

TECHNOLOGY PLAN

July 1, 2015 – June 30, 2018

HOLLISTER SCHOOL DISTRICT



2690 Cienega Road Hollister, CA 95023 (831) 630 6300

<http://www.hesd.org/>

Table of Contents

| | |
|---|----|
| II. Curriculum | 2 |
| <u>Goal 1 - Objective 1.1 (K-5) Scope and Sequence</u> (Basic Operations / Word Processing / Spreadsheet / Multimedia)..... | 2 |
| <u>Goal 1 - Objective 1.2 (6-8) Scope and Sequence</u> (Basic Operations / Word Processing / Spreadsheet / Multimedia)..... | 5 |
| <u>Goal 2 - Objective 1.1 (K-5) Scope and Sequence</u> (Acceptable Use, Copyright and Plagiarism)..... | 9 |
| <u>Goal 2 - Objective 1.2 (6-8) Scope and Sequence</u> (Acceptable Use, Copyright and Plagiarism)..... | 11 |
| <u>Goal 3 - Objective 1.1 (K-5) Scope and Sequence</u> (Research and Gathering Information, Communication and Collaboration) | 12 |
| <u>Goal 3 - Objective 1.2 (6-8) Scope and Sequence</u> (Research and Gathering Information, Communication and Collaboration) | 13 |
| III. Professional Development | 19 |
| <u>Goal 1 - Objective 1.1</u> (Professional Development Benchmarks, Activity and Timeline)..... | 19 |
| IV. Infrastructure, Hardware, Technical Support, and Software | 21 |
| V. Monitoring and Evaluation | 24 |
| Contact Information | 26 |

II. Curriculum

Telecommunications and Information Technology can accelerate student learning, extend opportunities, and provide access to resources addressing student individual needs. At minimum, students need to be proficient with basic computer operations, workplace productivity applications, and safe internet practices. The school and district websites of the Hollister School District (HSD) provide effective links and resources that provide students, teachers, staff and administrators access to appropriate tools and online resources. Additionally, HSD will be investigating and researching additional online resources to provide teachers and staff increased productivity while enriching student learning through connectivity to critical online tools for student assessments, required state and federal data reporting, and plans for improvement.

Goal 1: All K-8 students will achieve the California Common Core goal of being technology literate by 8th grade. They will develop grade-level appropriate proficiency with technology and information literacy skills as outlined in the International Society for Technology in Education standards (ISTE).

Objective 1.1: By June 2018, 90% of all K-5 students will demonstrate proficiency in technology and information literacy skills at the appropriate grade level, as measured by the International Society for Technology in Education (ISTE) Performance Indicators.

Benchmarks:

- Year 1: 40% of all K-5 students will demonstrate proficiency in technology and literacy skills at the appropriate grade level, as measured by the International Society for Technology in Education (ISTE) Performance Indicators.
- Year 2: 60% of all K-5 students will demonstrate proficiency in technology and literacy skills at the appropriate grade level, as measured by the International Society for Technology in Education (ISTE) Performance Indicators.
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Digital Literacy in the K-8 Classroom

