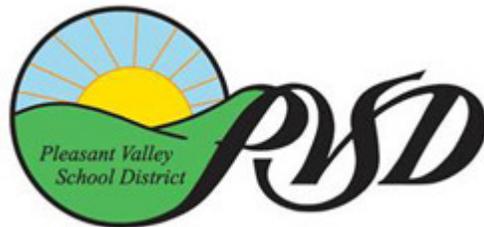# Technology Plan



## Pleasant Valley

July 1, 2014 - June 30, 2017

04/10/2014

This plan is for E-Rate.

# Table of Contents

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# I. Plan Duration

**July 1, 2014 - June 30, 2017**

List goals and realistic strategy for using telecommunications and information technology to improve education services.

**Goal 1: All students will be taught by highly qualified staff who will provide a safe, healthy, high quality, positive and effective learning environment.**

Objective 1.1: By June 2017, all teachers will regularly use technology for instruction, assessment, communication, and administrative tasks.

Benchmarks:
- Year 1: By June 2015, teachers will effectively use questioning techniques; provide meaningful, relevant problems that are developmentally appropriate; gather and provide resources for students to use as they solve problems; and model creativity through writing, art, speaking, and critical thinking.
- Year 2: By June 2016, teachers and students will create computer-based presentations; and use audio, video, print, electronic text, physical models, and games to demonstrate ideas.
- Year 3: By June 2017, teachers will create and use rubrics and matrices that assess student learning regardless of the type of product.

| Implementation Plan | | | | |
|---|---|---|---|---|
| **Activity** | **Timeline** | **Person(s) Responsible** | **Monitoring & Evaluation** | **Evaluation Instrument** |
| Grade level release days focused on the CCSS standards and strategies | ongoing | Director of Curriculum, Director of Technology, TOSAs | ongoing evaluation based on teacher feedback | Clarity survey, informal surveys |
| Staff attend local and state technology PD opportunities offered through County Office and CUE | ongoing, VCOE Tech Expo held every October, CUE conference held annually in March | Director of Curriculum, Director of Technology, TOSAs, principals, teachers | ongoing evaluation based on teacher feedback | Clarity survey |
| Revision of grading practices to reflect CCSS | ongoing | Director of Curriculum, Curriculum Senate | annual evaluation by Curriculum department | Clarity survey, informal evaluation |
| Ongoing, informal PD opportunities for staff | ongoing | Director of Technology, TOSAs | feedback from staff | short surveys following PD opportunities, Clarity survey |

| Web-based PD opportunities to support digital tools used by PVSD | ongoing | Director of Technology, Director of Curriculum, TOSAs | ongoing evaluation based on teacher feedback | Clarity survey, informal surveys |
|---|---|---|---|---|
| Emphasize use of digital tools in competitions (i.e. PTA Reflections, CAO) | annual | Director of Technology, teachers, parents, TOSAs, community volunteers | informal observation | |

Objective 1.2: By June 2017, all students will effectively and appropriately use technology to communicate, conduct research, and demonstrate learning on daily basis.

Benchmarks:
- Year 1: By June 2015, students will use (or be able to use) their knowledge and higher order thinking skills; ask and answer questions; use critical thinking skills; and be problem solvers.
- Year 2: By June 2016, students will produce a variety of visual, auditory, digital, and physical products to demonstrate learning; and be creators.
- Year 3: By June 2017, students will gather, assess, and utilize resources to solve problems.

| Implementation Plan | | | | |
|---|---|---|---|---|
| **Activity** | **Timeline** | **Person(s) Responsible** | **Monitoring & Evaluation** | **Evaluation Instrument** |
| Purchase dedicated device for every student. | Ongoing/Yearly purchases | Director of Instructional Technology, Director of Curriculum, Board of Trustees, Technology Department | Yearly device audit | |
| implementation of an LMS so students can access, post, and collaborate on content | ongoing | Director of Curriculum, Director of Instructional Technology, TOSAs, Curriculum Senate, Technology Team | formal pilot and adoption process | pilot team will provide feedback on choices, provide direction for district decision |

**Goal 2: All stakeholders will engage in open, meaningful, and continuous communication.**

Objective 2.1: By June 2017, all teachers will regularly communicate via multiple electronic media including, but not limited to: teacher website, email, blog, social network, Learning Management System, podcast)

Benchmarks:
- Year 1: By June 2015, teachers will model digital communication through weekly updates with resources, homework, assignments and meaningful activities.

