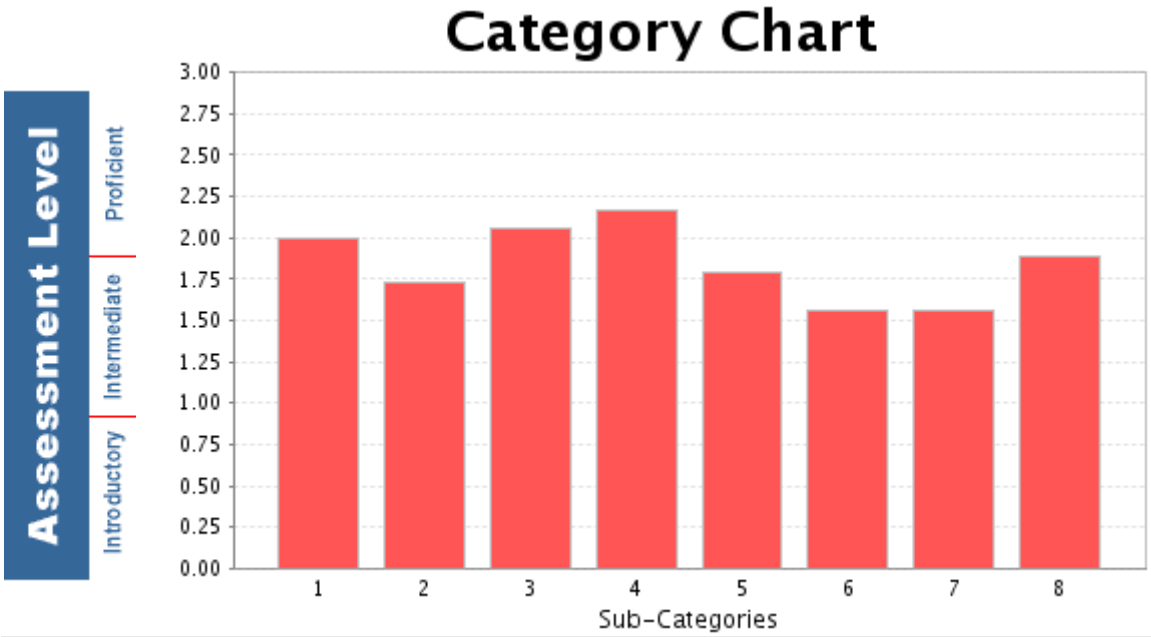
1	General computer knowledge and skills (Includes 133 in calculation)
2	Internet skills (Includes 132 in calculation)
3	Email skills (Includes 132 in calculation)
4	Word processing skills (Includes 132 in calculation)
5	Presentation software skills (Includes 132 in calculation)
6	Spreadsheet software skills (Includes 132 in calculation)
7	Database software skills (Includes 132 in calculation)

Graph 1 shows data for Computer Knowledge and Skills survey results. The strongest skill knowledge areas for survey participants were word processing skills (93% of participants were within the intermediate or proficient range) and email (91% intermediate or proficient). Participants rated their weakest skill areas in spreadsheet software skills (48% intermediate or proficient) and database software skills (44% intermediate or proficient).

Overall, 84% of participants were classified intermediate or proficient for the Computer Knowledge and Skills survey component.

Area 2: CCTC Program Standard 9: Using Technology in the Classroom

Graph 2: Using Technology in the Classroom
It is important to note that this includes both fully completed and partially completed assessments.



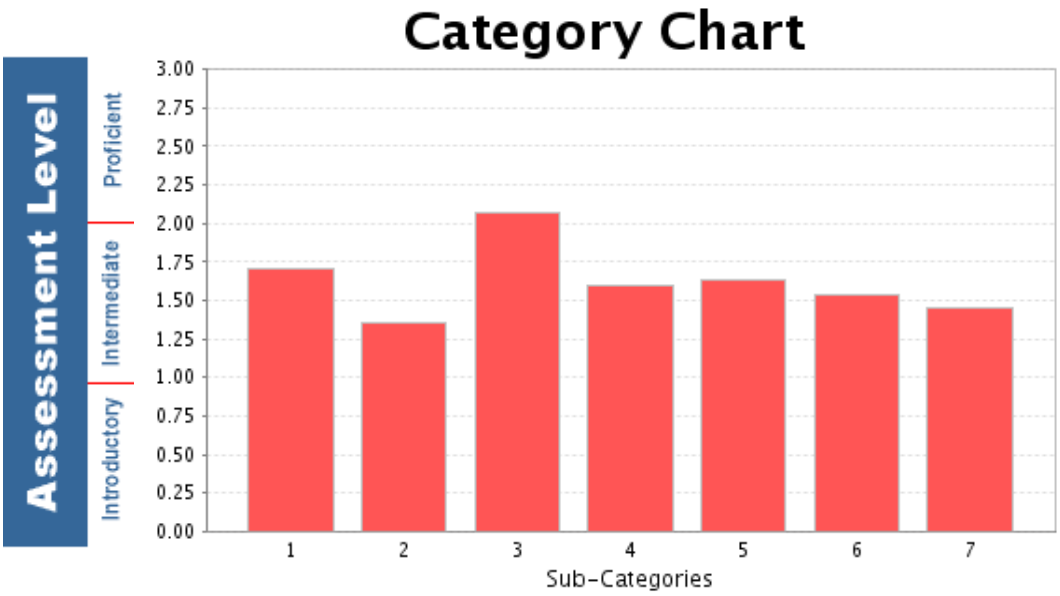
1	Standard 9a (Includes 116 in calculation) Each candidate considers the content to be taught and selects appropriate technological resources to support, manage, and enhance student learning in relation to prior experiences and level of academic accomplishment.
2	Standard 9b (Includes 116 in calculation) Each candidate analyzes best practices and research findings on the use of technology and designs lessons accordingly.
3	Standard 9d (Includes 117 in calculation) Each candidate uses computer applications to manage records and to communicate through printed media.
4	Standard 9e (Includes 115 in calculation) Each candidate interacts with others using e-mail and is familiar with a variety of computer-based collaborative.
5	Standard 9f (Includes 115 in calculation) Each candidate examines a variety of current educational technologies and uses established selection criteria to evaluate materials, for example, multimedia, Internet resources, telecommunications, computer assisted instruction, and productivity and presentation tools. (See California State guidelines and evaluations.)
6	Standard 9g (Includes 115 in calculation) Each candidate chooses software for its relevance, effectiveness, alignment with content standards, and value added to student learning.
7	Standard 9h (Includes 115 in calculation) Each candidate demonstrates competence in the use of electronic research tools and the ability to assess the authenticity, reliability, and bias of the data gathered.
8	Standard 9i (Includes 115 in calculation) Each candidate demonstrates knowledge of copyright issues and of privacy, security, safety issues and Acceptable Use Policies.

Graph 2 shows data for the Using Technology in the Classroom survey results. Standard 9a had the highest percentage of participants within the intermediate or proficient range (82%). Standard 9h had the lowest percentage of participants within the intermediate or proficient range (47%).

Overall, 67% of participants were classified intermediate or proficient for the Using Technology in the Classroom survey component.

Area 3: CCTC Program Standard 16: Using Technology to Support Student Learning

Graph 3: Using Technology to Support Student Learning
It is important to note that this includes both fully completed and partially completed assessments.



1	Standard 16a (Includes 131 in calculation) Each participating teacher communicates through a variety of electronic media.
2	Standard 16b (Includes 131 in calculation) Each participating teacher interacts and communicates with other professionals through a variety of methods, including the use of computer-based collaborative tools to support technology enhanced curriculum.
3	Standard 16c (Includes 131 in calculation) Each participating teacher uses technological resources available inside the classroom or in library media centers, computer labs, local and county facilities, and other locations to create technology enhanced lessons aligned with the adopted curriculum.
4	Standard 16d (Includes 132 in calculation) Each participating teacher designs, adapts, and uses lessons which address the students' needs to develop information literacy and problem solving skills as tools for lifelong learning.
5	Standard 16e (Includes 132 in calculation) Each participating teacher uses technology in lessons to increase students' ability to plan, locate, evaluate, select, and use information to solve problems and draw conclusions. He/she creates or makes use of learning environments that promote effective use of technology aligned with the curriculum inside the classroom, in library media centers or in computer labs.
6	Standard 16f (Includes 131 in calculation) Each participating teacher uses computer applications to manipulate and analyze data as a tool for assessing student learning and for providing feedback to students and their parents.
7	Standard 16g (Includes 131 in calculation) Each participating teacher demonstrates competence in evaluating the authenticity, reliability and bias of the data gathered, determines outcomes, and evaluates the success or effectiveness of the process used. He/she frequently monitors and reflects upon the results of using technology in instruction and adapts lessons accordingly.

The graph above shows data for the Using Technology to Support Student Learning survey results. Standard 16c had the highest percentage of participants within the intermediate or proficient range (82%). Standard 16b had the lowest percentage of participants within the intermediate or proficient range (35%). Overall, 53% of participants were classified intermediate or proficient for the Using Technology to Support Student Learning survey component.

Area 4: Personal Use

Technology Tool	**Percentage of participants that use the following technology tools for classroom management *daily***
Computers and Peripherals	97
Internet	93
Email	94
Hand-held electronic devices	22

Technology Tool	**Percentage of participants that use the following technology tools for classroom instruction *daily***
Computers and Peripherals	81
Video based presentation devices	53
Video based creation tools	12
Internet	65
Email	52
Hand-held electronic devices	16

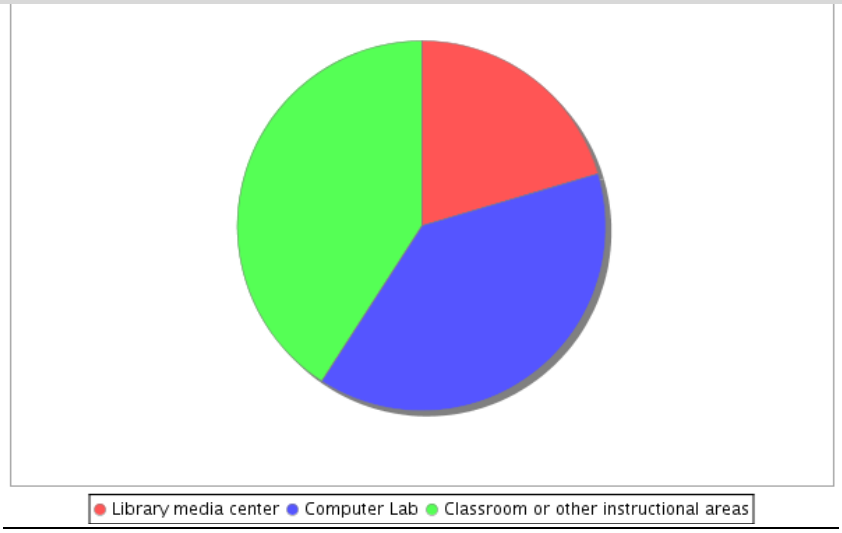
Subject	**Percentage of participants that use technology tools for instruction in the specified subject *daily***
Reading/Language Arts	36
Mathematics	28
Science	16
History/Social Science	20
PE/Health	2
Fine Arts	3
Business/Computer Science	2
Foreign Language	3
Home Economics	0
Industrial Arts	2
Careers	4

Task	**Percentage of participants that use technology tools at school for specified task *daily***
Create instructional materials	65
Deliver classroom instruction	71
Manage student grades and attendance	81
Communicate with colleagues	97
Communicate with parents or students	70
Gather information for planning lessons	56
Access model lesson plans and best practices	38

Tool	**Percentage of participants that use technology tools at school to support and improve home/school communication *daily***
Voicemail	18
School web site with class related information, such as assignments, grades, upcoming events, parental information, etc.	52
Video Conferencing	0
Electronic grading system	33
Online student assessments	5

Area 5: Student Use

Graph 4: Where students use technology tools (computers, video, Internet, and hand-held devices) for classroom assignments. Participants could select all that apply.



Where do your students use technology tools (computers, video, Internet, and hand-held devices) for your classroom assignments? Select all that apply.	Library media center	Computer Lab	Classroom or other instructional areas	Total Responses
Percentage of total	20%	39%	41%	100%

Technology Tool	**Percentage of participants who responded that the specified technology tool is required for classroom assignments *daily or 2-4 days a week***
Computers and peripherals	59
Video based presentation devices	27
Video based creation tools	9
Internet	56
Email	22
Hand-held electronic devices	18

Technology Tool	**Percentage of participants who responded that technology is involved in a typical class' work assigned to students *daily or 2-4 days a week***
Word processing	45
Reinforcement and practice	60
Research, using the Internet and/or CD-ROMs	33
Creating reports or projects	20
Demonstrations or simulations	12
Correspondence with experts, authors, students from other schools, etc., via email or Internet	5
Solving problems or analyzing data	23
Graphically presenting information	13

Area 6: Staff Development Needs

Within the Staff Development Needs Category, 19% of survey participants indicated a need for basic computer/technology skills staff development. Within the Staff Development Needs Category, 81% of survey participants indicated a need for staff development associated with incorporating technology in the curriculum.

The majority of participants (51%) prefer technology training to be offered during the school day. The majority of participants (61%) prefer small group technology training.

Area 7: Technical Support

When I report a technical problem (hardware, software, network/Internet problems) the typical response time is: **Select the one that best fits your experience.**	2 hours or less	More than 2 hours, but by the end of the day	Within 2-5 work days	More than a week, but less than a month	A month or more	**Total Responses**
Percentage of total	8%	11%	28%	30%	24%	100%

Summary of Findings:

The proficiency assessment results indicate the following:

- The results of the survey indicate a need for professional development in the areas of spreadsheet software skills (48% intermediate or proficient) and database software skills (44% intermediate or proficient).

- Within the Using Technology in the Classroom Area, Standard 9h (Each candidate demonstrates competence in the use of electronic research tools and the ability to assess the authenticity, reliability, and bias of the data gathered) had the lowest percentage of participants within the intermediate or proficient range (47%).

- Within the Using Technology to Support Student Learning Area, Standard 16b (Each participating teacher interacts and communicates with other professionals through a variety of methods, including the use of computer-based collaborative tools to support technology enhanced curriculum) had the lowest percentage of participants within the intermediate or proficient range (35%).

- 52% of survey participants indicated daily use of a school web site with class related information, such as assignments, grades, upcoming events, parental information, etc. at school to support and improve home/school communication.