| Digital Literacy Categories | | Alignment to CCSS/ SBAC | Skills | K | 1 | 2 | 3 | 4 | 5 |
|--|-------------------------|-------------------------|---|---|--------|---------|---------|---------|---------|
| Demonstrate proficiency in the use of computers and applications as well as an understanding of the concepts underlying hardware, software and connectivity. | Basic Operations | SBAC test taking skills | Turn on a computer and login | I | R | M | M | M | M |
| | | SBAC test taking skills | Use pointing device such as a mouse to manipulate shapes, icons; click on urls, radio buttons, check boxes; use scroll bar | I | R | M | M | M | M |
| | | SBAC test taking skills | Use desktop icons, windows and menus to open applications and documents | I | R | M | M | M | M |
| | | SBAC test taking skills | File management - saving documents | O | I | R | M | M | M |
| | | SBAC test taking skills | Explain and use age-appropriate online tools and resources (e.g. tutorial, assessment, web browser) | | I | R | R | M | M |
| | | W 6 | Keyboarding Use proper posture and ergonomics Locate and use letter and numbers keys with left and right hand placement. Locate and use correct finger, hand for space bar, return/enter and shift key Gain proficiency and speed in touch typing (numbers are adjusted WPM) Students type adjusted 5 WPM x Grade level 2 nd = 5x2 = 10 WPM adjusted, 5 th = 5x5 = 25 WPM | I | R 5 | R 10 | R 15 | R 20 | R 25 |
| | Word Processing | W 5, W 6, W 10 | Use a word processing application to write, edit, print and save simple assignments | I | R | R | M | M | M |
| | | W 5, W 6, W 10 | Use menu/tool bar functions (e.g. font/size/style/, line spacing, margins) | | I | R | R | M | M |
| | | W 5, W 6, W 10 | Highlight text, copy and paste text | | O | I | R | M | M |
| | | W 5, W 6, W 10 | Copy and paste images within the document and from outside sources. Insert and size a graphic in a document | | I | R | R | M | M |
| | | L 4 | Proofread and edit writing using appropriate resources (e.g. dictionary, spell checker, grammar, and thesaurus) | | O | I | R | M | M |
| O - Optional for grade level I - Introduce R - Reinforce M - Mastery (ability to teach others) | | | | | | | | | |

Adapted from the amazing work done by Long Beach Unified School District and The Fresno County Office of Education on Digital Literacy and Technology Skills to Support the California Common Core State Standards and SBAC

Digital Literacy in the K-8 Classroom

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|--|---|--------------------------------|---|---|---|---|---|---|---|
| Demonstrate proficiency in the use of computers and applications as well as an understanding of the concepts underlying hardware, software and connectivity. | Spreadsheet (Tables/ Charts and Graphs) | MD , SBAC testing skills | Demonstrate an understanding of the spreadsheet as a tool to record, organize and graph information | | | | I | R | R |
| | | SBAC testing skills | Identify and explain terms and concepts related to spreadsheets (i.e. cell, column, row, values, labels, chart graph) | | | O | I | R | M |
| | | MD , SBAC testing skills | Enter/edit data in spreadsheets and perform calculations using formulas | | | O | I | R | R |
| | | MD , SBAC testing skills | Use mathematical symbols e.g. + add, - minus, *multiply, /divide, ^ exponents | | | | I | R | R |
| | | RI 7 | Use spreadsheets and other applications to make predictions, solve problems and draw conclusions | | | | I | R | R |
| | Multimedia and Presentation Tools | W 6 | Create, edit and format text on a slide | | I | R | R | M | M |
| | | W 6 | Create a series of slides and organize them to present research or convey an idea | | | I | R | R | M |
| | | W 6, SL 5 | Copy and paste or import graphics; change their size and position on a slide | | | O | I | R | M |
| | | W 6, SL 5 | Use painting and drawing tools/ applications to create and edit work | | | I | R | R | M |
| | | W 6, RL 7, SBAC testing skills | Watch online videos and use play, pause, rewind and forward buttons while taking notes | I | R | R | M | M | M |
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| Timeline | Person(s) Responsible | Monitoring & Evaluation | Evaluation Instrument |
|---|--|--|--|
| Ongoing age and grade level appropriate activities through the length of the plan as described in the CCSS aligned Digital Literacy Scope and Sequence. | Teachers, site administrators, Ed Services Department, District Leadership Team. | Teachers will plan, monitor and evaluate student progress and performance based on activities or assessments developed from the Digital Learning Benchmarks embedded in the CCSS aligned Digital Literacy Scope and Sequence. Teachers will create lesson plans based on Common Core Technology standards specific to grade level. | Student work (individual or group), student assessments, teacher weekly lesson plans. Staff development sign in sheets. District adopted data assessment and analysis program. |

Objective 1.2: By June 2018, 90% of all 6-8 students will demonstrate proficiency in technology and information literacy skills at the appropriate grade level, as measured by the International Society for Technology in Education (ISTE) Performance Indicators.

