Wright Elementary School District
Education Technology Plan
July 1, 2017 – June 30, 2020

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Wright School District Education Technology Plan
2017-2020

<u>**Introduction**</u>
The Wright School District Education Technology plan is a three-year plan developed to unify, clarify, and focus our goals and actions as we integrate the use of technology into classrooms across our district. These goals and actions are designed to support students and teachers as they develop the skills and abilities to use technology to meet academic expectations and 21st Century learning objectives which include Critical Thinking, Collaboration, Communication, and Creativity (the 4Cs).

Our broad mission is to integrate technology "seamlessly" into curriculum, instruction, and learning, so that students will gain the technical skills and experiences, and the academic achievement required to be successful in a digitally connected world. The 21st century world into which students will graduate is one that is focused on continuous change and improvement. Leading experts, such as Ken Kay and Valerie Greenhill, who wrote *The Leader's Guide to 21st Century Education*, tell us that students can expect to have up to 15 jobs in their lifetimes and that jobs in high demand will require students to have well developed skills in communication, collaboration, critical thinking, and innovative creativity. Students in our District will develop these skills through high quality, standards-aligned curriculum and instruction, and the effective use of technology.

1. Plan Background Criteria
1a. Provide a brief overview of the LEA, its location and demographics, and vision for integration of technology and plan's duration.

<u>**Brief Overview Our District's Location and Demographics**</u>
Wright Elementary School District is a three-school district located in the southwest area of Santa Rosa, 50 miles north of San Francisco. The District serves approximately 1,569 students from transitional kindergarten through eighth grade. Forty-six percent of our students are English Language Learners representing eighteen languages. The majority of our English Language Learners come from homes where Spanish is the primary language spoken. Seventy-one percent of the District's students qualify for the free and reduced lunch program.

Our three schools include Wright Charter School which was built as a public school in 1951 and converted to a public charter school in 2009. Wright Charter School serves students in transitional kindergarten through eighth grade. J. X. Wilson School was built in 1975 and serves students in transitional kindergarten through sixth grade. Robert L. Stevens School is our newest school and was built in 1994. It serves students in transitional kindergarten through sixth grade.

Our instructional staff includes teachers, support personnel, and administrators who are devoted to providing high quality education for all of our students. The district supports staff in this endeavor by providing current standards aligned curriculum, English language learner programs, special education programs, before and after school interventions, and up to date technology.

Student progress is monitored district-wide. Student literacy is assessed at the beginning of the year, and at the completion of each trimester. The progress of students in writing and mathematics is also assessed at the completion of each trimester. Students who require intervention are assessed more frequently. Assessment data is collected, analyzed, and used to increase student support and design instruction targeted to individual learning needs. Technology is a huge asset in our efforts to educate our students, monitor their progress, and improve our instructional programs.

Our Vision for the Integration and Use of Technology

Our vision is to integrate technology into teaching and learning "seamlessly" so that using it to improve teaching and learning becomes second nature for staff and students. Technology will be used daily, across all curricular areas, to deepen understanding of content, and allow students to demonstrate their increasing knowledge in a variety of ways.

As teachers and students develop expertise in the use of technology, students will acquire and apply the 21st Century skills necessary for success and for lifelong learning in our digitally connected world.

Duration of the Wright School District Education Technology Plan

Our updated Wright Elementary School District Educational Technology Plan will cover a three-year span from July 1, 2017 through June 30, 2020.

1b. Describe how a variety of stakeholders from within the LEA and the community-at-large participated in the planning process.

<u>Stakeholder Participation in Plan Development</u>
The district's technology committee is primarily responsible for evaluating and updating the technology plan. This committee is comprised of teachers, administrators, and information technology specialists. The teachers represent staff from all three school sites and serve to gather and report information from teachers and staff at all grade levels across the district. Information is collected and shared by technology committee members at grade level meetings, staff meetings, and person to person. The administrators share information with teachers, staff, other administrators, and with our Governing Board.

Stakeholder groups in our district include parent groups, certificated staff, classified staff, administrators, English Language Acquisition Committees, Site Councils, and Student Council Groups. Each of these groups will be provided with information about the plan and have opportunities to provide feedback and ideas for improvement. Each of these groups is included in the annual LCAP update process, and will have additional opportunities for comments and suggestions at those meetings.

1c. Summarize the relevant research and describe how it supports the plan's curricular and professional development goals.

