I. TECHNOLOGY PLAN: LEA PROFILE AND CONTACT INFORMATION

EFFECTIVE DATES OF THE TECHNOLOGY PLAN (ENTER YEARS)						
Begin:	Aug 1,	2011		End:	July 31,	2014

LEA PROFILE Complete the requested information.	
LEA name:	Littleton Elementary School District 65
CTDS:	070465
Number of schools in LEA	6
E-rate billed entity number (if not applicable, indicate N/A)	142985

TECHNOLOGY PLAN CONTACT INFORMATION

Complete the requested information for both contacts.

PRIMARY TECHNOLOGY PLAN CONTACT INFORMATION

Name: Sue Chyzy	Telephone #: 623-478-5881
Title: Technology Director	Fax #: 623-478-5885
Address: PO Box 280 Cashion, AZ 85329	E-mail: schyzy@littletonaz.org

SECONDARY TECHNOLOGY PLAN CONTACT INFORMATION

Name: Alex Celestino	Telephone #: 623-478-5883
Title: Network Administrator	Fax #: 623-478-5885
Address: PO Box 280 Cashion, AZ 85329	E-mail: acelestino@littletonaz.org

Technology plans will be submitted online through a web based application in the Common Logon, https://www.ade.az.gov/CommonLogon/logon.aspx, "ALEAT" (Arizona Local Education Agency Tracker.) The Arizona Department of Education (ADE) will review the technology plan for accuracy and compliance.
Detailed records of all submissions (and accompanying documents) must be retained by the school district or charter school and made available for review or audit upon request.

TECHNOLOGY PLAN: TECHNOLOGY COMMITTEE AND PLAN EVALUATION

TECHNOLOGY COMMITTEE TIMELINE & EVALUATION:

The effectiveness of any plan is how adaptable it is to the changing circumstances that an organization experiences. **Technology plans should be reviewed at least annually to ensure they continue to reflect the needs and goals of the LEA.**

Technology Plan Timeline:

Describe how often will this technology committee meet to review, evaluate, and update this technology plan? (Annually, semi-annually, quarterly, monthly, weekly, etc.)

The technology committee meets at least 6 times a year to plan and make decisions for technology integration throughout the District. We use our Vision, Mission and Technology Plan to guide us through the process. Should an idea arise that is not in line with the plan, we evaluate to revise the plan or bypass the idea.

Technology Plan Evaluation:

Please describe the Technology Committee's process for regularly completing an **overall technology plan evaluation**. Include how the committee will monitor progress of the technology plan, and make mid-course corrections in response to new developments and opportunities as they arise.

NOTE: This section focuses on **overall technology plan evaluation** and does not need to include explicit detail about evaluation of each action step generated as a part of the "tech" tagged action steps in the Continuous Improvement Plan. **Information in regard to how each "tech" tagged action step will be evaluated should be included in the description of the action step entered into the ALEAT Continuous Improvement Plan.**

During our first technology meeting each year, we have a standing agenda item to review progress and the tech plan. It introduces our new staff members to our tasks at hand and serves as a refresher for returning committee members. If changes are made, we update our governing board and resubmit to the State.

LEA TECHNOLOGY COMMITTEE

MEMBERS SHOULD INCLUDE:

- District upper level administrator such as District Superintendent and/or Assistant Superintendent or Principal for a Charter school.
- At least one representative of each – school principal, teacher, technology coach (if any), parent (other than community member or staff), and community member (other than parent or staff.)
- Recommended – Federal programs director, curriculum director, Ed tech director or coordinator, special education director, and ELL director. (A director may have more than one assigned position/title and should list all that apply to that person.)

Add additional rows as necessary.

Member	Title (if applicable)	Constituency Represented
Sue Chyzy	Tech Director	District
Kellee Barton	PS Teacher	Littleton
Rachael Goin	Tech Teacher	Quentin
Alex Celestino	Network Admin	District
David Villarreal	Network Admin	District
Hai Dang	Tech Teacher	Collier
Jamie Morris	Tech Teacher	Tres Rios
Ginny Biddle	Gifted Resource Teacher	Country Place/Tres Rios
Ashley Wentz	Gen. Ed. Teacher	Tres Rios
Brittany Jiminez	Teacher	Collier
Tony Balsama	Curriculum Director	District
Michael Halley	Principal	Estrella Vista
Roland Willis	Teacher	Quentin
Roger Freeman	Superintendent	District
Iracema Leija	Parent	Quentin Parent

Christine Tabor		Community Member
Ade Alade	Tech	District
Suzette Gutierrez	Admin Assistant	District

Technology plans will be submitted online through a web based application in the Common Logon, https://www.ade.az.gov/CommonLogon/logon.aspx, "ALEAT" (Arizona Local Education Agency Tracker.) The Arizona Department of Education (ADE) will review the technology plan for accuracy and compliance.
Detailed records of all submissions (and accompanying documents) must be retained by the school district or charter school and made available for review or audit upon request.

