Technology Plan

Darnall Charter School

July 1, 2013 - June 30, 2016

This plan is for EETT and E-Rate.

Tim Simmons <tsimmons@darnallcharter.org>

ETPRS: Darnall Charter -- Tech plan ID: 5767 -- Your tech plan has been approved by CDE

Ed Tech Review Plan System (ETPRS) <EDTECHPLAN@cde.ca.gov> Thu, Jun 13, 2013 at 11:19 AM
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California Department of Education's Education Technology Review Plan System (ETPRS)
==========

6/13/2013 11:19:38 AM
Local Educational Agency (LEA) Education Technology Plan Information:

Charter Name: Darnall Charter
Charter Code: 37-68338-6039457
District Name: San Diego Unified
County: San Diego
CTAP Region: 09
Tech plan ID: 5767
Duration in Years: 3
Start Date: 7/1/2013
End Date: 6/30/2016
Approval Date: 6/13/2013 11:19:38 AM

An education technology plan received from the above LEA has been approved by the California Department of Education. We congratulate you on your success and appreciate the hard work that went into developing your high quality education technology plan.

This approval e-mail will serve as official approval certification for any state-funded program requiring a state-approved technology plan. The current funding programs that require a state-approved technology plan include, but are not limited to, the federal E-rate program and the Education Technology K-12 Voucher Program.

Please print this document and retain for your files as it will serve as important documentation in case of an audit.

Should you have any questions, feel free to contact:

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Thank you.

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Background and Demographic Profile

We are committed to appropriately integrating technology into all areas of the curriculum and dedicated to the acquisition and support of effective educational technology that provides teachers and students real-world contexts for learning, connections to larger learning communities, and opportunities to individualize and apply learning. Implementing technology-based solutions into all functions and processes of instruction, management and communication is the responsibility of the Technology & Data Systems Coordinator and technology committee.

Specifically our role is to:

- ☒ Orchestrate the implementation of our technology plan components with stakeholders.
- ☒ Keep the technology funding flowing and manage the technology budgets.
- ☒ Keep the infrastructure, hardware, and software up to date.
- ☒ Provide high-quality service to users on an ongoing basis.
- ☒ Implement technology solutions that will make accountable differences in instruction, assessment, management of students, and improve communication and collaboration.

Our Education Technology Plan is intended to serve as both a guide for technology related decision making and an instrument to monitor and evaluate progress toward identified goals and objectives. An updated assessment of school technology status, needs, and resources has been completed for each section of our plan and has guided the development of our technology goals, objectives and implementation activities. Our goals and objectives were established to meet the identified needs of integrating technology to improve student learning, providing equitable technology access and support, providing timely two-way information between home and school, and providing ongoing high quality educational technology professional development.

School Profile

Darnall Charter School is a public, tuition free school that serves students in kindergarten through 7th grade. We are located within the mid city area of San Diego. We are a self-governing charter school with a collaborative learning community. The following data offers a snapshot of our school during the 2011-12 school year from the Ed Data website (http://www.ed-data.k12.ca.us/welcome.asp).

Students by Race/Et
Darnall Charter Scho
2011-12

	School	
	Enrollment	Perce of Tot
American Indian or Alaska Native	0	0.0
Asian	57	10.4
Native Hawaiian or Pacific Islander	0	0.0
Filipino	4	0.7
Hispanic or Latino	387	70.5
Black or African American	69	12.6
White	17	3.1
Two or More Races	15	2.7
None Reported	0	0.0
Total	549	100

Languages of English Learner Students
Darnall Charter School, 2011-12

	Number of Students	Percent of Enrollment
Spanish	283	51.5%
Vietnamese	23	4.2%
Khmer (Cambodian)	9	1.6%
Japanese	7	1.3%
Taiwanese	3	0.5%
All Other	13	2.4%
Total	338	61.6%

Source: California Department of Education, Educational Demographics Office (language census, elsch12 9/20/12)

Average Class Size
Darnall Charter Scho

	School	
	Number of Classes[1]	A Cla
Schoolwide	25	

Certificated Staff
Darnall Charter School, 2011-12

	School			District
	Number of Staff	Full-Time Equivalents	Per Pupil Ratio	Per Pupil Ratio
Administrators	1	1.0	549.0	307.5
Pupil Services	2	2.0	274.5	175.9
Teachers	36	34.5	15.9	19.5

1. Plan Duration

July 1, 2013 - June 30, 2016

This plan covers a time period that includes the implementation of the Common Core State Standards and the new assessment and accountability system.

2. Stakeholders

Stakeholders		
Name	**Position**	**CDS**
Tim Simmons	Technology & Data Systems Coordinator	San Diego San Diego Unified Darnall Charter
Raymond Espinoza	Computer Resource Assistant	San Diego San Diego Unified Darnall Charter
Leslie Dahab	Director	San Diego San Diego Unified Darnall Charter
Dawna Halama	Instructional Leader	San Diego San Diego Unified Darnall Charter
Carol Hill	Administrative Aide	San Diego San Diego Unified Darnall Charter
Angie Fisher	Federal Program & Assessment Coordinator	San Diego San Diego Unified Darnall Charter
Maria Hernandez	Counselor	San Diego San Diego Unified Darnall Charter
Edith Mendoza	Parent	
Cathy Barrera	Parent	
Morgan McDaniel	Special Education Teacher	San Diego San Diego Unified Darnall Charter
Janet Burton	Classroom Teacher	San Diego San Diego Unified Darnall Charter
Syliva Parker	Classroom Teacher	San Diego San Diego Unified Darnall Charter

Our Educational Technology planning team is comprised of the Technology & Data Systems Coordinator, the Director, the Instructional Leader, school personnel, teachers, a parent and a community representative.

Our primary function has been to:

☒ Evaluate the draft technology plan and make adjustments if needed.

- ☒ Gather and evaluate technology data with regard to hardware, wiring, resources, professional development and projects.
- ☒ Collect and analyze survey, technology, and student achievement data.
- ☒ Identify and update common technology needs and issues.

As stakeholders developed our technology plan, the following key questions were addressed:

- ☒ Is our school's vision for student success aligned to today's knowledge-based, Digital Age? Are we all committed to that vision?
- ☒ Is student academic achievement improving where technology is being used effectively?
- ☒ Are students demonstrating proficiency in technological literacy?
- ☒ Are educators proficient in implementing, assessing and supporting a variety of effective practices for teaching and learning?
- ☒ Do students and school staff have robust access to technology - anytime, anywhere - to support effective designs for teaching and learning?
- ☒ Is the digital divide being addressed through resources and strategies that ensure that all students are engaging in an educational program aligned to our vision of technology integration?

We use formal/informal surveys and face-to-face meetings to illicit input from the stakeholder groups each team member represents.

The School Leadership Counsel and the Darnall Board have served as the primary conduits for gathering and disseminating information regarding this technology plan. These meetings have provided the team and other stakeholders with a mechanism for ongoing input and updates regarding the objectives, funding, budgets, and curricular guidelines contained within our technology plan.

Stakeholders on Technology Planning Team

Technology & Data Systems Coordinator

Design & Implementation Roles: Leads the Tech Plan team and provides overall coordination of the technology implementation and oversight team, funding resources, and the implementation of the goals and objectives set forth in this technology plan. Directs and facilitates the technology team's development of broad and inclusive goals and objectives for curriculum, resources, and operations that include technology.

Administration – Director and Instructional Leader

Design & Implementation Roles: The Director serves on our Tech Plan team and the Instructional Leader aides in implementation. They both provide updates on tech plan implementation and needs; monitor teacher performance and student learning; make adjustments based on teacher and student performance; ensure the use of adopted materials, research-based best practices and instructional programs; provide input on how technology can better support the teaching of standards-aligned academic objectives.

School Personnel – Computer Resource Assistant & Support Technician, Classified Rep.

Design & Implementation Roles: Provides assistance in Tech Plan implementation through support of teachers and students, training, maintenance of hardware and software and management of technology resources.

Teachers –Teachers representing Early Primary, Primary and Elementary grade levels.

Design & Implementation Roles: Representatives on our Tech Plan team provide input on efforts and outcomes using research-based technology programs and practices to support the our curricular goals and academic content standards and improve teaching and learning. They serve as coaches to other teachers and are conduits between teachers and the Tech Plan team regarding all aspects of the technology plan

Parents - Parents of children enrolled in our school.

Design & Implementation Roles: Representatives on our Tech Plan team provide input on the schools' efforts to integrate technology and 21st century skills in the standards-aligned curriculum. They advocate for equity in access to technology, the opportunity to master core subjects and 21st century skills, and enhance home/school communication.

Community Representatives – Community members and board members.

Design & Implementation Roles: Representatives on our Tech Plan team offered assistance with the implementation of our tech plan objectives focused on improving technology equity, access, after school opportunities, and home-school-community communications.

Government Agencies – representatives from CTAP Region 9.

Design & Implementation Roles: Offered technical assistance with: data analyses and revision of our goals and objectives; professional development planning and implementation.

We continue to solicit and expand our partnerships with stakeholders to enhance the infusion of educational technology into the curriculum. We recognize that schools alone do not have the resources or expertise to keep pace with rapidly changing technology. We believe that these partnerships will help us serve the growing needs of an increasingly technical and global education system and society.

3. Curriculum

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

Access to site-based technology resources have been evaluated through inventory records and survey data. All of our classrooms are equipped with some type of projector and document camera. Forty-two percent of those classrooms have an interactive whiteboard, document camera and audio presentation system. All classrooms in grades 3rd - 7th have class sets of netbooks or iPads for student use. The other classrooms have a few desktop or iPads which are used by all students in the class. The computer lab is equipped with 32 netbooks and the Library has 4 search stations.

School Technology
Darnall Charter School, 2011-12

	Number
Computers	329
Students per Computer	1.7
Classrooms with Internet	29

ALSO SEE ▶ Technology definitions

Source: California Department of Education, Educational Demographics Office (CBEDS, cbedsora11a.txt 5/8/12, pubschls 12/10/12)

Students have access to technology tools during school hours as planned by teachers. Students visit the computer lab once per week for 45 min. to an hour. Twenty-one percent of students that qualify for extended day support have access to classroom technology resources after school for 3 hours per week. Some students with special needs take assigned assistive technology tools home with them. Most students do not have regular access to technology tools on campus outside of school hours. A 2011-12 survey of our families revealed that approximately 65% of students have Internet access at home.

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

Teachers and staff were surveyed to assess current use of software and hardware to support teaching and learning. One hundred percent use a projector and document cam daily in their instruction. All teachers use a computer, email and SIS software daily to complete administrative tasks, find resources or create materials related to teaching. Of the teachers that have a Promethean board, 25% use the board's interactivity daily. Less than 10% incorporate activities where students use the board's interactive features.

Classrooms with student devices demonstrate a wide range of use with the majority planning activities where students conduct research or engage in web-based activities like using Google docs or IXL math.

The following information summarizes how teachers are using technology as related to NETS for teachers. Teachers ranked themselves on a scale of one to five. The results show teachers do not regularly use technology to address the principles behind higher level technology integration and 21st century skills.

