

[CLOSE WINDOW/TAB](#)

# Technology Plan



## Jefferson Elementary

July 1, 2013 - June 30, 2016

11/28/2012

This plan is for EETT and E-Rate.

## Background and Demographic Profile

Jefferson School District is located at the southern end of Tracy. Established in 1878, Jefferson served the rural area south of town. Jefferson remained a single school district for over 100 years. In the last fifteen years, Jefferson has grown from a 2 school district serving 550 students, to a 4 school district serving approximately 2490 students and now employing 126 Teachers and another 106 classified and administrative staff members and 14 campus aides. With all the growth we have experienced, our technology needs have also advanced.

The Jefferson School District strives to enhance the curriculum through the use of technology in the classroom. This technology plan is designed to build on current technology as it focuses on improving and enhancing classroom instruction.

Technology is the inescapable companion of our every day life. Steps we take now to provide equitable access, connectivity, as well as ample training and support for technology in our schools will ensure that Jefferson School District students and staff are proficient in using all forms of technology and possess the skills to interact through telecommunications.

To meet the challenges of the twenty first century, our students and staff will need a high level of literacy, a broad range of understanding, an ability to work productively in groups, and the motivation for lifelong learning.

Change is inevitable and we need to guide this change in directions that support diversity of learning styles and maximize learning productivity. Technologies can serve as a catalyst to support our students in the twenty-first century.

# MISSION STATEMENT

In the Jefferson School District, we believe that the use of computers and other technologies:

- Are an integral part of all curriculum
- Is a tool to increase learning
- Provide equal access to all learners by accommodating varying rates and styles of learning.
- Facilitate development of thinking and communication skills.
- Must have a financial commitment for ongoing staff development from both the school sites and district.

## 1. Plan Duration

**July 1, 2013 - June 30, 2016**

This plan is the cornerstone for technical education in the Jefferson School District. It outlines how technology skills are delivered to the student population and provides for staff development to further student learning. It also includes the steps being taken to ensure online safety and meet e-rate qualifications. The plan shall be reviewed at the end of each school year and necessary adjustments will be made.

## 2. Stakeholders

<b>Stakeholders</b>		
<b>Name</b>	<b>Position</b>	<b>CDS</b>
Dana Eaton	District Administrator	San Joaquin Jefferson Elementary
Heidi Bass	Library Media Specialist	San Joaquin Jefferson Elementary Monticello Elementary
Krista Beltran	Classroom Teacher	San Joaquin Jefferson Elementary Tom Hawkins Elementary
Jim Bridges	Site Administrator	San Joaquin Jefferson Elementary Jefferson
Tessa Bunch	Classroom Teacher	San Joaquin Jefferson Elementary Anthony C. Traina Elementary
Rames Creel	County Office of Education Staff	San Joaquin
Stephen Day	Classroom Teacher	San Joaquin Jefferson Elementary Anthony C. Traina Elementary
Cassandra de Wood	Classroom Teacher	San Joaquin Jefferson Elementary Tom Hawkins Elementary
Steve Dresser	Technology Support Staff	San Joaquin Jefferson Elementary
Kimberlee Dunning	District Administrator	San Joaquin Jefferson Elementary
Paul Fern	Classroom Teacher	San Joaquin Jefferson Elementary Jefferson
Rachel Henley	Classroom Teacher	San Joaquin Jefferson Elementary Monticello Elementary
Brian Jackman	Parent	
Shameram Karim	Site Administrator	San Joaquin Jefferson Elementary Anthony C. Traina Elementary
Jeniene Lang	Classroom Teacher	San Joaquin Jefferson Elementary Tom Hawkins Elementary
Mindy Maxedon	District Administrator	San Joaquin

		Jefferson Elementary
Christina Orsi	District Administrator	San Joaquin Jefferson Elementary
Renae Potts	Classroom Teacher	San Joaquin Jefferson Elementary Jefferson
Linda Smith	County CTAP Representative	San Joaquin
Jennifer Vieira	Classroom Teacher	San Joaquin Jefferson Elementary Monticello Elementary
Grit Walther	Classroom Teacher	San Joaquin Jefferson Elementary Anthony C. Traina Elementary
Dan Wells	Parent	

The Jefferson School District's instructional Technology Plan 2013-2016 reflects the work of the District Technology Committee. The stakeholder group involved in the Jefferson District Technology Committee consists of the following individuals:

- Teachers
- District Administrators
- Site Administrators
- Parents
- School Board Members
- Library/Media Center Aides
- Technology Support Staff
- County Office Technology Support Staff
- CTAP Representative

Stakeholders attended monthly Technology Committee meetings and reviewed the previous plan and made changes that were suggested by district staff members. Teachers were surveyed about current district grade level projects outlined in section 3D and 3E, and changes were made accordingly.

### 3. Curriculum

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

#### **Elementary Summary**

All elementary schools have Internet access and a minimum of one Internet ready computer in each classroom. All schools have computer labs with Internet ready multimedia computers. All are connected to area networks. All staff and students have access in the classroom and students use the computers in the lab from 30 –45 minutes weekly. All classes utilize the lab on a rotating basis and may sign up for additional time slots in the computer lab whenever possible. GATE students have computer lab access for special projects. The computer lab is available for use before and after school when staffing permits. The ratio of student to computers ranges from 1:1 in the computer labs and 30:1 in most classrooms. Libraries at both school sites have between 2-6 computers which are Internet ready. Staff and students use them for card catalog and online research.

#### **Middle School Summary**

Jefferson School has Internet access and a minimum of one Internet ready computer in each classroom. There is a computer lab with Internet ready multimedia computers as well as two mobile computer labs. All are connected to area networks and the Internet. All staff and students have access in the classroom and fifth grade students use the computers in the lab as part of a rotating elective. GATE students have computer lab access for special projects. The computer lab is open before and after school when staffing permits. Students use library computers before, during and after school to conduct research on the Internet and access the library card catalog. After school enrichment classes are held in the lab during the school year. The ratio of student to computers is approximately 1:1 in the computer lab and 30:1 in most classrooms.