Benchmarks:

- Year 1: 40% of all 6-8 students will demonstrate proficiency in technology and literacy skills at the appropriate grade level, as measured by the International Society for Technology in Education (ISTE) Performance Indicators.
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Digital Literacy in the K-8 Classroom

| Digital Literacy Categories | | Alignment to CCSS/SBAC | Skills | 6 | 7 | 8 |
|--|-------------------------|---|--|---------|---------|---------|
| Demonstrate proficiency in the use of computers and applications as well as an understanding of the concepts underlying the hardware, software and connectivity. | Basic Operations | Technology Operations & Concepts | Identify successful troubleshooting strategies for minor hardware and software issues/problems (e.g., “frozen screen”) | I | R | R |
| | | Technology Operations & Concepts | Independently operate peripheral equipment (e.g., scanner, digital camera, camcorder), if available | I | R | M |
| | | Technology Operations & Concepts | Compress and expand large files | I | R | M |
| | | Technology Operations & Concepts | Identify and use a variety of storage media (e.g., DVDs, flash drives, school servers, and online storage spaces), and provide a rationale for using a certain medium for a specific purpose | I | R | M |
| | | W 6 | Demonstrate automaticity in keyboarding skills by increasing accuracy and speed (For students with disabilities, demonstrate alternate input techniques as appropriate) 5 WPM (adjusted) x grade level (e.g. 10 th x 5 = 50 WPM adjusted) | M 30 | M 35 | M 40 |
| | Creativity & Innovation | Identify and assess the capabilities and limitations of emerging technologies | I | R | R | |
| | Word Processing | W 5, W 6, W 10 | Demonstrate use of intermediate features in word processing application (e.g., tabs, indents, headers and footers, end notes, bullet and numbering, tables. | I | R | R |
| | | W 5, W 6, W 10, SL 5 | Apply advanced formatting and page layout features when appropriate (e.g., columns, templates, and styles) to improve the appearance of documents and materials | I | R | R |
| | | W.5, W6, W 10 | Highlight text, copy and paste text | M | M | M |
| | | W 5, W 6, W 10, SL 1 | Use the Comment function in word processing programs (including online) for peer editing of documents | I | R | M |
| | | W 5, W 6, W 10, SL 1 | Understand and Use “change tracking” features of word processing programs and websites for peer editing | I | R | R |
| O - Optional for grade level I - Introduce R - Reinforce M - Mastery (ability to teach others) | | | | | | |

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|--|---|--------------------------------|---|---|---|---|
| Demonstrate proficiency in the use of computers and applications as well as an understanding of the concepts underlying hardware, software and connectivity. | Spreadsheet (Tables/ Charts and Graphs) | F, SMP 5, RI 7 | Use spreadsheets to calculate, graph, organize, and present data in a variety of real-world settings and choose the most appropriate type to represent given data | I | R | R |
| | | F, SMP 5, RI 7 | Enter formulas and functions; use the auto-fill feature in a spreadsheet application | I | R | R |
| | | F, EE, SMP 5, RI 7 | Use functions of a spreadsheet application (e.g. sort, filter, find) | I | R | R |
| | | EE, SMP 6 | Use various number formats (e.g. scientific notations, percentages, exponents) as appropriate | I | R | M |
| | | F, SMP 5, RI 7 | Use advanced formatting features of a spreadsheet application (e.g., reposition columns and rows, add and name worksheets) | I | R | R |
| | | SMP 5, RI 7 | Differentiate between formulas with absolute and relative cell references | | | I |
| | | SMP 5, RI 7 | Use multiple sheets within a workbook, and create links among worksheets to solve problems | | O | I |
| | | SMP 5, RI 7 | Import and export data between spreadsheets and other applications | | O | I |
| | Mathematical Applications | G, SMP 5 | Draw two and three dimensional geometric shapes using a variety of technology tools | I | R | R |
| | | EE, SMP 5 | Use and interpret scientific notations using a variety of technology applications | | | I |
| | | EE, A, F, SP, SMP 5, W 8, SL 5 | Explain and demonstrate how specialized technology tools can be used for problem solving, decision making, and creativity in all subject areas (e.g., simulation software, environmental probes, computer aided design, geographic information systems, dynamic geometric software, graphing calculators) | I | R | R |
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|---|--|--|---|---|---|---|
| Demonstrate proficiency in the use of computers and applications as well as an understanding of the concepts underlying hardware, software and connectivity. | Multimedia and Presentation Tools | SL 5, SL 4 | Create and present presentations with limited text or single images per slide in order to avoid plagiarism, engage audiences, and prove content knowledge | I | R | R |
| | | SMP 3, SL 5 | Create presentations for a variety of audiences and purposes with use of appropriate transitions and animations to add interest | R | R | M |
| | | SMP 5, W 6 | Use a variety of technology tools (e.g., dictionary, thesaurus, grammar checker, calculator/graphing calculator) to maximize the accuracy of work | R | R | M |
| | | SL 5 | Make strategic use of digital media in presentations to enhance understanding | R | R | R |
| | | W 6, SL 5 | Use painting and drawing tools/ applications to create and edit work | R | R | M |
| | | RL 7, RI 7, SBAC testing skills | Use note-taking skills while viewing online videos and using the play, pause, rewind and stop buttons | R | R | M |
| | | SMP 3, SL 5 | Independently use appropriate technology tools (e.g., graphic organizer, audio, visual) to define problems and propose hypotheses | I | R | R |
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Goal 2: All K-8 students will achieve the California Common Core goal of being technology literate by 8th grade. They will demonstrate grade-level appropriate responsibility when using technology and understanding of ethics and safety issues in using electronic media at home, in school and in society, as outlined in the International Society for Technology in Education standards (ISTE).