NETS for Teachers	Average
Engage students in exploring real-world issues and solving authentic problems using digital tools and resources.	2.75
Design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity.	2.95
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.	2.6
Customize and personalize learning activities to address students' diverse learning styles, working strategies, and abilities using digital tools and resources.	2.65
Collaborate with students, peers, parents, and community members using digital tools and resources to support student success and innovation.	3.45
Address the diverse needs of all learners by using learner-centered strategies providing equitable access to appropriate digital tools and resources.	2.5

Scale: Extremely Rare/Never 1 2 3 4 5 Always/Most of the time

Computers in the library are used primarily used for Internet research and to search the library's card catalog. Students visit the computer lab once per week to receive technology skills instruction, cyber safety instruction, practice curriculum related skills and work on class assignments.

Students with special needs are provided appropriate technology as required in their Individual Education Plan (IEP). In addition to personal technologies, our special day classes are equipped with the same technology tools as our general education classrooms.

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

Local Educational Agency Plan Addendum, Revised 2012

Darnall Charter School's student population is comprised primarily of socio-economically disadvantaged students, the majority of whom are learning English as a new language. These children need focused and regular ELD instruction and SDAIE integrated throughout their instructional day. Teachers need to have timely access to formative and summative assessments to monitor student progress and deliver relevant instruction.

Darnall Charter School has implemented the Performance Series Test (PST) a computer adaptive diagnostic tool that is a nationally normed assessment and referenced to state and common core standards in grades 2-8. This tool allows for several levels of analysis.

1. We will revise our instructional program to improve rigor, consistency, and K-6 vertical alignment and establish a school-wide instructional schedule, protected from interruptions, and monitor compliance for core curriculum and intervention.
2. Darnall Charter students met participation goals but failed to meet AYP targets of 67.6% proficient for ELA and 68.5% proficient for Mathematics overall and in three subgroups; Latino, Socio-economically disadvantaged, and English language learners. We will implement curriculum, protect instructional time, and provide professional development to improve growth and achievement overall and in significant subgroups. Darnall Charter School will use data to monitor the progress of students in the language domains of listening, speaking, reading, and writing. Student growth will be monitored using adopted assessments and the PST.
3. Darnall Charter School has developed the following growth targets: Students performing at or above grade level will make one year's growth for one year of instruction as measured by the PST. Student progress toward growth targets will be monitored three times annually and formative assessments will be used in the interim to inform instructional decisions.
4. Darnall Charter School Teachers will be trained and receive ongoing support through follow-up trainings and bimonthly grade level meetings with the Instructional Leader in the use of RLA/ELD formative assessment tools. We will continue to develop Teacher expertise in effective and timely use of PST results.
5. Darnall Charter School will consistently implement best instructional practices to meet the needs of low-socioeconomic students and English language learners; including, but not limited to: individualized instruction, small group instruction, targeted English language development, differentiated instruction, Teach Like a Champion, and the integration of technology tools for teaching and learning.
6. Darnall Charter School will begin moving toward APS recommendations by implementing the following:

- ☒ Instructional Program with Lesson Pacing Guides: Consistent use of SBE adopted curriculum for ELA, ELD, mathematics, and intervention supported by integrated and ongoing professional development for implementation with fidelity.
- ☒ Instructional Time: Adherence to instructional minutes for ELA, ELD, mathematics, and intervention supported by a revised master calendar and monitoring.
- ☒ Professional Development for School Administrators
- ☒ Student Achievement Monitoring System: We will use the PST three times annually to inform student placement and to monitor growth. The assessment tools included in the SBE RLA/ELD and mathematics adoptions will be used to identify student needs and make instructional decisions.

Title III LEA Plan

Goal 2A: AMAO 1 - Annual Progress Learning English: Darnall expects that a minimum of 57.5% of students will reach the AMAO1 target goal. All English learners will progress at least one proficiency level as measured by CELDT. Students at the English proficient level will maintain that level or reclassify.

Goal 2B: AMAO 2 - English Proficiency: The students who have been in a language instructional program for fewer than five years will continue to meet or exceed the state target. At least 10% more (45% or greater) of the students who have been in a language instructional program for five years or more will score at the CELDT proficient level.

- ☒ Goal 2C: AMAO 3 - AYP for EL Subgroup: Although Darnall met the state targets for AMAO3, we recognize the need to address core to support our long term ELs. An increasing percentage of English learners will attain proficiency in Reading/Language Arts and mathematics annually.
- ☒ By August 2013, the percentage of English learners attaining proficiency in reading/language arts will increase from 47.1% to at least 58% to meet Safe Harbor, as measured by the CST, CMA, CAPA and/or CAHSEE, in order to move toward state-defined expectations for proficiency in Reading/Language Arts.
- ☒ By August 2013 the LEA will meet the 95% participation rate for English learners assessed in Reading/Language Arts.
- ☒ By August 2013, the percentage of English learners attaining proficiency in Mathematics will increase from 63.7% to 74% to meet Safe Harbor, as measured by the CST, CMA, CAPA and/or CAHSEE, in order to move toward state defined expectations for proficiency in Mathematics.
- ☒ By August 2013 the LEA will meet the 95% participation rate for English learners assessed in Mathematics.

Goal 2D: High Quality Professional Development: Darnall will provide on-going professional development to develop teachers' understanding of the newly adopted RLA/ELD curriculum. We will conduct regular training of all instructional staff to identify early, appropriate interventions to help ELs, improve student engagement strategies, and understand and use assessments to improve classroom practice and student learning.

Goal 2E: Parent and Community Participation: We will implement culturally responsive community involvement strategies.

Goal 2F: Parental Notification: Darnall will continue to provide information to parents in a timely fashion in a language they best understand.

Common Core State Standards & Partnership for 21st Century Skills

One of Darnall's primary goals covered during the duration of this plan is the implementation of the new Common Core State Standards, and the use of tools and resources from the Partnership for 21st Century Skills and ISTE's NETS Standards to implement the CCSS and equip our students with 21st century skills.

Darnall is following the California Department of Education Common Core State Standards Systems Implementation Plan for California recommended activities for LEAs. The following are for the years in this plan.

2013 - 2014

LEA Activity
• Support ongoing professional learning to promote transition to the CCSS based upon priorities established in local plan ▪ *Suggested Areas of focus*: • Mathematics: modeling • ELA: collaborative conversations • General: revised ELD standards, revised *CTE Model Curriculum Standards* , effective utilization of technology and media • Utilize the mathematics curriculum framework as a blueprint for implementation of the mathematics CCSS • Promote local awareness of the assessment transition plan, SBAC assessments, and purposes of assessment
• Revisit end-of-chapter/unit questions and quizzes in existing materials and elevate them to higher level critical thinking • Include performance task assessments for end of unit/chapter assessment • For mathematics, utilize word problems to provide students with opportunities to apply mathematical reasoning to real-world challenges
• Promote awareness of the new ELA curriculum framework and utilize in professional learning opportunities as appropriate • Visit SBAC's Web pages for information about summative and interim field tests • Utilize online technology readiness tool to evaluate current technology and infrastructure
• Implement local technology plan • Utilize the ELA curriculum framework as a blueprint for implementation of the ELA CCSS

2014 - 2015

LEA Activity
• Provide professional learning to support full implementation of the CCSS ▪ *Suggested areas of focus*: • Mathematics: support content shifts in K-8 • ELA: writing informational text • General: transition to SBAC assessments
• Debrief with staff and students all elements of the SBAC summative assessment • Using feedback from debriefing, start planning adjustments to instruction and curriculum, formative practices, site-based assessments, expectations, learning goals, student/parent involvement, and all stakeholders' role for improvement next year
• Create site-based plan for professional learning to ensure continuous improvement of instruction and a higher level of academic achievement for all students

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

The duration of this plan includes the transition from California Standards to the Common Core State Standards. This includes new summative assessments developed by the Smarter Balance Assessment Consortium (SBAC) that begin in 2014-2015. During, this transition period, Darnall will use Scantron's Performance Series Test to measure student mastery of the CCSS. The PST is a computer adaptive test administered three times per year and will provide us with a consistent, vertically aligned growth measure during the rollout of the new CCSS assessment system.

Goal 3d.1: Darnall students and teachers will use technology to improve teaching and individualize learning to help master the Common Core State Standards in English Language Arts and Mathematics.

Objective 3d.1.1: By July 2016, 90% of students will meet their annual growth target on the Common Core State Standards as measured by the Performance Series Test (PST). Students performing at or above grade level will make one year's growth for one year of instruction and students below grade level will make more than one year's growth based on a normed data calculation.

Benchmarks:

☒ Year 1: By July 2014, 60% of students will meet their annual growth target on the Common Core State Standards as measured by the Performance Series Test (PST).

☒ Year 2: By July 2015, 75% students will meet their annual growth target on the Common Core State Standards as measured by the Performance Series Test (PST).
☒ Year 3: By July 2016, 90% of students will meet their annual growth target on the Common Core State Standards as measured by the Performance Series Test (PST).

Implementation Plan				
Activity	**Timeline**	**Person(s) Responsible**	**Monitoring & Evaluation**	**Evaluation Instrument**
Evaluate 2012 - 2013 PST annual growth results and adjust Objective 3d.1.1 as needed.	June 2013 - August 2013	Technology Coordinator, Assessment Coordinator	Reviewed by Director and SLC	Summary Reports
Evaluate IXL math program, its use and how it aligns with the CCSS.	June 2013 - August 2013	Technology Coordinator, Assessment Coordinator	Reviewed by Technology Coordinator, Director and SLC	Teacher feedback, IXL reports
Research and acquire online service to support CCSS English Language Arts. It must provide individualized progress monitoring and anytime access.	June 2013 - September 2013	Technology Coordinator, select teachers	Report to SLC and all teachers	program description, including CCSS alignment and demonstrations
Provide Prof. Development and information to teachers about how to use PST results to adjust CCSS instruction.	annually by October 31st, ongoing as needed	Instructional Leader	Report to Director, teacher feedback	Prof. Development records
Provide Prof. Development and information to teachers about to how use online curriculum support services (IXL, etc.)	annually by Sept. 30th, ongoing as needed	Instructional Leader, Technology Coordinator	Report to Director, teacher feedback	Prof. Development records, service usage reports
Collect and share resources and best practice examples of how technology is being used to help students master the Common Core State Standards in English Language Arts and Mathematics.	By December 20th, 2013; ongoing	Instructional Leader, Teachers, Technology Coordinator	Monitored by Director and Instructional Leader	online repository of resources, Prof. Development records
Analyze PST results and individualize student assignments on online services (IXL, etc.)	Three times per year within 3 weeks after receiving PST results.	Teachers	Instructional Leader	PST reports, online service reports

Goal 3d.2: Darnall teachers and English learner students will use technology to improve teaching and individualize learning in order to meet annual growth targets in developing English fluency.

Objective 3d.2.1: By July 2016, English Language Learners will meet targets for making annual progress in learning English and proficiency as measured by the California English Language Development Test (CELDT). These are referred to as Annual Measurable Achievement Objectives 1 and 2 (AMAO 1 and 2) and have not been determined by the California Department of Education for this school year.

Benchmarks:

- ☒ Year 1: By July 2014, 59% of English Language Learners will meet the target for making annual progress in learning English; and 22.8% (less than 5 years) and 49% (more than 5 years) will meet the target for making annual progress in English proficiency as measured by the CELDT.
- ☒ Year 2: By July 2015, English Language Learners will meet the targets for making annual progress in learning English and English proficiency as measured by the CELDT. These targets have not been determined by the California Department of Education for this school year.
- ☒ Year 3: By July 2016, English Language Learners will meet the targets for making annual progress in learning English and English proficiency as measured by the CELDT. These targets have not been determined by the California Department of Education for this school year.