- 81% of survey participants indicated a need for staff development focused on integrating technology into the curriculum. 61% of survey respondents indicated that they prefer staff development in small group technology training. 51% of respondents prefer training scheduled during the school day.

- Students use technology tools for classroom assignments in various school settings that offer student access to technology.

- 47% of survey respondents indicated that when they report a technical problem (hardware, software, network/Internet problems) the typical response time is 5 work days or less.

Further results indicate the following technology use patterns by survey respondents:

- Approximately 97% of teachers indicated daily use of computers and peripherals for classroom management.

- Approximately 81% of respondents indicated daily use of technology tools to manage student grades and attendance.

- Approximately 81% of teachers indicated daily use of computers and peripherals for classroom instruction.

- Approximately 65% of respondents use technology tools to create instructional materials daily.

- Approximately 70% use technology tools to communicate with parents and students on a daily basis.

4 B-C Goals, Objectives, Benchmarks, Timelines, and Monitoring

Goal 4b1:	**Digital Textbook Initiative:** (SPG 1.5) Support core curriculum content with utilization and development of web based textbooks offered in real time, hyperlinked, student centric, and personalized. See Section 4b1.
Goal 4b2:	**Technology Curriculum and Course Development:** (SPG 1.4) Support educational technology integration and personalized education plans with development and use of online course content to provide a variety of curricular options. See Section 4b2.
Goal 4b3:	**Technology and Information Literacy:** Support 21st Century research and critical thinking skills by integrating the Partnership for 21st Century Skills (P21) into classroom curriculum. See Section 4b3.
Goal 4b4:	**Ethical Technology Use:** Support ethical and responsible use of technology district wide. See Section 4b4.
Goal 4b5:	**Provide Safe Internet Access:** Support policies, procedures, guidelines and educational programs for students, staff, and parents when using the Internet. See Section 4b5.
Goal 4b6:	**Student Access through 1:1 Learning Initiative:** (SPG 1.5, 1.7) Support student and staff access anytime, anywhere with personal learning devices (PLD) and high speed Internet access. See Section 4b6.
Goal 4b7:	**Analyze Student Data to Improve Student Learning:** (SPG 5.1) Support student data analysis with the use of Genesis/Synergy, LARS/MMARS, and MAP to improve programs that support academic achievement. See Section 4b7.
Goal 4b8:	**Two-Way Home to School Communication:** (SPG 3.2) Support electronic communication including video/web-streaming, website content, and use of mass notification system to promote Home to School Communication. See Section 4b8.

4B 1 Professional Development: Digital Textbook Initiative

Goal 4b1 Digital Content Initiative: (SPG 1.5) Support core curriculum content with development of web based textbooks offered in real time, hyperlinked, student centric, and personalized.				
Objective 4b1 By June 2015, the Professional Development Plan for "Digital Textbook Initiative" has been developed, piloted, evaluated and enhanced for expansion to additional CUSD staff.				
Year 1 Benchmark (June 2013): • CUSD Professional Development Plan and Calendar for 2012-2013 are prepared. • The Professional Development Plan for "Digital Textbook Initiative" is posted at www.coronadousd.net				
Year 2 Benchmark (June 2014): • CUSD Professional Development Plan and Calendar for 2013-2014 are prepared. • The Professional Development Plan for "Digital Textbook Initiative" is posted at www.coronadousd.net • Pilot reviewed and adjustments to Professional Development Plan documented and implemented.				
Year 3 Benchmark (June 2015): • CUSD Professional Development Plan and Calendar for 2014-2015 are prepared. • The Professional Development Plan for "Digital Textbook Initiative" is posted at www.coronadousd.net • Pilot reviewed and adjustments to Professional Development Plan documented and implemented.				
Implementation				
Goal	**Implementation Plan**	**Time Frame**	**Staff Responsible**	**3k Monitoring and Evaluation Action**
4b1	Research and evaluate digital textbook resources.	2012-2013 School Year	Curriculum Director Technology Coordinator Site teacher leaders TRT Staff	Pilot textbooks selected.
4b1	Select pilot teacher participation, trainers, budget resources, and devices for student use.	2012-2013 School Year	Curriculum Director Technology Coordinator Site teacher leaders TRT Staff	Pilot teachers identified. Pilot Professional Development Plan submitted and approved.
4b1	Pilot teachers are trained in use of digital textbooks.	2012-2014 School Years	Curriculum Director Technology Coordinator Site teacher leaders TRT Staff	100% Pilot teachers trained. Collect sign in sheets.
4b1	Pilot teachers provided time for curriculum development using digital textbooks.	2012-2014 School Years	Curriculum Director Technology Coordinator Site teacher leaders TRT Staff	Curriculum plan and textbooks prepared for use. Posted on class websites.
4b1	Pilot recommendations reviewed. Digital Textbook Initiative growth plan is designed.	2014-2015 School Years	Curriculum Director Technology Coordinator Site teacher leaders TRT Staff	Digital Textbook Initiative growth plan submitted and approved.

4B 2 Professional Development: Technology Curriculum and Course Development

Goal 4b2 Technology Curriculum and Course Development: Support Educational technology integration and personalized education plans with development and use of online course content to provide a variety of curricular options.

Objective 4b2 By June 2015, the Professional Development Plan for "Technology Curriculum and Course Development" has been developed, piloted, evaluated and enhanced for expansion to additional CUSD staff.

Year 1 Benchmark (June 2013):

- CUSD Professional Development Plan and Calendar for 2012-2013 are prepared.
- The Professional Development Plan for "Technology Curriculum and Course Development" is posted at www.coronadousd.net

Year 2 Benchmark (June 2014):

- CUSD Professional Development Plan and Calendar for 2013-2014 are prepared.
- The Professional Development Plan for "Technology Curriculum and Course Development" is posted at www.coronadousd.net
- Pilot reviewed and adjustments to Professional Development Plan documented and implemented.

Year 3 Benchmark (June 2015):

- CUSD Professional Development Plan and Calendar for 2014-2015 are prepared.
- The Professional Development Plan for "Technology Curriculum and Course Development" is posted at www.coronadousd.net
- Pilot reviewed and adjustments to Professional Development Plan documented and implemented.

Implementation

Goal	Implementation Plan	Time Frame	Staff Responsible	3k Monitoring and Evaluation Action
4b2	Research and evaluate online course content providers.	2012-2013 School Year	Charter School Committee Curriculum Director Technology Coordinator CHS TRT Staff	Rubric created and utilized in evaluation process.
4b2	Select content providers for pilot.	2012-2013 School Year	Charter School Committee Curriculum Director Technology Coordinator Site teacher leaders CHS TRT Staff	Rubric created and utilized in selection process.
4b2	Select pilot teacher participation, trainers, budget resources.	2012-2014 School Years	Charter School Committee Curriculum Director Technology Coordinator CHS TRT Staff	Pilot teachers identified. Pilot Professional Development Plan submitted and approved.
4b2	Pilot teachers are trained in use of online content providers.	2012-2014 School Years	Charter School Committee Curriculum Director Technology Coordinator Site teacher leaders CHS TRT Staff	100% Pilot teachers trained. Collect sign in sheets.
4b2	Pilot teachers provided time for curriculum development and course organization/design using online course content.	2012-2014 School Years	Charter School Committee Curriculum Director Technology Coordinator Site teacher leaders CHS TRT Staff	Course content and outline prepared for use. Posted on class websites.
4b2	Pilot recommendations reviewed. Technology Curriculum and Course Development growth plan is designed.	2014-2015 School Year	Charter School Committee Curriculum Director Technology Coordinator Site teacher leaders CHS TRT Staff	Technology Curriculum and Course Development growth plan submitted and approved.

4B 3 Professional Development: Technology and Information Literacy

Goal 4b3 Technology and Information Literacy: Support 21st Century research and critical thinking skills by integrating the Partnership for 21st Century Skills (P21) into classroom curriculum.

Objective 4b3 By June 2015, the Professional Development Plan for "Technology and Information Literacy" has been developed, piloted, evaluated and enhanced for expansion to additional CUSD staff.

Year 1 Benchmark (June 2013):

- CUSD Professional Development Plan and Calendar for 2012-2013 are prepared.
- The Professional Development Plan for "Technology and Information Literacy" is posted at www.coronadousd.net

Year 2 Benchmark (June 2014):

- CUSD Professional Development Plan and Calendar for 2013-2014 are prepared.
- The Professional Development Plan for "Technology and Information Literacy" is posted at www.coronadousd.net
- Pilot reviewed and adjustments to Professional Development Plan documented and implemented.

Year 3 Benchmark (June 2015):

- CUSD Professional Development Plan and Calendar for 2014-2015 are prepared.
- The Professional Development Plan for "Technology and Information Literacy" is posted at www.coronadousd.net
- Pilot reviewed and adjustments to Professional Development Plan documented and implemented.

Implementation

Goal	Implementation Plan	Time Frame	Staff Responsible	3k Monitoring and Evaluation Action
4b3	Research and evaluate Partnership for 21st Century Skills (www.p21.org) for purpose of scope and sequence development	2012-2013 School Year	Curriculum Director Technology Coordinator CUSD Tech Committee Site teacher leaders TRT Staff	Scope and sequence reviewed and approved for use.
4b3	Select pilot teacher participation, trainers, budget resources.	2013-2015 School Years	Curriculum Director Technology Coordinator CUSD Tech Committee Site teacher leaders TRT Staff	Pilot teachers identified. Pilot Professional Development Plan submitted and approved.
4b3	Pilot teachers provided training in P21 Skills.	2013-2015 School Years	Curriculum Director Technology Coordinator Site teacher leaders TRT Staff	100% Pilot teachers trained. Collect sign in sheets.
4b3	Pilot teachers provided time for curriculum development and course organization/design to incorporate P21 Skills into courses	2013-2015 School Years	Curriculum Director Technology Coordinator Site teacher leaders TRT Staff	Course content and outline prepared for use. Posted on class websites.
4b3	Pilot recommendations reviewed. Technology and Information Literacy growth plan is designed.	2014-2015 School Year	Curriculum Director Technology Coordinator Site teacher leaders TRT Staff	Technology and Information Literacy growth plan submitted and approved.

4B 4 Curriculum: Ethical Technology Use

Goal4b4 Ethical Technology Use: Support ethical and responsible use of technology district wide.				
Objective 4b4 By June 2015, the Professional Development Plan for "Ethical Technology Use" has been developed, piloted, evaluated and enhanced for expansion to additional CUSD staff.				
Year 1 Benchmark (June 2013): • CUSD Professional Development Plan and Calendar for 2012-2013 are prepared. • The Professional Development Plan for "Ethical Technology Use" is posted at www.coronadousd.net				
Year 2 Benchmark (June 2014): • CUSD Professional Development Plan and Calendar for 2013-2014 are prepared. • The Professional Development Plan for "Ethical Technology Use" is posted at www.coronadousd.net • Pilot reviewed and adjustments to Professional Development Plan documented and implemented.				
Year 3 Benchmark (June 2015): • CUSD Professional Development Plan and Calendar for 2014-2015 are prepared. • The Professional Development Plan for "Ethical Technology Use" is posted at www.coronadousd.net • Pilot reviewed and adjustments to Professional Development Plan documented and implemented.				
Implementation				
Goal	**Implementation Plan**	**Time Frame**	**Staff Responsible**	**3k Monitoring and Evaluation Action**
4b4	Research and evaluate Digital Literacy and Citizenship Classroom Curriculum for purpose of scope and sequence development	2012-2013 School Year	Curriculum Director Technology Coordinator Site teacher leaders CHS TRT Staff	Scope and sequence reviewed and approved for use.
4b4	Select pilot teacher participation, trainers, budget resources.	2012-2013 School Year	Curriculum Director Technology Coordinator Site teacher leaders TRT Staff	Pilot teachers identified. Pilot Professional Development Plan submitted and approved.
4b4	Pilot teachers provided training in Digital Literacy and Citizenship Classroom Curriculum.	2013-2014 School Year	Curriculum Director Technology Coordinator Site teacher leaders TRT Staff	100% Pilot teachers trained. Collect sign in sheets.
4b4	Pilot teachers provided time for curriculum development and course organization/design to incorporate Digital Literacy and Citizenship Classroom Curriculum into courses	2013-2014 School Year	Curriculum Director Technology Coordinator Site teacher leaders TRT Staff	Course content and outline prepared for use. Posted on class websites.
4b4	Pilot recommendations reviewed. Technology and Information Literacy growth plan is designed.	2014-2015 School Year	Curriculum Director Technology Coordinator Site teacher leaders TRT Staff CUSD Tech Committee	Technology and Information Literacy growth plan submitted and approved.

4B 5 Professional Development: Provide Safe Internet Access

Goal 4b5 Provide Safe Internet Access: Support policies, procedures, guidelines, and educational programs for students, staff, and parents when using the Internet.				
Objective 4b5 By June 2015, the Professional Development Plan for "Provide Safe Internet Access" has been developed, piloted, evaluated and enhanced for expansion to additional CUSD staff.				
Year 1 Benchmark (June 2013): • CUSD Professional Development Plan and Calendar for 2012-2013 are prepared. • The Professional Development Plan for "Provide Safe Internet Access" is posted at www.coronadousd.net				
Year 2 Benchmark (June 2014): • CUSD Professional Development Plan and Calendar for 2013-2014 are prepared. • The Professional Development Plan for "Provide Safe Internet Access" is posted at www.coronadousd.net • Pilot reviewed and adjustments to Professional Development Plan documented and implemented.				
Year 3 Benchmark (June 2015): • CUSD Professional Development Plan and Calendar for 2014-2015 are prepared. • The Professional Development Plan for "Provide Safe Internet Access" is posted at www.coronadousd.net • Pilot reviewed and adjustments to Professional Development Plan documented and implemented.				
Implementation				
Goal	**Implementation Plan**	**Time Frame**	**Staff Responsible**	**3k Monitoring and Evaluation Action**
4b5	Research and evaluate SafetyNet at www.smartcyberchoices.org for purpose of scope and sequence development	2012-2013 School Year	Curriculum Director Technology Coordinator CUSD Tech Committee Site teacher leaders TRT Staff	Scope and sequence reviewed and approved for use.
4b5	Select pilot teacher participation, trainers, budget resources.	2012-2013 School Years	Curriculum Director Technology Coordinator CUSD Tech Committee Site teacher leaders TRT Staff	Pilot teachers identified. Pilot Professional Development Plan submitted and approved.
4b5	Pilot teachers provided training in SafetyNet.	2013-2015 School Years	Curriculum Director Technology Coordinator Site teacher leaders TRT Staff	100% Pilot teachers trained. Collect sign in sheets.
4b5	Pilot teachers provided time for curriculum development and course organization/design to incorporate SafetyNet into courses	2013-2015 School Years	Curriculum Director Technology Coordinator Site teacher leaders TRT Staff	Course content and outline prepared for use. Posted on class websites.
4b5	Pilot recommendations reviewed. Provide Safe Internet Access growth plan is designed.	2014-2015 School Year	Curriculum Director Technology Coordinator Site teacher leaders TRT Staff	Provide Safe Internet Access growth plan submitted and approved.