The Wright School District will use research-based instructional practices to support students in meeting or exceeding the expectations of the Common Core State Standards in all core academic subjects. According to research, integrating technology into curriculum and instruction increases student learning. When teachers increase their technological expertise and use technology tools available to them their lessons become more engaging to students. Over the next three years will support development of teacher expertise using digital tools and resources to increase student engagement and improve learning. The following resources support our efforts and inform our actions:

<u>Edutopia.org</u>: *Technology Integration: What Experts Say*, Educators and researchers share their views on why technology integration is an important strategy for 21st century classrooms. **Suzie Boss** Journalist and PBL advocate
SEPTEMBER 7, 2011

Edutopia.org: *What Is Successful Technology Integration?*
Well-integrated use of technology resources by thoroughly trained teachers makes twenty-first-century learning possible. November 5, 2007

The Leader's Guide to 21ˢᵗ Century Education: 7 Steps for Schools and Districts, Ken Kay and Valerie Greenhill, 2013, Pearson Education, Inc. This guide provides *carefully developed* strategies "*to help school leaders organize and implement the 4Cs of 21st Century school change- critical thinking, communication, collaboration, and creativity.*"

The P21 Website (Partnership for 21st Century Skills) http://www.p21.org/our-work/4cs-research-series

International Society for Technology in Education: https://www.iste.org/standards/standardsTechnology standards for teachers and students can be found at this website.

2. Curriculum Component Criteria

2a. Describe teachers' current access to instructional technology and current use of digital tools.

In the Wright School District, each classroom teacher is equipped with an iPad and an Apple laptop for curriculum planning and development, access to the internet, gathering and storing data, record keeping, communicating, networking, recordkeeping, and other tasks. Each classroom is equipped with a document camera, media player, Apple T.V., internet access and printer.

Transitional kindergarten, kindergarten, and first grade classrooms have iPads for students. The goal is to eventually have one iPad, for every two students in these grades. The goal has been met for first grade. Students in second through eighth grade have Chromebooks, one for every student. Teachers use the iPads and Chromebooks in their teaching to support development of skills and abilities in all academic areas.

All teachers, use technology daily. Teachers currently use hardware, software, various programs, and apps to create engaging lessons, motivate practice, monitor and evaluate progress, find and create resources and supplemental materials, communication with staff and parents, and for various record keeping tasks. Additionally, teachers use digital tools to access district curriculum dashboards and digital resources for English Language Arts, math, and writing.

In January 2017, the district conducted an education technology survey to gauge teacher usage, skill, ability, and needs. The survey results show teachers are using the hardware provided by the district to engage students and enhance instruction. The internet is used for many reasons including to stream video, provide visual support for lessons, and search for a variety of information. 87% of teachers use the Apple T.V. daily or weekly. 77% of teachers reported using the document camera to

support instruction daily or weekly. 78% of teachers use the internet to develop lesson plans daily or weekly.   85% of teachers report using the Benchmark Advance ELA digital dashboard for planning and instruction in reading.

2b. Describe students' current access to instructional technology and current use of digital tools. Include a description about the LEA policies, practices, and /or replacement policies that ensure equitable technology access for all students.

Students in all classrooms have access to technology to support their learning every day. Educational tools and programs are available to support individual learning needs of diverse learners at each of our school sites. Students in transitional kindergarten, kindergarten, and first grade have access to apps, programs, and the internet on iPads. Students in second through eighth grades have access to apps, programs, and the internet on Chromebooks. District policy (Technology Use Agreement) requires that students have written permission from parents to use the internet.   Students are required to learn and abide by ethical, responsible, and safe use of the internet.

Student use of technology varies by grade level, and by academic assignments. Students use technology to practice skills and develop concepts. Some programs provide differentiated practice in core academic areas.

Students in intermediate and upper grades use apps and programs to collaborate with other students on projects and develop reports and presentations. Many of our students have access to classroom websites so that they can retrieve homework assignments and monitor progress on individual and group assignments. In our 2017 survey, 81% of teachers reported that students use classroom technology for English Language Arts. 74% reported use of technology for math, and 75 % reported that students use technology for Lexia or other academic interventions. Currently, 29% of students use technology for projects and presentations and 17% of students use technology for collaboration. 43% of students use the internet for research.

Our school libraries have desktop computers available for students to research topics and find books. Each library has an Apple TV that is used for group presentations.

To ensure that all students have access to technology that is reliable and useful, the District employs two technicians. The technicians troubleshoot and fix problems such as connectivity, systems updates, and other device specific problems. When devices wear out or break, they are repaired or replaced systematically. The goal is to have working technology consistently available to students so that learning goals can be supported and achieved.   The district maintains a reserve to fund repair and replacement of up to one-third of the laptops, iPads, and Chromebooks annually.

2c. Describe goals and an implementation plan, with annual activities, for using technology to improve teaching and learning. Describe how these goals align to the LEA's curricular goals that are supported by other plans. Explain how the LEA's budget/Local Control and Accountability Plan (LCAP) supports these goals, and whether future funding proposals or partnerships may be needed for successful implementation.