TECHNOLOGY PLAN: VISION AND MISSION STATEMENTS

The vision and mission statements should reflect 21st Century technology. They should reveal how technology will increase academic achievement as well as students and teachers technology literacy skills.

VISION STATEMENT

The Littleton Community fosters skilled, knowledgeable, and independent learners through the use of a rich technological environment that is aligned with District and State standards and supports curriculum and instruction.

Aligned with our guiding principles and District vision.

Employees and students demonstrate technological competence to support academic progress and improved communication.

LEADING...in learning, caring and growing.

MISSION STATEMENT

The Littleton District provides the necessary resources and training to ensure that staff, students, and community members can successfully use technology to enhance their educational opportunities, career goals, and their personal lives.

Technology plans will be submitted online through a web based application in the Common Logon, https://www.ade.az.gov/CommonLogon/logon.aspx, "ALEAT" (Arizona Local Education Agency Tracker.) The Arizona Department of Education (ADE) will review the technology plan for accuracy and compliance.
Detailed records of all submissions (and accompanying documents) must be retained by the school district or charter school and made available for review or audit upon request.

TECHNOLOGY PLAN: CIPA CERTIFICATION AND LEA APPROVAL

School District/Charter School Name: **Littleton Elementary School District 65**

Begins: August 1, **2011** End: July 31, **2014**

CIPA CERTIFICATION

Check appropriate option:

(DISTRICTS OR SCHOOLS WHO APPLY FOR E-RATE SHOULD CHECK THE FIRST OPTION BELOW.)

__X__ The LEA **applies for E-Rate funds** and are therefore not required to submit CIPA compliance under the ESEA to the Arizona Department of Education, but instead submit CIPA compliance certification directly through the E-Rate application.

_____ Every "applicable school"[1] has complied with the CIPA requirements in subpart 4 of Part D of Title II of the ESEA.

_____ Not all "applicable schools"[1] have yet complied with the requirements in subpart 4 of Part D of Title II of the ESEA. However, the LEA has received a one-year waiver from the U.S. Secretary of Education under section 2441(b) (2) (C) of the ESEA for those applicable schools not yet in compliance.

_____ The CIPA requirements in the ESEA do not apply because no funds made available under the program are being used to purchase computers to access the Internet, or to pay for direct costs associated with accessing the Internet, for elementary and secondary schools that do not receive e-rate services under the Communications Act of 1934, as amended.

[1]An "applicable school" is an elementary or secondary school that does not receive e-rate discounts and for which Ed Tech funds are used to purchase computers used to access the Internet, or to pay the direct costs associated with accessing the Internet.

LEA APPROVAL & SIGNATURE

Enter dates, district/charter school name, CTDS #, print name, sign with blue ink, send original hard copy to ADE

Date the plan was approved by the LEA governing board: 03/08/2011 **OR**

Date the plan will be submitted for board approval: xx/xx/20xx

Your signature below certifies that detailed records will be retained and made available for audit upon request.

I certify that the information in the technology plan is true to the best of my knowledge, and has been created and written in accordance with Enhancing Education Through Technology Act of 2001, 20 U.S.C. and the Federal Communications Commission's (FCC) Fifth Report and Order (FCC 04-190, released August 13, 2004) for those applying for E-rate.

Littleton Elementary School District 65
School District/Charter School Name

070465
District/Charter CTDS Number

Dr. Roger S. Freeman, Superintendent
Print School District Superintendent/Charter School Principal Name

School District Superintendent/Charter School Principal (signature in **blue** ink)

2/8/11
Date

An original hard-copy of this form must be sent to ADE by certified mail.

Arizona Department of Education: Educational Technology Unit 1535 W. Jefferson St. BIN #8 Phoenix, AZ 85007

Technology plans will be submitted online through a web based application in the Common Logon, https://www.ade.az.gov/CommonLogon/logon.aspx, "ALEAT" (Arizona Local Education Agency Tracker.) The Arizona Department of Education (ADE) will review the technology plan for accuracy and compliance.
Detailed records of all submissions (and accompanying documents) must be retained by the school district or charter school and made available for review or audit upon request.