4B 6 Professional Development: Student Access through 1:1 Learning Initiative

Goal 4b6 Student Access through 1:1 Learning Initiative: Support student and staff access anytime, anywhere with personal learning devices and high speed Internet access.				
Objective 4b6 By June 2015, the Professional Development Plan for "Student Access through 1:1 Learning Initiative" has been developed, piloted, evaluated and enhanced for expansion to additional CUSD staff.				
Year 1 Benchmark (June 2013): • CUSD Professional Development Plan and Calendar for 2012-2013 are prepared. • The Professional Development Plan for "Student Access through 1:1 Learning Initiative" is posted at www.coronadousd.net				
Year 2 Benchmark (June 2014): • CUSD Professional Development Plan and Calendar for 2013-2014 are prepared. • The Professional Development Plan for "Student Access through 1:1 Learning Initiative" is posted at www.coronadousd.net • Pilot reviewed and adjustments to Professional Development Plan documented and implemented.				
Year 3 Benchmark (June 2015): • CUSD Professional Development Plan and Calendar for 2014-2015 are prepared. • The Professional Development Plan for "Student Access through 1:1 Learning Initiative" is posted at www.coronadousd.net • Pilot reviewed and adjustments to Professional Development Plan documented and implemented.				
Implementation				
Goal	**Implementation Plan**	**Time Frame**	**Staff Responsible**	**3k Monitoring and Evaluation Action**
4b6	Research and evaluate devices for use in classroom setting including laptops, netbooks, and tablets.	2012-2014 School Years	Site Administrators Curriculum Director Technology Coordinator	Devices selected. Specs for devices posted at www.coronadousd.net
4b6	Research Acceptable Use Policies from other school district for purpose of updating CUSD Acceptable Use Policy	2012-2013 School Year	Site Administrators Curriculum Director Technology Coordinator Site teacher leaders TRT Staff	Acceptable Use Policy updated and posted at www.coronadousd.net
4b6	Select pilot teacher participation, trainers, budget resources.	2012-2015 School Years	Site Administrators Curriculum Director Technology Coordinator Site teacher leaders TRT Staff	Pilot teachers identified. Pilot Professional Development Plan submitted and approved.
4b6	100% pilot teachers participate in Project Red training	2012-2015 School Years	Site Administrators Curriculum Director Technology Coordinator Site teacher leaders TRT Staff	Notes and resources collected and posted at www.coronadousd.net. Collect attendance sheets.
4b6	Pilot recommendations reviewed. Student Access through 1:1 Learning Initiative growth plan is designed.	2014-2015 School Year	Site Administrators Curriculum Director Technology Coordinator Site teacher leaders TRT Staff	Student Access through 1:1 Learning Initiative growth plan submitted and approved.

4B 7 Professional Development: Analyze Student Data to Improve Student Learning

Goal 4b7 Analyze Student Data to Improve Student Learning: Support student data analysis with the use of Synergy, MMARS, and MAP to improve programs that support academic achievement.

Objective 4b7 By June 2015, the Professional Development Plan for "Analyze Student Data to Improve Student Learning" has been developed, piloted, evaluated and enhanced for expansion to additional CUSD staff.

Year 1 Benchmark (June 2013):

- CUSD Professional Development Plan and Calendar for 2012-2013 are prepared.
- The Professional Development Plan for "Analyze Student Data to Improve Student Learning" is posted at www.coronadousd.net
- Training for all teachers in grade 3 and new teachers in MAP
- Training for all teachers in grades 3-9 on Compass Learning
- Train first cadre of teachers on use of MMARS (leadership teams)

Year 2 Benchmark (June 2014):

- CUSD Professional Development Plan and Calendar for 2013-2014 are prepared.
- The Professional Development Plan for "Analyze Student Data to Improve Student Learning" is posted at www.coronadousd.net
- Pilot reviewed and adjustments to Professional Development Plan documented and implemented.
- Training for all teachers in grades 11 and new teachers to MAP and Compass Learning
- Training for grades 3-8 and 11 on Smarter Balanced Assessment
- Train all teachers on MMARS

Year 3 Benchmark (June 2015):

- CUSD Professional Development Plan and Calendar for 2014-2015 are prepared.
- The Professional Development Plan for "Analyze Student Data to Improve Student Learning" is posted at www.coronadousd.net
- Pilot reviewed and adjustments to Professional Development Plan documented and implemented.
- Training for all teachers of grades 9-11 and new teachers to MAP and Compass Learning
- Training for all teachers of grades 3-8 and 9-11 on Smarter Balanced Assessment

Implementation

Goal	Implementation Plan	Time Frame	Staff Responsible	3k Monitoring and Evaluation Action
4b7	Select pilot teacher participation, trainers, budget resources.	2012-2013 School Year	Site Administrators Curriculum Director Technology Coordinator Site teacher leaders TRT Staff	Pilot teachers identified. Pilot Professional Development Plan submitted and approved.
4b7	Pilot teachers provided training in MAP, MMARS, and Smarter Balanced Assessment.	2012-2015 School Years	Site Administrators Curriculum Director Technology Coordinator Site teacher leaders TRT Staff	100% Pilot teachers trained. Collect sign in sheets.
4b7	Pilot teachers provided time for curriculum development and course organization/design to incorporate MAP, MMARS, and Smarter Balanced Assessment strategies into courses	2012-2015 School Years	Site Administrators Curriculum Director Technology Coordinator Site teacher leaders TRT Staff	Course content and outline prepared for use. Posted on class websites.
4b7	Pilot recommendations reviewed. Analyze Student Data to Improve Student Learning growth plan is designed.	2014-2015	Site Administrators Curriculum Director Technology Coordinator Site teacher leaders TRT Staff	Analyze Student Data to Improve Student Learning growth plan submitted and approved.

4B 8 Professional Development: Two-Way Home to School Communication

Goal 4b8 Two-Way Home to School Communication: Support electronic communication including video/web-streaming, website content, and use of mass notification system to promote Home to School Communication.				
Objective 4b8 By June 2015, the Professional Development Plan for "Two-Way Home to School Communication" has been developed, piloted, evaluated and enhanced for expansion to additional CUSD staff.				
Year 1 Benchmark (June 2013): • CUSD Professional Development Plan and Calendar for 2012-2013 are prepared. • The Professional Development Plan for "Two-Way Home to School Communication" is posted at www.coronadousd.net				
Year 2 Benchmark (June 2014): • CUSD Professional Development Plan and Calendar for 2013-2014 are prepared. • The Professional Development Plan for "Two-Way Home to School Communication" is posted at www.coronadousd.net • Pilot reviewed and adjustments to Professional Development Plan documented and implemented.				
Year 3 Benchmark (June 2015): • CUSD Professional Development Plan and Calendar for 2014-2015 are prepared. • The Professional Development Plan for "Two-Way Home to School Communication" is posted at www.coronadousd.net • Pilot reviewed and adjustments to Professional Development Plan documented and implemented.				
Implementation				
Goal	**Implementation Plan**	**Time Frame**	**Staff Responsible**	**3k Monitoring and Evaluation Action**
4b8	Select and purchase LMS Accounts	2012-2013 School Year	Technology Coordinator IT Clerk	Accounts purchased
4b8	Build CUSD LMS environment and create accounts	2012-2014 School Years	Technology Coordinator IT Clerk Network Supervisor Info. Systems Tech SDCOE Support	Accounts activated, logins distributed to users
4b8	Build CUSD Google Apps environment and create accounts	2012-2014 School Years	Technology Coordinator IT Clerk Network Supervisor Info. Systems Tech SDCOE Support	Accounts activated, logins distributed to users
4b8	Partnership with SDCOE for LMS and Google support and training	2012-2015 School Years	Curriculum Director Technology Coordinator Site teacher leaders CHS TRT Staff	Partnership developed, LMS and Google environment built and connected, PD dates provided
4b8	Inform Parents of LMS and Google	2012-2015 School Years	Technology Coordinator Curriculum Director Site Administration Site teacher leaders TRT Staff	Parent information distributed, account access codes distributed, Back to School and Parent Information events

4 D Benchmarks and Timeline for Professional Development and Description of Monitoring Process

The Benchmarks and Timeline for the Professional Development section are laid out above. Each chart describes goals, objectives and benchmarks for its section. Additionally target groups are defined, evaluation tools and data to be collected to determine attainment levels is specified, who is in charge and when the evaluation is performed is stated. Using the timeline section of each goal and objective, it is discernible as to what steps will be taken, by whom and when. The Superintendent, along with other designated district and site administrators will be responsible twice yearly to initiate the appropriate evaluation sequence for each goal and objective of this section of the plan. Data collection and assessment of objectives achieved will be shared with and overviewed by appropriate stakeholders. A “feedback loop” will used to decide if adjustments to the plan, goals, and/or timeline, need to be made.

5 INFRASTRUCTURE, HARDWARE, TECHNICAL SUPPORT AND SOFTWARE COMPONENT

5A Current Infrastructure to Support Curriculum and Professional Development

The District's current curriculum and professional development needs are supported by a robust, secure and reliable network infrastructure. Between May 2011 and August 2012, the following essential upgrades were completed by the District.

1. The Network Operations Center (NOC) at Coronado High School was upgraded with new enterprise equipment and software (see general diagram on the next page). This new "core upgrade" included features such as:
    a. New redundant core switches to interconnect essential NOC equipment (Cisco 6506)
    b. Redundant power and UPS protected equipment
    c. Network Management System (CiscoWorks)
    d. Network Device Access Control (Cisco ACS)
    e. Firewall and Secure Socket Layer (SSL) protection (ASA 5520)
    f. Filtered and virus-protected network services (Lightspeed and Sophos)
    g. Improved air conditioning and physical security.

2. School LANs were upgraded as follows:
    a. All MDF and IDF closets were cleaned, tailored and properly labeled
    b. Outdated cables were replaced (Cat 5 and 5e were replaced with Cat 6)
    c. Most switches were replaced with stackable, dual power, Power Over Ethernet (PoE)
    d. Single points of failure were identified and corrected

3. The Supporting "unified Communication" services were also replaced, including:
    a. Email was upgraded to Microsoft Exchange 2010
    b. The telephone system was transitioned from PBX systems to VoIP at all sites using Cisco Call Manager Enterprise
    c. The Voice Mail system was replaced with Cisco Unity
    d. Domain Controllers were either replaced or virtualized
    e. Active Directory was upgraded
4. File Servers were centralized, upgraded to Server 2008 and virtualized
    a. A centralized Backup system was installed and implemented (Backup Exec)

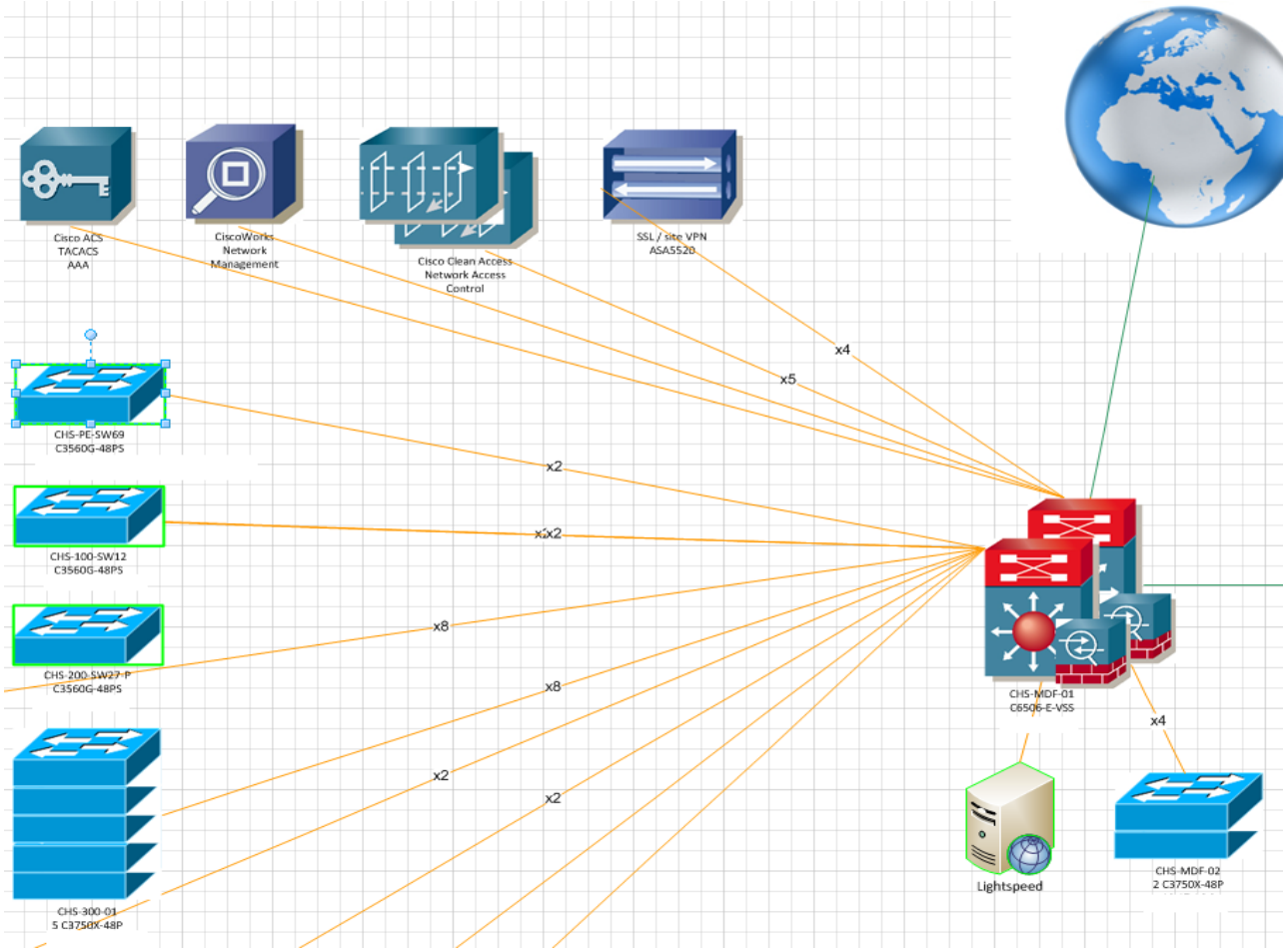
5. Internet Access was upgraded to 100mb with school and District bandwidth ranging from 100mb to 10 mb depending on need. The connection of three sites via District-owned fiber optic cable is currently underway.