Implementation Plan				
Activity	**Timeline**	**Person(s) Responsible**	**Monitoring & Evaluation**	**Evaluation Instrument**
Review Title III Plan for areas that can be supported with technology and create support plan for implementation.	June 2013 - September 2013	Instructional Leader, Assessment Coordinator, Instructional Leader	Report to Director, SLC	support plan
Research and acquire online service to support English Learners. It must provide individualized progress monitoring and anytime access.	June 2013 - September 2013	Technology Coordinator, select teachers	Report to SLC and all teachers	program description and demonstrations
Provide Prof. Development and information to teachers about how to use online curriculum support services for English Learners	annually by Sept. 30th, ongoing as needed	Instructional Leader, Technology Coordinator	Report to Director, teacher feedback	Prof. Development records, service usage reports

Collect and share resources and best practice examples of how technology is being used to help English Learners improve English fluency.	By December 20th, 2013; ongoing	Instructional Leader, Teachers, Technology Coordinator	monitored by Director and Instructional Leader	online repository of resources, Prof. Development records
Analyze CELDT results and individualize student assignments on online ELD services	annually by Sept. 30th (previous year's results), annually after current year's results are released	Teachers	Instructional Leader	CELDT results, online service reports

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

The Common Core State Standards contain specific standards that require the use of technology. There are already crosswalks addressing NETS/P21 standards and CCSS. Our technology and information literacy education will center around those specific CCSS and the foundational skills required to meet those standards--developed by the Fresno County Office of Education.

Goal 3e.1: Students will become proficient at information literacy and technology use based on NETS for students and the Partnership for 21st century skills.

Objective 3e.1.1: By July 2016, 90% of students will meet grade level information literacy and technology standards (NETS and P21 standards) as demonstrated through student created evidence from specific Common Core State Standards.

Benchmarks:

- ☒ Year 1: By July 2014, 60% of students will meet grade level information literacy and technology standards (NETS and P21 standards) as demonstrated through student created evidence from specific Common Core State Standards.
- ☒ Year 2: By July 2015, 70% of students will meet grade level information literacy and technology standards (NETS and P21 standards) as demonstrated through student created evidence from specific Common Core State Standards.
- ☒ Year 3: By July 2016, 90% of students will meet grade level information literacy and technology standards (NETS and P21 standards) as demonstrated through student created evidence from specific Common Core State Standards.

Implementation Plan

Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Instrument
Review CCSS/Technology Crosswalk, Rigor Relevance Chart, NETS/P21 Standards and generate examples of student created evidence at each grade level.	June 2013 - December 2013	Instructional Leader, Teachers, Technology Coordinator	Ongoing review by Instructional Leader, Teachers, Technology Coordinator and Director	examples, supporting documents
Collect and share student examples and best practices of student created evidence that meets grade level information literacy and technology standards (NETS and P21 standards) as demonstrated through student created evidence from specific Common Core State Standards.	By June 15th, 2014; ongoing	Instructional Leader, Teachers, Technology Coordinator	Monitored by Director and Instructional Leader	repository of student examples and best practices
Provide Prof. Development and information to teachers about NETS/P21 standards, CCSS alignment and instructional strategies for integration into the curriculum.	annually by Sept. 30th, ongoing as needed	Instructional Leader, Technology Coordinator	Report to Director, teacher feedback	Prof. Development records
Create/acquire rubrics to evaluate student created evidence to see if it meets NETS/P21 and Common Core State Standards	By December 20th 2013; ongoing revisions as needed	Instructional Leader, Teachers, Technology Coordinator	Monitored by Instructional Leader, Teachers, Technology Coordinator and Director	rubrics and supporting documents

Objective 3e.1.2: By July 2016, 90% of students will master the foundational technology skills required to create evidence that demonstrates mastery of specific Common Core State Standards.

Benchmarks:

- ☒ Year 1: By July 2014, 60% of students will master the foundational technology skills required to create evidence that demonstrates mastery of specific Common Core State Standards.
- ☒ Year 2: By July 2015, 70% of students will master the foundational technology skills required to create evidence that demonstrates mastery of specific Common Core State Standards.

☒ Year 3: By July 2016, 90% of students will master the foundational technology skills required to create evidence that demonstrates mastery of specific Common Core State Standards.

Implementation Plan				
Activity	**Timeline**	**Person(s) Responsible**	**Monitoring & Evaluation**	**Evaluation Instrument**
Review Digital Literacy and Technology Skills to Support CCSS and create plan for when (classroom, lab, etc.) and how (online, direct instruction) these skills will be taught.	June 2013 - December 2013, ongoing revisions as needed	Instructional Leader, Technology Coordinator, Teachers and Computer Resource Assistant	Monitored by Instructional Leader, Teachers, Technology Coordinator and Director	Instructional Plan, supporting documents
Provide Prof. Development and information about specific foundational technology skills teachers will address in the classroom, and overview of Instructional Plan.	annually by Sept. 30th, ongoing as needed	Instructional Leader, Technology Coordinator	Report to Director, teacher feedback	Prof. Development records
Create/acquire an assessment to measure student mastery of foundational technology skills. Assessment should be integrated with rubrics created in Objective 3e.1.1.	By December 20th, 2013; ongoing revisions as needed	Instructional Leader, Teachers, Technology Coordinator	Monitored by Instructional Leader, Teachers, Technology Coordinator and Director	assessment(s) and supporting documents

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

In June of 2012, the board adopted the Student Technology Use and Internet Safety Policy.

From the policy:

Purpose:

To ensure that technology resources and Internet access provided by Darnall Charter School be used in a safe, responsible and proper manner in support of our instructional program and for the advancement of student learning.

Policy:

Darnall shall notify students and parents/guardians about authorized uses of the school's computers, user obligations and responsibilities, and consequences for unauthorized use and/or unlawful activities in accordance with the school's regulations and the school's Student Acceptable Use Agreement.

In order to use the school's technological resources, parents/guardians (K-2) or the student and their parent/guardian (3rd grade and above) shall sign and return the Student Acceptable Use Agreement specifying user obligations and responsibilities. In that agreement, the student and his/her parent/guardian shall agree not to hold the school or any school staff responsible for the failure of any technology protection measures, violations of copyright restrictions, or user mistakes or negligence.

From the Acceptable Use Agreement:

Darnall Charter School's technology resources are provided to students as an educational resource to conduct research, access curriculum resources, enhance parent involvement, complete assignments, and communicate with others in furtherance of their education. Access is a privilege, not a right; as such, general rules of school behavior and policies related to student conduct apply. 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.

1. Darnall technology resources shall only be used to access educational information and to promote learning activities both at school and home, including the facilitation of communication between the home and school.

9. Copyright laws must be adhered to at all times. All materials from the Internet and other digital resources, including graphics, which are used in student projects or reports, must be properly cited. Copyrighted, Trademarked or Registered materials may not be placed on the Internet without the permission of the author.

Darnall will follow Fresno County Office of Ed.'s Recommended Digital Literacy & Technology Skills to Support the Common Core Standards:

Recommended Digital Literacy & Technology Skills to Support the California Common Core State Standards

2. Demonstrate the responsible use of technology & an understanding of ethics & safety issues in using electronic media at home, in school, and in society.

Ethics

Grades K-2

1. Follow classroom rules for the responsible use of computers, peripheral devices, and resources. 2. Explain the importance of giving credit to media creators when using their work in student projects.

Grades 3-5

1. Explain and demonstrate compliance with school rules (Acceptable Use Policy) regarding responsible use of computers and networks. 2. Explain responsible uses of technology and digital information; describe possible consequences of inappropriate use. 3. Explain Fair Use Guidelines for the use of copyrighted materials (e.g., text, images, music, video) in student projects.

Grades 6-8

1. Explain ethical issues related to privacy, plagiarism, spam, viruses, hacking, and file sharing. 2. Explain how copyright law protects the ownership of intellectual property, and explain possible consequences of violating the law. 3. Explain fair use guidelines for using copyrighted materials (e.g., images, music, video, text) in school projects. 4. Describe appropriate and responsible use of communication tools (e.g., chats, instant messaging, blogs, and wikis).

Classroom & Society

Grades K-2

3. Explain why there are rules for using technology at home and at school. 4. Identify the purpose of a media message (to inform, persuade, or entertain). 5. Describe how people use many types of technologies in their daily lives.

Grades 3-5

4. Identify ways in which technology is used in the workplace and in society. 5. Work collaboratively online with other students under teacher supervision. 6. Analyze media messages and determine if their purpose is to inform, persuade, or entertain. 7. Explain that some Web sites and search engines may include sponsored commercial links. 8. Explain how hardware and applications can enable people with disabilities to learn.

Grades 6-8

5. Identify and discuss the technology proficiencies needed in the workplace, as well as ways to prepare to meet these demands. 6. Identify and describe the effect technological changes have had on society. 7. Explain how technology can support communication and collaboration, personal and professional productivity, and lifelong learning. 8. Analyze and explain how media and technology can be used to distort, exaggerate, and misrepresent information. 9. Give examples of hardware and applications that enable people with disabilities to use technology.

Goal 3f.1: All students at Darnall will be taught to distinguish lawful from unlawful uses of copyrighted works, including the following topics: the concept and purpose of both copyright and fair use; distinguishing lawful from unlawful downloading and peer-to-peer file sharing; and avoiding plagiarism.

Objective 3f.1.1 By July 2016 100% of students will have received instruction on distinguishing lawful from unlawful uses of copyrighted works.

Benchmarks

Year 1 - By July 2014, 100% of students will have received instruction on distinguishing lawful from unlawful uses of copyrighted works.

Year 2 - By July 2015, 100% of students will have received instruction on distinguishing lawful from unlawful uses of copyrighted works.

Year 3 - By July 2016 100% of students will have received instruction on distinguishing lawful from unlawful uses of copyrighted works.

Implementation Plan				
Activity	**Timeline**	**Person(s) Responsible**	**Monitoring & Evaluation**	**Evaluation Instrument**
Design or purchase curriculum and assessment that focuses on ethical use of information technology including the following topics: copyright and fair use, downloading and file sharing, and plagiarism.	May 2013 - Aug 2013	Technology Coordinator, Computer Resource Assistant	Reviewed by Director and Instructional Leader, shared with staff	assessment and supporting documents
Plan Prof. Development for teachers and staff regarding the appropriate and ethical use of information technology.	May 2013 - August 2013	Technology Coordinator, Instructional Leader	reviewed by Director	Prof. development plan
Provide Prof. Development and information to teachers and staff on the appropriate and ethical use of information technology.	annually by October 31st	Technology Coordinator, Instructional Leader	Sign in sheets for Prof. Development	survey and/or assessment
Verify that each student has a signed AUP on file.	annually by Sept. 30th, or when enrolled	Enrollment Clerk	Part of enrollment process, entered in SIS system.	SIS Report

Implement annual plan for the appropriate and ethical use of information technology.	annually by Sept. 30th	Technology Coordinator, Computer Resource Assistant, Teachers	Assessment results, teacher feedback	Curriculum assessment, surveys

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

In May of 2012, Darnall Charter School's Board held a public hearing to meet CIPA compliance for the school's computer/Internet filtering process. In June of that year, the board adopted the Student Technology Use and Internet Safety Policy.