Objective 1.1: By June 2018, 90% of all K-5 students will **demonstrate grade-level appropriate responsibility when using technology and understanding of ethics and safety issues in using electronic media at home, in school and in society**, as measured by the International Society for Technology in Education (ISTE) Performance Indicators.

Benchmarks:

- Year 1: 40% of all K-5 students **will demonstrate grade-level appropriate responsibility when using technology and understanding of ethics and safety issues in using electronic media at home, in school and in society**, as measured by the International Society for Technology in Education (ISTE) Performance Indicators.
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|---|--|------------------------|--|----------------------|---|----------------------|---|--|---|
| Demonstrate the responsible use of technology and an understanding of ethics and safety issues in using electronic media at home, in school and in society. | Acceptable Use, Copyright and Plagiarism | Digital Citizenship | Explain and demonstrate compliance with classroom, school rules (Acceptable Use Policy) regarding responsible use of computers and networks | I | R | R | M | M | M |
| | | Digital Citizenship | Explain responsible uses of technology and digital information; describe possible consequences of inappropriate use | I | R | R | M | M | M |
| | | Digital Citizenship | Explain Fair Use Guidelines for the use of copyrighted materials,(e.g. text, images, music, video in student projects) and giving credit to media creators | | I | R | R | M | M |
| | | Digital Citizenship | Identify and explain the strategies for the safe and efficient use of computers (e.g. passwords, virus protection software, spam filters, popup blockers) | | I | R | R | M | M |
| | | Digital Citizenship | Demonstrate safe online communication practices, recognition of the potentially public exposure of communications and appropriate etiquette | | | I | R | R | R |
| | | Digital Citizenship | Identify cyberbullying and describe strategies to deal with such a situation | I | R | R | R | M | M |
| | | Digital Citizenship | Recognize and describe the potential risks and dangers associated with various forms of online communications | | I | R | R | M | M |
| O - Optional for grade level | | | | I - Introduce | | R - Reinforce | | M - Mastery (ability to teach others) | |

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|--|---|----------------------------|--|---|---|---|
| Demonstrate the responsible use of technology and an understanding of ethics and safety issues in using electronic media at home, in school and in society. | Acceptable Use, Copyright and Plagiarism | Digital Citizenship | Comply with the district’s Acceptable Use Policy related to ethical use, cyberbullying, privacy, plagiarism, spam, viruses, hacking, and file sharing | R | M | M |
| | | Digital Citizenship | Explain Fair Use guidelines for using copyrighted materials and possible consequences (e.g., images, music, video, text) in school projects | R | M | M |
| | | Digital Citizenship | Analyze and explain how media and technology can be used to distort, exaggerate, and misrepresent information | I | R | R |
| | | Digital Citizenship | Give examples of hardware and applications that enable people with disabilities to use technology | I | R | R |
| | | Digital Citizenship | Explain the potential risks associated with the use of networked digital environments (e.g., internet, mobile phones, wireless, LANs) and sharing personal information | R | R | M |
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Goal 3: All K-8 students will achieve the California Common Core goal of being technology literate by 8th grade. They will develop grade-level appropriate proficiency with using technology for research, critical thinking, problem solving, decision making, communication, collaboration, creativity and innovation as outlined in the International Society for Technology in Education standards (ISTE).