6. Cloud services delivered from the San Diego County Department of Education (SDCOE) include a portal service for the following access:
    a. Student, Parent and Teacher Information System (Synergy)
    b. District, school and classroom websites (Ed-Line)
    c. Financial/Payroll Systems
    d. File storage (non-media)
    e. Google Doc and Mail
    f. Destination Learning and Math, Brain POP, My Skills Tutor, Aleks (Math), Accelerated Reader and Math, Discovery Streaming (Video), Glogster and Successnet

7. Wireless network services were improved by:
    a. Establishing an “Enterprise-Corporate” level wireless infrastructure standard with redundant wireless controllers, management software.
    b. Established a “wireless device” standard whereby new wireless appliances will be thoroughly tested before purchase
    c. Established different levels of Wireless network access control so “guests” could have different access than “staff” (example)
    d. Completed formal plans and cable upgrades as needed. This resulted in a multi-phase implementation plan where initial wireless was delivered and then increased, strengthened, and fine-tuned as need and demand peaks were stress tested in specific classroom environments.

8. Computer Labs (Mac and PC) were replaced and approximately 24 grant-funded mobile Netbook carts and netbooks were acquired to provide adequate access to students and staff. The District supports an aggressive and successful BYOD program.

Coronado Unified School District: Core Network General Diagram



Technical Support:

Technical support for this new network infrastructure is obtained from a combination of the following essential resources:

1. **Level One** support of our infrastructure is provided by District technical staff, which consists of 1 FTE Technology Coordinator, 1 FTE Network Supervisor, 1 FTE Network Support Technician and 1.5 FTE Computer Technicians. These employees perform day-to-day user and network service requests as submitted to the MyHelpDesk technology ticket system.

   Each school has a Technology Resource Teacher (TRT) who troubleshoots the immediate technical problems and works with staff to do long-range planning for upgrades. Teachers who are experiencing technical problems have immediate access to TRTs and most problems can be resolved within hours.

   Human Resources personnel provide Active Directory updates as staff changes occur.

   Also included in this Level One classification is the purchase and support of equipment and software through the use of annual "Maintenance Agreements."

2. **Level Two** support is outsourced to companies who provide technology specialists for specific systems where Microsoft, Cisco, Dell, Apple, etc. specialized credentials provide evidence of the experience and advanced training needed to support these systems for maintenance, break-fix and warranty repairs. Systems in this category include our Integrated Communication Systems (email, voice mail, phone system, domain controllers, Active Directory (network access), etc.)

   Level Two service is also activated for larger projects where additional staff is needed, such as the roll-out of large number of new computers, etc.

3. **Level Three** services are also outsourced to engineers with advanced skills and experience levels for the management of core network services, including wired and wireless services, network security, monitoring, upgrades, etc.

Professional Development:

Professional Development for Coronado USD technology staff has included basic classes in Server 2008, Microsoft Exchange email, and cable plant installation. Vendors have also provided introduction and Level One training as new systems were replaced, but an on-going need exists for the ongoing training and professional development for technology department staff. The overall philosophy of CUSD is "Teach us to Fish" where an intelligent balance of the talents of District staff and industry partners is maintained.

5B Infrastructure Needed to Support Curriculum and Professional Development

The continued and on-going demand for new technology instructional enhancements will continue to drive the need for a) increased access, b) greater security for students and system c) integrated systems and d) highly-skilled technology staff.

A few examples of currently planned technology advancements that will drive this demand include:

1. Increase focus on data analysis and Testing and Assessment with tools such as NWEA Map and Compass Learning, where multimedia must be delivered in a wireless environment. These increased assessments also include the individualized needs of special populations (Special Education, English Learners, etc.)
2. The adoption of Digital Textbooks for more and more classes
3. The development of a "virtual" school without classroom walls
4. More students bringing their own devices with latest-version operating system and applications
5. On-going communication and collaboration between home and school
6. An increase in web-hosted and cloud-based applications and software delivery
7. The pending roll-out of the new California assessment system which promises full multimedia involvement of the learner
8. Expansion of the television and visual arts programs within the District
9. Continued 1:1 expectations both at home and at school
10. Improved and integrated systems for Business Services (payroll, calendars, personnel systems, etc.)
11. Continued need and focus on security (facility access, security cameras, etc.)

Of critical importance is the overarching Coronado "standard of excellence" expectation within the District's surrounding community that demands that students be offered an outstanding educational experience. Technology resources are assumed to be a part of that expectation. To that end, the District network must "expand-on-demand" and this technology plan includes this expectation based on the availability of funding and long-term District goals.

Professional development for District technology staff must be built-in with every new technological advance. As time passes, the skills included in Level One support will become more and more advanced. Technology staff must be trained and appropriately compensated for accepting and actively seeking the responsibility and training needed for both the depth and breadth that will grow exponentially as technology increases.

5C - 5D- Infrastructure Benchmarks, Monitoring and Evaluation

All eight curriculum and professional development goals discussed thoroughly in Sections 3 and 4 of this plan require continued progress in providing all technology users with:

1. Increased access to technology
2. Greater security for students and systems
3. Seamless/integrated systems
4. Competent, service-centered technology staff .

The clear annual benchmarks, timeline and monitoring/evaluation plan is presented below for each of these four areas.

5C - 5D Benchmarks and Monitoring and Evaluation

Goal 5c1: Increased access to technology

Objective 5c1 By June 2015, students and staff will have ubiquitous access to District technology resources

Year 1 Benchmark (June 2013):

- Create a "Manufacturers End of Life" replacement schedule for all Network Core and end-user equipment. Replace items at EOF.
- Secure adequate Level One, Two and Three service and maintenance agreements with excellent providers
- New Authorized Use Policy (AUP) for Student Safety, Ethical Technology Use, 1:1, BYOD, virtual learning and on-line textbooks is developed and implemented
- Online registration materials and resources are available and online registration is piloted
- Online/hosted storage for hosting curriculum, LMS, assessment data and student files is analyzed
- Parent/home notification system is selected and implemented for a pilot population
- Wireless and wired access from every classroom and student-space is re-assessed using sophisticated technology tools and user surveys
- Community hot-spots are identified (Navy base, libraries, community centers, parks, etc.)

Year 2 Benchmark (June 2014):

- Replace EOF Core Equipment
- Continue service and maintenance agreements
- AUP is delivered and managed online
- Online registration is secure and expanded to all sites
- Online/hosted storage both hosted and on-site is planned, acquired and implanted as a pilot
- Parent/home notification system is modified as needed and expanded district-wide
- Wireless and wired access from every classroom is functioning at a transparent level of efficiency
- Community hot-spots are piloted for anytime-anywhere access to District learning resources

Year 3 Benchmark (June 2015):

- Replace EOF Core Equipment
- Continue service and maintenance agreements
- AUP infraction handling is managed and consistent
- Online registration includes all forms management
- Online storage is expanded, secure and easily accessed
- Parent/home notification system includes roll-out of additional features (forms, surveys, etc.)
- Wireless and wired access from every classroom is improved as needs change
- Community hot-spots are expanded

5D Monitoring and Evaluation

Goal	Activities	Time Frame	Staff Responsible	5d Monitoring and Evaluation Action
5c1	Identify end of life equipment via inventory process and procedures.	2012-2013 School Years	Technology Coordinator IT Clerk IT Staff	Current inventory available via Googledoc file
5c1	Interview and select tech support providers for leveled support	2013-2014 School Years	Technology Coordinator IT Clerk IT Staff	Provider selected, contract signed
5c1	AUP revised	2014-2015 School Years	Curriculum Director Technology Coordinator TRT Staff	Revised AUP posted www.coronadousd.net
5c1	Online registration product researched, selected, implemented	2012-2015 School Years	Curriculum Director Technology Coordinator Site Registrars Site staff leaders TRT Staff	Online registration website available for student registration
5c1	Online storage host product researched, selected, implemented	2012-2015 School Years	Technology Coordinator IT Clerk IT Staff	Online storage available for use and access link posted www.coronadousd.net
5c1	Wireless hotspots identified and mapped, growth needs identified	2012-2015	Superintendent Technology Coordinator IT Staff	Map available and growth needs charted

5 D Description of Monitoring Process

The Benchmarks and Timeline for the Infrastructure section are laid out above. Each chart describes goals, objectives, and benchmarks for its section. Additionally targets are defined, evaluation tools and data to be collected to determine attainment levels is specified, who is in charge when the evaluation in performed is stated. Using the timeline section of each goal and objective, it is discernible as to what steps will be taken, by whom, and when. The Technology Coordinator, along with other designated district and site administrators will be responsible at least twice yearly to initiate the appropriate evaluation sequence for each goal and objective of this section of the plan. Data collection and assessment of objectives achieved will be shared with and overviewed by appropriate stakeholders. A “feedback loop” will be used to decide if adjustments to the plan goals and/or timeline need to be made.

6 BUDGET COMPONENT

6A Established Funding Sources and Cost Savings

Existing and Potential Funding Sources

The table below indicates available revenue resources available for technology projects.

Funding Source	Established	Potential	Description
E-RATE	Yes	Yes	CUSD currently has an E-Rate Discount that can be used against telecommunication and Internet services.
EETT	Yes	Yes	Helps the district pay for technology related staff development.
Coronado Schools Foundation	Yes	Yes	CUSD schools have gained valuable hardware, software, and program support from contributions provided by CSF. Technology Resource Teachers and STEAM programs have been supported by CSF.
General Fund/Fund 40	Yes	Yes	Pays for the salaries of Technology Department and for hardware and software, including replacement hardware.
School Site Improvement Funds	Yes	Yes	Helps schools purchase hardware and software.
School Site PATT/PTO	Yes	Yes	Helps schools purchase hardware and software. Also supports printer toner and projector bulb replacement.
FF&E	Yes	Yes	Helps the district pay for staff development.
Title II Funds	Yes	Yes	Helps Silver Strand Elementary pay for hardware and software.
STEPS Grant	Yes	Yes	Helps pay for netbooks and educational software.

Between the 2007 and 2012 school years, funding to support the on-going maintenance and improvement goals for technology use have been included the following budget resources: General Fund, Coronado Schools Foundation grants, lottery funds, Title II funds, pass-thru funding, supplemental grant funds, state block grant funds, and SATT 21Grant (now STEPS Grant). School sites have further supported technology goals with School Improvement Funds, and parent/teacher organization fundraising events. The leadership of the superintendent, school site administrators, and school tech team members, and funding for staff development sessions during the regular school day provide in-kind support.

In the 2011-2012 school year we received approximately $62,339 in E-Rate related discounts. Whenever possible, we purchase equipment and licenses in volume which usually means a cost savings. Equipment is acquired using the pricing in purchasing consortiums such as the North County Bid list or through state contracts like California Multiple Awards Schedules (CMAS). When required by District policy or California state law, the District conducts a process of obtaining a minimum of three price quotes or opens up a bidding process.

The level of support from the general fund will continue in the future. The Coronado Schools Foundation as well as fundraising done by the parent-teacher organizations at each school site will also continue to support improvements. E-Rate applications are completed each year, however, funding for internal connections is not expected due to our high socio-economic status. In-kind services will support the leadership to implement the plan, staff development time to continue ongoing staff development opportunities, and guidance from the San Diego County Office of Education.

The District staff is on listserv email notification regarding grants and other monies as part of the process to look for new funding sources. Applications are made throughout the year for grants and corporate partnerships. The District was recently awarded the STEPS Grant to provide additional funding for netbooks and select learning software. This grant will span a three year time period, from the 2012-2013 through the 2014-2015 school years.

6 B Estimate of Implementation Costs

Budget	Year 1 2012-2013	Year 2 2013-2014	Year 3 2014-2015	Justification for Expense
Certificated Employees	$144,257	$146,820	$149,820	Salary FTE Technology Coordinator Salary Part Time CHS TRT (3 periods per day) Salary Part Time CMS TRT (3 periods per day)
Classified Employees	$210,953	$213,062	$215,193	Network Supervisor Network Support Technician Computer Technician – FTE Computer Technician – Part Time IT Clerk – Part Time Part Time Silver Strand TRT (15 hours/week) Part Time Village TRT (19.5 hours/week)
Employee Benefits	$33,170	$33,452	$33,782	Estimated 11% of the amount listed in budget for all employee benefits.
Hardware Upgrade/ Replacement	$191,000 $117,000 $90,000	$116,450 $117,000 $90,000	$5,000 $117,000 $90,000	Desktop Computer Replacement Netbook Replacement Projector Replacement
Hardware Maintenance	$1300 $10,000 $22,000 $9,950	$1300 $10,000 $22,000 $9,950	$1300 $10,000 $22,000 $9,950	iOS Device Repair Projector Bulb Replacements Computer repair parts and printer cartridges Support for repair and maintenance of routers, hubs, data lines, and electrical.
Software Licenses	$43,150	$43,150	$43,150	Annual licenses and one time purchases of software such as Microsoft Office, BrainPop, Digital Content Portal and others.
Application Support (Synergy/FIS)	$57,000	$57,000	$57,000	Support from San Diego County Office of Education for Synergy Student Information System and FIS System.
Server Infrastructure Equipment	*$28,960*	*$28,960*	*$28,960*	Maintain and repair infrastructure equipment
Website Management	*$20,000*	*$20,000*	*$20,000*	Annual license for Website management, hosting, and LMS license.
Staff Development	$15,000	$15,000	$15,000	Staff development for IT Department personnel and CUSD staff for use of various software programs.
Fiber Optic Maintenance	*$15,320*	*$15,320*	*$15,320*	Maintenance of fiber optic lines
VOIP Maintenance	*$13,530*	*$13,530*	*$13,530*	Maintenance of VoIP phone systems.
Extron & Wiring Maintenance	$30,000	$30,000	$30,000	Contracts with various maintenance support, such as Datel Systems, for repair of Extron and installation of replacement technologies.
New Technologies	$90,000	$90,000	$90,000	Additional technologies, such as tablet devices and software systems.