Our mission is to pair technology with high quality academic education so that students will gain the technical skills and the academic achievement required to be successful in a digitally connected world. Common Core State Standards expect students to acquire skills and concepts, and demonstrate their understanding of them in a variety of ways, including the use of technology. Single Plans for Student Achievement at all three sites, and the Wright District's LCAP, include meeting or exceeding the grade level expectations for learning according to the Common Core State Standards (CCSS) in both English Language Arts and Mathematics. In addition to grade level content mastery in ELA and math, the CCSS require that students use age- appropriate strategies for effective communication, collaboration, critical thinking and creativity. Teachers and students will effectively select and use technologies that will develop and demonstrate academic learning and skilled use of the 4Cs.

Our district goals and annual activities for the school years 2017 to 2020 include:

1. **Increase use of technology by teachers and students to support acquisition of academic skills and abilities aligned with CCSS.**
   The district will provide annual professional development opportunities for teacher development of skills in use of technology to support teaching and learning. Specific professional development goals are described in section 3 of this plan.

   The following annual activities are designed to develop awareness, provide information, and focus efforts on the district's technology goals.

Annual Activities

Activity	Date of Activity	Person or Team Responsible
Provide overview of district's goals for technology: integration into teaching and learning and for age appropriate development of 21st century skills	August 2017, 2018, 2019	**Superintendent**
Provide teachers with information about how and when to access Help Desk for classroom support with hardware and software	August 2017, 2018, 2019	IT Department
Provide teachers with digital copies of the Wright School District K-8 Digital Literacy Skills Scope and Sequence/Rubric	August 2017, 2018, 2019	Technology Committee
Provide teachers with clear information about the process for purchasing apps and subscribing to digital programs for student skill development.	August 2017, 2018, 2019	This process will be developed by the Technology Committee during the 2017-2018 school year.
Provide teachers with information and/or expectations regarding district programs such as Lexia and Front Row.	August 2017, 2018, 2019	Principals
Insure that all classrooms have hardware and required software as the new year begins, with special attention to new teachers	August 2017, 2018, 2019	IT Department

Include district expectations for integration of technology in the New Teachers Orientation meetings held at the school sites.	August 2017, 2018, 2019	Principals
Encourage participation in the annual "Hour of Code" promoted in December of each year during Computer Science Week.	December 2017, 2018, and 2019	Technology Committee, Site Principals

2. **Develop staff and student technological literacy. (current LCAP goal)**
   The Wright School District K-8 Digital Literacy Skills Scope and Sequence was developed by members of the District Technology Committee and will be used by district teaching staff to teach digital literacy each year. Specific lessons for students in each grade level are listed in the documents with links to the website where the lessons can be found. The document will be ready for use beginning in the 2017-2018 school year.

3. **Develop staff and student proficiency in digital citizenship and digital safety. (current LCAP goal)**
   The Wright School District K-8 Digital Literacy Skills Scope and Sequence was developed by members of the district Technology Committee and will be used by district teaching staff to teach digital citizenship and safety each year. Specific lessons for students in each grade level are listed in the documents with links to the website where the lessons can be found. The document will be ready for use beginning in the 2017-2018 school year.

4. **Increase ability of teachers to use high quality products such as Google classroom and other Google apps to support the application of 21st Century Skills in our classrooms.**

5. **Continue to provide technical support for teachers and students to insure consistent quality and quantity of technologies available for instruction and learning.**
   Current LCAP goal:
   The District will maintain 1:1 Chromebooks at grades 2-8 and approximately 1:2 iPads at grades TK-1.

6.   Provide professional development to all teachers to increase their skills and abilities using technology and guiding student use of technology to improve learning.

Equity of Access and Funding:
To ensure that all students have access to technology that is reliable and useful the district has budgeted funds to employ two technicians. The technicians troubleshoot and fix problems and keep systems updated. They monitor and improve the technology infrastructure to insure connectivity is reliable. The district maintains a reserve to fund repair and replacement of up to one-third of the chrome books, laptops, and iPads annually.

2d. Describe goals and an implementation plan, with annual activities, for how and when students will acquire the technology skills and information literacy needed for college and career readiness.

Students in the Wright School District will acquire technology skills and information literacy using technology in daily learning activities and educational experiences across all core curriculum areas. The district has adopted the CCSS and has purchased curriculum programs and materials that align to the standards for every grade level in English Language Arts, Writing, and Math. Teachers design lessons, using standards-aligned curriculum, that specifically and strategically incorporate technology into instruction, skills practice, and performance assessment. These lessons develop student skills in use of technology and attainment of academic content. Students gradually gain technology skills and information literacy needed for college and career as they progress through the grades.