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|--|---|-------------------------|--|---|---|---|---|---|---|
| Demonstrate the ability to use technology for research, critical thinking, decision making, communication and collaboration, creativity and innovation. | Research and Gathering Information | RI 6, RI 7, RI 5, RI 9 | Understand the difference between natural language searching and advanced searching techniques and utilize both techniques to efficiently search for information | I | R | R | R | M | M |
| | | RI 5, RI 7 | Use age appropriate technologies to locate, collect, organize content from media collection for specific purposes, citing sources | I | R | R | R | M | M |
| | | RI 5, RI 7 | Perform basic searches on databases, (e.g. library, card catalog, encyclopedia) to locate information | | | I | R | M | M |
| | | RI 5, RI 7 | Evaluate teacher-selected or self-selected Internet resources in terms of their usefulness and validity for research | I | R | R | R | M | M |
| | | RI 7 | Use content specific technology tools (e.g. environmental probes, sensors, and measuring devices, simulations) to gather and analyze data | | | O | I | R | M |
| | | RI 6, RI 7, RI 9 | Use Web 2.0 tools (e.g. online discussions, blogs and wikis) to gather and share information | | | O | I | R | M |
| | Communication and Collaboration | RL 7 | Identify and analyze the purpose of a media message (to inform, persuade and entertain) | I | R | R | R | R | M |
| | | W 6 | Work collaboratively online with other students under teacher supervision | | | I | R | R | M |
| | | W 6, W 10 | Use a variety of age-appropriate technologies (e.g. drawing program, presentation software) to communicate and exchange ideas | | I | R | R | M | M |
| | | W 6, W 10 SL 2, SL 5 | Create projects that use text and various forms of graphics, audio, and video, (with proper citations) to communicate ideas | | | I | R | R | M |
| | | W 6, W 10 SL 3 | Use teacher developed guidelines to evaluate multimedia presentations for organization, content, design, presentation and appropriateness of citations | | | O | I | R | R |
| | | W 6, W 10 SL 1 | Use district approved Web 2.0 tools for communication and collaboration | | | I | R | R | M |
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|---|---|------------------------|---|---|---|---|
| Demonstrate the ability to use technology for research, critical thinking, decision making, communication, collaboration, creativity and innovation. | Research (Gathering and Using Information) | RI 5, RI 7 | Identify probable types and locations of Web sites by examining their domain names (e.g., edu, com, org, gov, au) | I | R | M |
| | | RI 5, RI 7 | Use effective search strategies for locating and retrieving electronic information (e.g., natural language vs. Boolean logic operators) | R | R | M |
| | | RI 5, RI 7 | Use search engines and online directories. Explain the how various search engines differ and how they rank results | I | R | R |
| | | RI 7 | Use appropriate academic language in online learning environments (e.g., post, thread, intranet, discussion forum, drop box, account, and password) | I | R | M |
| | | RI 5, RI 7, SMP 3 | Explain how technology can support communication and collaboration, personal and professional productivity, and lifelong learning | I | R | R |
| | | RI 5, RI 7 | Write/Create correct in-text citations and reference lists for text and images from all sources in acceptable formats | R | R | R |
| | | RI 5, RI 7 | Use Web browsing to access information (e.g., enter a URL, access links, create bookmarks/favorites, print Web pages) | R | R | M |
| | | RI 7, RI 10, SMP 5 | Use and modify databases and spreadsheets to analyze data and propose solutions | I | R | R |
| | | RI 7, SMP 3 | Develop and use guidelines to evaluate the content, organization, design, use of citations, and presentation of technologically enhanced projects | I | R | R |
| 0 - Optional for grade level I - Introduce R - Reinforce M - Mastery (ability to teach others) | | | | | | |