A district wide budget committee is convened each spring to analyze the Strategic Plan's projected expenses, consider all ongoing operational expenses, and understand the projections on the state budget. A proposed new budget plan is presented to the Board of Education each June for approval. This is a dynamic process which is thoroughly conducted with stakeholders' involvement of staff and community members. Budgets for each ensuing year will be prepared in this manner.

6 C Replacement Policy

The curriculum and professional development components of the plan will increase the use of computers and the Internet. Computers must be upgraded or replaced every four years in order to have enough memory and speed to access information in a timely manner.

Budgeted costs for Desktop Replacement and Netbook Replacement are included in the chart in Section 6B, Hardware Upgrade/Replacement.

6 D Monitoring Process

The superintendent is responsible for recommending and monitoring the funding and budget decisions. Specific tasks include: developing a proposed budget during the district budget planning cycle each year (February to May) and monthly monitoring of expenditures. The technology staff and each school site technology committee are responsible to provide input into the budget plan for the District expenditures as well as each school's site budget plan. Additionally, the school site technology staff maintains an updated inventory of hardware and software along with a schedule for upgrades and replacements.

7 MONITORING AND EVALUATION COMPONENT

7 A Impact on Student Learning

Each goal and objective has a monitoring and evaluation component listed. School site technology teams and the District Technology Team, under the guidance of the school principals and superintendent, have defined tasks. Progress reports from schools will be given each time the District Technology Committee convenes, approximately every six weeks.

Strategies to evaluate student learning will focus on the review of student work products. School teams will be responsible for maintaining a portfolio of examples of student writing, research reports, presentation reports and student academic progress. Maintenance of current achievement levels at all school levels is the expectation for students in Coronado. At this time students are demonstrating strong academic skills which are reflected in external testing results.

7 B Evaluation Schedule

The timelines for the evaluation of the goals and objectives are stated on the charts in each section. The timelines for the curriculum component goals are stated in sections 3 D through 3 H. The timelines for the professional development component are in sections 4 B through D. The timelines for the infrastructure, hardware, technical support, and software component are in sections 5 C and D.

Additionally, the plan will be evaluated annually when results of external testing programs such as the CST assessments are available. Principals and teachers will analyze student test scores and the amount of technology integration occurring to determine what improvements were related to the technology plan goals and objectives.

7 C Report of Monitoring and Evaluation

The District Technology Committee will prepare the annual report to the District Strategic Plan Steering Committee. The report will include progress toward meeting the goals and objectives of the District Technology Plan, update on school level technology plans, and recommendations for revisions to the District Technology Plan. The Steering Committee will recommend new action plans to continue the District goals. Recommendations will be shared with stakeholders to determine appropriate action.

Two formal reports, presented by the superintendent, will be made to keep the Board of Education informed of progress in meeting the goals and objectives. Additionally, the Board will receive an annual update on the District Strategic Plan with recommendations for revised goals and objectives in curriculum and technology. Reports will be disseminated to stakeholders.

8 COLLABORATION WITH ADULT LITERACY PROVIDERS

8A Developing the Program of Collaboration

Coronado Unified School District has a comprehensive Adult Education Program and Regional Occupational Program (ROP) that offer a wide variety of classes to all community members. Current ROP courses include: Computerized Accounting, Computer Applications, Computer Web Design/Publications, Multi-Media Productions, Computer Graphic Design and Video Productions. Adult Education courses include: PC basics, Email Communication, EXCEL, File Management, and Introduction to Word. Classes are offered during the day, evening hours, and Saturdays using the computer labs on the campuses of Coronado Middle School and Coronado High School.

Adult education and ROP representatives are on the District Strategic Plan Steering Committee as well as the District Technology Committee. Teachers in the program provide inservice for staff members to improve their technology use skills. All program computers are on the WAN and the LAN at the local school sites. The program receives the same technological support as other District programs.

Coronado Public Library is located across the street from Coronado High School and is often used by students after school and on weekends to do research work. The library staff and the District administration discuss such issues as Internet filtering and E-Rate application procedures. Our District webpage has a link to the Coronado Public Library webpage for easy access to information on the library.

The Coronado High School Technology Committee includes the Director of Adult Education/ROP and teachers from both programs. They work with other high school staff members to plan technology improvements.

9 EFFECTIVE, RESEARCH-BASED METHODS AND STRATEGIES

9A Effective Technology Strategies and Methods for Student Learning, Teaching, and Management

The CUSD Technology Plan includes curriculum, professional development, and infrastructure decisions that are supported by research-based studies. Each section below identifies the significant decisions that were made for each area and identifies at least one example of related, relevant, and timely research to support those decisions.

Goal 4b1: Digital Textbook Initiative: (SPG 1.5)

Support core curriculum content with utilization and development of web based textbooks offered in real time, hyperlinked, student centric, and personalized.

"*To achieve this change, a school system must go through major processes. It requires setting new educational objectives, preparing new curricula, developing digital instructional material aligned with learning standards, designing a new teaching and learning environment, training teachers, creating a school climate that is conducive to educational technology, and so on. Innovative approaches in learning science, technology, and assessment, combined with professional development for teachers, can provide a foundation for new and better ways to enhance students' knowledge and skills."*
Rosen, Y., & Beck-Hill, D. (2012). Intertwining digital content and a one-to-one laptop environment in teaching and learning: Lessons from the time to know program. Journal of Research on Technology in Education, 44, 225-241.

Goal 4b2: Technology Curriculum and Course Development: (SPG 1.4)

Support educational technology integration and personalized education plans with development and use of online course content to provide a variety of curricular options.

The Consortium for School Networking points out that, "the allure of engrossing digital tools, entertaining experiences and social networking communities outside of school is making it increasingly difficult for educators to motivate and engage a large majority of students in academic learning with traditional pedagogy. Schools must create learning environments that are as engaging and relevant as the ones that students gravitate to outside of school."
CoSN website. Empowering the 21st Century Superintendent.
http://www.superintendentempower.org/transformpedagogy/index.html

"As online learning becomes an increasingly important part of our education system, we need to provide online and blended learning experiences that are more participatory and personalized and that embody best practices for engaging all students. This creates both the need and opportunity for educators who are skilled in instructional design and knowledgeable about emerging technologies."
U.S. Department of Education, Office of Educational Technology (2010). Transforming American Education: Learning Powered by Technology. Executive Summary.
http://www.ed.gov/technology/netp-2010

Goal 4b3: Technology and Information Literacy:

Support 21st Century research and critical thinking skills by integrating the Partnership for 21st Century Skills (P21) into classroom curriculum.

"Technology can have the greatest impact when integrated into the curriculum to achieve clear, measurable educational objectives. States, districts, and schools must ensure technology use is aligned with standards, educational objectives, curriculum and assessment. As the standards, educational objectives, curriculum and assessment evolve technology use must be modified to support these goals."
The CEO Forum on Education and Technology, "The CEO Forum School Technology and Readiness Report," June 2001, retrieved on 4/7/09 from http://www.ceoforum.org/downloads/report4.pdf.

Goal 4b4: Ethical Technology Use:

Support ethical and responsible use of technology district wide.

"*Every person in the school community has a role in keeping the Internet safe and secure. Creating a cybersecurity awareness campaign will make everyone conscious of the part they play."*

Taken from Studies from the National Cyber Security Alliance and Others from StaySafeOnline.org.

Goal 4b5: Provide Safe Internet Access:

Support policies, procedures, guidelines, and educational programs for students, staff, and parents when using the Internet.

"Primary and secondary school agencies are charged with providing a safe and secure learning environment for students, and (in the U.S. at least) that includes filtering inappropriate content. Typically, campus networks have been successful in that area. But in a BYOD environment, personally owned devices may also have access to personally selected network providers, such as the 3G or 4G services that were purchased along with the device. Schools should include strong policy statements in the district AUP that requires everyone on campus to access only the school network as a condition to participate in the BYOD environment.
Furthermore, developing a formal BYOD policy is critical from a network access control (NAC) perspective, since personally owned devices present risks to network security and stability."
BYOD in Education by Design, Not Default. Published: 3 May 2012 Analyst(s): Bill Rust

Goal 4b6: Student Access through 1:1 Learning Intiative: (SPG 1.5, 1.7)

Support student and staff access anytime, anywhere with personal learning devices (PLD) and high speed Internet.

"Education technology can help equalize opportunity for all students, regardless of race, ethnicity, gender, geographic location and economic status. Conversely, the absence of technology resources limits the possibilities for education and may perpetuate and even solidify economic disparities, class advantage and racial bias."
The CEO Forum on Education and Technology, "The CEO Forum School Technology and Readiness Report", June 2001, retrieved on 4/7/09 from
http://www.ceoforum.org/downloads/report4.pdf

Goal 4b7: Analyze Student Data to Improve Student Learning: (SPG 5.1)

Support student data analysis with the user of Synergy, MMARS, and MAP to improve programs that support academic achievement..

"Assessment and learning happen everywhere for students and schools need to become better at recognizing and accommodating learning in every aspect of life. Digital technologies offer the possibility of much less intrusive measurement of learning and progress, as well as greater personalization and information to the student and teacher. Assessments should be balanced to allow students to demonstrate mastery of fundamental core (standardized subject) skills and establish proficiency in various 21st century skills. Students should be evaluated on their ability to produce original and creative work using a multitude of tools, including social networking, and these student-driven products should be evaluated based on quality not just quantity."
State Superintendent of Public Instruction Education Technology Task Force, August 2012, http://www.cde.ca.gov/eo/in/documents/efftmemo.pdf

Goal 4b8: Two-Way Home to School Communication: (SPG 3.2)

Support electronic communication including video/web-streaming, website content, and use of mass notification system to promote Home to School Communication.

"Technology should be leveraged to provide access to more learning resources than are available in classrooms and connections to a wider set of "educators," including teachers, parents, experts, and mentors outside the classroom. It also should be used to enable 24/7 and lifelong learning."
U.S. Department of Education, Office of Educational Technology (2010). Transforming American Education: Learning Powered by Technology. Executive Summary.
http://www.ed.gov/technology/netp-2010

9 B Technology to Deliver Rigorous Curriculum

9b. Rigorous Curriculum, Innovative Delivery, and Distance Learning

Members of the CUSD Technology Committee and other key stakeholders will be asked to read a 30-page research study, prepared by the Partnership for 21st Century Skills. This report, *21st Century Learning Environments*, is a collection of current and relevant research retrieved from http://www.p21.org/storage/documents/le_white_paper-1.pdf on November 21, 2012. This report will help CUSD keep a powerful focus on future goals while implementing the current technology plan. Just consider the potential that CUSD will realize when the current plan is fully implemented:

- In 2015, when this current plan is fully implemented, the necessary bandwidth and infrastructure will be available to enable distance learning and rich partnerships with other learning institutions.
- By 2015, perhaps a sick day for a student in Coronado Unified Schools will simply mean a different instructional access model, with students and teachers working and collaborating from home. See Carter, Dennis. (2009), Podcast Trumps Lecture, *eSchool News* retrieved on November 21, 2012 from http://www.eschoolnews.com/2009/03/06/podcast-trumps-lecture-in-one-college-study and McKinney, Dani. (2009), Podcast Trumps Lecture retrieved on November 21, 2012 from http://www.fredonia.edu/department/psychology/pdf/cae1263.pdf
- In three years, high school students will be able to choose from a variety of courses in online and blended learning environments, catering to both their individual interests as well as flexibility of time of day.
- When this current plan is fully implemented, it will have built a foundation to establish collaboration between individual schools within the district, as well as between the district and partnering districts.
- In 2015, CUSD students will have greater access to mobile learning devices to achieve 1:1 learning environments.
- When fully implemented, this plan will find students with 24/7 access to learning software and resources.
- Perhaps the new 2015 Technology Plan will build a richer, more collaborative classroom learning environment than what we know today. The sample design on page 8 of the *21st Century Learning Environments* shows an excellent example of what could be designed to provide collaboration spaces, technology stations, and ideal project-based learning support.

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CORONADO UNIFIED SCHOOL DISTRICT

CUSD STRATEGIC PLAN

APPENDIX A

Learning Action Plan for Board Goal #1

Board Goal: Discern the unique characteristics & learning traits of 21st century students and implement plans to educate students employing best practices with emphasis on using online instructional techniques and digital tools.
Strategy: We will integrate critical thinking, problem solving, and collaboration in preparation of 21st Century Learners by defining and implementing an integrated education technology system for all students.

Goal/Step	Action Steps	Who's Responsible	Who's Involved	Resources ($, People, Time)	Timeline	Evidence of Implementation
1.1	Create a new three year technology plan that provides 21st century learning through virtual use of technology.	Superintendent	Superintendents Principals Network Supervisor Site Tech Teams SDCOE staff	Staff time No extra cost	June 2012	Three year plan creates building steps in "pyramid" so that one module depends upon another for initial implementation; site plans reflect district tech plan.
1.2	Maintain the Students Achieving Through Technology in the 21st Century (SATT-21) Grant implementation.	Superintendent Director of Curriculum and Learning (L&I)	Superintendent Director of L&I Principals Site Faculty/Staff IT Staff (TRTs)	Staff Time Grant funding for professional development, hardware, and software	2009-2013	Ongoing assessments as required by grant; site SATT 21 grant implementation plans. Carryover funding will push partial implementation into 2013.
1.3	Develop a STEAM (science, technology, engineering, arts, and mathematics) course of study for all K-12 students.	Superintendent Director of L&I STEAM Vertical Team CSF	Superintendent Director of L&I Principals Site Faculty/Staff CSF	CSF Funding for courses, Professional Development, Extra-curricular clubs, materials	2012 ongoing	STEAM courses and pathways defined for all sites; STEAM 3-year implementation plan
1.4	Offer more CHS students learning opportunities by lengthening school hours, increasing course offerings, and supporting online learning at Palm Academy.	Director of L&I CHS Principal Palm Academy Principal	Director of L&I CHS Administrators Palm Academy Principal Faculty/Staff	Credit recovery, unit recovery and online learning courses	2012-13 ongoing	CHS/Palm Master Schedule; Multiple Pathways Flowchart; Expanded course offerings at Palm Academy; Student transcripts; Palm and CHS Strategic Plans

Goal/Step	Action Steps	Who's Responsible	Who's Involved	Resources ($, People, Time)	Timeline	Evidence of Implementation
1.5	Improve one to one (1:1) student computing by introducing digital textbooks in high school science courses.	Superintendent Director of L&I	Superintendent Director of L&I CHS Administrators CHS Science faculty	Purchase of personal computing devices to access online text; staff time to develop online CA standards-based course text/resources; professional development	2012-13 ongoing	Students in some CHS science courses use online textbooks during class and have access to online content at home via BYOT (Bring Your Own Tech) philosophy.
1.6	Emphasize an environment of student-centered thinking whereby the student believes he/she is personally in charge of his/her education and therefore motivated to be responsible for the outcomes of learning.	Superintendent Director of L&I	Superintendent Administrators Faculty Students	Staff time; professional development; consistent formative assessments in core areas; development of Personalized Education Plan (PEP)	2011-12 school year (benchmark) ongoing	Every student has a PEP as part of their permanent record; PEP used in goal-setting conferences with students; PEP used at parent-teacher conferences; PEP evidence in site plans; utilize frequently measured outcomes.
1.7	Create a charter school that develops the PEP philosophy, uses online/hybrid learning, emphasizes enrichment and remediation, and sharpens the focus on STEAM. This allows the charter to develop these elements to a higher degree than is currently being seen in other CUSD schools.	Superintendent Director of L&I	Superintendent Administrators Faculty Principals Students Board	Staff time; new staffing needs; MOU agreements with charter/district	2012-13 ongoing	Charter application approval; school in operation Fall 2013; 50 students enrolled

Fiscal Action Plan for Board Goal #2

Board Goal: Communicate the District's fiscal prudence and stress the need for additional significant financial support in order to sustain and expand student success.