Additionally, District Technology Committee members have developed a K-8 Digital Literacy Skills Scope and Sequence. The Scope and Sequence supports the goals of the CCSS and focusses on the skills that students at each grade level should learn in order to be proficient users of technologies and the internet.   Beginning in the 2017-2018 school year, teachers will use the scope and sequence document to develop student information literacy. Teachers will revise and improve lessons in grade level team PLCs. District Technology Committee members will provide updates to teachers through staff meetings, email, and representation at grade level meetings. These updates will include additional resources for improved lessons.

2e. Describe goals and an implementation plan, with annual activities, to address internet safety and the appropriate and ethical use of technology, including AB 307 and Children's Internet Protection Act (CIPA) compliance, in the classroom.

The district views student safety and privacy as extremely important. Equally important is developing student understanding of their roles and responsibilities as digital citizens. The Wright School District K-8 Digital Literacy Skills Scope and Sequence provides guidance for the instruction of *Digital Citizenship*. Lessons are developed across grade levels so that they are age-appropriate. Teachers will access lessons as suggested in the documents and/or use lessons they develop on their own to address the skills and concepts necessary for their students. Teachers will revise and improve lessons in grade level team PLCs. District Technology Committee members will provide updates to teachers through staff meetings, email, and representation at grade level meetings. These updates will include additional resources for improved lessons.

Wright School District
K-8 Digital Literacy Skills Scope and Sequence:
(updated March 7, 2017)

Purpose: The students learning in the 21st century must acquire skills appropriate for their future. This scope and sequence assists teachers and students on a strategic path for learning skills necessary for using new-media technology and overall digital literacy that is inherently connected to these tools.

Tool: This Scope and Sequence document is a K-8 guide to identify digital skills needed and when these skills should be introduced, reinforced and mastered.

Evidence: Teachers will use this scope and sequence guide, in combination with observations and tangible evidence from classroom projects, tasks, or rubric assessments to demonstrate mastery in each area relative to the grade level he or she teaches.

Introduction to the Scope and Sequence Document

The skills identified for each grade level align to the Common Core State Standards (CCSS) for Mathematics and English Language Arts & Literacy in History/Social Studies, Science and Technical Subjects as well as the skills required to complete on-going digital assessments (i.e. California Smarter Balanced Assessments). Additional skills identified in this scope and sequence are taken from the International Society for Technology in Education Standards (ISTE 2016) and the National Educational Technology Standards (NETS 2007): Creativity and Innovation; Digital Literacy; and Technical Operations and Concepts.

Keys for Scope and Sequence

I = Introduce   R = Reinforce   M = Mastery   O = Optional

ISTE/NETS (International Society for Technology in Education)	Common Core Standards CA English Language Arts doc PDF CA Math Standards doc PDF
CI - Creativity and Innovations (area 1) **CC** - Communication and Collaboration (area 2) **RIF** - Research and Information Fluency (area 3) **CT** - Critical Thinking, Problem Solving, and Decision Making (area 4) **DC** - Digital Citizenship (area 5) **OC** - Technology Operations and Concepts (area 6)	**MD -** Measurement and Data **G** - Geometry **EE** -Expressions and Equations **A** - Algebra **F** - Functions **SP** - Statistics and Probability **SMP** - Standards of Mathematical Practice -------------------- **RL** - Reading Standards for Literature **RI** - Reading Standards for Informational Text **W** - Writing **SL** - Speaking **L** - Language -------------------- **RST** - History/Social Studies **RST** - Science & Technical Subjects

Adapted from Long Beach District & Fresno County Office of Ed., MNPS Learning Tech, Common Sense Ed.,& IOS Summit http://sonoma.iossummits.com/

Digital Literacy Rubric: Wright School District

Key:　**I = Introduce　R = Reinforce　M = Mastery　O = Optional**

COMPUTER SKILLS	Alignment to IETS	Alignment to CCSS	Technology Concepts/Operations	K	1	2	3	4	5	6	7	8
Basic Operations	OCa	RST.6-8.3	• Safely turn off/on tablet or computer	I	R	R	M	M	M	M	M	M
	OCa	RST.6-8.3	• Learn to operate/control ipad/tablet with one finger (includes slide/unlock, power, home button, volume, use of headphones, attach/detach wires properly)	I	R	M	M	M	M	M	M	M
	OCa	RST.6-8.3	• Chromebook skills: log in (using school credentials), headphone use, volume, app launcher				I	R	R	R	M	M
	OCa	RST.6-8.3	• Mouse skills: right click, drag/drop, highlight, scrolling				I	R	R	M	M	M
	OCb	RST.6-8.3	• **Recognize functions of** basic **file menu** commands • Copy/edit/paste • open/close, save, copy and delete files/application				I	R	R	R	M	M
	OCb CT	W6 RL7 R3	• **Navigate websites effectively**: • identify links • locate/use navigation bar • pause, rewind, playback, quit video player • Open an URL accurately • Open tabs and Bookmark URL • Know difference between a browser and website				I	R	R	R	M	M