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|---|--|--------------------------------------|---|---|---|---|
| Demonstrate the ability to use technology for research, critical thinking, decision making, communication, collaboration, creativity and innovation. | Communication and Collaboration | W 6, W 10, SL 5, SMP 5, RI 7 | Use a variety of media to present information for specific purposes (e.g., reports, research papers, presentations, newsletters, Web sites, podcasts, blogs), citing sources | R | R | M |
| | | W6, W 10, SL 2, SL 5, SMP 3 | Demonstrate how the use of various techniques and effect (e.g., editing, music, color, rhetorical devices) can be used to convey meaning in media | I | R | R |
| | | RI 6, RI 7, RI 9, SMP 3, SL 5 | Use a variety of district approved Web 2.0 tools (e.g., e- mail discussion groups, blogs, etc.) to collaborate and communicate with peers, experts, and other audiences using appropriate academic language | R | R | M |
| | | W 6, W 10, SL 3 | Use teacher developed guidelines to evaluate multimedia presentations for organization, content, design, presentation and appropriateness of citations | R | R | R |
| | | RI 6, RI 7, RI 9, SMP 3 | Plan and implement a collaborative project with students in other classrooms and schools using telecommunications tools (e.g., e-mail, discussion forums, groupware, interactive Web sites, video-conferencing, collaboration software) | I | R | R |
| O - Optional for grade level I - Introduce R - Reinforce M - Mastery (ability to teach others) | | | | | | |

Adapted from the amazing work done by Long Beach Unified School District and The Fresno County Office of Education on Digital Literacy and Technology Skills to Support the California Common Core State Standards and SBAC

| Timeline | Person(s) Responsible | Monitoring & Evaluation | Evaluation Instrument |
|---|---|--|---|
| <p>Ongoing age and grade level appropriate activities through the length of the plan as described in the CCSS aligned Digital Literacy Scope and Sequence..</p> | <p>Teachers, site administrators, Ed Services Department, District Leadership Team.</p> | <p>Teachers will plan, monitor and evaluate student progress and performance based activities or assessments developed from the Digital Learning Benchmarks embedded in the CCSS aligned Digital Literacy Scope and Sequence. Teachers will create lesson plans based on Common Core Technology standards specific to grade level.</p> | <p>Student work (individual or group), student assessments, teacher weekly lesson plans. Staff development sign in sheets. District adopted data assessment and analysis program.</p> |

III. Professional Development

Goal 1: Teachers will receive staff development to increase their proficiency in computer basic operations, applications, and online communications and to integrate these skills into their instruction.

Objective 1.1: By the end of year three all teachers will have received staff development to increase their proficiency in computer basic operations, applications, and online communications, and 100% of the teachers will be able to integrate these skills into their instruction. New teachers hired during Year 2 and Year 3 of this plan will begin with Year 1 benchmarks.

Benchmarks:

- Year 1: Develop an initial survey to define the current level of need and method of delivery, begin to develop professional development options.
- Year 2: All teachers will receive staff development to increase their proficiency in computer basic operations, applications, and online communications, and 60% of the teachers will be able to integrate these skills into their instruction.
- Year 3: All teachers will receive staff development to increase their proficiency in computer basic operations, applications, and online communications, and 100% of the teachers will be able to integrate these skills into their instruction.

| Activity | Timeline | Person(s) Responsible | Monitoring & Evaluation | Evaluation Instrument |
|---|--|--|---|--|
| Teachers and Administrators will be provided with a Technology Professional Development Survey. | Fall of 2015, Administered annually each Spring thereafter | Ed Services Department, Technology Director, Technology Committee for analysis | Survey Results will guide type of Professional Development that is provided to teachers and administrators | Professional Development Needs based Survey Responses |
| Teachers and administrators will receive training/support in computer basic operations, applications, and online communications per needs assessment | Fall 2015, ongoing | Ed Services Department, Technology Director, Site Administrator | Staff development sign in sheets showing teacher attendance at staff development pertaining to instructional technology and curriculum | Staff Sign in Sheet, Student Work, Teacher Lesson Plans |
| Teachers will use the grade level Digital Literacy benchmarks to guide their instruction. PD will be provided to ensure that all teachers can teach those skills. | Fall 2015, ongoing | Ed Services Department, Technology Director, Site Administrator | Staff development sign in sheets showing teacher attendance at staff development. Teachers will monitor student work and performance. Site administrator will monitor lesson plans and instruction. | Evidence of Students Proficiency, Sign in Sheets, Lesson Plans |
| Site Administrators will monitor teacher use of instructional technology as they conduct their standard classroom walk-throughs. | Fall 2015, ongoing | Site Administrators | Observation notes will be used to provide ongoing site specific technology training for teachers. | Walk Through Observation notes |