From the policy:

Darnall Charter School shall ensure that all school computers with Internet access have a technology protection measure that blocks or filters Internet access to visual depictions that are obscene, child pornography, or harmful to minors and that the operation of such measures is enforced.

Darnall shall enforce the provisions of the Student Acceptable Use Agreement which is meant to restrict students' access to harmful or inappropriate matter on the Internet and to ensure that students do not engage in unauthorized or unlawful online activities. Staff shall monitor students while they are using online services and may have teacher aides and volunteers assist in this supervision.

Darnall shall provide age-appropriate instruction regarding safe and appropriate behavior on social networking sites, chat rooms, and other Internet services. Such instruction shall include, but not be limited to, the dangers of posting personal information online, how to report inappropriate or offensive content or threats, behaviors that constitute cyberbullying, and how to respond when subjected to cyberbullying.

Darnall staff will receive related professional development about cyberbullying that includes identifying warning signs and effective prevention and interventions strategies.

From the Student Acceptable Use Agreement:

4. Not all access to the Internet can be supervised. Students agree not to send, access, submit, publish, display or print over the Internet or school network, or using school technology resources, any defamatory, inaccurate, abusive, obscene, profane, sexually oriented, threatening, offensive or illegal material. Cyberbullying is specifically prohibited. It shall be the student's responsibility to report the inappropriate use, web site, or communication to the student's teacher or other staff member.

5. Darnall Charter School shall ensure that all school computers with Internet access have a technology protection measure that blocks or filters Internet access to visual depictions that are obscene, child pornography, or harmful to minors and that the operation of such measures is enforced. The Darnall campus is a part of San Diego Unified School District's network. SDUSD

has taken reasonable precautions to filter web content to ensure adherence to the Federal Communications Commission's Children's Internet Protection Act (CIPA).

10. Students shall not post or transmit their own or other's personal information such as home addresses, telephone numbers, last names, photos or other personal identifying information.

During the 2012-2013 school year, Darnall adopted the NetSmartz workshop for online safety.

Goal 3g.1: All Darnall students will receive age-appropriate instruction regarding safe and appropriate behavior on social networking sites and other Internet services. Such instruction shall include, but not be limited to, the dangers of posting personal information online, how to report inappropriate or offensive content or threats, behaviors that constitute cyberbullying, and how to respond when subjected to cyberbullying.

Objective 3g.1.1 By July 2016 100% of students will have received age-appropriate instruction regarding safe and appropriate behavior on social networking sites and other Internet services.

Benchmarks

Year 1 - By July 2014, 100% of students will have received age-appropriate instruction regarding safe and appropriate behavior on social networking sites and other Internet services.

Year 2 - By July 2015, 100% of students will have received age-appropriate instruction regarding safe and appropriate behavior on social networking sites and other Internet services.

Year 3 - By July 2016 100% of students will have received age-appropriate instruction regarding safe and appropriate behavior on social networking sites and other Internet services.

Implementation Plan				
Activity	**Timeline**	**Person(s) Responsible**	**Monitoring & Evaluation**	**Evaluation Instrument**
Create annual plan for NetSmartz curriculum and the dissemination of information to parents.	May 2013 - August 2013	Technology Coordinator, Computer Resource Assistant	Reviewed by Director and Instructional Leader, shared with staff	annual plan, prof. development records
Review staff AUP and update as needed.	May 2013 - Aug 2013	Technology Coordinator	Reviewed by Director, Instructional Leader, Counselor	staff aup with changes, communication documentation
Plan Prof. Development for teachers and staff regarding Internet safety and the NetSmartz curriculum.	May 2013 - August 2013	Technology Coordinator, Instructional Leader	Reviewed by Director	prof. development plan, prof. development records

Plan, create or purchase student assessment to check for understanding of Internet safety curriculum. Administer based on curriculum plan.	August 2013 - December 2013	Technology Coordinator Computer Resource Assistant	Reviewed by Director, Instructional Leader	student assessment, supporting documents, assessment schedule
Provide Prof. Development and information to teachers and staff on Internet safety and the NetSmartz curriculum.	annually by October 31st	Technology Coordinator, Instructional Leader	Sign in sheets for Prof. Development	survey and/or assessment
Verify that each student has a signed AUP on file.	annually by Sept. 30th, or when enrolled	Enrollment Clerk	Part of enrollment process, entered in SIS system.	SIS Report
Implement annual plan for NetSmartz curriculum with assessments.	annually by Sept. 30th	Technology Coordinator, Computer Resource Assistant, Teachers	Assessment results, teacher feedback	Curriculum assessment, surveys

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

Darnall's goals is that all students will have equal access to technology to support achievement of the academic standards in the classroom, curricular goals, during and outside of school hours. Through Proposition S and SDUSD's i21 plan, we have greatly increased the number of student devices (netbooks, iPads, etc.) in our classrooms.

Our objective, by July 2014, is to have a 1 to 1 student to device ratio in grades three through eight and a 2 to 1 ratio in Kindergarten through second. We plan to maintain these ratios for the duration of this plan. All students will have equal access to these devices to support achievement of the academic standards in the classroom, curricular goals, and ultimately for success in the workplace including students with disabilities and English Learners.

Currently, Darnall works with a consortium of charters schools to provide assistive technology for students with disabilities. Darnall will continue to monitor the plan, implementation and use of assistive technology to ensure students have all learning tools as described in their Individual Education Plans (IEP).

Progress and completion of this goal and objective will be reviewed annually by the Technology Coordinator, Computer Resource Assistant, the Director and assigned case managers for students with disabilities.

Darnall will continue to make computers and/or student devices available beyond school ours and will look into partnering with our after school program to extend the hours even more.

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

San Diego Unified requires charter schools to enroll students in their SIS system, currently Zangle and next year Powerschool. As a result, we have maintained two systems for the last few years. We would prefer to only have one system, but we can not control functions like the gradebook or report cards and have been forced to maintain an alternate system we can adjust to meet our needs. The 2013-2014 school year will be a transition year where we will evaluate our access to Powerschool to decide if we still need to maintain another system.

Goal 3i.1: All teachers, administrators and specific staff members will use technology to improve student achievement through data collection, analysis, reporting and data driven decision making.

Objective 3i.1.1: By July 2016, 100% of teachers, administrators and specific staff members will use Darnall's SIS and assessment systems to make data driven decisions and manage student achievement information more efficiently.

Benchmarks:

- ☒ Year 1: 100% of teachers, administrators and pertinent staff members will use Darnall's SIS and assessment systems to make data driven decisions and manage student achievement information more efficiently.
- ☒ Year 2: 100% of teachers, administrators and pertinent staff members will use Darnall's SIS and assessment systems to make data driven decisions and manage student achievement information more efficiently.
- ☒ Year 3: 100% of teachers, administrators and pertinent staff members will use Darnall's SIS and assessment systems to make data driven decisions and manage student achievement information more efficiently.

Implementation Plan				
Activity	**Timeline**	**Person(s) Responsible**	**Monitoring & Evaluation**	**Evaluation Instrument**
Create division of labor plan for office staff with regard to SIS systems.	April 2013 - June 2013	Director, Administrative Aide	Reviewed by Technology Coordinator	plan document
Administrators and staff members attend Powerschool SIS training at SDUSD.	April 2013 - August 2013	Director, Administrative Aide, Technology Coordinator	Technology Coordinator	prof. development records
Continue Set-up, review and purchase relevant modules in TeacherEase SIS system.	May 2013 - July 2013	Technology Coordinator	Report to Director, School Leadership Council	communication records with TeacherEase support

Provide Prof. Development on Powerschool SIS system.	annually by August 30th, as needed for new staff members	Technology Coordinator, SDUSD	Technology Coordinator, support as needed through Individualized Prof. Development (IPD)	Prof. Development sign-ins, IPD notes
Provide Prof. Development on TeacherEase SIS system.	annually by August 30th, as needed for new staff members	Technology Coordinator	Technology Coordinator, support as needed through Individualized Prof. Development (IPD)	Prof. Development sign-ins, IPD notes
Provide Prof. Development on Performance Series Test (PST)	annually beginning August 2013, as needed for new staff members	Instructional Leader, Technology Coordinator	Technology Coordinator, support as needed through Individualized Prof. Development (IPD)	Prof. Development sign-ins, IPD notes
Evaluate Powerschool SIS to determine adaptability for charter schools--report cards, gradebook, assessment reporting, parent notification, etc.	August 2013 - May 2014	Technology Coordinator	Report to Director and School Leadership Council	SIS evaluation report
If Powerschool meets needs, end contract with TeacherEase and transfer data. If not, continue using TeacherEase.	By June 30th, 2014	Technology Coordinator	Report to Director and School Leadership Council	communication documents regarding decision
Evaluate new Common Core Assessments to determine if we need to continue using Performance Series Test.	By August 31st, 2015	Technology Coordinator, Director, Instructional Leader	Report to SLC	Compare assessment results from both systems

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

Darnall continues to update our web site with basic information, current events and news. Events and News items are also posted to our Twitter and Facebook accounts. We are aware the way parents and guardians access school information continues to evolve with technology. For example, a recent the recent national survey Speak Up found that 37% of parents wished their child's teacher or school would communicate with them via text message.

Goal 3j.1: Darnall will use technology to make teachers and administrators more accessible to parents by improving two-way communication between home and school.

Objective 3j.1.1: By December 2013, Darnall will provide parents with timely school information via a mass notification system that includes options like phone calls, email and texting.

Benchmarks:

- ☒ Year 1: By December 2013, 100% of parents with phones or email accounts will have the option to receive timely school information via our mass notification system.
- ☒ Year 2: By September 2014, 100% of parents with phones or email accounts will have the option to receive timely school information via our mass notification system.
- ☒ Year 3: By September 2015 100% of parents with phones or email accounts will have the option to receive timely school information via our mass notification system.

Implementation Plan				
Activity	**Timeline**	**Person(s) Responsible**	**Monitoring & Evaluation**	**Evaluation Instrument**
Set-up and test SD Unified's notification systems (Powerschool and Blackboard connect) to determine if meets Darnall's needs	by December 2013	Technology Coordinator, Enrollment Clerk, Administrative Aide	Reviewed by Director	report of test results
If SDUSD system does not meet needs, research new system.	December 2013	Technology Coordinator	Reviewed by Director	criteria for new system, summary of new system features
Train pertinent staff members in the use of notification system.	annually by August 31st, as needed	Technology Coordinator, Administrative Aide	Technology Coordinator	Training Records
Establish procedures and guidelines for information that will be sent out via mass notification system.	December 2013	Director, Administrative Aide, Technology Coordinator	Reviewed by pertinent staff members.	procedures and guidelines document

Objective 3j.1.2: By June 2014, 100% of teachers will provide parents with class information via a classroom web page on the school's website.

Benchmarks:

- ☒ Year 1: By June 2014, 100% of teachers will provide parents with class information via a classroom web page on the school's website.
- ☒ Year 2: By June 2015, 100% of teachers will provide parents with class information via a classroom web page on the school's website.
- ☒ Year 3: By June 2016, 100% of teachers will provide parents with class information via a classroom web page on the school's website.