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

## Elementary Summary

Teachers, parents and administrators use email to communicate regularly at our two K-8 campuses and one K-4 campus. All site principals use email as the primary mode of communication to staff members. Principals also use Connect-Ed to broadcast phone message to all parents or selected parents depending on the message being delivered. The majority of teachers use technology in the classroom on a regular basis to create student products such as graphs, graphic representation of math strands and equations, word processed stories, poems, essays and minibooks, and web pages. Attendance and grades are also done online using Aeries. Teachers often utilize classroom computers as centers for skill development and reinforcement, especially in math and language arts, with a limited English language practice for English Learners. The intermediate teachers utilize technology and software for culminating projects, which may include published student work and research projects. There is a need for software and/or web sites that would link technology curriculum to the standards.

## Middle School Summary

Teachers, parents and the school administration use email regularly to communicate at our 5-8 campus. As in the elementary sites, the Principal uses email as the primary mode of communication. The site principal also has access to Connect-Ed and can send phone and email messages to all or selected families. The majority of teachers use technology in the classroom on a regular basis to create student products such as graphs, wordprocessed stories, poems, essays and minibooks, web pages, multimedia slideshows, Internet research, and desktop publishing.

All teachers use technology for grades and attendance using Aeries. A voicemail system is used for parents to leave teachers messages. Each teacher also has his/her own "Homework Hotline" that students may phone for the day's homework.

5<sup>th</sup> through 8<sup>th</sup> grade students have one 45-minute period once a week in the computer lab. Students may also have time on their classroom computers. Students produce graphs, graphic representation of math strands and equations, wordprocessed stories, poems, essays and minibooks, web pages, multimedia slideshows, Internet research and desktop publishing.

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

Jefferson School District has established in its curriculum, standards which match the California State Content Standards for the core areas of language arts, ELL, mathematics, science, and history-social studies. These include 2007 Language Arts/Reading Framework, 2005 Math Curriculum Framework, State Board of Education Science Content Standards Grades K-12, State Board of Education History/Social Studies Content Standards Grades K-12. Jefferson School District shall assess the role of technology in implementing the Common Core Standards.

Jefferson School District is committed to empowering and preparing students to be productive, life long learners. This will be accomplished through the use of effective instructional strategies, curricula based on the California State Standards and evolving technologies that support teaching and learning. The District is committed to providing all students access to computers and related technologies supporting the curricular goals and student needs.

Site curricular goals include:

- Use technology to empower students to communicate effectively, be critical thinkers, problem solvers and life long learners.
- Improve literacy skills through the use of a balanced reading program including computer programs that assist in skill development, opportunities to use on-line resources for reading, and appropriate evaluation and assessment tools, which drive reading instruction.
- Enhance student learning and address state content standards in all curricular areas through the use of multimedia presentational tools.
- Use technology to access online information to expand problem solving, decision-making and critical thinking skills.
- Use technology to develop the skills to complete the student Eighth Grade Exit Portfolio.
- Students will have equal opportunities to use technologies to enhance learning regardless of primary language, learning styles, differences, or capabilities.

The District Technology Plan, as it is implemented at all four school sites, focuses on the development of skills in basic keyboarding, writing, and publishing, research (including appropriate use of the Internet), skill building and practice in Math and Language Arts, and support to Science, Social Studies, Music and Art Curriculum. Software and web resources are provided to teach, enrich, and reinforce the core curriculum. The Library Plan at each school includes technology support for inventory and check out procedures.

- 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.

**Goal 3d.1: Technology will be used to support the district’s academic content standards to improve learning in core curricular areas.**

Objective 3d.1.1: All K-8 students, including special populations will use technology, including telecommunications and information literacy, to increase literacy skills and meet district content standards.

Benchmarks:

- Year 1: 50% of students will create curricular projects to increase literacy skills and meet grade-appropriate content standards.
- Year 2: 75% of students will create curricular projects to increase literacy skills and meet grade-appropriate content standards.
- Year 3: 100% of students will create curricular projects to increase literacy skills and meet grade-appropriate content standards.

<b>Implementation Plan</b>
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Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Instrument
Review/revise/change all K-8 grade level projects	By September 30, 2013	Curriculum Coordinator, grade level teacher leaders	Technology Committee to review selected projects from each grade level group	sign-in sheets, grade level projects
K-8 teachers will teach curricular concepts and implement grade appropriate technology on curricular projects.	By May 30, 2014	classroom teachers	Teacher leaders to monitor success/challenges of grade level projects with teachers in their group, Technology Committee meetings, teacher surveys	Teacher leaders to inform technology committee at monthly meeting and Year end teacher technology surveys
Students will create grade appropriate projects on curricular topics.	By May 30, 2014	Classroom teachers	Teacher leaders to monitor success/challenges of grade level projects with teachers in their group, Technology Committee meetings, teacher surveys	Teacher leaders to inform technology committee at monthly meetings and year end teacher technology surveys
Teachers will evaluate year 1 projects and modify and refine for year 2 and 3 projects.	By September 30, 2014	Teacher leaders and classroom teachers	Teacher leaders to monitor success/challenges of grade level projects with teachers in their group, Technology Committee meetings, teacher surveys	Teacher leaders to inform technology committee at monthly meetings and year end teacher technology surveys

- 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.

**Goal 3e.1: All students will acquire functional technological and information literacy skills to enhance learning.**

Objective 3e.1.1: All students will demonstrate knowledge of technology skills and will demonstrate the knowledge and application of said skills.

Benchmarks:

- Year 1: 50% of students will create curricular projects to increase literacy and technology skills.
- Year 2: 75% of students will create curricular projects to increase literacy and technology skills.
- Year 3: 100% of students will create curricular projects to increase literacy and technology skills.

skills.

<b>Implementation Plan</b>				
<b>Activity</b>	<b>Timeline</b>	<b>Person(s) Responsible</b>	<b>Monitoring &amp; Evaluation</b>	<b>Evaluation Instrument</b>
K-2 students will learn and practice the following skills: using graphics application, learn proper technology terminology (keyboard, mouse, monitor), start an application, open a file, copy & paste, import graphic, save file, print a file, learn basic keyboarding, learn computer etiquette, create multimedia presentation, locate electronic and internet information, learn about plagiarism, explore cyberbullying and online safety	Ongoing	K-2 Teachers	Teacher leaders shall check with their grade levels and report to Technology Committee and/or Technology Coordinator, site administrators or others	Annual Teacher Technology Survey, Technology Committee Meetings
3-5 grade students will learn and practice the following skills: formal keyboarding instruction using Mavis Beacon or other keyboarding program, word processing skills (cut & paste, spellcheck, justification, bullets), copyright laws, use online information and cite sources, create multimedia presentation, evaluate online sources for bias and accuracy, use web resources, desktop publishing, explore cyberbullying and online safety	Ongoing	3-5 Teachers	Teacher leaders shall check with their grade levels and report to Technology Committee and/or Technology Coordinator, site administrators or others	Annual Teacher Technology Survey, Technology Committee Meetings
6-8 grade students will learn and practice the following skills: continue formal keyboarding	Ongoing	7-8 Teachers	Teacher leaders shall check with their grade levels and report to Technology Committee and/or	Annual Teacher Technology Survey, Technology Committee Meetings