- Year 2: By June 2016, teachers will assess (or know how to) students based on the way they communicate ideas.
- Year 3: By June 2017, continue to build prior years' activities.

| Implementation Plan | | | | |
|---|---|---|---|---|
| **Activity** | **Timeline** | **Person(s) Responsible** | **Monitoring & Evaluation** | **Evaluation Instrument** |
| Professional development opportunities focused on CCSS | ongoing | Director of Curriculum, Director of Instructional Technology, TOSAs | formal and informal feedback | in house surveys following professional development, Clarity survey |
| Increased expectation for online communication, grade posting, etc. | ongoing | teachers, principals | informal evaluation, formal survey | Clarity survey |

**Goal 3: All staff and students will promote a culture of excellence.**

Objective 3.1: By June 2017, all teachers will use technology in a way that promotes deeper thinking, creativity, and collaboration.

Benchmarks:
- Year 1: By June 2015, teachers will identify learning goals not final products; and facilitate discussion and collaborative work.
- Year 2: By June 2016, teachers will accept there are many right answers to questions, and encourage students to question.
- Year 3: By June 2017, continue to build prior years' activities.

| Implementation Plan | | | | |
|---|---|---|---|---|
| **Activity** | **Timeline** | **Person(s) Responsible** | **Monitoring & Evaluation** | **Evaluation Instrument** |
| Promote the use of rubrics to measure student proficiency | Ongoing- Staff Development Days | TOSAs, Director of Curriculum, Director of Instructional Technology | | Staff development surveys |
| Continuous professional development in this area | ongoing | Director of Curriculum, Director of Instructional Technology, principals, teachers | formal data analysis | Clarity |
| Use updated District benchmarks assessments | beginning in Fall 2014 | Director of Curriculum, Director of Instructional Technology, TOSAs, Curriculum Senate | ongoing | Clarity survey, informal analysis |

Objective 3.2: By June 2017, all students will have the skills and the means to produce high quality products that demonstrate Depth of Knowledge.

Benchmarks:
- Year 1: By June 2015, all students will have regular access to common technology tools, including computers and tablets, and will receive instruction and opportunity to use those tools to demonstrate learning.
- Year 2: By June 2016, all students will have daily access to common technology tools, including computers and tablets, and will receive instruction and opportunity to use those tools to demonstrate learning.
- Year 3: By June 2017, all students will have daily access to a dedicated device, including computer or tablet, and will receive instruction and opportunity to use those tools to demonstrate learning.

| Implementation Plan | | | | |
|---|---|---|---|---|
| Activity | Timeline | Person(s) Responsible | Monitoring & Evaluation | Evaluation Instrument |
| Purchase devices for 1 in every 5 ADA. | By Spring 2014 | Director of Instructional Technology, Director of Curriculum, Superintendent, Technology department | | Device audit |
| Provide teacher training on the devices and software applications. | Ongoing | Director of Instructional Technology, Director of Curriculum, TOSAs, classroom teachers | | Staff development surveys |

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

Through a partnership between the Ventura County Office of Education and Caliqity, a high quality Digital Citizenship curriculum is available to PVSD. This free, media-rich course meets the new CIPA compliance rules, and is aligned to the following key topics in the accompanying Acceptable Use Policy:

- Cyberbullying;

- Use Technology Responsibly;

- Use Technology Safely;

- Use Technology Respectfully; and

- Respect Intellectual Property.