Implementation Plan

Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Instrument
Provide Prof. Development regarding how to maintain classroom pages on website.	annually by August 31st, as needed	Technology Coordinator, Teacher Leaders	Director to review progress	class web pages
Notify parents about class web pages and subscription system.	annually at open house or via letters home	Teachers	Monitored by Director and Technology Coordinator	notification documents, open house agendas
Monitor website and classroom web page usage.	annually by June 30th	Technology Coordinator	Reviewed by Director	usage analytics

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

The curricular component of the technology plan will be monitored annually by the Technology Coordinator, Director and School Leadership Committee. The results will be reported to the Darnall Board of Education. The data will be collected and summarized by Technology Coordinator and reported at different meetings as the information becomes available.

The data will include:

- ☒ An analysis of PST, CST and CELDT scores to assess academic growth.
- ☒ An analysis of student progress and usage data produced by academic software and web applications (such as IXL math) to assess academic growth and the extent of use of the applications.
- ☒ An analysis of website and notification system usage to assess home/school communication effectiveness
- ☒ An analysis of Powerschool or TeacherEase usage to assess the extent of use of the applications.
- ☒ An analysis of rubrics and assessments addressing CCSS technology skills, Internet Safety and Ethical Use.
- ☒ An analysis of a Student Technology Survey.
- ☒ An analysis of the Technology Use Surveys to assess teacher and administrator proficiencies.

4. Professional Development

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

Analysis of a few years' data shows an increase in teacher's basic technology skills. This is the first year teachers completed a survey based on NETS for Teachers. The self-reported results show a minimal of implementation, with no averages reaching four or five.

Teacher NETS Survey - 2012/2013	
Scale: Extremely Rare/Never 1 2 3 4 5 Always/Most of the Time	
NETS for Teachers Standards	**Average**
Collaborate with students, peers, parents, and community members using digital tools and resources to support student success and innovation.	3.1
Engage students in exploring real-world issues and solving authentic problems using digital tools and resources.	2.8
Promote student reflection using collaborative tools to reveal and clarify students' conceptual understanding and thinking, planning, and creative processes.	2.85
Model collaborative knowledge construction by engaging in learning with students, colleagues, and others in face-to-face and virtual environments.	2.5
Design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity.	2.95
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.	2.6
Customize and personalize learning activities to address students' diverse learning styles, working strategies, and abilities using digital tools and resources.	2.75
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.	3.15
Demonstrate fluency in technology systems and the transfer of current knowledge to new technologies and situations.	2.8
Contribute to the effectiveness, vitality, and self-renewal of the teaching profession and of their school and community.	3.45
Communicate relevant information and ideas effectively to students, parents, and peers using a variety of digital-age media and formats.	3.05
Model and facilitate effective use of current and emerging digital tools to locate, analyze, evaluate, and use information resources to support research and learning.	3
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.	3.3
Address the diverse needs of all learners by using learner-centered strategies providing equitable access to appropriate digital tools and resources.	2.5
Promote and model digital etiquette and responsible social interactions related to the use of technology and information.	3.3
Participate in the development of facility plans that support and focus on health and environmentally safe practices related to the use of technology.	2.2
Participate in local and global learning communities to explore creative applications of technology to improve student learning.	2.3
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.	2.6
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.	2.35
Promote, support, and model creative and innovative thinking and inventiveness.	3.45

Administrators took a self-reported survey which combined basic technology skills, leadership skills and social, ethical and legal issues. The averages for each section scored "Developing."

Aministraton Technology Survey Results 2012/2013
3 - Consistently Demonstrates
2 - Developing
1 - Improvement Needed
Basic Technology Skills
Manage documents: save, locate, and organize files on a local computer and remote network spaces.
Resolve commonly occurring technology problems (e.g. printer jam, toner cartridge replacement, and frozen computer screen).
Use the editing and formatting features of a word processing program (e.g. centering, changing fonts, setting margins, copy and paste, spell check).
Create an original spreadsheet, entering simple formulas.
Use databases and spreadsheets for analysis and decision-making.
Use email to communicate with students, staff, parents, and the community.
Create an address book in an email program.
Manage network resources to share information. (share google doc, or spreadsheet
Use presentation tools (e.g. PowerPoint) to communicate with students, staff, parents and the community.
Create a simple multimedia presentation using a design template,
Average of Administrators = 2.5
Leadership Skills
Maintain currency and competency in the use of technology in order to model these practices for the staff.
Support and work toward providing equitable access (across the district/within the school building) to technologies that enhance student learning and facilitate staff productivity.
Support and work toward providing high quality professional development opportunities and ongoing support to promote the use of technology in instruction and to increase student technology literacy.
Make informed budget decisions that consider technology needs.
Assess and evaluate staff technology use for teaching and learning, communication, and productivity.
Support the use of technology to collect and analyze data to improve instructional practice and student learning.
Average of Administrators = 2.25
Social, Ethical, and Legal Issues
Support technology acceptable use policies, addressing issues such as online safety, access to inappropriate sites on the Internet, copyright law, etc. Communicate these policies to staff and students and ensure that they adhere to these policies.
Ensure that staff and students adhere to the Children's Internet Protection Act (CIPA) regulations through the monitoring of student technology use by staff.
Uphold policies and procedures to protect the rights and confidentiality of students and staff.
Ensure equitable access to technology activities so that every student engages in technology-rich learning experiences.
Average of Administrators = 2.625

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

We are looking to streamline information-based professional development, using alternate delivery methods like online learning, in order to allow for more time and in depth professional development and work around student data and achievement. This will allow us to drill down and individualize instruction for every student.

Goal 4b.1: All staff will have the opportunity to participate in sustained, ongoing professional development using multiple delivery methods to support this Technology Plan.

Objective 4b.1.1: Objective 4b.1.1: By July 2016, 100% of teachers and administrators will participate in professional development to assist them in integrating technology into the curriculum to provide students with a 21st century learning environment that is rigorous, interactive and engaging. As a school, Darnall will score "Appropriation" in all levels on the Levels of Technology Integration rubric.

Benchmarks:

- ☒ Year 1: By July 2014, 100% of teachers and administrators will participate in professional development to assist them in integrating technology into the curriculum to provide students with a 21st century learning environment that is rigorous, interactive and engaging. As a school, Darnall will score "Adoption" in all levels on the Levels of Technology Integration rubric.
- ☒ Year 2: By July 2015, 100% of teachers and administrators will participate in professional development to assist them in integrating technology into the curriculum to provide students with a 21st century learning environment that is rigorous, interactive and engaging. As a school, Darnall will score "Adaptation" in all levels on the Levels of Technology Integration rubric.
- ☒ Year 3: By July 2016, 100% of teachers and administrators will participate in professional development to assist them in integrating technology into the curriculum to provide students with a 21st century learning environment that is rigorous, interactive and engaging. As a school, Darnall will score "Appropriation" in all levels on the Levels of Technology Integration rubric.

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

Review, consolidate and create a master schedule for all professional development listed in sections 3 and 4. Plan delivery method for each component (online, in person, etc.)	June 2013 August 2013, review and revise annually	Instructional Leader, Technology Coordinator	Reviewed by Director	Technology Plan, Professional Development Plan
Collect and share resources and best practice examples of how technology is integrated into the curriculum.	Spring 2014, ongoing	Instructional Leader, Teachers, Technology Coordinator	Monitored by Director and Instructional Leader	online repository of resources, Prof. Development records
Provide Prof. Development and information to teachers about the levels of technology integration from the Technology Integration Rubric	annually by December 31st	Instructional Leader, Technology Coordinator	Report to Director, teacher feedback	Prof. Development records, service usage reports
Provide Prof. Development and information to teachers about technology integration strategies like blended learning and flipped classrooms.	twice yearly in January and June	Instructional Leader, Model Teachers, Technology Coordinator	Report to Director, teacher feedback	Prof. Development records
Evaluate school wide technology integration using the Technology Integration Rubric	annually throughout year, report in late Spring	Director, Instructional Leader, Technology Coordinator	Reported to teachers, SLC and Darnall Board	Rubric results and reports

Objective 4b.1.2: By July 2016, 80% of teachers, administrators and staff members will participate in online professional development that meet specific parts of the Technology Plan like parent notification tools, etc.

Benchmarks:

- ☒ Year 1: By July 2014, 60% of teachers, administrators and staff members will participate in online professional development that meet specific parts of the Technology Plan like parent notification tools, etc.
- ☒ Year 2: By July 2015, 70% of teachers, administrators and staff members will participate in online professional development that meet specific parts of the Technology Plan like parent notification tools, etc.
- ☒ Year 3: By July 2016, 80% of teachers, administrators and staff members will participate in online professional development that meet specific parts of the Technology Plan like parent notification tools, etc.

Implementation Plan

Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Instrument
From Objective 4b.1.1 - Review, consolidate and create a master schedule for all professional development listed in sections 3 and 4. Plan delivery method for each component (online, in person, etc.)	June 2013 - August 2013, review and revise annually	Instructional Leader, Technology Coordinator	Reviewed by Director	Technology Plan, professional development plan
Research and acquire prof. development modules that are to be offered online based on the Professional Development Plan.	June 2013 - August 2013, review and revise annually	Instructional Leader, Technology Coordinator	Reviewed by Director	module resources or completed modules
Pilot test online delivery with small group of teachers.	Sept. 2013 - December 2013	Technology Coordinator	Reviewed by Instructional Leader	teacher feedback, usage statistics
Roll out online system and train users.	Spring 2014	Instructional Leader, Technology Coordinator	Reviewed by Director	Meeting minutes and prof. development records
Monitor and review online modules for effectiveness and use.	annually by June	Technology Coordinator	Reviewed by Instructional Leader and Director	Exit assessments, usage statistics and user feedback

Objective 4b.1.3: By July 2016, 100% of teachers, administrators and staff members will participate in professional development centered around general use of Darnall's SIS and assessment systems and how to use these systems to make data driven decisions and manage student information more efficiently.

Benchmarks:

- ☒ Year 1: By July 2014, 100% of teachers, administrators and staff members will participate in professional development centered around general use of Darnall's SIS and assessment systems and how to use these systems to make data driven decisions and manage student information more efficiently.
- ☒ Year 2: By July 2015, 100% of teachers, administrators and staff members will participate in professional development centered around general use of Darnall's SIS and assessment systems and how to use these systems to make data driven decisions and manage student information more efficiently.
- ☒ Year 3: By July 2016, 100% of teachers, administrators and staff members will participate in professional development centered around general use of Darnall's SIS and assessment systems and how to use these systems to make data driven decisions and manage student information more efficiently.

Implementation Plan

Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Instrument
Provide initial Prof. Development and information to teachers and staff about new SIS and assessment systems.	August 2013	Technology Coordinator, SDUSD	Reviewed by Instructional Leader and Director	Prof. development records
Provide Prof. Development and information to teachers and staff about SIS and assessment systems.	annually by August 31st	Technology Coordinator, SDUSD	Reviewed by Instructional Leader and Director	Prof. development records
Continue Data Teams and prof. development regarding data driven decision making.	annually in Sept. and January	Instructional Leader	Report to Director, SLC	Data reports, prof. development records

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

Participation in professional development in all areas will be tracked through sign-ins, individual professional development records, and, when appropriate, exit assessments. The integration of technology, objective 4b1.1, will be assessed by the Technology Coordinator, administrators and/or a cross section of staff members using the Levels of Technology Integration rubric developed by the Florida Center for Instructional Technology.