instruction, evaluate online sources for bias and accuracy, understand and follow copyright policies, understand plagiarism and its consequences, create a graph using a spreadsheet, create the parts of a Science Fair project (title page, table of contents, abstract, introduction, experiment results, conclusion, sources and acknowledgement), create a brochure using a desktop publishing program, build wordprocessing skills, explore cyberbullying and online safety			Technology Coordinator, site administrators or others	
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- 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

Staff and students will complete an Acceptable Use Policy (AUP) before they are allowed to use school computers. Students who violate the AUP may have computer use suspended or revoked.

Staff and students will be educated in the ethical uses of technology to include copyright law, fair use, plagiarism and illegal file sharing. Staff members will receive training on appropriate uses of technology at Welcome Back day each August. Students will be instructed in the appropriate use of technology.

**Goal 3f.1: Staff and students will be trained in the ethical uses of technology to include copyright law, fair use, plagiarism, and illegal file sharing.**

Implementation Plan				
Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Instrument
Staff and members will understand copyright law, fair use guidelines and privacy issues.	Staff training will be part of the Welcome Back Day	Human Resources Director	Signed affidavit	Signed affidavit

	each August.			
Students will understand copyright law and fair use guidelines through classroom instruction. Plagiarism will be covered at each grade level.	Annually by May 1 of each school year.	Classroom teachers	Teacher surveys will be reviewed by the Technology Committee.	Students in grades 5-8 will create bibliographies which will be evaluated by teachers.
Train staff members to deliver instruction to classroom teachers and library media specialists.	First training to be held by October 31, 2013. Subsequent training will be held annually for all new teachers as part of teacher induction program.	Curriculum Coordinator Technology Committee	sign-in sheets	Annual teacher technology survey which will be reviewed by the Technology Committee

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)

**Goal 3g.1: All students will be instructed so they understand the safety risks on the Internet.**

**Goal 3g.2: All staff and students will be informed of district policies for using school technology.**

**Goal 3g.3: Train teachers on i-SAFE curriculum delivery and assessment.**

Implementation Plan				
Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Instrument
Review and update District Acceptable Use Policy (AUP) as needed. Ensure that site administrators address the AUP in beginning of year staff meeting and have	Annually - August	Site administrators	Review of AUP to be done by district administrators with Technology Committee representatives.	

every employee sign agreement. Verify that every student has AUP on file and signed by parent of guardian				
Provide training to staff on delivering i-SAFE curriculum.	District staff development day or in site staff meetings	Site administrators, Curriculum Coordinator and/or site Technology Committee members	Sign-in sheets for meetings.	Sign-in sheets
i-SAFE lessons on internet safety, cyberbullying and social networking completed by all K-8 students.	i-SAFE lessons to be completed by September 30 of each school year. Use of school Computer Labs will not be granted until i-SAFE lessons are complete.	Classroom teachers	Classroom Teachers will report completion of required lessons to school secretary. Classes will be cleared to use the Computer Lab upon completion of all required lessons. Site administrators shall update Technology Committee on the delivery of i-SAFE lessons.	Classroom records

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

All school sites are equipped with a 32 station computer lab and at least one workstation in each classroom. Students have access to a limited number of workstations in the school library before school, after school and during lunchtime. Each class has a weekly time slot in the Computer Lab to work on classwork and/or computer skills such as keyboarding, word processing and research. The Computer Lab is also available after school for enrichment and GATE classes. A select group of teachers is piloting Technology Days where students bring their own devices and connect to the GUEST network to perform classroom tasks. Special needs students use devices such as Ipods, Ipads, and assistive voice technology to enhance learning. Software for keyboarding and writing such as Kidspiration is also used with Resource Specialists. System 44 and Read 180 are also used in reading intervention. Use of interactive tablets such as Ipads will be piloted.

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.

**Goal 3i.1: Use computerized database system to maintain student information, classes, attendance, and scheduling.**

Objective 3i.1.1: 100% of administrative and certificated staff members will use computerized

database system to maintain student information, classes, student grades, attendance and scheduling.

Benchmarks:

- Year 1: 100% of administrative and certificated staff members will use computerized database system to maintain student information, classes, student grades, attendance and scheduling.
- Year 2: 100% of administrative and certificated staff members will continue to use Aeries. 100% of new administrative and certificated staff will be trained.
- Year 3: 100% of administrative and certificated staff members will continue to use Aeries. 100% of new administrative and certificated staff will be trained.

<b>Implementation Plan</b>				
<b>Activity</b>	<b>Timeline</b>	<b>Person(s) Responsible</b>	<b>Monitoring &amp; Evaluation</b>	<b>Evaluation Instrument</b>
Train new staff members	New staff members will receive training to use the modules of Aeries that are required for their position. New teachers will receive training as part of the teacher induction program while administrative staff will be trained by superiors and/or attend off-site training.	Human Resources Director, administrative staff	sign-in sheets and/or just in time training.	Performance reviews
User support	Ongoing	Student Information System Administrator, Technology Coordinator	Ongoing as needs arise	emails and calls to Student Information System Administrator.

**Goal 3i.2: Certificated staff will collect data on student achievement, evaluate the data and use the assessment data to inform instruction**

Objective 3i.2.1: Goal 3i.2 100% of certificated staff will administer student assessments in Math and Language Arts and use the data to inform instruction.

## Benchmarks:

- Year 1: 100% of Teachers will evaluate student achievement using District assessments and Data Director to interpret the results. Teachers at each grade level will hold Data Team meetings to review the results of the assessment and reteach content when necessary.
- Year 2: 100% of Teachers will evaluate student achievement using District assessments and Data Director to interpret the results. Teachers at each grade level will hold Data Team meetings to review the results of the assessment and reteach content when necessary.
- Year 3: 100% of Teachers will evaluate student achievement using District assessments and Data Director to interpret the results. Teachers at each grade level will hold Data Team meetings to review the results of the assessment and reteach content when necessary.