**Goal 1: By June 2015, all students and staff will participate in a guided curriculum that focuses on digital citizenship and internet safety.**

**Goal 2: By June 2016, all students and staff will participate in a guided curriculum that focuses on digital citizenship, with additional material created by classroom teachers or TOSAs.**

**Goal 3: By June 2017, the digital citizenship curriculum will be a balance of the guided curriculum and teacher/district curated supplemental lessons.**

| Implementation Plan | | | | |
|---|---|---|---|---|
| **Activity** | **Timeline** | **Person(s) Responsible** | **Monitoring & Evaluation** | **Evaluation Instrument** |
| Pilot classrooms will be led through the CaliQity digital citizenship curriculum | October, 2013 - June, 2014 | Director of Technology, TOSAs, Principals, Teachers | Each participating school will produce attendance records for the days of digital citizenship instruction. | Attendance records to verify student participation, feedback survey from teachers about content. |
| Teachers will create their own lessons or curate additional materials to supplement the CaliQity curriculum. | Ongoing | Director of Technology, TOSAs, Principals, teachers | Principals and TOSAs will collect examples of teacher created materials and share with district staff. | Collection of materials. |
| All classrooms will participate in the Digital Citizenship curriculum offered through CaliQity. | September 2014-June 2015 | Director of Technology, TOSAs, Principals, Teachers | Each participating school will produce attendance records for the days of digital citizenship instruction. | Attendance records to verify student participation, feedback survey from teachers about content. Clarity survey results for questions related to digital citizenship |
| CHAMPS expectations at school sites will address online behavior of students | Ongoing | Principals, teachers | | Results from annual Clarity survey |

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

As the prevalence of students' online presence grows, so too does our responsibility to ensure that students are becoming responsible members of the online community. Just as we aim to provide students the opportunity to become effective and respectful citizens in the community, so

too do we bear the responsbility of forming online citizenship opportunities. Through ongoing instruction that is both formal and informal, PVSD aims to support students as they develop into citizens that occupy the physical and online worlds.

**Goal 1: By June 2015, all PVSD parents will have multiple opportunities to learn about internet safety.**

**Goal 2: By June 2015, all students and staff will participate in a guided curriculum that focuses on digital citizenship and internet safety.**

| Implementation Plan | | | | |
|---|---|---|---|---|
| **Activity** | **Timeline** | **Person(s) Responsible** | **Monitoring & Evaluation** | **Evaluation Instrument** |
| In conjunction with the Camarillo Police Department, CSU Channel Islands, and the Camarillo Council of PTAs, PVSD will give evening presentations on the current trends in internet safety. | March 12, 2014 | Director of Technology, Principals, School Resource Officer, CSU staff and students, Camarillo Library staff | Parents will receive a survey to measure the quality of the presentation and information presented. | Parents will receive a survey to measure the quality of the presentation and information presented. |
| All classrooms will participate in the Digital Citizenship curriculum offered through CaliQity. | September 2014-June 2015 | Director of Technology, TOSAs, Principals, Teachers | Each participating school will produce attendance records for the days of digital citizenship instruction. | Attendance records to verify student participation, feedback survey from teachers about content. Clarity survey results for questions related to digital citizenship |

Provide a professional development strategy to ensure that staff understands how to use these new technologies to improve education services.

Ongoing Professional Learning Opporunities include:
- C.U.E. Conference (formerly Computer Using Educators)- attendance in 2014 and 2015 funded through CCSS Implementation Funds
- Gold Coast C.U.E. Tech Fair- annual event hosted by Ventura County Office of Education
- Google in Education conference- Summer, 2014 hosted by Ventura County Office of Education
- District organized Staff Development Days- focused on use of PVSD purchased media tools (Discovery Education, OverDrive e-book library, Typing Agent, PebbleGo online reading program, Google Drive)
- Web-based PD opportunities provided by vendors in above line
- Teachers will participate more frequently in informal, non PVSD sponsored PD, measured by results from the Clarity survey (i.e. informal meetings, EdCamps, ad hoc teams)