Word Processing													
Word Processing	TOC	W5 W10	• **Keyboarding** • Know simple key strokes; copy/edit/paste			I	I	R	R	R	R	M
	OC	W6	• **Insert clip art, images, links** into document					I	R	R	M	M
	OC	W6 W10	• **Execute most formatting**, edit, print, and save (if necessary) a word processing program (Google Docs suggested)					I	R	R	M	M
	OC	L4	• **Execute revision tools**; spell check, grammar, thesaurus				I	R	R	M	M	M
	OC	W6	• **Demonstrate use of word processing features**: • Know how to navigate basic tool bar • Skills: including margins, spaces, fonts, tabs, headers, bullets, numbering, inserting tables					I	R	R	M	M

Key: **I = Introduce   R = Reinforce   M = Mastery   O = Optional**

DIGITAL CITIZENSHIP: Responsible Use & Personal Responsibility	Alignment to IETS	Alignment to CCSS	Technology Concepts /Operations (Team Notes: Lesson for all these areas can be found at https://www.commonsensemedia.org/educators/scope-and-sequence)	K	1	2	3	4	5	6	7	8
Digital Citizenship	DC	W.2, W.5, W.7, W.8, L.6	• **Internet / Privacy Safety**: visiting appropriate websites (K, 1, 2, 3, 4, 5, 6, 7, 8)	I	I	I	R	R	R	M	M	M
	DC	RI.1, RI.4, RI.10, W.7, L.6	• **Anti-bullying & Digital Drama**: Students should know how to handle cyberbullying and how to respond in the face of upsetting language online (K, 1, 2, 3, 4, 5, 6, 7, 8)	I	I	I	R	R	R	M	M	M
	DC	RI.1, RI.4, RL.10, W.6, W.7, L.6, SL	• **Digital Footprint & Reputation:** take precaution by not giving out personal information, protecting password and asking for help when needed (K, 1, 2, 3, 4, 5, 6, 7, 8)	I	I	I	R	R	R	M	M	M
Digital Citizenship	DC	W.7, W.8, L.6, SL	• **Self-Image & Identity**: Students learn that presenting themselves in different ways online carries benefits and risks (K, 1, 2, 3, 4, 5, 6, 7, 8)	I	I	I	R	R	R	M	M	M
	DC	RI.1, RI.4, W.7, W.8, W.10. L.6, SL	• **Information Literacy** Demonstrate the ability to fluently *read* text of multiple genres (images, text, infographics, charts, essays, blogs, etc. (K, 1, 2, 3, 4, 5, 6, 7, 8)	I	I	I	R	R	R	M	M	M

DC	RI.1, RI.4, RI.10, RF.4a, W.4, W.10, L.6, SL	• **Character Education** ([K], [1], [2], [3], [4], [5], [6], [7], [8])	I	I	I	R	R	R	M	M	M
DC	RI.1, RI.10, RF.4, W.2, L.6, SL	• **Relationships and communication** ([K], [1], [2], [3], [4], [5], [6], [7], [8])	I	I	I	R	R	R	M	M	M
DC	RI.1, RI.4, RI.10, RF.4, SL, L.6	• **Media Literacy - including social media** ([K], [1], [2], [3], [4], [5], [6], [7], [8])	I	I	I	R	R	R	M	M	M
DC	RI.5, RI.7	• **Creative Credit & Copyright**: Explain Fair Use guidelines for using copyrighted materials (e.g. images, music, video, and text)							I	R	M
CI, CC	W.6, SL.5,	• **Understanding visual storytelling** in the digital landscape (Create a series of slides and organize them to present research or a story)					I	I	R	R	M
RIF, TOC	W.6, W.10, SL.2, SL.5	• **Image Literacy**: Discover visual thinking techniques; ways in which images are created, modified and purposed					I	R	R	M	M

RESEARCH, COMMUNICATION, COLLABORATION	Alignment to IETS	Alignment to CCSS	Technology Concepts/Operations	K	1	2	3	4	5	6	7	8
Research Skills	RI	W.8	• **Explain origin of sources;** tell teachers, peers and family about where they discover new media information about a given topic	I	R	M	M	M	M	M	M	M
	RI	W.6	• **Collect, organize content** from media sources for specific purposes					I	R	M	M	M
	RI	W.8	• **Analyze & evaluate internet resources**					I	R	R	M	M
	RI	W.8	• **Cite digital and print sources** used in projects or documents						I	R	R	M
	RI	RI.5 RI.7	• **Use a variety of computing** devices (e.g. tablets, cameras, desktop computers to collect, analyze and present information for curriculum assignments						I	R	R	R
Data Analysis	RI	RI.5 RI.7	• **Do simple searches** of existing databases (e.g. online library catalog, Google Scholar, etc.)			I	I	R	R	M	M	M
	RI	W.8	• **Understand computers can store and organize** information so that it can be searched, tagged and sourced					I	R	M	M	M
Data Analysis	CT	MD	• **Apply data to a simple graphing** application to display data					I	R	R	R	R
Communication Skills	CT	W.6, W.10, SL.2, SL.5	• **Create projects** that **use** text and various forms of **graphics, audio, and video** to communicate ideas				I	I	R	R	R	R
	CT	W.6	• **Use a variety of technologies to communicate**, **exchange**, and **build/Collaborate** ideas (such as audio files, skype, Facetime, google slides)					I	I	R	R	M