<b>Implementation Plan</b>				
<b>Activity</b>	<b>Timeline</b>	<b>Person(s) Responsible</b>	<b>Monitoring &amp; Evaluation</b>	<b>Evaluation Instrument</b>
Train instructional norms team to use Data Director.	Annually by August 31	Curriculum Coordinator, Instructional norms team	Instructional Norms team to review at each instructional norms coach meeting.	Sign-in sheets
Teachers will evaluate student achievement using District assessments and Data Director to interpret the results	Ongoing	Classroom Teachers	Analysis of student achievement	Student Achievement results

- 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.

Teachers maintain a Homework Hotline where students can call in after hours to get current homework assignments. Many teachers keep class web pages for important class information and homework assignments. Most teachers use email to communicate with parents on a daily basis. Administrative staff have access to ConnectED which allows them to send automated voice messages and emails to all parents or select groups of parents depending on the message being delivered. School/Home communication happens regularly at all four campuses in the Jefferson School District as well as the District Office.

**Goal 3j.1: Utilize voice, email and web systems to improve communication between staff, students, parents and gives the community access to important school information.**

Objective 3j.1.1: 100% of administrative and certificated staff members will use voice, email and web systems to communicate with staff, parents, students and community members.

## Benchmarks:

- Year 1: 100% of administrative and certificated staff members will use voice, email and web systems to improve communication between staff, students and parents.
- Year 2: 100% of administrative and certificated staff members will use voice, email and web systems to improve communication between staff, students and parents.
- Year 3: 100% of administrative and certificated staff members will use voice, email and web systems to improve communication between staff, students and parents.

<b>Implementation Plan</b>				
<b>Activity</b>	<b>Timeline</b>	<b>Person(s) Responsible</b>	<b>Monitoring &amp; Evaluation</b>	<b>Evaluation Instrument</b>
Train administrative staff to use ConnectED.	ongoing	administrative staff	ongoing as needed	
Train certificated staff to use class web page on Schoolwires web system	By October 31, 2013, ongoing as needed.	Curriculum Coordinator and/or Technology Coordinator	Site administrators	Active classroom web page kept up-to-date
Train Certificated staff to use integrated email system in Aeries.	Completed by October 31, 2013, ongoing as needed	Student information Systems Administrator and/or site administrator, designated certificated staff, Technology Coordinator	sign-in sheet	Teacher Technology Surveys

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.

Classroom teachers will work with Computer Lab aides to complete required lessons and projects at each grade level and record when projects and lessons are completed by each class. Site administrators will meet with Computer Lab aides each trimester to review computer lab records and ensure that all classes are completing lessons. Computer Lab aides are responsible for notifying site administrators about problems that keep them from completing lessons and grade-level projects. Projects will be displayed at annual Open House night. The overall plan will be evaluated annually by the technology committee with recommendations made to site administrators and the school board.



#### 4. Professional Development

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

Jefferson School District currently has 126 teachers and specialists who incorporate technology into their professional capacities. Staff members were given a district-wide survey on technology needs. The district's administrative staff of 13 personnel is also included within this survey.

Administrators and classified staff members in the Jefferson School District attend training for various programs that are unique to their position. Ongoing training and technical support is provided for Aeries, Escape, Schoolwires, Follett, Destiny and ConnectEd.

Jefferson School District's professional development needs, as taken from a district-wide staff survey show a need for training on the following:

- Class web page 67%
- Excel 36%
- PowerPoint 31%
- Storybird 29%
- Museum Box 29%
- Blogs 28%
- Google Documents 22%
- Animoto 21%

More training is also needed in using school computer labs and Vision presentation/workstation control features.

Jefferson School District has sent 4 teachers through the Intel Teach program. These teachers have assisted grade level groups in developing technology-based lessons in after school training sessions.

All grade levels will implement a new technology-based project each year over the next three years. The cornerstone of our staff development is to provide teachers with the training they need to successfully implement each project. Therefore, training in each project will be offered after school before October 31 of each school year.

Opportunities for staff development will be offered to all staff members (including administrators) on an ongoing basis. One staff development day per year will include technology and the first minimum day of the calendar year will be dedicated to technology. The J.S.D. New Teacher Orientation will include a hands-on technology component. As part of the GATE program, the district has proposed that classes be offered where GATE students, teachers and administrators can work and learn together in after school workshops.

- 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.

**Goal 4b.1: Develop and implement district-funded staff development program to ensure all personnel effectively and efficiently use technology to support standards-based instruction.**

Objective 4b.1.1: Train administrators, teachers and other staff to use appropriate software to support grade level/content area instruction and develop a technology project annually.

Benchmarks:

- Year 1: 80% of administrative, certificated and other staff members will be trained to implement grade level technology based lessons and projects.
- Year 2: 90% of administrative, certificated and other staff members will be trained to implement grade level technology based lessons and projects.
- Year 3: 100% of administrative, certificated and other staff members will be trained to implement grade level technology based lessons and projects.

<b>Implementation Plan</b>				
<b>Activity</b>	<b>Timeline</b>	<b>Person(s) Responsible</b>	<b>Monitoring &amp; Evaluation</b>	<b>Evaluation Instrument</b>
Train staff members to deliver year one grade level projects	To be completed by October 31, 2013	Curriculum coordinator and Teacher leaders	Teacher leaders will report to the Technology Committee at the November meeting the results of the training. Attendees will complete a survey about the training to get feedback on the effectiveness of the training.	Sign-in sheets, staff surveys from the training.
Train staff members to deliver year two grade level projects.	To be completed by October 31, 2014.	Curriculum coordinator and Teacher leaders	Teacher leaders will report to the Technology Committee at the November meeting the results of the training. Attendees will complete a survey about the training to get feedback on the effectiveness of the training.	sign in sheets, staff surveys from the training.

Train staff members to deliver year three grade level projects.	To be completed by October 31, 2015.	Curriculum coordinator and Teacher leaders	Teacher leaders will report to the Technology Committee at the November meeting the results of the training. Attendees will complete a survey about the training to get feedback on the effectiveness of the training.	Sign-in sheets, staff surveys from the training.
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**Goal 4b.2: Train all staff members to use job-specific applications and understand information literacy, safety and privacy issues.**

Objective 4b.2.1: Train 100% of administrators, certificated and other staff to use job-specific applications, Aeries, communication systems and understand information literacy, safety and privacy issues.