**Goal 1: All teachers will have the opportunity to participate in sustained, ongoing professional development in support of this Technology Plan. These learning opportunities will encourage the daily use of instructional technologies, with a focus on student use of technology.**

Objective 1.1: By June, 2017, 100% of teachers will regularly participate in technology focused professional development. These opportunities will be a mix of district organized and individually chosen professional development

Benchmarks:
- Year 1: By June, 2015, 50% of teachers will participate in self-selected professional development, in addition to District offered opportunities.
- Year 2: By June, 2016, 75% of teachers will participate in self-selected professional development, in addition to District offered opportunities.
- Year 3: By June, 2017, 100% of teachers will participate in self-selected professional development, in addition to District offered opportunities.

| Implementation Plan | | | | |
|---|---|---|---|---|
| **Activity** | **Timeline** | **Person(s) Responsible** | **Monitoring & Evaluation** | **Evaluation Instrument** |

| | | | | |
|---|---|---|---|---|
| PVSD provided professional development opportunities | ongoing | CIA, Instructional Tech, TOSAs | staff feedback will guide training topics and format | surveys taken at end of staff development |
| Share VCOE technology offerings | ongoing | Instructional Tech. Principals | track number of PVSD staff who attend VCOE trainings | informal feedback from participants, formal feedback provided by VCOE |

## IV. Infrastructure, Hardware, Technical Support, and Software

Provide an assessment of the telecommunication services, hardware, software, and other services that will be needed to improve education services.

**Existing Hardware:** Inventory as of April, 2014:

### Computers and Devices

1,500 Windows desktops

700 Windows laptops

700 Chromebooks

450 iPads

### Current Telephone Systems:

VOIP at DO provided by Jive Communications

PBX systems at all school sites, include a phone in all classrooms

(Long term goal of changing all sites to VOIP- will depend on e-rate coverage of telecommunication costs)

Cell phones are provided to Facilities and Maintenance department employees. Currently there are approximately 12 Sprint phones, each with cellular data plans.

### Server Infrastructure

Each school site and the district office has a Local Area Network that includes related network devices such as switches, routers, servers, category 5 and fiber optic cabling. Implementing these network designs has been accomplished utilizing bond funds, district funds, school funds, TeleConnect and E-Rate funding.

At each school, the LAN encompasses every classroom, computer lab, library and administrative office. Cat 5, Cat 5e, and Cat 6 cabling connects all these rooms to an IDF where a high capacity switch resides. In addition, centralized hardware supports all district departments in the areas of the student information system, data warehousing, special services, library catalogs, website, food services, email system, VOIP, security, transportation, resource scheduling, backup system, data management, business services, and maintenance and operations.

Each school has their own Main Distribution Frame (MDF) connecting it to Verizon and the District network. It is located in a server room at each school site. All have been modified to accommodate wireless network for the whole school. At the District Office, extensive changes

have been performed. Virtual servers have replaced most discreet (rack) servers as a way of cutting costs and increasing the efficiency of the network. Additionally, a large uninterruptable power supply (UPS) has replaced multiple smaller units, giving the network specialist the time to manually shut network down properly in case of a power outage or other emergency.

The District's backup system was upgraded from a tape based system to a disk based system in 2007. The backup system was upgraded again in 2011 to a higher capacity, faster, Hewlett Packard system. Continual maintenance and upgrades are performed on the virtual and physical servers to optimize their health and functioning. This maintenance is performed by District staff in conjunction with an outside consultant. In addtion, the District maintains an onsite firewall to secure data and protect the integrity of the network and servers. A content filter is hosted on site as well, complying with Federal regulations that mandate filtering of inappropriate internet content.

**Existing Internet Access:** 100% of indoor student spaces have wired access to the internet. 95% of classrooms have wireless access

Site to site connections include 100 Mb fiber connectivity between the school sites and District Office, with a 1 Gb collector circuit at the District Office. A 100 Mb fiber connection carries all traffic to VCEdNet.