Strategy: We will demonstrate operational efficiencies, ensure learning drives the budget, and actively pursue new funding by communicating the impact that each dollar makes on the whole child.

Goal/Step	Action Steps	Who's Responsible	Who's Involved	Resources ($, People, Time)	Timeline	Evidence of Implementation
2.1	Continue work on building "dashboard" access to data retrieval for improved decision-making to target academic, financial, and personnel resources.	Superintendent Asst. Supt. of Business Services	Superintendent Asst. Supt. of Business Services Business Services staff	Staff time; professional development SDCOE staff assistance	2012 ongoing	Dashboards used first by CUSD business staff, administrators, teachers, Governing Board, and then finally the public.
2.2	Request renewal of the Students Achieving Through Technology in the 21st Century (SATT 21) grant from the Department of Defense Education Activity (DoDEA); renewal of this $1.25 million grant would continue the 1:1 trend and encourage individualized learning for all students.	Superintendent Director of L&I	Superintendent Director of L&I Principals Site Faculty/Staff IT Staff (TRTs)	Staff Time Grant funding for professional development, hardware, and software	2009-2013	Ongoing assessment as required by grant; SATT 21 embedded into site implementation plans

Communication Action Plan for Board Goal #3

Board Goal: Improve the content and frequency of communications with and among shareholders by using written, digital, and face to face methods.
Strategy: We will reach consensus on effective school and community communication tools to access information, increase understanding, and improve relationships.

Goal/Step	Action Steps	Who's Responsible	Who's Involved	Resources ($, People, Time)	Timeline	Evidence of Implementation
3.1	Implement methods of feedback that best achieve the strategy.	Superintendent District Administrators	Superintendent District Administrators Faculty Parents Students	Staff time	2012 ongoing	Digital and physical evidence that communication is consistently and clearly posted on District website, Coronado Communiqué (newsletters), email/phone blasts, digital surveys, community forums, community or group calendars Investigate and implement social networking methods such as Facebook and Twitter
3.2	Inform shareholders of communication methods and how to view or create these methods via trainings	Superintendent District Administrators	Superintendent District Administrators Faculty Parents Students	Staff time	2012 ongoing	Professional development times/days for staff; Parent and student trainings or forums
3.3	Assess the communication methods using multiple measures	Superintendent District Administrators	Superintendent District Administrators Faculty Parents Students	Staff time to review assessments on an ongoing basis	End of each year and ongoing as needed	Survey data Qualitative data Shareholder feedback

Character Education Action Plan for Board Goal #4

Board Goal: Promote character education community-wide and encourage all shareholders to model the Six Pillars of Character.
Strategy: We will provide a safe and healthy school climate that celebrates the worth and strengths of each person.

Goal/Step	Action Steps	Who's Responsible	Who's Involved	Resources ($, People, Time)	Timeline	Evidence of Implementation
4.1	Character Education will be delivered to K-6 through specific lessons via integrated instruction or approved curriculum.	Director of L&I Principals	Director of L&I Principals Site Counselors Military Family Life Counselors (MFLCs) CUSD Faculty and Staff	Staff time to develop lessons and collaborate with colleagues	2012 ongoing	Student work samples as evidence of character education lessons; fewer behavior referrals; qualitative data reports from sites; Character Counts assemblies; Character Counts posted throughout campuses embedded into site implementation plans
4.2	Character Education in grades 7-12 will also be delivered through actual life experiences via Project Based Learning or community service.	Director of L&I Principals	Director of L&I Principals Site Counselors Military Family Life Counselors (MFLCs) CUSD Faculty and Staff Student Organizations	Staff time to develop lessons, collaborate with colleagues, and network with community-based resources	2012 Ongoing	Student work samples as evidence of character education projects; examples of student projects and experiences posted on website and promoted on CHS and CMS campuses (i.e., broadcasts, announcements, website, etc.) fewer behavior referrals; qualitative data reports from sites; embedded into site implementation plans
4.3	Continue to assess the effectiveness of character education via site based reports and surveys.	Director of L&I Principals	Director of L&I Principals Counselors CUSD Faculty and Staff Students	Staff time to develop site assessment	2012 ongoing	Qualitative and quantitative data from each site; Board report during 2011-12 school year; results communicated to shareholders; embedded into site implementation plans

Assessment Action Plan for Board Goal #5

Board Goal: Encourage a culture where all shareholders seek the highest level of performance and develop assessments that evaluate progress toward this goal.

Strategy: We will design a comprehensive plan to continuously monitor and evaluate student and staff performance using multiple forms of assessment.

Goal/Step	Action Steps	Who's Responsible	Who's Involved	Resources ($, People, Time)	Timeline	Evidence of Implementation
5.1	Implement district-wide the instructional process called Response to Intervention (RtI).	Assistant Superintendent of Student Services Director of L&I	Assistant Superintendent of Student Services Director of L&I CUSD Administrators CUSD Intervention Team CUSD Faculty and Staff	Staff time to develop CUSD Intervention Team; release and planning time for Team; Professional development for all CUSD staff	2011-13 school years (benchmark)	Response to Intervention (RtI) organizational structure and plan communicated to all CUSD staff; Student Study Teams revised; Site RtI structure and plans embedded into site strategic plans; students receive appropriate tier interventions; improved student performance
5.2	Implement a system for sharing exemplary classroom best practices by setting criteria for best practices, establishing peer-sharing opportunities, and evaluating the impact of this practice.	Superintendent Director of L&I CUSD Administrators	Superintendent Director of L&I CUSD Administrators CUSD Faculty and Staff Vertical Teams	Staff time for horizontal and vertical teaming and collaboration; professional learning communities; Planning time for District Professional Development Days	2012 ongoing	Vertical Teams structure for all curricular areas, including Intervention and Technology to include release time for teams at least 3x/year; teacher evaluations; Common Core training
5.3	Elevate the importance of professional learning communities (PLC) as a best practice.	Superintendent Director of L&I CUSD Administrators	Superintendent Director of L&I CUSD Administrators CUSD Faculty and Staff	Staff time professional learning communities	2012 ongoing	PLC structure in place at all sites for faculty in all departments and grade levels, including intervention. PLC philosophy and expectations posted on District website. Common Core discussions should be prominent throughout these meetings.

Goal/Step	Action Steps	Who's Responsible	Who's Involved	Resources ($, People, Time)	Timeline	Evidence of Implementation
5.4	Create a new form of evaluation for all certificated staff , including administrators, that is designed to promote effectiveness, with multiple measures of assessment using input from all shareholders.	Superintendent Director of Human Resources	Superintendent Director of Human Resources Director of L&I CUSD Administrators Association of Coronado Teachers (ACT) Leadership CUSD Faculty	Staff time to develop evaluation instrument(s); Professional development for all CUSD faculty	2011-2013 ongoing	New evaluation instrument is approved by ACT and the Governing Board. New evaluation instrument is used as a process for continuous growth for all CUSD faculty and administrators.
5.5	Create a new form of evaluation for all classified staff as their job performance relates to student achievement. Develop criteria for assessing the impact on student achievement as it pertains to the idea of customer service philosophy from companies such as Nordstrom.	Superintendent Director of Human Resources	Superintendent Director of Human Resources CUSD Administrators CSEA Leadership CUSD Classified Staff	Staff time to develop evaluation instrument(s); Professional development for all CUSD classified staff	2011-2013 ongoing	New evaluation instrument is approved by CSEA and the Governing Board. New evaluation instrument is used as a process for continuous growth for all CUSD classified staff
5.6	Provide continuous formative assessments (i.e. Northwest Evaluation Association – Measures of Academic Progress) for all students that provide a high level of data to teachers and principals in order to inform instruction.	Director of L&I Principals	Director of L&I Principals CUSD Faculty and Staff IT and Business Services Departments Parents Students	Funding from SATT 21 Grant and CUSD; Staff time to coordinate MAP testing protocols and review data; IT department resources to ensure proper infrastructure for computer-based assessments; Business Services department as data link to NWEA; student-teacher-parent conference time	2012 ongoing	All students assessed using MAP 3x/year in ELA and Math. Teachers, students, and parents use data to set goals. MAP data used as multiple measure of CUSD student achievement.

List of Accomplishments from Past Strategic Plans

1. Identified members of the Department; include TRT positions by list of member responsibilities
2. Set roles and responsibilities for members by creating an organizational chart and revised annually. Completed December 2008
3. Develop plan for expanding department as needed and as financially able. Completed 2008
4. Defined state and national technology standards (2007) that are essential to Coronado Unified School District including collecting a wide variety of tech standards.
5. Established roles and responsibilities (2006) for Technology Resource Teachers (TRTs) for implementing staff development plans at each site; time expanded at CMS and CHS by CSF funding.
6. The GREAT Committee was formed (2007) and much information was obtained on ways to increase revenue. The recommendation from the Committee was that the only solution was to bring a Parcel Tax Election to the voters for an amount to be determined. To begin the process, the Committee recommended that an expert be hired to conduct a survey of the community as to the likelihood of a Parcel Tax being assessed by the electorate.
7. A professional survey was conducted in 2009 by Brad Senden of The Center for Community Opinion in San Ramon, CA. The results showed a Parcel Tax election would be poorly received by the voters with less than 40% favoring even a small amount of tax being assessed. Since the state requires a 66% approval of the voters, the Board decided to not pursue a Parcel Tax at this time.
8. The Board passed a resolution in 2010 favoring a state proposition to lower the approval rate needed to pass a Parcel Tax to 55%.
9. Special groups of shareholders were either created or continued including the following: Budget, Superintendent Teacher Advisory (STAC), Parent Leadership (P/CSF), Facilities, GREAT, City Leaders, Strategic Planning Teams for Site and District, Special Ed Parent Advisory (SEPAC), Community organizations, School Site organizations, Local Partnership Council (Navy/School), SC21 (Technology), Traffic Advisory, Board Workshops once a month.
10. Communication methods were analyzed and current opportunities used for dialogue that are effective were continued. Those that were not effective were ended or combined for more efficient effectiveness. A list of individuals who will provide the messages was developed. Options to increase parent/teacher conferences at the elementary level to 2x per year were evaluated and found to be not necessary.
11. Surveyed parent community on availability of electronic communication; Determined non-electronic alternatives; Analyzed webpage content and usage; Selected community websites with whom to align the District webpage; Publicized simple web address; Provided Board Meeting Agendas electronically on District website.
12. Completed articles in Eagle Journal for several months on financial crisis, 21st Century Learning goals, and aquatic facility plan clarification.

2010-2011 Accomplishments

1. Virtualized services such as cloud computing by contracting with the San Diego County Office of Education for data storage or warehousing. This service included migration of data, onsite/offsite backup, and retrieval.
2. Supported a resolution favoring a state proposition to lower the approval rate needed to pass a Parcel Tax to 55%.
3. Established multiple opportunities for more open dialogue with all shareholders in the community
4. Promote electronic communication and provide non-electronic alternative
5. Offered more written information to the community
6. Called for an Education Summit in Coronado to begin with the District Strategic Planning session in January and February 2011.
7. Encouraged district-wide collaboration by creating four days of professional development for all district staff in 11-12.
8. Character Education promoted community-wide by Board resolution, City Council Resolution, endorsement by parent organizations, CSF, and various community groups such as Chamber of Commerce, Rotary Club, Optimist Club, etc.
9. Implemented the NWEA MAP formative assessments and made plans for continuing that implementation in 11-12.
10. Improved the performance of SATT 21 implementation and increased the number of digital devices. Made application to DODEA for continuation of SATT 21 grant.
11. Created three days of professional development in 11-12 (Board approved in June) and began making plans to implement.
12. All strategic plans were performed and the planning process was realigned.