Benchmarks:

- Year 1: 80% of administrative, certificated and other staff members will be trained in job-specific applications, Aeries, communication systems and understand information literacy, safety and privacy issues.
- Year 2: 90% of administrative, certificated and other staff members will be trained in job-specific applications, Aeries, communication systems and understand information literacy, safety and privacy issues.
- Year 3: 100% of administrative, certificated and other staff members will be trained in job-specific applications, Aeries, communication systems and understand information literacy, safety and privacy issues.

<b>Implementation Plan</b>				
<b>Activity</b>	<b>Timeline</b>	<b>Person(s) Responsible</b>	<b>Monitoring &amp; Evaluation</b>	<b>Evaluation Instrument</b>
Train staff members on District Guidelines for Internet Safety and privacy issues as part of Back to School breakfast.	By August 31 of each year.	Human Resources Director	Technology Committee to review annual staff Technology Survey.	Signed affidavit
Just in time training on job specific applications	as needed	Supervisor	Technology Committee to review annual staff Technology Survey.	Staff Technology Survey

**Goal 4b.3: Train teachers to use district provided classroom web page and other web based**

**applications.**

Objective 4b.3.1: Train teachers to use district provided classroom web page and other web based applications.

Benchmarks:

- Year 1: Year one 50% of classroom teachers will be trained to update their Schoolwires classroom web page.
- Year 2: Year two 75% of classroom teachers will be trained to update their Schoolwires classroom web page.
- Year 3: Year three 100% of classroom teachers will be trained to update their Schoolwires classroom web page.

<b>Implementation Plan</b>				
<b>Activity</b>	<b>Timeline</b>	<b>Person(s) Responsible</b>	<b>Monitoring &amp; Evaluation</b>	<b>Evaluation Instrument</b>
Hold afterschool Schoolwires training for certificated staff at each school site.	By August 31 of each year.	Site administrators and lead teachers	Audit teacher web sites	sign-in sheets
Train teachers to use specific web applications such as Storybird, Weebly, Museum Box, Animoto and Google Documents. One web application will be featured each trimester and training provided at various school sites.	One per trimester.	Curriculum Coordinator and lead teachers.	Technology Committee to monitor through teacher surveys.	sign-in sheets

**Goal 4b.4: Train teachers to use the school Computer Lab.**

Objective 4b.4.1: Teachers will be able to use Lab Rat to log their classes onto the Computer Lab computers and use Vision control software effectively.

Benchmarks:

- Year 1: 100% of K-1 teachers will receive training on Lab Rat so they can quickly log all the computers on for their students. 100% of K-8 grade teachers will be trained to use Vision control software in the computer lab.
- Year 2: New teachers or teachers needing a refresher will receive just in time training on using the Computer Lab from lead teachers.
- Year 3: Continue training new teachers and those who need retraining.

<b>Implementation Plan</b>				
<b>Activity</b>	<b>Timeline</b>	<b>Person(s) Responsible</b>	<b>Monitoring &amp; Evaluation</b>	<b>Evaluation Instrument</b>
Train K-1 teachers to use Lab Rat	Prior to August 31 of each year.	Curriculum Coordinator and lead teachers.	Teacher surveys and lead teachers to report to Technology Committee	sign-in sheets
Train Teachers to use Vision control software in school Computer Labs.	By August 31 each year	Curriculum Coordinator and lead teachers.	Teacher surveys and lead teachers to report to Technology Committee	Sign-in sheets

- 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.

District personnel shall be responsible for ensuring that all administrative and clerical staff receives training for any new programs that are implemented. Site administrators will monitor the use of technology by site staff for administrative purposes (grading, email and other communication). The district Technology Committee will oversee training of all certificated staff in using technology for instructional purposes and make recommendations to the School Board to successfully implement the Technology Plan.

## 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:**

Hawkins School has a computer lab with 32 workstations and 105 computers located in classrooms, the library, cafeteria and school office. Each classroom has a least one student computer and one laptop for the teacher. The cafeteria has a workstation used for student lunch accounts and administrative staff use workstations while principals and vice principals have laptops. All computers are on a wired or wireless network and have internet access.

Jefferson School has a computer lab with 35 workstations and 67 computers located in classrooms, the library, cafeteria and school office. Each classroom has a least one student computer and one laptop for the teacher. The cafeteria has a workstation used for student lunch accounts and administrative staff use workstations while principals and vice principals have laptops. All computers are on a wired or wireless network and have internet access.

Monticello School has a computer lab with 35 workstations and 97 computers located in classrooms, the library, cafeteria and school office. Each classroom has a least one student computer and one laptop for the teacher. The cafeteria has a workstation used for student lunch accounts and administrative staff use workstations while principals and vice principals have laptops. All computers are on a wired or wireless network and have internet access.

Traina School has a computer lab with 33 workstations and 150 (includes 26 donated IBM laptops that are standalone and not on the network) computers located in classrooms, the library, cafeteria and school office. Each classroom has a least one student computer and one laptop for the teacher. The cafeteria has a workstation used for student lunch accounts and administrative staff use workstations while principals and vice principals have laptops. All computers are on a wired or wireless network and have internet access.

### **Existing Internet Access:**

Hawkins, Monticello, and Traina School all have 1GB fiber connection to the San Joaquin County office of Education. Jefferson School is connected through Traina. Currently, all classrooms are wired with an Ethernet 1000-base T (gigabyte) at Hawkins, Jefferson, Monticello and Traina Schools. All schools are equipped with wireless Internet Access throughout for teacher, administration, student and guest use. All school offices, the school library, and computer lab are wired with Internet access, as well as at least one computer per classroom. Monticello School and the District Office have Comcast 16Mb lines that connect to the San Joaquin County Office of Education via Virtual Private Network hardware. We have a wide area

network (1GB fiber) in place connecting Traina and Hawkins school sites to the San Joaquin County Office of Education. All staff members have e-mail available in wired classrooms.

### **Existing Electronic Learning Resources:**

Software that is currently used in the computer labs or classrooms includes, but is not limited to: *Kid Pix, Math Blaster, Jumpstart Typing, Student Writing Center, Microsoft Word, Microsoft Power Point, Microsoft Excel, Mavis Beacon Teaches typing, Magic School Bus various programs, I Spy, Millies' s Math House, and iMovie*. Many web based applications are used such as *Accclerated Reader, Wordle, Animoto, Weebly, Museum Box, Storybird, and Starfall*.