IV. Infrastructure, Hardware, Technical Support, and Software

The following table describes the number of personal computers per site as of **May 2015**. Data in this snapshot will be updated quarterly as part of the Technology Committee's quarterly review process.

| School | Type | Students | Total computers | Computers less than 4 years old | Student per computer overall | Student per computer on computers less than 4 years |
|---------------------------------|------|----------|-----------------|---------------------------------|------------------------------|---|
| Calaveras Elementary | E | 541 | 440 | 440 | 1.2 : 1 | 1.2 : 1 |
| R.O. Hardin Elementary | E | 518 | 434 | 223 | 1.1 : 1 | 2.3 : 1 |
| Ladd Lane Elementary | E | 620 | 313 | 287 | 1.9 : 1 | 2.1 : 1 |
| Gabilan Hills Elementary | E | 323 | 246 | 148 | 1.3 : 1 | 2.1 : 1 |
| Sunnyslope Elementary | E | 641 | 238 | 226 | 2.6 : 1 | 2.8 : 1 |
| Cerra Vista Elementary | E | 641 | 192 | 162 | 3.3 : 1 | 3.9 : 1 |
| Hollister Dual Language Academy | E | 433 | 160 | 148 | 2.7 : 1 | 2.9 : 1 |
| Accelerated Achievement Academy | E | 117 | 72 | 72 | 1.6:1 | 1.6 : 1 |
| Marguerite Maze Middle School | M | 747 | 220 | 184 | 3.3 : 1 | 4 : 1 |
| Rancho San Justo Middle School | M | 869 | 218 | 188 | 3.9 : 1 | 4.6 : 1 |

The District is currently using the EAGLE Student Information System AeriesCS. The EAGLE database is hosted internally on servers using a Windows SQL. A migration to an online hosted solution with Infinite Campus is currently in process to be completed and ready for 2015-16.

Existing Internet Access:

WAN

-All sites are connected to the district office at a 100Mbps connection. The District Office has a connection to the San Benito County Office of Education which serves as the gateway to the Internet which is also limited to a 100Mbps connection.

-Hollister School District is in the process of transitioning its WAN to a Charter 1Gbps Point-to-Point network that will provide 1Gbps of connectivity to each of the school sites along with an increase to 1Gbps of bandwidth to be shared throughout the district.

LAN

-The District has 10 school sites. All 10 sites have a fully wired campus using 100/1000 speed networks. The various local server(s), Desktop PC's, Wireless AP's and other online media devices are connected using managed POE switches.

-Part of the District's plan to support the curriculum and professional development goals is the ongoing upgrade of managed switching capacity and Wireless Infrastructure.

Existing Electronic Learning Resources:

Software programs supported currently by HSD:

Accelerated Reader

Scholastic Reading Counts

Scholastic Reading Inventory

Read 180

ConnectEd Math

ALEKS

RAZ Kids

Study Island

Typing Club

DuoLingo

Lexia

IXL Math

Jiji Math (ST Math)

Success Maker

Waterford

Web Browser: Google Chrome, Firefox, Microsoft Internet Explorer, Safari

Grammar Gallery

Eadms

Mobile Apps (iPad/Android)

Rosetta Stone

Productivity software used (District Wide):

Google Docs / Microsoft Office

- Word Processor
- Spreadsheet
- Presentation

Existing Technical Support: The Information Technology (IT) department is comprised of positions and staff supporting Network/Tech and Data. IT Support is provided by the Lead Technology Specialist, District Technology Support Specialists and Site Technology Support Specialists. Data Support is provided by the SIS Systems Application Specialist and the Database Processing Specialist. The IT Department is managed and lead by the Director of Information Technology.

Hardware Needed: To support the curriculum and professional development components, the District will upgrade computers over the lifespan of this plan to keep up with current technology. The district will work to bring some standardization to site technology hardware and software. Hollister School District will develop a plan to start executing on a site by site basis beginning in the fall of 2015.