PVSD has an ISP connection of 100 Mb, provided by VCEdNet, a service provided by Ventura County Office of Education. On or before July 1, 2014, ISP connection will increase to 300 Mb.

 The existing 100 MB connection to VCEdNet is intended to be used for business traffic, including SIS and Escape, further improving the available bandwidth for teaching and learning.

Currently, PVSD has 215 wireless access points. Access points are present in approximately 50% of classrooms, providing wireless coverage to 95% of classrooms. WAN and LAN infrastructure is almost entirely Cisco products. By the end of 2015 school year, the goal is to have all sites and the DO equipped with industry standard switching and wireless infrastructure to ensure equal access to a robust wireless and wired connection. This updated wireless network will support student and teacher devices, numerous applications that require wireless connectivity, yet will allow for security of information and flow controls to ensure optimal performance of the network.

**Existing Electronic Learning Resources: Productivity**:

    Windows Office 2010 Suite (Word, Excel, Powerpoint) is the standard productivity software installed on all Windows machines.

Google Drive is increasingly being used by teachers and students to allow online collaboration and paperless workflow for the classroom.

All students and staff are provided with a free Google Drive account that includes 30 GB of storage.

Escape is the software used to manage HR records and Business operations. Escape is hosted and provided by VCOE.

**Digital Media Tools**

All PVSD teachers have been provided an iPad that serves as an instructional tool. Each teacher was also granted funding to purchase applications and content for use on their iPad. All sites have the capability for teachers to wirelessly stream the content on their devices to their classroom projectors.

PVSD supplies subscriptions/access to the following services for teachers and students:

*Datawise Online Testing-* student in grades 3-8 take ongoing Benchmark assessments through an online testing system. Teachers can also create their own assessments for curriculum materials.

*Q Student Information System-* Teachers in grades 3-8 track student grades through the SIS. This system generates progress reports and report cards for each grading period.

*ESGI-* Online assessment tool for Kindergarten students. Teachers can keep continuous track of student progress, provide clear and up-to-date progress reports, and easily group students for instruction. This program uses online assessments that are given one-on-one or in small groups. The assessments in ESGI are updated by teacher leaders so that they reflect the changing curriculum of CCSS.

*Discovery Education-* An online resource with thousands of video resources. All teachers have an account for this service, and can search, share, and save content. The video clips can be easily embedded in lessons.

*Typing Agent-* An online typing program that is self-paced; allowing students to progress at their own pace. Students can access Typing Agent from any computer at school or at home.

*OverDrive-* This resource is an online e-book library. All staff and students have an account that allows them to check out up to three books or audiobooks at once. These books can be read or listened to on virtually any device, including computers, tablets, and phones. PVSD's online collection is continuously growing. As of April, 2014, the collection includes more than 5,000 copies of nearly 2,000 titles. The collection includes fiction and non-fiction, as well as Profession Development books for staff.

*PebbleGo-* An online resource that includes 100s of non-fiction texts for grades K-2. The texts are interactive, include video and audio components, as well as interactive activities to support student understanding of the content. Students can access PebbleGo from school or home.

Other tools used by at least one school site include (but are not limited to):

- iTranslate- iPad app that translates text and speech
- NASA website
- Brain Pop-online video source
- YouTube for Schools- online video source
- Video sources provided by publishers of adopted curriculum
- Graphing calculator app for phone/iPad
- Google Maps
- Hour of Code- online program that teaches students to code
- Scratch- visual programming
- GIMP- GNU Image Manipulation Program (open source alternative to Photoshop)
- Edmodo- online social network monitored by teacher allows students to safely collaborate and communicate with each other
- Kidblog- online web logging (blogging) platform
- Field trips to Apple store to learn how to use software and devices
- Field trip to Camarillo Library to learn about digital resources available to students
- Remind 101- allows teachers to send text reminders to parents without sharing phone numbers
- Planboard- online lesson planning app
- Scanning apps- allow teachers to easily share student work with parents

**Existing Technical Support:** 8 FTE positions

Director of Instructional Technology

Student Info Specialist (unfilled at time of plan)

Network Specialist

2 x Tech Support 2

2 x Tech Support 1

Technology Assistant

Provide an assessment of the telecommunication services, hardware, software, and other services that will be needed to improve education services.