Annual technology proficiency, system use, and user needs surveys will guide professional development planning. Post professional development evaluations will provide feedback and help planners refine for effectiveness.

The Technology Coordinator will prepare summaries of relevant data which will be reviewed by applicable professional development providers, the director and School Leadership Council. Results will be reported to the board.

5. Infrastructure, Hardware, Technical Support, and Software

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

Existing Hardware: Access to site-based technology resources have been evaluated through inventory records and survey data. All of our classrooms are equipped with some type of projector and document camera. Forty-two percent of those classrooms have an interactive whiteboard, document camera and audio presentation system. All classrooms in grades 3rd - 7th have class sets of netbooks or iPads for student use. The other classrooms have a few desktop or iPads which are used by all students in the class. The computer lab is equipped with 32 netbooks and the Library has 4 search stations. Office and other non-teaching staff members have a mix of desktops and laptops. We have printers in most classrooms and strategically placed around campus.

In 2012, SDUSD installed new VOIP phones--we provide our own long distance services. We maintain backup cell phones which are used for emergencies and to contact staff members not assigned to a location with a phone. We also have a few 3G devices for emergency Interment access.

Hardware resources are tracked via serial number in a database. This database is updated as resources are added or retired.

Existing Internet Access: Darnall is located in an SDUSD facility . SDUSD maintains and upgrades all network resources. Darnall last received a hardwire network upgrade in 2005. In 2012, school wide WiFi was installed. SDUSD operates all internet filtering software on Darnall's network. Darnall maintains emergency 3G services, used by the office staff, when SDUSD's network is down or during emergency situations.

Existing Electronic Learning Resources: Almost all existing ELRs are online via subscription services. Staff and 3-7th grade students use Google Apps for Education online tools. The office staff use Microsoft Office programs and classroom teachers use the open source alternative Libre Office. Current curriculum relate resources include Edmodo, Tumblebooks, BrainPop, IXL Math, Soar to Success, Khan Academy and publisher specific electronic resources.

Existing Technical Support: The Technology Coordinator and Computer Resource Assistant provide all technical support on campus. Support needs are prioritized with emergency and problems that effect instruction at the top of the list. The Computer Resource Assistant works with students in the computer lab most of the time. Approximately 5 hours per week of the Computer Resource Assistant's time is dedicated to technical support and 1.5 hours to general maintenance and repairs. The Technology Coordinator provides support throughout the week for teachers and staff.

Technical Support has not kept pace with the acquisition of more digital resources, increase in staff and increase in instructional time in the computer lab.

5b. Describe the technology hardware, electronic learning resources, networking and telecommunications infrastructure, physical plant modifications, and technical support needed by the district's teachers, students, and administrators to support the activities in the Curriculum and Professional Development Components of the plan.

Hardware Needed: Through Proposition S and SDUSD's i21 program, we have moved closer to having a 1 to 1 ratio on grades 3 - 7 and 2 to 1 in K - 2. However, discrepancies between changes at our school, the addition of two grade levels and the i21 rollout schedule have left us short of devices. The curriculum goals in section 3 and our school wide focus on individualize learning requires us to acquire more students devices. During the life of this plan, we will have to replace a large amount of the older devices from the i21 program. Assistive Technologies not provided by the JPA for students with disabilities will be purchased as required in their IEPs. Ongoing replacement and upgrading of projections systems, printers and audio equipment will continue as equipment breaks down or becomes obsolete.

Our current computer adaptive test, the PST, and the assessments being developed for the CCSS by the Smarter Balanced Assessment Consortium will require us to meet a minimum technology requirement. We will also want to consider technical specifications that do not hinder performance--like screen size.

Students access to technology at home is always a challenge. We will look to partner with programs such as Connect2Compete to provide families with an opportunity to receive low cost Internet and computers.

Replacement of current hardware as it loses functionality or breaks down will continue as needed.

Electronic Learning Resources Needed: As outlined in Section 3d, we need to research and acquire ELR to support CCSS English Language Arts and help English Learners attain English fluency. These resources must provide individualized progress monitoring and anytime access. The primary sources used to research ELRs is CLRN. Subscription or licenses (school wide, grade level, group or individual) will be purchased at appropriate levels to ensure equal access by all students.

Section 3i explains the transition to a new SIS system during the 2013 - 2014 school year and how we will purchase and maintain a parallel system while we evaluate the scalability of SDUSD's new system. The ultimate goal is to have all student information consolidated into one system.

The website will continue to serve as a portal for all ELRs and communication with parents, staff and community.

Networking and Telecommunications Infrastructure Needed: SDUSD maintains and upgrades our network and telecommunication infrastructure. Darnall will continue to purchase long distance services, emergency cell phones and maintain a 3G/4G backup system (E-Rate discounts used where applicable). As we add more employees, we will study the need to expand our 3G/4G availability.

SDUSD will continue to maintain all Internet filtering and firewall security that meet all CIPA requirements. Staff, students and parents will have access to web-based resources from school and home--including Darnall's website (E-Rate supported) and parent/student portals to the SIS systems.

Physical Plant Modifications Needed: SDUSD maintains and upgrades all electrical and infrastructure related to Darnall's physical plant. Darnall will need to purchase and install equipment to keep hardware and electronic resources secure.

In order to meets the needs of computer adaptive testing, we will need at least one, and possibly two, locations to be used as testing centers. There is a possibility that physical modifications to existing buildings are required.

Technical Support Needed: As stated in section 5a, technical Support has not kept pace with the acquisition of more digital resources, increases in the number of staff members and an increase in instructional time in the computer lab.

We have three basic needs with regard to technical support:

1. More technical support hours per week
2. Device management software
3. Job aides and support documents for staff and students

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

Each benchmark is broken down into the five basic components; hardware needed, electronic learning resources needed, networking and infrastructure needed, physical plant modifications needed and technical support needed. The implementation percents are estimates and will require monitoring and modification to align with the overall goals of this plan.

Year 1 Benchmark: Hardware: 100% implementation of student device ratios, 25% replacement of i21 projectors, teacher computers and audio equipment. ELR: 100% implementation of CCSS and English Learner online services, website and parallel SIS system. Networking and Telecommunications: maintenance of current resources, research completed regarding 3G/4G backup. Physical Plant Modifications: 100% implementation of security equipment, research completed regarding testing facilities. Technical Support: 100% implementation of device management software, 60% help documents, research completed regarding additional technical support hours.		
Recommended Actions/Activities	**Timeline**	**Person(s) Responsible**
Hardware: after final i21 student devices are delivered, purchase remaining devices to complete ratios of 1:1 in 3rd - 8th and 2:1 in K - 2nd.	By June 30th, 2014	Technology Coordinator, Computer Resource Assistant
Hardware: Purchase and install i21 replacement projectors, teacher computers and audio equipment or parts for 25% of classrooms.	By June 30th, 2014	Technology Coordinator, Computer Resource Assistant
ELR: Research, purchase and deploy ELR to support CCSS and English Learners goals, parallel SIS system and website.	By October, 2013	Technology Coordinator, Computer Resource Assistant
Networking and Telecom: Complete research of needs/options for 3G/4G backup devices and services.	By June 30th, 2014	Technology Coordinator, Computer Resource Assistant
Physical Plant: Purchase and install security equipment for new devices.	Purchase by December 20th, 2014; install as devices are received	Technology Coordinator, Computer Resource Assistant
Physical Plant: Research and complete plans for testing facility.	By June 30th, 2014	Technology Coordinator, Computer Resource Assistant, Director
Technical Support: Research, purchase and deploy device management system.	By May 31st, 2014	Technology Coordinator, Computer Resource Assistant
Technical Support: Prioritize and create help documents for staff of at least 60% of devices and services.	By June 30th, 2013	Technology Coordinator, Computer Resource Assistant
Technical Support: Conduct needs assessment, evaluate impact of device management system and draft plan for further technical support.	By June 30th, 2013	Technology Coordinator, Computer Resource Assistant

Year 2 Benchmark: Hardware: 30% implementation of student device replacement, 50% replacement of i21 projectors teacher computers and audio equipment. ELR: 100% implementation of CCSS and English Learner online services, website and parallel SIS system. Networking and Telecommunications: 50% replacement of 3G/4G backup. Physical Plant Modifications: 100% implementation of security equipment, plan completed regarding testing facility modifications with 60% implementation. Technical Support: 100% implementation of device management software, 80% help documents, 100% implementation of additional technical support.		
Recommended Actions/Activities	**Timeline**	**Person(s) Responsible**

Hardware: purchase replacement student devices for 30% of outdated equipment.	By June 30th, 2015	Technology Coordinator, Computer Resource Assistant
Hardware: Purchase and install i21 replacement projectors, teacher computers and audio equipment or parts for 50% of classrooms.	By June 30th, 2015	Technology Coordinator, Computer Resource Assistant
ELR: Evaluate and replace ELR as needed to maintain 100% implementation.	By June 30th, 2015	Technology Coordinator, Computer Resource Assistant
Networking and Telecom: Purchase and replace 50% of outdated 3G/4G backup devices and services.	By June 30th, 2015	Technology Coordinator, Computer Resource Assistant
Physical Plant: Complete 60% of modifications needed for testing facility per plan.	By June 30th, 2015	Technology Coordinator, Computer Resource Assistant, Director
Technical Support: Create help documents for staff of at least 80% of devices and services, modify existing as needed.	By June 30th, 2015	Technology Coordinator, Computer Resource Assistant
Technical Support: Implement 100% of technical support as described in plan.	By December 20th, 2014	Technology Coordinator, Computer Resource Assistant

Year 3 Benchmark: Hardware: 60% implementation of student device replacement, 75% replacement of i21 projectors, teacher computers and audio equipment. ELR: 100% implementation of CCSS and English Learner online services, website and parallel SIS system. Networking and Telecommunications: 75% replacement of 3G/4G backup. Physical Plant Modifications: 100% implementation of security equipment, 100% implementation of testing facility modifications. Technical Support: 100% implementation of device management software, 100% help documents, 100% implementation of additional technical support.

Recommended Actions/Activities	Timeline	Person(s) Responsible
Hardware: purchase replacement student devices for 60% of outdated equipment.	By June 30th, 2016	Technology Coordinator, Computer Resource Assistant
Hardware: Purchase and install replacement projectors, teacher computers and audio equipment or parts for 75% of classrooms.	By June 30th, 2016	Technology Coordinator, Computer Resource Assistant
ELR: Evaluate and replace ELR as needed to maintain 100% implementation.	By June 30th, 2016	Technology Coordinator, Computer Resource Assistant
Networking and Telecom: Purchase and replace 75% of outdated 3G/4G backup devices and services.	By June 30th, 2016	Technology Coordinator, Computer Resource Assistant
Physical Plant: Complete 100% of modifications needed for testing facility per plan.	By June 30th, 2016	Technology Coordinator, Computer Resource Assistant, Director
Technical Support: Create help documents for staff of 100% of devices and services, modify existing as needed.	By June 30th, 2016	Technology Coordinator, Computer Resource Assistant

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

The Technology Coordinator will be the primary person who will monitor the annual benchmarks to ensure they are completed on time. The Computer Resource Assistant, Instructional Leader and Director will participate as needed. The plan will be reviewed annually in August again in May to ensure recommended actions will be complete on time. Inventory will be updated as new equipment is acquired with an annual review in April that coincides with yearly SDUSD charter review. The Technology Coordinator will report to the Director if something will not be implemented according to schedule and recommend corrective actions or an alternative plan. An annual summary report will be presented to the Director and SLC.