	CC	W.6, W.10, SL.2, SL.5	• **Plan, design and develop multimedia products** to present research findings and creative ideas effectively (presentation applications, video/audio editing skills)					I	R	R	M	M
	CC	W.6, W.10, SL.2, SL.5	• **Use a variety of telecommunication tools** (e.g. GOOGLE Apps, email, discussion groups, web pages, blogs, conferences to communicate with peers, experts, and other audiences.)							I	R	R

Terms to know:

COMPUTER SKILLS

Term	Definition
Bookmark	This saves a website address within the web browser program (such as Chrome or Safari) or via bookmarking service website (such as Pocket).
Change web browser	Open and close an independent website browser/engine. This may be helpful for certain websites that behave differently on different web engines.
Cut	To remove text/image/code from a document or file.
Drag	To select a file or set of text and move it to a new location.
Follow a link/URL	A website address/domain such as .com/.net/.gov./.biz./etc. There are hundreds of country-specific top-level domains. For example, the .uk domain is for the United Kingdom, the .ca domain is for Canada, and the .fr domain is for France.
Highlight	Select a group of text to make ready for editing or formatting.
Locate URL	Identify and cite a website.

Log in/ log out	Log in requires typing in a username and password credentials to enter a membership or access to an account created after sign up. Logout is a purposeful and final exit process (by clicking with words "log out" on the website or application) from an account or membership website that secures your information from others that use the device you logged into.
Open "tabs" and "windows"	Trigger a command to start a file or web browser and make active (a tab does not start a new window – it adds a space/environment and will replace visible area when clicked on).
Open new web browser	Locate, and click or command that web browser to open a window making ready to receive search terms or URL- addresses within the internet.
Paste	To place text/image in a specific location.
Print	To transfer digital text/image onto physical paper.
URL	A website address; universal resource locator.
Waffle	The colorful nine square icon for Google Apps.

DIGITAL CITIZENSHIP

Term	Definition
Digital foot print	Refers to traces of your existence on the internet.
Cyber Bullying	Harassment, bullying, intended mean actions or words exchanged, written, recorded or spoken to another person or group of people on some online space (i.e. comments on Facebook, in a chat room, email or video sharing)

Digital Identity	Information on an entity used by computer systems to represent an external agent. That agent may be a person, organization, application or device.
Social Media	Computer mediated technologies that allow the creating and sharing of information, ideas, career interests and other forms of expression via virtual communities and networks.

RESEARCH, COMMUNICATION, COLLABORATION

Term	Definition
Analysis	Detailed examination of the elements or structure of something, typically as a basis for discussion or interpretation.
Blog	Short for "Web Log". A regularly updated log of ideas, thoughts, experiences, etc.
Domain	A **domain** name is an identification string that defines a realm of administrative autonomy, authority or control within the **Internet.**
ERIC	The Education Resources Information Center (**ERIC**) is an online digital library of education research and information. **ERIC** is sponsored by the Institute of Education Sciences of the United States Department of Education.
Google	The company that started out as a search engine that now includes almost everything. They have a suite of free apps for education.
Google Scholar	This is a search engine specifically providing a simple way to broadly search for scholarly literature. From one place, you can search across many disciplines and sources: articles, theses, books, abstracts and court opinions, from academic publishers, professional societies, online repositories, universities and other web sites.

http	Hypertext Transfer Protocol
Internet	A global computer network providing a variety of information and communication facilities, consisting of interconnected networks using standardized communication protocols.
Intranet	A network that stays within an organization (not including the internet landscape).
Meme	A humorous image, video, piece of text, etc., that is copied (often with slight variations) and spread rapidly by Internet users.
Peer review	The evaluation of scientific, academic, or professional work by others working in the same field.
Search term	A **word or phrase** that is typed or spoken into a web browser/engine or URL field box for the purpose of gaining information about that term or phrase.
URL	Website address; universal resource locator
Vine	A video-sharing app designed to film short, separate experiences to be linked together for a total of six seconds. Each short video plays in a continuous loop, and are viewed directly in Twitter's timeline or embedded into a web page. (Recently "vine" refers to any video that takes separate video clips and links them together in an intentional way.)
Website	A location connected to the Internet that maintains one or more pages on the world wide web.
Wiki	A website that allows collaborative editing of its content and structure by its users.
WWW	The world wide web. The part of the internet that contains web pages.