**Hardware Needed: New Technology Needs Include:**

Provide all teachers with laptop in lieu of or in addition to a classroom desktop.

Increase number of student devices to reach ultimate goal of 1:1 student:device ratio. Devices include desktops, laptops, Chromebooks, and iPads.

Wireless hardware increases include wireless access points for all classrooms and common spaces (including quads and PE areas at middle schools).

Switching hardware upgrades (POE switches) are needed at the following sites (Tierra Linda, Rancho Rosal, La Mariposa). At these schools, up-to-date access points will be needed as well. Licenses for the use of ports on our Wireless LAN Controller will be needed, in equal amount to the number of access points installed.

Continual growth of the virtual server environment is expected, even with the increase of cloud based services used by the district.

**Electronic Learning Resources Needed:** Select an LMS (Learning Management System) for all teachers and students to use to manage workflow and communication between student/ teacher, student/student, and teacher/teacher. PVSD will evaluate and select an LMS by the 2015-2016 school year.

PVSD will continue to grow its OverDrive e-book library through CCSS implementation funds, curriculum funds, schol site funds, and donations.

PVSD staff will continually research and evaluate new software and services that support the teaching and learning goals of the district. The most critical area where additional resources are needed is online assessments. PVSD aims to implement cutting edge, online assessments that provide the most useful data to teachers.

**Networking and Telecommunications Infrastructure Needed:** Increase bandwidth each year to stay ahead of need. Increase from 100MB to 300 MB on July 1, 2014.

Wireless access point in every classroom, along with necessary cabling and switching hardware to support.

Each year, PVSD will reevaluate the need for wireless improvements, using Netflow tools to measure bandwidth utilization.

An eventual goal is to move all school sites from PBX phone systems to VOIP. This change will most likely be based on continued E-rate funding of telecommunications costs.

**Physical Plant Modifications Needed:** Improve or install wiring in locations not already wired for wireless access points.

No electrical work is aniticipated for network growth.

As new classrooms are added to school sites, cabling and network drops are installed. The standard for a classroom is to include 2 cables for wireless access and 8-10 network drops for wired computers or peripherals.

**Technical Support Needed:** Network engineering will be required to plan, montior, and troubleshoot a growing network. PVSD needs include the increase of staff to 1 FTE for a network engineer. PVSD will also require increased on site technical support, up to an increase of 2 FTE. All increases are subject to budget limitations.

Provide an assessment of the telecommunication services, hardware, software, and other services that will be needed to improve education services.

| Year 1 Benchmark: Create a wireless network that reaches all classrooms and learning areas | | |
|---|---|---|
| **Recommended Actions/Activities** | **Timeline** | **Person(s) Responsible** |
| Increase connectivity to 300MB | July 1, 2014 | Director of Instructional Technology |
| Evaluate budget for increase to staff | Summer, 2014 | Superintendent, CBO, Director of Instructional Technology |
| Perform a network audit to determine traffic flows and areas of need | Ongoing | Instructional Technology, Network Specialist |

| Year 2 Benchmark: Improve wireless connectivity to support current 1:1 environments | | |
|---|---|---|
| **Recommended Actions/Activities** | **Timeline** | **Person(s) Responsible** |
| Perform a network audit to determine traffic flows and areas of need | Ongoing | Instructional Technology, Network Specialist |
| Evaluate budget for increase to staff | Summer, 2014 | Superintendent, CBO, Director of Instructional Technology |

| Year 3 Benchmark: Install wireless access point in every classroom, including added infrastructure to support increased wireless access. |
|---|

| Recommended Actions/Activities | Timeline | Person(s) Responsible |
|---|---|---|
| Evaluate wireless connectivity in areas without an access point | Fall 2014, Spring 2014 | Director of Instructional Technology, Network Specialist |
| Install cabling for access point installation | Summer 2014 | Network Specialist, outside contractor to perform work |

Describe the evaluation process that enables the school to monitor progress toward the specific goals and make mid-course corrections in response to new developments and opportunities as they arise.