Electronic Learning Resources Needed: Electronic learning resources will be evaluated and upgraded as necessary during the term of the technology plan. The district will investigate the use of technology for student engagement in the elementary grades. The district will also take measures to investigate requirements of common core as it pertains to technology and look to bring some standardization to site technology resources.

Networking and Telecommunications Infrastructure Needed: Hollister School District is in the process of transitioning its WAN to a Charter 1Gbps Point-to-Point network that will provide 1Gbps of connectivity to each of the school sites along with an increase to 1Gbps of bandwidth to be shared throughout the district. Hollister School District will also evaluate and plan to bring wireless networking to all school campuses in order to support the growing implementation of new systems and mobile devices that will be used to support and facilitate the implementation of common core online assessments, e.g. SBAC.

Physical Plant Modifications Needed: Modernization projects for selected schools will offer an opportunity to upgrade some of the physical plant infrastructure. As the budget allows, modifications will be discussed and implemented in support of the district's Facilities Master Plan.

Technical Support Needed: For the School Year 14-15, The Hollister School District introduced the Site Technology Specialist position under the umbrella of the IT Department. The position has allowed the organization and structure of the IT Department to become much more technology support oriented and proactive as opposed to reactive to technical issues. This has created a positive change in the district's response to tech support. In moving forward; as the amount of technology and devices supported continues to grow; the level of technology support that can be provided and is available will need to be reassessed and changes planned for accordingly.

V. Monitoring and Evaluation

The overall evaluation of the plan is done by the district Technology Committee. The committee is comprised of the Director of Information Technology, district personnel, teachers, and site administrators. The committee will meet quarterly to review the plan and if necessary make mid-course corrections in response to new developments and opportunities.

To review the plan, the committee will utilize the goals and benchmarks in each section as the indicators of success. The committee will analyze the various data and reports described in these sections of the plan.

Forms of data collection for monitoring and evaluation purposes specific to technology include an annual district wide survey. Monitoring of the Technology Plan will be shared by the Director of Educational Services and the Director of Information Technology.

| Areas Evaluated | Evaluation Schedule | Evaluated By |
|---|--|--|
| Curriculum <ol style="list-style-type: none"> 1. All implementation tasks, activities and time lines 2. Goals and objectives met 3. Goals and objectives not met or in progress 4. Unexpected outcomes | Each school year on: Month of September Month of January Month of March Month of May | Educational Services Department Technology Committee |
| Professional Development <ol style="list-style-type: none"> 1. All implementation tasks, activities and time lines 2. Goals and objectives met 3. Goals and objectives not met or in progress 4. Unexpected outcomes | Each school year on: Month of September Month of January Month of March Month of May | Educational Services Department Technology Committee |
| Infrastructure, Hardware, Technical Support & Software <ol style="list-style-type: none"> 1. All implementation tasks, activities and time lines 2. Goals and objectives met 3. Goals and objectives not | Each school year on: Month of September Month of January Month of March Month of May | Director of Information Technology |

| | | |
|--|--|-------------------------------|
| met or in progress 4. Unexpected outcomes | | |
| Monitoring and Evaluation | Each school year on: Month of September Month of January Month of March Month of May | All stakeholders listed above |

After the Technology Committee reviews the information described above, it will recommend revisions and additions. These recommended revisions and additions will address any problems in meeting the goals and objectives of the plan and updating the plan to incorporate changes in state standards, funding, curriculum and technology. These quarterly reviews will ensure that the plan meets the needs of staff and students. The review will also ensure that the plan is kept current with changing technology, the district's curriculum objectives, and state standards.

The District Cabinet Team, under the direction of the Superintendent, will review all the recommendations of the Technology Committee. The information obtained through the monitoring and evaluation process will be shared with all stakeholders.

Once the Stakeholders have reviewed and commented on the recommendations, the District Cabinet Team will determine which recommendations will be implemented for the current school year. The District Cabinet Team will then establish clear implementation goals, responsibilities, and time lines to ensure that the chosen recommendations are implemented. In most cases the Director of Information Technology, the Director of Educational Services and the Site Administrators will be responsible for implementing the new goals.

Contact Information

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