TECHNOLOGY PLAN: NEEDS ASSESSMENT

In order to ensure that all students have the skills and capacity to solve the complex problems facing society today and in the future, Arizona's strategic long-range technology plan makes a series of recommendations that guide efforts to enhance student learning through technology, prepare educational professionals and provide continued development throughout their careers, develop leaders with the skills and philosophy to support an educational process facilitated by technology, and provide the framework that supports a technology-enable learning process.

Long Range Strategic Goals
Transforming Education: Enabling Learning for All Arizona Students
The Arizona Long-Range Strategic Educational Technology Plan, 2009

The state technology committee made strategic recommendations for the following interrelated components: 1) Student Learning, 2) Leadership, 3) Preparation and Development of Educators, and 4) Infrastructure. Your Needs Assessment is a tool for you to evaluate your current realities in regard to these four components, as well as determining a list of the necessary needs your LEA has which will assist you with aligning your educational technology goals, strategies, and action steps with the Arizona technology plan. A summary of the recommendations and goals for each of the four components can be found throughout this Needs Assessment as well as at http://www.ade.az.gov/technology/downloads/2009-2013_state_edtech_plan.pdf.

LEA INTRODUCTION:

Briefly introduce and describe your school district or charter school.

Littleton Elementary is located in Avondale, which is southwest of Phoenix. The district consists of six K-8 elementary schools with an enrollment that has remained consistent (around 5,100) for the past 2 years. This has followed a few years of rapid growth during which we were building schools.

Approximately 84% of our students are eligible to participate in the school lunch program. Roughly 12% qualify for special education services and 9% have been identified as ELL students. All of our schools are Title I schools.

Currently all schools are Performing and special attention has been placed upon our subgroups to help us move forward.

We have shown our dedication to professional development by incorporating an early release day each week. At least one of these days each month focuses on data review. The majority of our teachers are in the first 3 years of their teaching experience and we have been challenged by the budget cuts that have swept the nation. However, we are looking for ways that technology can be part of the solution.

STUDENT LEARNING:

The challenge for our education system is to leverage the learning sciences and modern technology to create engaging, relevant, and personalized learning experiences for all learners that mirror students' daily lives and the reality of their futures. In contrast to traditional classroom instruction, this requires that we put students at the center and empower them to take control of their own learning by providing flexibility on several dimensions. A core set of standards-based concepts and competencies should form the basis of what all students should learn, but beyond that students and educators should have options for engaging in learning: large groups, small groups, and work tailored to individual goals, needs, interests, and prior experience of each learner. By supporting student learning in areas that are of real concern or particular interest to them, personalized learning adds to its relevance, inspiring higher levels of motivation and achievement.

Transforming American Education: Learning Powered by Technology
National Educational Technology Plan (Draft), 2010

Long-Range Strategic Goals:

All learners will:

- have access to authentic learning activities appropriate to their development whenever and wherever they need.
- use appropriate strategies and technology to collaborate, construct knowledge and develop solutions to real-world problems.
- communicate effectively with global audiences.

Long Range Strategic Goals
Transforming Education: Enabling Learning for All Arizona Students
The Arizona Long-Range Strategic Educational Technology Plan, 2009

CURRENT REALITY:

Select your implementation level for each recommendation in the columns provided.

Summary of Recommendations for the Local Education Agencies: *AZ Long-Range Strategic Ed Tech Plan, 2009*	Already Implemented	Currently Implementing	Planning for Implementation	Not Implementing
Provide district policies, curriculum, and resources to ensure that every student has the tools for an individualized, collaborative, and authentic learning experience.			X	
Select and deploy a variety of technology-based tools to provide differentiated instruction for every child by monitoring student assessment and suggesting developmentally appropriate content.		X		
Embed the *Arizona Educational Technology Standard* within the curriculum at each grade level.		X		
Select and utilize local, commercial, and open source digital content, aligned to state standards, to provide online access to specialized, rigorous, dual enrollment, credit recovery, and remedial courses.			X	
Provide curriculum and resources that ensure personal safety for students in a digital world and policies that specify expectations of appropriate behavior and rules for students, parents, staff, and teachers.	X			

Describe the current level of technology integration into curriculum areas and the method of technology integration.