PVSD subscribes to a service called Clarity. This survey tool provides an in-depth look into the policies, practices, and opinions of PVSD students, staff, and parents. From the Clarity website, "BrightBytes Labs connects the latest educational research, practitioner-informed best practices, and rigorous data analysis to create insights that improve the way people learn."

The results of these surveys from February, 2014 include nearly 5,000 responses from students in grades 3-8, staff, and parents.The current survey results provide a baseline for staff and student access to technology, staff and student use of technology, and the perceptions staff, students, and parents have about the use of technology in learning. A summary of the results are included as an addendum to this plan.

PVSD has a three year agreement with Clarity, and plans on giving the survey according to the following schedule:

-February 2014

-December 2014

-June 2015

-December 2015

-June 2016

-December 2016

This schedule will allow schools and the district to measure progress in student use of technology, the 4 Cs, access to technology tools, and the overall perceptions of staff, students, and parents about their use of technology in learning.

Describe the evaluation process that enables the school to monitor progress toward the specific goals and make mid-course corrections in response to new developments and opportunities as they arise.

PVSD will measure the progress of this plan through multiple measures.

The first measure is the Clarity survey, which will be given every 6 months through 2016. This survey measures student, staff, and parent responses to questions in the areas of:

- Classroom use of technology and 21st Century skills
- Access to technology at school and at home
- Technology Skills of students and staff
- Professional Learning and supportive technology environment

Clarity will provide rich and meaningful data based on the direct input of 3 important stakeholder groups. This data is collected anonymously and directly addresses the goals being measured.

The second measure will be the annual analysis of technology help tickets. The type and frequency of technology help tickets indicates the level of training required by staff to effectively use technology in the classroom and for conducting business. An analysis of the tickets will also give an indication as to which schools have greater internal capacity to support their own technology, and which school sites might require a greater level of support.

The third measure of progress includes the regular analysis and sharing of data related to the use of the digital tools addressed in the above goals. The tools that offer measurable data for usage by students and staff include: Google Drive (collaboration), Typing Agent (keyboarding instruction), Discovery Education (video streaming service), OverDrive (e-book library), PebbleGo (online, interactive, non-fiction texts for K-2), Datawise (online assessments for grades 3-8), ESGI (online Kindergarten Assessments).

Ongoing analysis of the 3 sources of data will be conducted by the Technology Department, the Superintendent's Cabinet/Management Team, and the District Technology Team. The data will determine what actions need to be taken to further support the effective implementation of this plan.

The plan must include an evaluation process that enables the school to monitor progress toward the specific goals and make mid-course corrections in response to new developments and opportunities as they arise.

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give an indication as to which schools have greater internal capacity to support their own technology, and which school sites might require a greater level of support.

The third measure of progress includes the regular analysis and sharing of data related to the use of the digital tools addressed in the above goals. The tools that offer measurable data for usage by students and staff include: Google Drive (collaboration), Typing Agent (keyboarding instruction), Discovery Education (video streaming service), OverDrive (e-book library), PebbleGo (online, interactive, non-fiction texts for K-2), Datawise (online assessments for grades 3-8), ESGI (online Kindergarten Assessments).

Ongoing analysis of the 3 sources of data will be conducted by the Technology Department, the Superintendent's Cabinet/Management Team, and the District Technology Team. The data will determine what actions need to be taken to further support the effective implementation of this plan.

**Annual Review of Goals Year One:**

**Annual Review of Goals Year Two:**

**Annual Review of Goals Year Three:**

## Contact Information
## (Required)

Education Technology Plan Review System (ETPRS)
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