2011-2012 Accomplishments

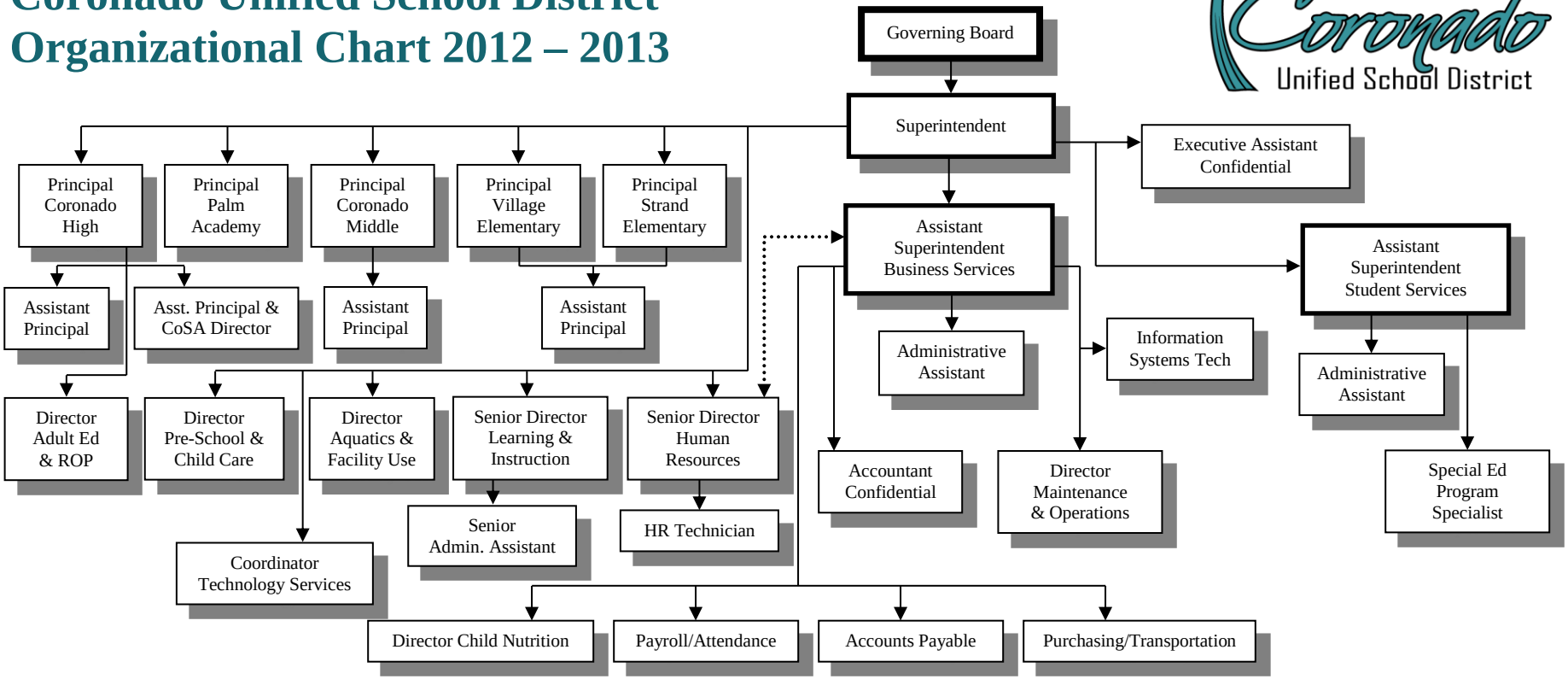
1. Strengthened virtualized services for data storage including data migration, onsite/offsite backup, and retrieval.
2. Repaired and improved network infrastructure; moved Exchange 2003 services to virtual servers and upgraded to Exchange 2010
3. Supported a resolution favoring a state proposition to lower the approval rate needed to pass a Parcel Tax to 55%.
4. Established multiple opportunities for more open dialogue with all shareholders in the community, including an Educational forum and a Calendar Forum
5. Began the District Strategic Planning session in November 2011 to allow all other sites/departments to follow Board goals.
6. Encouraged district-wide collaboration by creating three days of professional development for all district staff
7. Character Education promoted community-wide by Board resolution, City Council Resolution, endorsement by parent organizations, CSF, and various community groups such as Chamber of Commerce, Rotary Club, Optimist Club, etc.
8. Implemented the NWEA MAP formative assessments to another 800 students bringing the total student count to over 1200
9. Implemented *Write On!*, a formative and summative District writing assessment for K-5
10. Conduct a needs assessment with Strategic Plan participants in November 2011 to determine the specific ways to communicate with groups.
11. Determined which communication forms work best for different groups.
12. Began to implement methods of feedback that best achieve the strategy of reaching consensus on effective school and community communication tools to access information, increase understanding, and improve relationships.
13. Developed a stronger relationship with Coronado SAFE using the Six Pillars of Character as the foundation for all learning
14. Began to implement instructional process called Response to Intervention (RtI)
15. Implemented Vertical Team structure in all school sites for sharing exemplary classroom best practices
16. Elevated the importance of professional learning communities (PLC) as a best practice to all staff

CORONADO UNIFIED SCHOOL DISTRICT

CUSD EDUCATIONAL TECHNOLOGY ORGANIZATIONAL CHART

APPENDIX B

Coronado Unified School District
Organizational Chart 2012 – 2013



Superintendent (CEO)..... Dr. Jeffrey Felix
Asst. Superintendent Business Services (CBO)..... Ms. Randie Allen
Asst. Superintendent Student Services (CSSO)..... Mr. Richard Erhard
Principal High School..... Mr. Karl Mueller
Principal Palm Academy..... Mr. Kevin Nicolls
Principal Middle School ..... Dr. Jay Marquand
Principal Strand Elementary ..... Mr. Bill Cass
Principal Village Elementary..... Mrs. Whitney DeSantis
Assistant Principal High School ..... Mrs. Jenny Moore
Asst. Principal CHS & CoSA Director ..... Mr. Shane Schmeichel
Assistant Principal Middle School..... Ms. Karin Mellina
Assistant Principal Elementary Schools..... Mr. Tom Bevilacqua
Senior Director of Learning & Instruction..... Mrs. Claudia Gallant
Senior Director of Human Resources ..... Mrs. Rebekah Barakos-Cartwright
Director of Pre-School & Child Care..... Mrs. Kathy Mathis (interim)
Director of Aquatic & Facility Use..... Mrs. Carrie Fisher-Fernan

Director of Child Nutrition Services..... Mrs. Trieste Chiquete
Director of Adult Education/ROP ..... OPEN
Special Education Program Specialist..... OPEN
Executive Assistant Confidential (CEO)..... Ms. Maria Johnson
Senior Administrative Assistant (C&I) ..... Mrs. Debbie Rodgers
Administrative Assistant (CBO)..... Mrs. Susan Dorin
Administrative Assistant (CSSO)..... Ms. Megan Adams
Coordinator of Technology Services ..... Mrs. Ramona Loiselle
Director of Maintenance & Operations ..... Mr. Jim Mazurkiewicz
Accountant Confidential..... Ms. Angelica Paredes
Human Resources Technician ..... Mrs. Luan Taylor
Accounts Payable ..... Mrs. Jaimie Hecht
Payroll/Attendance ..... Mrs. Sharon Jimenez
Purchasing/Transportation..... Ms. Cathy Caballero
Information Systems Technician ..... Mrs. Amal Morcos

Revised 10/30/12

Superintendent

Chief Executive Officer– responsibility for the daily operation of the company
Chief Human Resources Officer– oversees all human resource management and labor union relations
Chief Learning Officer– responsible for student academic success and staff professional development
Chief Technology Officer– primarily concerned with long-term and "big picture" issues
Chief Communications Officer– head of communications, public relations, social media and/or public affairs within the organization
Chief Information Officer– overall responsibility for the company's information resources and processing environment
Chief Innovation Officer– responsible for seeding the future, identifying and exploring options for the district to develop new opportunities

Assistant Superintendent Business Services

Chief Business Officer– responsibility for the daily business operation of the company
Chief Financial Officer– responsible for the fiscal health of the district
Chief Data Officer– the manager for enterprise-wide data processing and data mining
Chief Analytics Officer – overall responsibility for the analysis and interpretation of data

Assistant Superintendent Student Services

Chief Student Services Officer– Provides the following services:

- Techniques for facilitating individual growth and development to achieve academic success
- Human assessments, consultation services, psychological services
- Referral and utilization of services, problem prevention and early intervention
- Maintains security protocol for student safety
- Legal enablement and constraints

Chief Compliance Officer– responsible for compliance in accordance to applicable laws, policy, and regulations

- Directs pupil information data system program in support of educational services
- Develops and maintains compliance program to meet legal requirements concerning students' rights to privacy and due process of law
- Directs and coordinates activities of clerical staff engaged in compiling, maintaining, and releasing pupil records and information.
- Recommends changes to improve system, utilizing knowledge of filing/coding system, equipment, legal problems, and Board requirements
- Provides in-service training on topics, such as legal requirements concerning pupil records and information and to improve quality of report writing
- Prepares departmental budget, records, and reports

CORONADO UNIFIED SCHOOL DISTRICT

ISTE NATIONAL EDUCATIONAL TECHNOLOGY STANDARDS FOR STUDENTS (NETS*S)

Retrieved November 14, 2012, from
http://www.iste.org/standards/nets-for-students

APPENDIX C

1. Creativity and Innovation

Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.

a. Apply existing knowledge to generate new ideas, products, or processes
b. Create original works as a means of personal or group expression
c. Use models and simulations to explore complex systems and issues
d. Identify trends and forecast possibilities

2. Communication and Collaboration

Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

a. Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media
b. Communicate information and ideas effectively to multiple audiences using a variety of media and formats
c. Develop cultural understanding and global awareness by engaging with learners of other cultures
d. Contribute to project teams to produce original works or solve problems

3. Research and Information Fluency

Students apply digital tools to gather, evaluate, and use information.

a. Plan strategies to guide inquiry
b. Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media
c. Evaluate and select information sources and digital tools based on the appropriateness to specific tasks
d. Process data and report results

4. Critical Thinking, Problem Solving, and Decision Making

Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

a. Identify and define authentic problems and significant questions for investigation
b. Plan and manage activities to develop a solution or complete a project
c. Collect and analyze data to identify solutions and/or make informed decisions
d. Use multiple processes and diverse perspectives to explore alternative solutions

5. Digital Citizenship

Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.

a. Advocate and practice safe, legal, and responsible use of information and technology
b. Exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity
c. Demonstrate personal responsibility for lifelong learning
d. Exhibit leadership for digital citizenship

6. Technology Operations and Concepts

Students demonstrate a sound understanding of technology concepts, systems, and operations.

a. Understand and use technology systems
b. Select and use applications effectively and productively
c. Troubleshoot systems and applications
d. Transfer current knowledge to learning of new technologies

CORONADO UNIFIED SCHOOL DISTRICT

NATIONAL EDUCATIONAL TECHNOLOGY STANDARDS FOR TEACHERS (NETS*T)

Retrieved November 14, 2012, from
http://www.iste.org/standards/nets-for-teachers

APPENDIX D

Effective teachers model and apply the NETS·S as they design, implement, and assess learning experiences to engage students and improve learning; enrich professional practice; and provide positive models for students, colleagues, and the community. All teachers should meet the following standards and performance indicators.

1. Facilitate and Inspire Student Learning and Creativity

Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments.

a. Promote, support, and model creative and innovative thinking and inventiveness
b. Engage students in exploring real-world issues and solving authentic problems using digital tools and resources
c. Promote student reflection using collaborative tools to reveal and clarify students' conceptual understanding and thinking, planning, and creative processes
d. Model collaborative knowledge construction by engaging in learning with students, colleagues, and others in face-to-face and virtual environments

2. Design and Develop Digital Age Learning Experiences and Assessments

Teachers design, develop, and evaluate authentic learning experiences and assessment incorporating contemporary tools and resources to maximize content learning in context and to develop the knowledge, skills, and attitudes identified in the NETS·S.

a. Design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity
b. Develop technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress
c. Customize and personalize learning activities to address students' diverse learning styles, working strategies, and abilities using digital tools and resources
d. Provide students with multiple and varied formative and summative assessments aligned with content and technology standards and use resulting data to inform learning and teaching

3. Model Digital Age Work and Learning

Teachers exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society.

a. Demonstrate fluency in technology systems and the transfer of current knowledge to new technologies and situations
b. Collaborate with students, peers, parents, and community members using digital tools and resources to support student success and innovation
c. Communicate relevant information and ideas effectively to students, parents, and peers using a variety of digital age media and formats
d. Model and facilitate effective use of current and emerging digital tools to locate, analyze, evaluate, and use information resources to support research and learning

4. Promote and Model Digital Citizenship and Responsibility

Teachers understand local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices.

a. Advocate, model, and teach safe, legal, and ethical use of digital information and technology, including respect for copyright, intellectual property, and the appropriate documentation of sources

b. Address the diverse needs of all learners by using learner-centered strategies providing equitable access to appropriate digital tools and resources

c. Promote and model digital etiquette and responsible social interactions related to the use of technology and information

d. Develop and model cultural understanding and global awareness by engaging with colleagues and students of other cultures using digital age communication and collaboration tools

5. Engage in Professional Growth and Leadership

Teachers continuously improve their professional practice, model lifelong learning, and exhibit leadership in their school and professional community by promoting and demonstrating the effective use of digital tools and resources.

a. Participate in local and global learning communities to explore creative applications of technology to improve student learning

b. Exhibit leadership by demonstrating a vision of technology infusion, participating in shared decision making and community building, and developing the leadership and technology skills of others

c. Evaluate and reflect on current research and professional practice on a regular basis to make effective use of existing and emerging digital tools and resources in support of student learning

d. Contribute to the effectiveness, vitality, and self-renewal of the teaching profession and of their school and community

CORONADO UNIFIED SCHOOL DISTRICT

NATIONAL EDUCATIONAL TECHNOLOGY STANDARDS FOR ADMINISTRATORS (NETS*A)

Retrieved November 14, 2012, from
http://www.iste.org/standards/nets-for-administrators

APPENDIX E

1. Visionary Leadership

Educational Administrators inspire and lead development and implementation of a shared vision for comprehensive integration of technology to promote excellence and support transformation throughout the organization.

a. Inspire and facilitate among all stakeholders a shared vision of purposeful change that maximizes use of digital-age resources to meet and exceed learning goals, support effective instructional practice, and maximize performance of district and school leaders

b. Engage in an ongoing process to develop, implement, and communicate technology-infused strategic plans aligned with a shared vision

c. Advocate on local, state and national levels for policies, programs, and funding to support implementation of a technology-infused vision and strategic plan

2. Digital Age Learning Culture

Educational Administrators create, promote, and sustain a dynamic, digital-age learning culture that provides a rigorous, relevant, and engaging education for all students.

a. Ensure instructional innovation focused on continuous improvement of digital-age learning

b. Model and promote the frequent and effective use of technology for learning

c. Provide learner-centered environments equipped with technology and learning resources to meet the individual, diverse needs of all learners

d. Ensure effective practice in the study of technology and its infusion across the curriculum

e. Promote and participate in local, national, and global learning communities that stimulate innovation, creativity, and digital age collaboration

3. Excellence in Professional Practice

Educational Administrators promote an environment of professional learning and innovation that empowers educators to enhance student learning through the infusion of contemporary technologies and digital resources.

a. Allocate time, resources, and access to ensure ongoing professional growth in technology fluency and integration

b. Facilitate and participate in learning communities that stimulate, nurture and support administrators, faculty, and staff in the study and use of technology

c. Promote and model effective communication and collaboration among stakeholders using digital age tools

d. Stay abreast of educational research and emerging trends regarding effective use of technology and encourage evaluation of new technologies for their potential to improve student learning