6. Funding and Budget

6a. List of established and potential funding sources.

Established Funding Sources: As a charter school, most of our funds are booked into the General Fund. The following is a list of established funding sources:

1. General Fund

2. Categorical:
   - ☒ Title I
   - ☒ Title II A
   - ☒ Title III (EL)
   - ☒ Economic Impact Aid (state EL)--funded with categorical block grand and included in the General Fund
   - ☒ Lottery

3. K-12 Voucher Funds (through September 25th, 2013)

4. E-rate discounts and rebates

Potential Funding Sources: Technology funding and budget planning will take place on an ongoing basis guided by the goals and objectives of this plan. Given the uncertainty of our educational technology sources of funding, the goals outlined in this plan will serve as our list of priorities as we allocated current funds and seek out new funding.

Potential funding sources:

1. Proposition Z - A $2.8 billion bond proposition of which $355 million is allocated to charter schools
2. Further E-rate discounts and rebates
3. K-12 Voucher funds (there may be more funding).
4. Grants
5. Donations
6. Electronic Recyclers Fundraisers

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

Item Description	Year 1	Year 2	Year 3	Funding Source Including E-Rate
2000-2999 Classified Salaries				
Additional Technical Support	$0	$8,000	$8,000	General Funds
4000-4999 Materials and Supplies				
ELR to support CCSS, English Learners	$6,400	$6,400	$6,400	General Funds, Categoricals
ELR to support Math	$2,500	$3,000	$3,000	K12 Voucher Year 1, General Fund Years 2 and 3
5000-5999 Other Services and Operating Expenses				
Device Management System	$7,000	$7,000	$7,000	General Funds, Prop Z funds
Parallel SIS	$5,500	$5,500	$5,500	K12 Voucher Year 1, General Funds Years 2 and 3
Website Hosting	$3,500	$3,500	$3,500	E-Rate, General Funds
Replacement 3G/4G devices and service	$1,500	$1,500	$1,500	E-Rate, General Funds
6000-6999 Equipment				
Student Devices	$14,000	$12,000	$12,000	General Funds, Prop Z funds
replacement of i21 projectors, teacher computers and audio equipment	$10,000	$12,000	$14,000	General Funds, Prop Z funds
Other				
Security Equipment	$3,500	$2,500	$2,500	General Funds
Testing Facility Modifications	$0	$15,000	$15,000	General Funds, Prop. Z funds
Totals:	$53,900	$76,400	$78,400	

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

We try to utilize computers and equipment for as long as possible. Older computers are wiped clean and used as Internet kiosks. Keeping the equipment inventory accurate helps plan for equipment obsolescence. With regard to student devices, the budget reflects the fact that many of our initial inventory of devices will need to be replaced toward the end of the plan.

Our basic formula to establish if a piece of equipment needs to be replaced is when the cost to fix the unit exceeds 50% of the cost to replace it.

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

This plan will be included as a part of the school's general budget process. Prior to creation of the proposed budget for the following fiscal year (usually in May), a report summarizing the status of the technology plan implementation will be prepared. The report will include, but not be limited to, the following:

- ☒ progress toward yearly goals
- ☒ progress in obtaining funds to support implementation
- ☒ problems and difficulties
- ☒ revisions to address problems

This report will be prepared by the Technology Coordinator and presented to the Director, SLC and relevant budget committees.

7. Monitoring and Evaluation

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

By September 2013, the Darnall Board, staff members, community members and parents will complete Darnall's new charter petition which will be in effect for the next five years. This Technology Plan and those documents will be aligned once they are completed.

The Technology & Data Systems Coordinator, Director and SLC have the primary responsibility for evaluating this plan’s overall progress and impact on teaching and learning.

The following chart specifies who is responsible for the monitoring and evaluation activities:

Job Title(s) of Responsible Individual(s)	Responsibilities
Technology & Data Systems Coordinator	Provide overall Tech Plan management and coordination
Technology & Data Systems Coordinator	Manage, coordinate, and assess curriculum-based technology staff development
Technology & Data Systems Coordinator	Assess, plan, implement, monitor, and evaluate technology integration staff development aligned to curriculum.
Technology & Data Systems Coordinator/Computer Support Technician	Standardize, develop, manage, monitor, and revise as necessary network, hardware, infrastructure, software, and technical support specifications, policies, and procedures.
Technology & Data Systems Coordinator	Collect staff development data on technology proficiencies through the completion of the Technology Skills Survey.
Technology & Data Systems Coordinator/Instructional Leader/Program Coordinator	Collect and analyze data regarding students computer skills and students' academic achievement
Instructional Leader/Technology & Data Systems Coordinator	Provide and / or facilitate necessary Ed Tech professional development for the based on data.
Technology & Data Systems Coordinator/Instructional Leader	Collect data regarding staff development focused on teaching students computer and information literacy skills
Technology & Data Systems Coordinator/Instructional Leader	Collect data regarding staff development focused on integration of technology into the curriculum to improve academic achievement
Technology & Data Systems Coordinator/Technology Committee	Use collected data to monitor and evaluate progress toward benchmarks and the timeline and to plan and make modifications.
Technology & Data Systems Coordinator	Collect annual California School Technology Survey data and assist with pre and post staff/teacher survey completion.

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

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

Each identified objective in our Technology Plan will be reviewed and evaluated monthly by the Technology & Data Systems Coordinator, who has the overarching responsibility for ensuring that our goals and objectives are monitored and adjusted as necessary. All changes will be communicated to the Director.

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

Technology Planning issues, successes and setbacks will be communicated between the Technology & Data Systems Coordinator and the Director, via e-mail or at weekly meetings and on an ongoing basis. Data, progress, and any needed revisions to the plan will be reviewed during regular SLC meetings throughout the year. Parents, students and staff will be updated on success stories and best practices via the school's website. The Technology & Data Systems Coordinator or Director will report on the plan's progress annually to the Darnall Board.

8. Collaborative Strategies with Adult Literacy Providers

Our school does not provide adult literacy education, however there are several nearby adult literacy providers within driving distance from the school. The San Diego County Office of Education coordinates Regional Occupational Programs (ROP) that offer a variety of technology and adult training opportunities. These free ROP classes are tuition free to county adult residents and many courses articulate with area community colleges and/or offer high school and college credit. Over 2,300 classes in 125 locations offered throughout San Diego County in 18 high school districts and Juvenile Court and Community Schools. Our administrators will contact county ROP directors on a regular basis to discuss the possibility of additional outreach efforts that might support our school community.

Other possible partners in San Diego which may be able to integrate technology with their program are:

- ☒ READ/San Diego San Diego Public Library Adult Literacy Program
- ☒ The San Diego Council on Literacy

As we identify possible adult literacy and technology partners we will share information with parents via our website, flyers and in parent meetings.

9. Effective, Researched-Based Methods and Strategies

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

The components of Darnall's Technology Plan are based on relevant research and effective practices in the areas of student learning and achievement, staff development, and technology management. One goal in Darnall's Vision statement, is for every student to have "achieved academic success" prior to leaving Darnall. Technology will play an integral role in the attainment of that goal.

The first curriculum goal of this plan states that *Darnall students and teachers will use technology to improve teaching and individualize learning to help master the Common Core State Standards in English Language Arts and Mathematics.* Carefully selected technology can raise student achievement when it is aligned with content-area learning standards. In an eight-year longitudinal study of SAT-I performance at New Hampshire's Brewster Academy, students participating in a technology-integration reform project demonstrated average increases of 94 points over students who participated in a "traditional" school experience (Bain & Ross, 1999).

A summary of research finds technology can impact student learning when the following conditions are evident (Barnett, 2001):

- Students have easy access to the technology
- Technology is in the classroom
- Ongoing teacher training is provided
- Reform of teaching practices is evident
- The software is well matched with the teacher's assessment of student needs and the objectives of instruction.

Technology improves student performances when the application directly supports the curriculum objectives being assessed. Alignment of project or lesson content with state content standards is an important first step in infusing technology into the curricula. A survey of 465 teachers in California resulted in 92% affirming that the starting point in infusing technology into the curriculum is having information about the specific content of a program or use of an application that aligns with state-adopted curriculum standards. A number of respondents indicated that an online resource that profiles electronic learning resources with the specific skills and knowledge in areas that align with the content standards would facilitate the selection of programs enabling the integration of technology with the curriculum (Cradler & Beuthel, 2001)

The ACOT study found that student engagement remained highest when technology use was integrated with the curriculum, rather than being an "add-on" to an already full curriculum. It also found that ongoing, integrated staff development is required and that a teacher's growth goes through five stages: entry, adoption, adaptation, appropriation, and invention. Even with a strong professional development program, less than 50 percent of teachers reach level three. (Barnett, 2001). At Darnall, we have found that teachers have a wide range of technology skills and technology integration ability. A research report on the effectives of technology in schools found "teacher training was the most significant factor influencing the effective use of educational technology to improve student achievement (Sivin-Kachala, & Bialo, 2000). This plan was designed to address the need for curricular integration and professional development. Our primary goal is classroom integration and the computer lab supports classroom integration by:

- Extending classroom integration
- Acting as a "safety net" for students of teachers in the entry phase of growth
- Providing a place for direct instruction (technology skills and specific curriculum) to classes or groups of staff members

English Learners represent a significant portion of our population (between 60-70 percent during the last 3 years). At Darnall, technology will be used to help English Language learners in the areas of English literacy and vocabulary development. Previous research has supported the use of technology, specifically computer-assisted reading programs, to facilitate reading comprehension. The research shows that these programs can enhance reading comprehension by facilitating automatic word recognition and vocabulary acquisition, providing multimedia glossing, strengthening the benefits of reading strategy training, and stimulation student motivation toward reading (Myonghee, 2002). The computer by itself has many capabilities for enhancing language learning but combined with other technologies such as audio, video, modems and phone lines, and satellite dishes, the possibilities are even greater for the second language learner...the effectiveness of these technologies depends on appropriate use by informed educators (Willetts, 1992).

The second curricular goal, *All Students will acquire the National Education Technology Standards for Students (NETS) to support achievement of academic standards,* encompasses all areas of technology in education. The standards are interrelated and the research justifies the acquisition of these skills. For example, Students need to learn how to access and evaluate information, and "after finding potentially useful resources, students must engage (read, view, listen) the information to determine its relevance and then extract the relevant information (Eisenberg & Johnson, 2002)." Using technology within the curriculum framework can enhance important skills that will be valued in the workplace, such as locating and accessing information, organizing and displaying data, and creating persuasive arguments (NCREL, 1999). Technology can contributes to the development of critical thinking skills when students use technology presentations and communication tools to present, publish and share results of projects. One study found that when students used the Internet to research topics, share information and complete a final project, they became independent critical thinkers (Coley, Cradler & Engel, 1997). Other studies have shown that project-based learning leads to more constructivist, student-centered learning. Researchers investigating the impact of project-based learning using

multimedia found that teachers lectured less than non-project colleagues and instead acted as facilitators (Penuel, Golan, Means, & Korbak, 2000). Students need to learn to make appropriate technology choices for the problems they are addressing. They need to "recognize what they need to accomplish, determine whether a computer will help them do so, and then be able to use the computer as a part of the process of accomplishing their task (Eisenbeg & Johnson, 2002)."