### **Existing Technical Support:**

Jefferson School District has a full-time Information Technology Coordinator whose duties include:

- Operates and monitors computer systems and related equipment in including personal computers, printers and other peripheral devices in a large networked, data communications and telecommunications environment.
- Utilizes personal computing hardware and software, word processing, spreadsheet, and database applications to perform basic duties including documentation, reporting, scheduling and user support.
- Respond to user request for assistance in utilizing personal computer hardware and software.
- Install operating systems such as Windows Vista, Windows XP, Windows Server 2003 and Macintosh OS.
- Install, configure and maintain student and staff domain and active directory.
- Install and support personal productivity applications (Microsoft Office, PageMaker, Photoshop, and Norton Antivirus, and others), Database applications (Access, FileMaker Pro, and others), Network applications (Outlook, File Sharing and others), and Internet applications (Internet Explorer, Internet Email and others) on both Macintosh and Intel compatible workstations.
- Travels to assigned schools to provide technical support and user assistance; trouble shoots equipment problems.
- Performs complex and technical repair and maintenance on district wide computers.
- Educates users regarding specific hardware/software issues; assists in learning the specific differences in upgraded hardware/software.

- Prioritizes and schedules work orders.
- Receives, assembles, inspects and tests equipment to determine feasibility of repair.
- Communicates with vendors, suppliers, District administrators and personnel concerning parts, equipment and program operations and new technology; maintains records and prepares reports related to equipment inventory, maintenance, installations, warranties and system defects.
- Processes and evaluates technology purchase requests to fit district technology standards.
- Performs related duties as assigned.

Additional technical support is provided through the San Joaquin County Office of Education. The County Office services 13 districts. The county provides a manned help line that teachers may call or email with software, networking and virus issues (email concerns, Internet offline, can't open files, computer viruses). On-site support for software issues and networking is provided; usually within two weeks. Teacher trouble-shooters provide a faster response as time permits. Teacher trouble-shooters diagnose hardware issues and send faulty equipment in for repair; often keeping machines out of service for a month or longer.

Extended service agreements purchased with new equipment. Technical support is provided by a full-time computer technician and staff member just in time training. Other support provided by the San Joaquin County Office of Education.

- 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:**

The following equipment is needed to keep up with the technological needs of the Jefferson School District

- Replace obsolete classroom and computer lab computers (Traina Computer Lab needs new workstations)
- Replace obsolete teacher laptop computers
- Replace servers over 5 years old or any deemed insufficient to perform necessary tasks
- Evaluate and purchase wireless network switches that can maintain a minimum of 32 connections to allow for use of student electronic devices and/or future tablet devices



**Electronic Learning Resources Needed:**

All new computers will have Microsoft Office installed on them. Computer Labs need to have Vision control software updated each year. Mavis Beacon software is needed at each site. Continue subscription to Follett library inventory/checkout system. Provide budget for subscriptions to web sites such as Storybird, Weebly, Accelerated Reader or other sites teachers deem useful.

**Networking and Telecommunications Infrastructure Needed:**

Evaluate and add wireless access points to enable future use of student handheld devices.

**Physical Plant Modifications Needed:**

None at this time. Physical plant modifications will be made to Jefferson School as bond funded renovation occurs.

**Technical Support Needed:**

Technical support provided by San Joaquin County Office of Education (SJCOE) IT staff. SJCOE IT staff will evaluate existing wireless networks and make recommendations to support use of students handheld devices.

- 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.

<p><b>Year 1 Benchmark:</b> 50% Implementation: Jefferson School District will upgrade electrical and network at each site for additional computer lab, purchase software and other necessary subscriptions, provide projection devices for each teacher, identify and dispose of obsolete equipment, and survey staff.</p>
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<b>Recommended Actions/Activities</b>	<b>Timeline</b>	<b>Person(s) Responsible</b>
Upgrade electrical and network for new computer lab at each school.	By June 2014	Technology Coordinator, Business Services Manager, site administrators, superintendent.
Purchase computers for new labs and to replace obsolete workstations	By July 2014	Technology Coordinator, Business Services Manager, site administrators
Identify and purchase software and subscriptions	By June 2014	Site Administrators, Librarians, Food Services, Technology Coordinator, Business Services
Purchase additional projection devices for classroom to bring ratio of 1 device per regular and special education classroom.	By June 2014	Technology Coordinator, Business Services Manager, Site administrators
Identify and discard obsolete equipment including servers	Annually by June 30	Technology Coordinator, Site administrator, Business Services
Research and pilot software that limits printing from student workstations	By June 30, 2014	Technology Coordinator
Replace teacher laptops that are 5 years old or greater.	By June 30, 2014	Business services, Site administrators, Technology Coordinator
Pilot tablets for students use	by June 2014	Technology Coordinator, Business services, Technology Committee
Replace classroom printers as needed.	As needed	Business services, Site administrators, Technology Coordinator
Survey staff on student and teacher use of technology for the school year.	by May 31, 2014	Technology Committee

**Year 2 Benchmark: 65% Implementation:** Jefferson School District will purchase software and other necessary subscriptions, identify and dispose of obsolete equipment, and survey staff.

<b>Recommended Actions/Activities</b>	<b>Timeline</b>	<b>Person(s) Responsible</b>
Identify and purchase software and subscriptions	By June 2015	Site Administrators, Librarians, Food Services, Technology Coordinator, Business Services
Identify and discard obsolete equipment including servers	Annually by June 30	Technology Coordinator, Site administrator, Business Services
Replace teacher laptops that are 5 years old or greater.	By June 30, 2015	Business services, Site administrators, Technology Coordinator
Replace classroom printers as needed	As needed	Business services, Site administrators, Technology Coordinator
Survey staff on student and teacher use of technology for the school year.	by May 31, 2015	Technology Committee

**Year 3 Benchmark: 80% Implementation:** Jefferson School District will purchase software and other necessary subscriptions, identify and dispose of obsolete equipment, and survey staff.