4. Systemic Improvement

Educational Administrators provide digital age leadership and management to continuously improve the organization through the effective use of information and technology resources.

a. Lead purposeful change to maximize the achievement of learning goals through the appropriate use of technology and media-rich resources
b. Collaborate to establish metrics, collect and analyze data, interpret results, and share findings to improve staff performance and student learning
c. Recruit and retain highly competent personnel who use technology creatively and proficiently to advance academic and operational goals
d. Establish and leverage strategic partnerships to support systemic improvement
e. Establish and maintain a robust infrastructure for technology including integrated, interoperable technology systems to support management, operations, teaching, and learning

5. Digital Citizenship

Educational Administrators model and facilitate understanding of social, ethical and legal issues and responsibilities related to an evolving digital culture.

a. Ensure equitable access to appropriate digital tools and resources to meet the needs of all learners
b. Promote, model and establish policies for safe, legal, and ethical use of digital information and technology
c. Promote and model responsible social interactions related to the use of technology and information
d. Model and facilitate the development of a shared cultural understanding and involvement in global issues through the use of contemporary communication and collaboration tools

CORONADO UNIFIED SCHOOL DISTRICT

CRITERIA FOR EETT – FUNDED EDUCATIONAL TECHNOLOGY PLANS

APPENDIX F

Appendix C – Criteria for EETT Technology Plans

(Completed Appendix C is REQUIRED in a technology plan)

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

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

1. **PLAN DURATION CRITERION**	**Page in District Plan**	**Example of Adequately Addressed**	**Example of Not Adequately Addressed**
The plan should guide the district's use of education technology for the next three to five years. (For a new plan, can include technology plan development in the first year)		The technology plan describes the LEA use of education technology for the next three to five years. (For new plan, description of technology plan development in the first year is acceptable). The plan must include a specific start and end date (7/1/xx to 6/30/xx).	The plan is less than three years or more than five years in length.
2. **STAKEHOLDERS CRITERION** Corresponding EETT Requirement(s): 7 and 11 (Appendix D).			
Description of how a variety of stakeholders from within the school district and the community-at-large participated in the planning process.		The planning team consisted of representatives who will implement the plan. If a variety of stakeholders did not assist with the development of the plan, a description of why they were not involved is included.	Little evidence is included that shows the district actively sought participation from a variety of stakeholders.
3. **CURRICULUM COMPONENT CRITERIA** Corresponding EETT Requirement(s): 1, 2, 3, 8, 10, and 12 (Appendix D).			
a. Description of teachers' and students' current access to technology tools both during the school day and outside of school hours.		The plan describes the technology access available in the classrooms, library/media centers, or labs for all students and teachers.	The plan explains technology access in terms of a student-to-computer ratio, but does not explain where access is available, who has

			access, and when various students and teachers can use the technology.
b. Description of the district's current use of hardware and software to support teaching and learning.		The plan describes the typical frequency and type of use (technology skills/information and literacy integrated into the curriculum).	The plan cites district policy regarding use of technology, but provides no information about its actual use.
c. Summary of the district's curricular goals that are supported by this tech plan.		The plan summarizes the district's curricular goals that are supported by the plan and referenced in district document(s).	The plan does not summarize district curricular goals.
d. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan for using technology to improve teaching and learning by supporting the district curricular goals.		The plan delineates clear goals, measurable objectives, annual benchmarks, and a clear implementation plan for using technology to support the district's curriculum goals and academic content standards to improve learning.	The plan suggests how technology will be used, but is not specific enough to know what action needs to be taken to accomplish the goals.
e. 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.		The plan delineates clear goals, measurable objectives, annual benchmarks, and an implementation plan detailing how and when students will acquire technology skills and information literacy skills.	The plan suggests how students will acquire technology skills, but is not specific enough to determine what action needs to be taken to accomplish the goals.
f. List of goals and an implementation plan that describe how the district will address the appropriate and ethical use of information technology in the classroom so that students and teachers can distinguish lawful from unlawful uses of copyrighted works, including the following topics: the concept and purpose of both		The plan describes or delineates clear goals outlining how students and teachers will learn about the concept, purpose, and significance of the ethical use of information technology including copyright, fair use, plagiarism and the implications of illegal file sharing and/or downloading.	The plan suggests that students and teachers will be educated in the ethical use of the Internet, but is not specific enough to determine what actions will be taken to accomplish the goals.

copyright and fair use; distinguishing lawful from unlawful downloading and peer-to-peer file sharing; and avoiding plagiarism			
g. List of goals and an implementation plan that describe how the district will address Internet safety, including how students and teachers will be trained to protect online privacy and avoid online predators.		The plan describes or delineates clear goals outlining how students and teachers will be educated about Internet safety.	The plan suggests Internet safety education but is not specific enough to determine what actions will be taken to accomplish the goals of educating students and teachers about Internet safety.
h. Description of or goals about the district policy or practices that ensure equitable technology access for all students.		The plan describes the policy or delineates clear goals and measurable objectives about the policy or practices that ensure equitable technology access for all students. The policy or practices clearly support accomplishing the plan's goals.	The plan does not describe policies or goals that result in equitable technology access for all students. Suggests how technology will be used, but is not specific enough to know what action needs to be taken to accomplish the goals.
i. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan to use technology to make student record keeping and assessment more efficient and supportive of teachers' efforts to meet individual student academic needs.		The plan delineates clear goals, measurable objectives, annual benchmarks, and an implementation plan for using technology to support the district's student record-keeping and assessment efforts.	The plan suggests how technology will be used, but is not specific enough to know what action needs to be taken to accomplish the goals.
j. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan to use technology to improve two-way communication between home and school.		The plan delineates clear goals, measurable objectives, annual benchmarks, and an implementation plan for using technology to improve two-way communication between home and school.	The plan suggests how technology will be used, but is not specific enough to know what action needs to be taken to accomplish the

			goals.
k. 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 monitoring process, roles, and responsibilities are described in sufficient detail.	The monitoring process either is absent, or lacks detail regarding procedures, roles, and responsibilities.
4. **PROFESSIONAL DEVELOPMENT COMPONENT CRITERIA** Corresponding EETT Requirement(s): 5 and 12 (Appendix D).			
a. Summary of the teachers' and administrators' current technology proficiency and integration skills and needs for professional development.		The plan provides a clear summary of the teachers' and administrators' current technology proficiency and integration skills and needs for professional development. The findings are summarized in the plan by discrete skills that include Commission on Teacher Credentialing (CTC) Standard 9 and 16 proficiencies.	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.
b. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan for providing professional development opportunities based on your district needs assessment data (4a) and the Curriculum Component objectives (Sections 3d - 3j) of the plan.		The plan delineates clear goals, measurable objectives, annual benchmarks, and an implementation plan for providing teachers and administrators with sustained, ongoing professional development necessary to reach the Curriculum Component objectives (sections 3d - 3j) of the plan.	The plan speaks only generally of professional development and is not specific enough to ensure that teachers and administrators will have the necessary training to implement the Curriculum Component.
c. Describe the process that will be used to monitor the Professional Development (Section		The monitoring process, roles, and responsibilities are described in sufficient detail.	The monitoring process either is absent, or lacks detail regarding

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

			Curriculum and Professional Development Components.
c. List of clear annual benchmarks and a timeline for obtaining the hardware, infrastructure, learning resources and technical support required to support the other plan components identified in Section 5b.		The annual benchmarks and timeline are specific and realistic. Teachers and administrators implementing the plan can easily discern what needs to be acquired or repurposed, by whom, and when.	The annual benchmarks and timeline are either absent or so vague that it would be difficult to determine what needs to be acquired or repurposed, by whom, and when.
d. Describe the process that will be used to monitor Section 5b & the annual benchmarks and timeline of activities including roles and responsibilities.		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.
6. **FUNDING AND BUDGET COMPONENT CRITERIA** Corresponding EETT Requirement(s): 7 & 13, (Appendix D)			
a. List established and potential funding sources.		The plan clearly describes resources that are available or could be obtained to implement the plan.	Resources to implement the plan are not clearly identified or are so general as to be useless.
b. Estimate annual implementation costs for the term of the plan.		Cost estimates are reasonable and address the total cost of ownership, including the costs to implement the curricular, professional development, infrastructure, hardware, technical support, and electronic learning resource needs identified in the plan.	Cost estimates are unrealistic, lacking, or are not sufficiently detailed to determine if the total cost of ownership is addressed.
c. Describe the district's replacement policy for obsolete equipment.		Plan recognizes that equipment will need to be replaced and outlines a realistic replacement plan that will support the Curriculum and Professional Development Components.	Replacement policy is either missing or vague. It is not clear that the replacement policy could be implemented.
d. Describe the process that will be used to monitor Ed Tech funding,		The monitoring process, roles, and responsibilities are described in sufficient detail.	The monitoring process either is absent, or lacks

implementation costs and new funding opportunities and to adjust budgets as necessary.			detail regarding who is responsible and what is expected.
7. **MONITORING AND EVALUATION COMPONENT CRITERIA** Corresponding EETT Requirement(s): 11 (Appendix D).			
a. Describe the process for evaluating the plan's overall progress and impact on teaching and learning.		The plan describes the process for evaluation using the goals and benchmarks of each component as the indicators of success.	No provision for an evaluation is included in the plan. How success is determined is not defined. The evaluation is defined, but the process to conduct the evaluation is missing.
b. Schedule for evaluating the effect of plan implementation.		Evaluation timeline is specific and realistic.	The evaluation timeline is not included or indicates an expectation of unrealistic results that does not support the continued implementation of the plan.
c. Describe the process and frequency of communicating evaluation results to tech plan stakeholders.		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.
8. **EFFECTIVE COLLABORATIVE STRATEGIES WITH ADULT LITERACY PROVIDERS TO MAXIMIZE THE USE OF TECHNOLOGY CRITERION** Corresponding EETT			

Requirement(s): 11 (Appendix D).			
If the district has identified adult literacy providers, describe how the program will be developed in collaboration with them. (If no adult literacy providers are indicated, describe the process used to identify adult literacy providers or potential future outreach efforts.)		The plan explains how the program will be developed in collaboration with adult literacy providers. Planning included or will include consideration of collaborative strategies and other funding resources to maximize the use of technology. If no adult literacy providers are indicated, the plan describes the process used to identify adult literacy providers or potential future outreach efforts.	There is no evidence that the plan has been, or will be developed in collaboration with adult literacy service providers, to maximize the use of technology.
9. **EFFECTIVE, RESEARCHED-BASED METHODS, STRATEGIES, AND CRITERIA** Corresponding EETT Requirement(s): 4 and 9 (Appendix D).			
a. Summarize the relevant research and describe how it supports the plan's curricular and professional development goals.		The plan describes the relevant research behind the plan's design for strategies and/or methods selected.	The description of the research behind the plan's design for strategies and/or methods selected is unclear or missing.
b. Describe the district's plans to use technology to extend or supplement the district's curriculum with rigorous academic courses and curricula, including distance-learning technologies.		The plan describes the process the district will use to extend or supplement the district's curriculum with rigorous academic courses and curricula, including distance learning opportunities (particularly in areas that would not otherwise have access to such courses or curricula due to geographical distances or insufficient resources).	There is no plan to use technology to extend or supplement the district's curriculum offerings.

Appendix D – EETT Technology Plan Requirements

The specific technology plan requirements for EETT grant applications for Title II, Part D pursuant to No Child Left Behind (Sec. 2414) include:

(1) Strategies for improving academic achievement and teacher effectiveness – A description of how the applicant will use Federal funds under this subpart to improve the student academic achievement, including technology literacy, of all students attending schools served by the local educational agency and to improve the capacity of all teachers teaching in schools served by the local educational agency to integrate technology effectively into curricula and instruction.

(2) Goals – A description of the applicant's specific goals for using advanced technology to improve student academic achievement, aligned with challenging State academic content and student academic achievement standards.

(3) Steps to increase accessibility – A description of the steps the applicant will take to ensure that all students and teachers in schools served by the local educational agency involved have increased access to educational technology, including how the agency would use funds under this subpart (such as combining the funds with funds from other sources), to help ensure that:

a. students in high-poverty and high-needs schools, or schools identified under section 1116, have access to technology; and

b. teachers are prepared to integrate technology effectively into curricula and instruction.

(4) Promotion of curricula and teaching strategies that integrate technology – A description of how the applicant will:

a. identify and promote curricula and teaching strategies that integrate technology effectively into curricula and instruction, based on a review of relevant research, leading to improvements in student academic achievement, as measured by challenging State academic content and student academic achievement standards; and

b. provide ongoing, sustained professional development for teachers, principals, administrators, and school library media personnel serving the local educational agency, to further the effective use of technology in the classroom or library media center, including, if applicable, a list of the entities that will be partners with the local educational agency involved in providing the ongoing, sustained professional development.

(5) Technology type and costs – A description of the type and costs of technologies to be acquired under this subpart, including services, software, and digital curricula, and including specific provisions for interoperability among components of such technologies.

(6) Coordination with other resources – A description of how the applicant will coordinate activities carried out with funds provided under this subpart with technology-

related activities carried out with funds available from other Federal, State, and local sources.

(7) Integration of technology with curricula and instruction – A description of how the applicant will integrate technology (including software and other electronically delivered learning materials) into curricula and instruction, and a timeline for such integration.

(8) Innovative delivery strategies – A description of how the applicant will encourage the development and utilization of innovative strategies for the delivery of specialized or rigorous academic courses and curricula through the use of technology, including distance learning technologies, particularly for those areas that would not otherwise have access to such courses and curricula due to geographical isolation or insufficient resources.

(9) Parent involvement – A description of how the applicant will ensure the effective use of technology to promote parental involvement and increase communication with parents, including a description of how parents will be informed of the technology being applied in their child's education so that the parents are able to reinforce at home the instruction their child receives at school.

(10) Collaboration with adult literacy service providers – A description of how programs will be developed, where applicable, in collaboration with adult literacy service providers, to maximize the use of technology.

(11) Accountability measures – A description of the process and accountability measures that the applicant will use to evaluate the extent to which activities funded under this subpart are effective in integrating technology into curricula and instruction, increasing the ability of teachers to teach, and enabling students to meet challenging State academic content and student academic achievement standards.

(12) Supporting resources – A description of the supporting resources (such as services, software, other electronically delivered learning materials, and print resources) that will be acquired to ensure successful and effective uses of technology.