This plan is designed to ensure that all students have equal access to technology and technology related resources by placing computers in the classrooms and in a computer. "Technology can provide the means for students with special needs to communicate via email and use the Internet for research, and can also help teachers accommodate students' varying learning styles (Silverstein, Frechtling & Miyoaka, 2000)."

Data-driven decision making has become an integral part of education. Darnall will ensure that "with the right information at the right time, school leaders can evaluate the effectiveness of educational programs and create targeted services to meet student and staff needs (McIntire, 2002), and help teachers realize there's a tremendous amount of value embedded in the data we already have (Olson, 2002). When accompanied by integrated staff development (see Professional Development Component) this goal will ensure our proper and effective use of the many different kinds of data we collect.

While we offer some basic technology courses, technology integration will not be taught in isolation. Staff development has, and will continue to emphasize the use of technology as a powerful teaching and learning tool that engages students while addressing content standards within the curricular, instructional framework and adopted curriculum.

The Learning Return On Our Educational Technology Investment: A Review of Findings from Research, WestED (Ringstaff and Kelley, June 2002) is an extensive report that examines many studies related to educational technology and school reform. Several key factors are identified as crucial elements for successfully using technology:

- Technology is best used as one component in a broad-based reform effort
- Teachers must be adequately trained to use technology
- Teachers may need to change their beliefs about teaching and learning
- Technological resources must be sufficient and accessible
- Effective technology use requires long-term planning and support
- Technology should be integrated into the instructional framework

These key elements are addressed in several places in our Technology Plan. They are best found in the areas aligning technology with curricular and professional development goals emphasizing technology-enhanced, standards-based curricular lessons and units

In our technology plan, professional development is a primary focus and CTAP Online (www.ctaponline.org) is part of our technology skill and integration professional development program. In September of 2002, the California Department of Education released the document: *Learning...Teaching...Leading...Report of the Professional Development Task Force*

*(*http://www.cde.ca.gov/re/pn/fd/documents/learnteachlead.pdf) which contained 10 recommendations for developing a comprehensive, aligned, and integrated statewide system of professional development that will sustain the continued growth of a highly-qualified teacher and administrator workforce. Among the recommendations, CTAP Online web-based professional development portal was specifically identified as the primary example of a, "*... Web-based support system for teachers and administrators that is available at all times and includes standards-based curriculum resources, professional development resources, and facilitated online training."(pp 37-38, Learning...Teaching...Leading.)*

The Partnership for 21st Century Skills released a white paper 21st Century Skills Assessment (2007) that explains the elements that are the critical systems necessary to ensure student mastery of 21st century skills and how to assess those skills. The paper emphasized the need to align 21st century standards, assessments, curriculum, instruction, professional development and learning environments in order to create a support system for students to acquire 21st century skills.

Becker, J.H., and Riel, M.M. (2000). Teacher professional engagement and constructivist-compatible computer use, Center for Research on Information Technology and Organizations. (http://www.crito.uci.edu/tlc/findings/report_7/startpage.html)

This report describes a number of aspects of the professional engagement of American teachers. It also examines relationships between professional engagement and teaching practice, including instruction involving computer use. The study defined professional engagement as a teacher taking effort to affect the teaching that occurs in classrooms other than his or her own. We measured professional engagement by (1) the frequency that a teacher had informal substantive communications with other teachers at their school, (2) the frequency and breadth of professional interactions with teachers at *other* schools, and (3) the breadth of involvement in specific peer leadership activities-mentoring, workshop and conference presentations, and teaching courses and writing in publications for educators.

Our Education Technology Plan is consistent with the Becker research in the following ways: (1) Teachers collaborate with various staff to produce and practice technology integrated technology activities. (2) Teachers are provided with the opportunity to regular staff development online and face-to-face that cover basic-to-advance use of technology; and (3) Our key (technology proficient) teachers are involved in leadership activities such as coaching, facilitating, and modeling the effective use of instructional technology.

Marzano, R, Pickering, D., and Pollock, J. (2001). *Classroom instruction that works: Research-based strategies for increasing student achievement.* Virginia: Association for Supervision and Curriculum Development.

This book summarizes the research supporting a variety of instructional strategies with proven successes in improving student achievement. The research-based strategies include 1) identifying similarities and differences; 2) summarizing and note-taking; 3) reinforcing effort and providing recognition; 4) homework and practice; 5) nonlinguistic representations; 6) cooperative learning; 7) setting objectives and providing feedback; 8) generating and testing hypotheses; and 9) cues, questions, and advanced organizers.

A variety of instructional strategies and technologies will be used to assist teachers and students in acquiring Information and technology literacy skills in all content areas. As described in the research, the use of nonlinguistic representations such as graphic organizers are effective tools for supporting understanding of key concepts, and graphic representations are highly effective tools for supporting new concepts and vocabulary. Simulation software allows students to generate and test hypotheses quickly and efficiently. Using presentation software to organize information, coupled with using a printed copy of the presentation to assist in note-taking skills, helps students to better identify key concepts and summarize critical information. Consistent with the research, our curricular and staff development goals include the use of Inspiration and other mind-mapping tools, the use of simulation software and probe-ware, and PowerPoint handouts to guide students in note-taking.

Current research will be incorporated as appropriate to ensure that our education technology program is consistent with current scientifically-based research regarding technology, teaching, and learning. Software evaluation and selection in the area of literacy will be consistent with research from the Early Reading First initiative, which has identified five components essential to a child's learning to read: phonemic awareness, phonics, vocabulary, fluency, and comprehension. All software selected will be CLRN and/ or SBE approved and evaluated for its ability to support the five key literacy components, and will follow the “assess, align, instruct, and evaluate” model to target instructional activities based on students’ needs.

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

A 2002-03 survey of distance education in public elementary and secondary schools found that schools use distance education to offer courses not available at their schools, and to make advanced placement or college-level courses available to all students (Setzer & Lewis, 2005). Most of the distance education courses offered (68%) were available in high schools, and another 29% were offered in combined or ungraded schools. Overall, 38% of public high schools offered distance education courses; 20% of ungraded or combined grade schools offered distance education, but only 4% of middle or junior-high schools did so, and fewer than 1% of elementary schools offered distance education. This research was done prior to the explosion of Web 2.0 technologies.

To extend or supplement the curriculum with rigorous academic courses, including distance learning technologies, we developed specific curricular goals in section 3 that are available to students beyond the school day. We will further explore the following technologies that extend learning beyond the classroom:

- ☒ Online curriculum for single subjects such as Algebra where students work at their own pace (at home and school) and the teacher serves as a facilitator provides support.
- ☒ The use of educational social media sites like Edmodo to offer an environment for ongoing collaboration between teachers, students and parents. Specifically for written communication and media rich presentations

- ☒ Closed web-based systems like Google Apps (with web development tools like Sites) to allow for students the opportunity to publish, maintain and collaborate with other students outside of school hours.
- ☒ Video conferencing technologies for collaboration with experts and virtual field trips.

References for Sections 9a and 9b

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Appendix C - Criteria for EETT Technology Plans
(Completed Appendix C is REQUIRED in a technology plan)

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

- For corresponding EETT Requirements, see the EETT Technology Plan Requirements (Appendix D).
- Include this form (Appendix C) with "Page in District Plan" completed at the end of your technology plan.

1. PLAN DURATION CRITERION	**Page in District Plan**	**Example of Adequately Addressed**	**Example of Not Adequately Addressed**
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)	4	The technology plan describes the districts use of education technology for the next three to five years. (For new plan, description of technology plan development in the first year is acceptable). Specific start and end dates are recorded (7/1/xx to 6/30/xx).	The plan is less than three years or more than five years in length. Plan duration is 2008-11.
2. STAKEHOLDERS CRITERION Corresponding EETT Requirement(s): 7 and 11 (Appendix D).	**Page in District Plan**	**Example of Adequately Addressed**	**Example of Not Adequately Addressed**
Description of how a variety of stakeholders from within the school district and the community-at-large participated in the planning process.	5	The planning team consisted of representatives who will implement the plan. If a variety of stakeholders did not assist with the development of the plan, a description of why they were not involved is included.	Little evidence is included that shows that the district actively sought participation from a variety of stakeholders.

3. CURRICULUM COMPONENT CRITERIA Corresponding EETT Requirement(s): 1, 2, 3, 8, 10, and 12 (Appendix D).	**Page in District Plan**	**Example of Adequately Addressed**	**Example of Not Adequately Addressed**
a. Description of teachers' and students' current access to technology tools both during the school day and outside of school hours.	8	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.	9	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.	10	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.	13	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.	16	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 copyright and fair use; distinguishing lawful from unlawful downloading and peer-to-peer file sharing; and avoiding plagiarism	18	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.
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.	22	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.	24	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.	25	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.	26	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.	28	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).	**Page in District Plan**	**Example of Adequately Addressed**	**Example of Not Adequately Addressed**

a. Summary of the teachers' and administrators' current technology proficiency and integration skills and needs for professional development.	32	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.	35	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 4b) goals, objectives, benchmarks, and planned implementation activities including roles and responsibilities.	36	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.
5. INFRASTRUCTURE, HARDWARE, TECHNICAL SUPPORT, AND SOFTWARE COMPONENT CRITERIA Corresponding EETT Requirement(s): 6 and 12 (Appendix D).	**Page in District Plan**	**Example of Adequately Addressed**	**Example of Not Adequately Addressed**

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.	36	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.	37	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.	38	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.	41	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)	**Page in District Plan**	**Example of Adequately Addressed**	**Example of Not Adequately Addressed**
a. List established and potential funding sources.	42	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.	43	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.	43	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, implementation costs and new funding opportunities and to adjust budgets as necessary.	44	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.
7. MONITORING AND EVALUATION COMPONENT CRITERIA Corresponding EETT Requirement(s): 11 (Appendix D).	**Page in District Plan**	**Example of Adequately Addressed**	**Example of Not Adequately Addressed**

a. Describe the process for evaluating the plan's overall progress and impact on teaching and learning.	45	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.	46	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.	47	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).	**Page in District Plan**	**Example of Adequately Addressed**	**Example of Not Adequately Addressed**
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.)	48	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).	**Page in District Plan**	**Example of Adequately Addressed**	**Example of Not Adequately Addressed**
a. Summarize the relevant research and describe how it supports the plan's curricular and professional development goals.	49	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.	53	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 J - Technology Plan Contact Information (Required)

Education Technology Plan Review System (ETPRS)
Contact Information

County & District Code: 37 - 68338

School Code (Direct-funded charters only): 6039457

LEA Name: Darnall Charter School (Charter #0033)

*Salutation: Mr.

*First Name: Timothy

*Last Name: Simmons

*Job Title: Technology & Data Systems Coordinator

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1st Backup Name: Leslie Dahab

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* Required information in the ETPRS