<b>Recommended Actions/Activities</b>	<b>Timeline</b>	<b>Person(s) Responsible</b>
Identify and purchase software and subscriptions	By June 30, 2016	Site Administrators, Librarians, Food Services, Technology Coordinator, Business Services
Identify and discard obsolete equipment including servers	Annually by June 30	Technology Coordinator, Site administrator, Business Services
Replace teacher laptops that are 5 years old or greater.	By June 30, 2015	Business services, Site administrators, Technology Coordinator
Replace classroom printers as needed	As needed	Business services, Site administrators, Technology Coordinator
Survey staff on student and teacher use of technology for the school year.	by May 31, 2016	Technology Committee

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

Site administrative staff will work with the Technology Coordinator and Business Services department to assess needs and budget accordingly. Short term needs may be discussed at monthly Administrative cabinet meetings. Long term needs will be assessed by the Technology Committee at monthly meetings. Benchmarks will be evaluated by the Technology Coordinator with the Technology Committee at monthly meetings.

## 6. Funding and Budget

6a. List of established and potential funding sources.

### **Established Funding Sources:**

**In order to effectively execute this plan, the related cost need to be budgeted and any shortfall from the district budget must be found through alternative sources.**

#### ESTABLISHED FUNDING SOURCES:

- District General Funds
- Measure J Funds
- Class Size Reduction
- School Administration Funds (SSC)
- Title 1 Funds
- Parents' Club
- GATE Funds
- Lottery Funds

### **Potential Funding Sources:**

#### POTENTIAL FUNDING SOURCES

- Grants
- Partnerships
- Donations
- Local Corporations

#### PROCESS FOR IDENTIFYING FUTURE FUNDING SOURCES:

The Technology Committee will monitor information from the following sources to determine opportunities to be pursued:

- Notices of Grant Opportunities
- Notices from California Dept of Education

- CTAP6 Information (Listserv and newsletter)
- Funding Websites
- San Joaquin County Office of Education
- Local Service Organizations

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

Item Description	Year 1	Year 2	Year 3	Funding Source Including E-Rate
<b>1000-1999 Certificated Salaries</b>				
Hourly pay for creating technology lessons and conducting staff training on technology projects	\$2,000	\$2,000	\$0	Lottery
<b>2000-2999 Classified Salaries</b>				
Salary for Technology Coordinator	\$53,815	\$53,815	\$53,815	General Fund
<b>3000-3999 Employee Benefits</b>				
Employee benefits for Technology Coordinator	\$22,400	\$22,400	\$22,400	General Fund
<b>4000-4999 Materials and Supplies</b>				
Technology Peripherals (new equipment - document cameras, cameras, etc)	\$8,000	\$8,000	\$8,000	Site Funded
Peripherals (replace like for like - printers, projector bulbs, keyboards, misc cables, etc)	\$4,000	\$4,000	\$4,000	Lottery
Software upgrades/subscriptions	\$5,000	\$5,000	\$5,000	Lottery
Accelerated Reader (5.00 per student)	\$10,000	\$10,500	\$11,000	Site Funded
Netop Vision software to control Computer Lab computers	\$4,400	\$2,000	\$2,000	Lottery
<b>5000-5999 Other Services and Operating Expenses</b>				
Professional Development	\$5,000	\$5,000	\$5,000	Lottery
Hardware maintenance	\$4,000	\$4,000	\$4,000	Lottery

Upgrade electrical and ethernet for 4 new computer labs	\$0	\$20,000	\$20,000	Lottery
<b>6000-6999 Equipment</b>				
Replace 100 obsolete computers (25 per year)	\$20,000	\$20,000	\$20,000	Lottery
Computers for new computer labs (32 x 4 computers at \$700 each)	\$0	\$45,000	\$45,000	Lottery
Replace school site servers	\$3,000	\$3,000	\$3,000	Lottery
Replace Traina Computer lab computers	\$23,000	\$0	\$0	Lottery
Replace Monticello Computer Lab computers	\$0	\$23,000	\$0	Lottery
Replace 25 teacher laptops per year	\$20,000	\$20,000	\$20,000	Lottery
Replace 8 admin (Dist. Office, School Offices, Cafeterias, Transportation) computers each year	\$6,400	\$6,400	\$6,400	Lottery
Add wireless access points where needed (estimate 20 units first year, 10 for each year after)	\$14,000	\$7,000	\$7,000	Lottery
tablet/netbook computer for pilot program (up to 25 for K-2, 32 for 3-5, 32 for 6-8), charging station/cart, apps, accessories, tablet for piloting teachers & Technology Coordinator	\$64,000	\$0	\$0	Lottery
<b>Totals:</b>	<b>\$269,015</b>	<b>\$261,115</b>	<b>\$236,615</b>	

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

Obsolete equipment must be replaced on a regular and scheduled basis. Each year, the Technology Committee will assess the effectiveness of equipment and make arrangements to dispose of that which is obsolete. Any hardware that is over five years old and no longer running will be considered obsolete. Funds from the sources identified in section 6A of this plan will be used to replace the obsolete equipment.

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.

Every two months, the Technology Committee will meet to investigate future funding sources which will contribute to sustaining and maintaining the goals and objectives of this technology plan. Reports and recommendations will be made to site administrators, the Superintendent and School Board.

## 7. Monitoring and Evaluation

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

As described in Sections 3 and 4, curriculum and professional development objectives and their impact on student learning will be evaluated through student achievement data. This includes (STAR test scores samples of student stories, EdTech Profile printouts, Accelerated Reader, surveys (from staff, parents and students), and artifacts of the implementation of technology produced annually (student products and teacher lessons) and budget expenditures to support program goals.

Principals will assist the Technology Committee to monitor and evaluate the implementation of the plan. Jefferson School District will work with CTAP consultants to develop an instrument, which will allow the Technology Committee to compile the data and evaluate its impact on technology, using the District-wide goals set to measure academic success for all student populations.

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

The evaluation process described above will take place by April 1st of each of each school year and the final program and budget report will be submitted to the Board of Trustees by June 1st for approval.

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

Based on the data derived from the evaluation process, the Technology Committee will make recommendations or adjustments and modifications to the plan. These suggestions will be disseminated to staff members including teachers, site administrators, the Superintendent and School Board and the School Site Councils for validation and/or input. Upon receiving feedback, the Technology Committee will make adjustments to the recommended modifications (if applicable) and design a process to implement the modifications.