3. Professional Development Component Criteria: The Plan must have a professional development strategy to ensure that staff understands how to use these new technologies to improve education services.

3a. Summary of the teachers' and administrators' current technology proficiency and integration skills and needs for professional development.

Teachers and administrators in the Wright School District use technology daily. Teachers use laptops to access email and to enter attendance and lunch count into Aeries, our student data system. Each teacher has been assigned an iPad as well as a laptop and use them several times a week. Some of the ways that teachers use technology include streaming visual materials that support instruction, accessing curriculum and resources, displaying classroom management programs (such as Dojo), and displaying documents on Apple T.V. using digital document cameras.

In general, teachers have a good working knowledge of all of devices available to them. They can use them effectively to enhance instruction and engage students in their learning. Results of our Education Technology Survey 2017 indicate that teachers want additional training to learn how to use their devices more effectively.
The survey asked teachers to indicate their level of ability (give a rating of weak, satisfactory, or strong) using technology to support students' learning in several specific ways. Specific tasks and results are listed in the chart that follows:

Descriptor	Percentage of teachers responding with a score of satisfactory or strong ability
Using new software or programs	86%
Guiding students as they research on the internet	86%
Integrating technology into daily instruction	93%
Using technology to differentiate instruction	81%
Using technology resources to collect data and monitor student progress	74%
Using Google apps	62%

The survey results indicate that teachers are integrating technologies into classroom instruction and management and rate themselves satisfactory or strong in their ability to do so. The use of Google apps is reported at 62%. The District will provide professional development opportunities to raise awareness of the value of these apps.

The survey also asks, "What are students using technology for?" The results are summarized in the following chart:

Topic or Tasks	Percent: students using technology for this purpose
Math	74%
ELA	81%
Lexia or other intervention software	75%
Word processing	38%
Keyboarding	52%
Accelerated Reader	40%
Science	34%
Social Studies	30%
Research via websites	45%
Google Apps	30%
Projects/ Presentations	32%
Coding	12%
Front Row	56%
Creating new Content (i.e. Video, websites…)	15%

Collaborating with other Students	21%
Other	16%

The results indicate that students are using technology to support learning in core academic areas, with emphasis in ELA and Math. Lexia and other intervention software are being used to differentiate instruction and support to students. The use of technology for these purposes, particularly the top three purposes, is in alignment with our Single Plans for Student Achievement and the LCAP goals.

Wright School District has also set goals for students to develop 21st Century skills. Preparing students with 21st Century skills requires development of the 4Cs (communication, creative/innovative thinking, critical thinking, and collaboration). Survey data indicate a need to develop teacher and student knowledge, skill, and ability in the use of technology to support students with *word processing, keyboarding, research via websites, projects and presentations, creating new content, and collaborating with other students.*

District administrators are proficient in the use of technologies that are relevant to their work. They use technologies to communicate, access resources, support presentations, and learn new strategies for teaching and learning. They continually share what they learn with the teaching staff. All of our site principals attended training in 2016 to develop plans and goals for personalizing professional development through a program called Edivate. This program is in the discussion stages and may be introduced to teachers during the 2017-2018 school year.

3b. Goals and an implementation plan, with annual activities for providing professional development opportunities based on LEA needs assessment.

Teachers in the Wright School District will have a variety of professional development opportunities during this three-year plan. In order for the District to meet the goals it has set for seamless integration of technology into teaching and learning, and development of the 4Cs, teachers will need to:

1. Increase their expertise and use of technology for instruction

2. Increase their expertise in digital tools and resources that will help students develop 21st Century skills and the ability to use those skills

3. Develop staff and student digital literacy.

4. Develop staff and student proficiency in digital citizenship and digital safety.

5. Increase teacher awareness of products such as Google Classroom and other Google Apps as a means to integrate effective tools for teaching and learning.

The District Technology Committee members are currently planning professional development (PD) for the 2017-2018 school year. In August, we will host an all-day Professional Development Day dedicated to learning ways in which technology can be integrated into the school day and can benefit both teachers and students. The District Technology Committee members will gather input from staff members regarding what they want to learn and will use that information to prioritize the workshop content that will be presented at the PD day.

Additionally, the District Technology Committee will launch the K-8 Technology Skills Scope and Sequence. Teacher will have their first introduction to how to use this document to teach digital literacy, digital citizenship, and digital safety.