### **Annual Review of Goals Year One:**

### **Annual Review of Goals Year Two:**

### **Annual Review of Goals Year Three:**



## 8. Collaborative Strategies with Adult Literacy Providers

The Jefferson School District is a small K-8 district serving the southern part of town as well as outlying rural areas and does not provide adult literacy training. However, the Tracy Unified School District, which is a much larger K-12 district, does provide literacy courses through its Adult School which are open to all who reside within our school district boundaries. Offerings include: English as a Second Language (ESL), ESL/El Civics, Elementary Basic Skills, GED classes, Individualized classes in over 30 subjects and Business Education Classes with a focus on computer literacy skills (Basic Computer Understanding, MS Word, MS Excel, MS PowerPoint, Surfing the Internet & Keyboarding). Technology is used to help adult students locate valuable information on the Internet and build technology skills that will enable them to find better occupations.

During the fall of 2013, the Jefferson technology committee will meet with adult literacy providers to share information about our technology plan, to learn how they are currently incorporating technology into their classes, and to discover how we may collaborate to better provide services to our students, our parents and the general community. Possible assistance may include providing facilities so that classes may be offered locally, providing ideas and assistance so that technology may be integrated into their curriculum, collaboratively pursuing adult literacy funding sources, offering technology professional development courses to adult literacy staff, and assisting them in locating online adult literacy providers such as ESL and GED classes.

## 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 Common Core Standards will require students to compose at the keyboard as part of their annual assessment beginning in the 4th grade. Teachers in the Jefferson School District will focus on improving keyboarding and writing skills using technology. Research by Amie Goldberg, Michael Russell, Abigail Cook indicate the following benefits associated with writing using technology:

- On average, moderate improvements were found in both the quality and quantity of student writing with computers, compared to hand written assignments.
- The positive effects tended to be larger for middle and high school students than for elementary students.
- Students are more engaged and motivated when writing with computers.
- Students using computers engage in more collaborative and social behavior such as peer editing during the writing process.
- The process of producing and revising text is more integrated and less linear when students use computers for writing.

Moreover, using technology within the curriculum framework can enhance important skills that will be valued in the workplace, such as locating and assessing information, organizing and displaying data, and creating persuasive arguments.

***The Effect of Computers on Student Writing: A meta-analysis of Studies from 1992 to 2002*** . (2010). Retrieved November, 28, 2012, from Journal of Technology, Learning and Assessment Web site: [HTTP://EJOURNALS.BC.EDU/OJS/INDEX.PHP/JTLA/ARTICLE/VIEW/1661/](http://ejournals.bc.edu/ojs/index.php/jtla/article/view/1661/)

The Jefferson School District uses technology to communicate rapidly with staff, parents and students. Telephone systems allow students to call and get that day's homework on their teacher's Homework Hotline. District, school site and classroom websites allow staff, parents and students to get pertinent information quickly and easily. Parents are able to view student grades and assignment scores using the Parent Portal in the Aeries Student information System. Staff and parents regularly exchange emails regarding student learning and school events. Research conducted by William Penuel, Deborah Kim, Vera Michalchik, Sarah Lewis, Barbara Means, Robert Murphy, Christine Korbak, Alexis Whaley, Jacob Allen indicate that "Technology programs to link home and school seemed to have a positive effect on technology proficiency, writing, math achievement."

***Using Technology to Enhance Connections Between Home and School: A Research Synthesis*** (2002) Retrieved November 28, 2012 from SRI web site:[HTTP://CTL.SRI.COM/PUBLICATIONS/DOWNLOADS/TASK1\\_FINALREPORT3.PDF](http://ctl.sri.com/publications/downloads/task1_finalreport3.pdf)

By year two of our technology plan, students in grades 3-8 will also be expected to research and evaluate online information in many areas of the curriculum and incorporate their findings in written work. Dwyers ACOT: History, findings, impact reports that student's can gain greater understanding through this activity:

These technologies provided an excellent platform – a conceptual environment – where children could collect information in multiple formats and then organize, play visualize, link, and eventually construct new ideas about relationships among facts and events. The same technology could then be used powerfully by students to communicate their ideas to others, to argue and critique their beliefs, to persuade and teach others, to add greater levels of understanding to their own growing knowledge (p.5-6)

Dwyer, D. (1992). ACOT: History, findings, impact. Cupertino, CA: Apple Computer, Inc.

One of the ultimate goals of the Jefferson Technology Plan is to have students create thematic projects and complete exit portfolios by the 8<sup>th</sup> grade. There is much research that validates the use of thematic projects as a means of helping students develop greater understanding of the subjects they are learning rather than skills/information in isolation.

In another longitudinal study, researchers investigated the impact of project-based learning using multimedia. Data from teachers' self-reports, as well as classroom observation data, suggest that project teachers were less likely to lecture than non-project colleagues, and instead took on the role of facilitator or coach. In project classrooms, students spent a greater amount of time than non-project peers in active, small group collaborative activities or small group discussions. In short, project classrooms were much more student centered than non-project classrooms, and were "organized around collaborative construction of complex products"

Penuel, B., Golan, S., Means, B., & Korbak, C. (2000). Silicon Valley Challenge 2000: Year 4 report. Menlo Park, CA: SRI International

- 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.

The Jefferson School District is a small district with two K-8 schools, one K-4 school and one 5-8 campus. All campuses offer a rigorous curriculum and include distance learning experiences. Accelerated Reader and other skill-based software is used to support the standards based curriculum. Teachers attend technology workshops and increase their use of content rich web sites and web tools such as Weebly, Storybird, Animoto, etc. which students use to create technology projects to demonstrate understanding of curricular content. Students benefit from in-school distance learning activities such as web quests and electronic field trips. District bandwidth has been increased which allows for improved use of video in the classroom and video conferencing. It is our goal in the future to incorporate more distance learning in our classrooms and computer labs.

## Appendix J - Technology Plan Contact Information (Required)

### Education Technology Plan Review System (ETPRS) Contact Information

County & District Code:	39 - 68544
School Code (Direct-funded charters only):	
LEA Name:	Jefferson Elementary
*Salutation:	Dr.
*First Name:	Dana
*Last Name:	Eaton
*Job Title:	Superintendent
*Address:	1219 Whispering Wind Dr.
*City:	Tracy
*Zip Code:	95377-8269
*Telephone:	209-836-3388
Fax:	209-836-2930
*E-mail:	deaton@sjcoe.net

Please provide backup contact information.

1st Backup Name:	Paul Fern
E-mail:	pfern@sjcoe.net
2nd Backup Name:	Steve Dresser
E-mail:	sdresser@sjcoe.net

\* Required information in the ETPRS