The District uses G Suite and all teachers have access to Google Apps and Google Classroom. These apps can be very helpful to teachers and students. The District will share information about these apps and raise awareness of their benefits.

Throughout the school year, teachers will be encouraged to share their technological expertise and to learn from each other. The Education Technology Survey indicates that teachers prefer learning about technology from their colleagues in individual tutoring sessions, and through resources such as YouTube videos.   Teachers will also be encouraged to share their technology successes and resources at staff meetings, and members of the District Technology Committee will provide information, resources, and ideas for professional development throughout the year.

4. Infrastructure, Hardware, Technical support, Software, and Asset Management Component Criteria: The plan must include an assessment of the telecommunication services, hardware, software, asset management, and other services that will be needed to improve educational services.

4a. Describe the existing hardware, Internet access, electronic learning resources, technical support, and asset management already in the LEA that will be used to support the Curriculum and Professional Development Components of the plan.

Hardware

Existing Hardware - Infrastructure		
No.	Item	Installed/Purchased
33	Switches	2007
3	Servers	2014
75	Access points	2015
3	Routers	2016
Existing Hardware - User devices		
No.	Item	Installed/Purchased
100	MacBooks	2014
385	Chromebooks - Acer C720	2014
300	iPads	2014
755	Chromebook - Lenovo N21	2015
220	Chromebook - Lenovo N22	2016

Internet Access

The current Wide Area Network (WAN) bandwidth at each site is 1 Gigabits per second (Gbps) per site. The U.S. Dept. of Education recommends 1 Gbps per 1000 students. The current Local Area Network (LAN) bandwidth is 100 Megabits per second (Mbps) per site, which is the limit of our switches. The LAN cabling at each site is CAT5e, which implies a maximum bandwidth of 1 Gbps.

Electronic Learning Resources

Technical Support
The district employs two full time tech support personnel.

Asset Management
All staff and student devices are labeled with a unique asset number and bar code. The inventory is stored in a spreadsheet. While not in use the Chromebooks are stored in locking carts and the iPads are stored in locking cabinets. The iPads are tracked using Apple's Find My iPad software and managed by Meraki Mobile Device Management software. The Chromebooks are tracked and managed through Google's Admin Console.

4b. Describe the technology hardware, electronic learning resources, networking and telecommunications infrastructure, physical plant modifications, technical support, and asset management needed by the LEA's teachers, students, and administrators to support the activities in the Curriculum and Professional Development components of the plan.

Hardware - Infrastructure
The switches should be immediately replaced to sustain the current level of connectivity of the staff and student devices. The access points should be upgraded within three years. (Goal 2c. 5)

Hardware - End user devices
The staff MacBooks should be replaced within the next three years.

Electronic Learning Resources
Lexia, Front Row, Fast Forward, Benchmark Advance, and Typing Agent are current electronic learning resources that support the District's goals for differentiated instruction and intervention. These resources require site licenses that can be

expensive. We will need to plan funding for these programs should we decide they are of great value to the learning of our students.

Internet Access
The LAN bandwidth should be increased to 1 Gbps to meet the increasing demand of bandwidth intensive applications. This can be accomplished by replacing the switches currently in place (Goal 2c. 5).

Asset Management
The implementation of dedicated inventory software is currently underway. This will replace the use of spreadsheets.

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

5a. Describe the process for evaluating the plan's overall progress and impact on teaching and learning.

The Wright School District Education Technology Survey will be updated to address progress on our goals and the impact on teaching and learning. The Technology Committee will conduct the survey in January of each year and analyze the results in order to make mid-year corrections, determine progress, and report results to stakeholders. The committee will also use the results to prioritize plans for professional development in the following year.

The technology committee meets monthly. Teacher representatives from all three school sites serve on the committee. At these meetings, committee members will discuss issues and concerns regarding progress with goals and the impact of the technology plan.

The Wright School District maintains a "Help Desk," where teachers can get support for problems with technology. IT department personnel will keep the committee informed regarding issues and concerns with technology that impact teaching and learning.

5b. Describe the schedule for evaluating the effect of plan implementation, including a description of the process and frequency of communicating evaluation results to tech plan stakeholders.

The Technology Committee will monitor and evaluate the technology plan and modify the plan as needed. The process for monitoring the plan is as follows:

·   The committee will continue to meet monthly and will discuss progress, issues, and concerns and take necessary steps to support implementation of the plan.

·   The committee will use results from the Education Technology Survey, and information from teachers, students, and stakeholders to increase the effectiveness of the plan.

·   The committee will monitor and adjust the plan each year as the District LCAP is updated and the yearly survey is completed.

Stakeholders will receive the results of the Education Technology Plan Survey annually. Technology Committee members will use these results to report on the effectiveness of the plan and modifications that may need to be made.