We utilize computers attached to the network in all classrooms and have over 85% or our classrooms equipped with the technology tools that the technology committee determined would define our 21st Century classroom. This means teachers can use computers attached to the network, a projector and a document camera. We have multiple sets of student responders on each campus. We are piloting sound amplification on one campus. The level of integration varies and we do not, as yet, have a consistent, but we are committed to walk-through observations and, together with West Ed, have developed a TIP (Teacher Instructional Practice) program. Several hundred observations are made each month throughout the district, which provides opportunities to give coaching feedback.

Technology has become critical to our assessment system. We utilize scanners and rapid responders with information from our student information system to work with Galileo, our online assessment tool. Of course, the Technology department works side by side with the Curriculum department as well. As the delivery of content has changed from simple text books to CDs or online media, we need to ensure access and availability of e-products.

What is the current level of technology literacy and how do you measure **student** technology literacy?

We are currently searching for tools to assess student literacy. Curriculum, equipment and scheduling vary between campuses so we do not as yet have district-wide consistency.

How are you developing and using innovative strategies for delivering curriculum through the use of technology (consider items such as distance learning technologies, online learning, and other e-learning systems)?

We have found the use of responders to be engaging to students and the immediate results impacts the way we plan for instruction. We use a cross-campus video portal to share resources. We do have internet access throughout the district. We are developing an LMS (Learning Management System) to help deliver content as well as to assess both students and staff. The increased use of wireless slates and remote technologies gives teachers mobility in the classroom and allows for better monitoring. We have teachers using IDEAL. We have introduced SKYPE and are starting to use it for distance learning. We have utilized consultants for professional development in the area of technology integration. We are also starting to explore online curriculum in order to offer alternatives for our students who choose to learn in that type of environment.

How are you using technology to promote increased parental involvement and student engagement?

Parental involvement and student engagement are a top priority for LESD. We have redesigned our websites and paid close attention to how we lay out information for our community. Newsletters and announcements are updated regularly. We have a student/parent portal to view grades and attendance. Curriculum information as well as short faculty biographies are published. Teachers are beginning to develop class websites. All staff has email addresses. All schools are using Twitter to reach out to our community members and we are currently looking

at Facebook as another way to promote communication. We recognize how our parents and students get their news and are jumping on the social media bandwagon.

The technology committee set minimum standards for multi-media classrooms and we have 86% of our classrooms now equipped with the defined technology tools. (We plan to complete the remaining classrooms during the course of this Plan.) Teachers and students access the internet for research and instruction. We also subscribe to sites such as BrainPop® and Britannica Online® to introduce, engage, research and reinforce concepts. The wireless slates have proven to be highly effective visual aids for instruction. They give the teachers the ability to teach concepts one step at a time and provide the mobility to allow them to move about the room as they check for engagement and understanding.

We are utilizing an auto-dialer to send announcements as well as for daily attendance calls. Newsletters are posted on the websites. There are computers available on each site that community members can use.

We often use survey tools to gather information. We have developed scan sheets and use online tools to get feedback.

We have Galileo, DIBELS and AIMS data online assessment tools that give us immediate information and a variety of reporting features to share with students and parents.

How are you using technology to increase authentic learning, increased collaboration and communication skills, and problem-solving **by students**?

Students work on and present group projects. They use Microsoft products to prepare and present work. Although not widespread, participation in the Future Cities project and FLL robotics competition are great examples of ways students collaborate to solve problems. We are developing web quests which also promote higher level thinking. Some schools broadcast morning announcements, produce videos, and create promotional materials. Our music program has started incorporating technology. Students have been creating, composing and recording music. They have also been producing music videos and using rhythms to work on vocabulary words from the content areas.

Additional **student learning** current realities--

Our students and teachers have a wide variety of skill levels. In an attempt to keep our students safe, we are cautious about what we allow students to access and publish. We also understand the need to educate on internet safety which includes continuously monitoring and reviewing content. Websense® is used to filter content and LanSchool® is used to teach, monitor and communicate with our students. We have started using curriculum maps for technology instruction, but we are not yet consistent with scheduling practices and delivery of content. We are excited about the rise in our student-computer ratio, but are concerned that our inventory is aging. Cuts in funding have resulted in challenges to our technology vision, but have also made us resourceful. Our first guiding principal is that every student is a learner and we subscribe to the philosophy that all children are capable of success, no exceptions.

STUDENT LEARNING NEEDS:

After reflecting on your current realities and the Arizona Long-Range Strategic Educational Technology Plan, please include a bulleted list for any **student learning** items or issues that are needed.

- Funding to update hardware
- Funding to increase student to computer ratio
- Professional development for staff
- Assessment tools to determine technology literacy
- Continued use of Galileo for assessment
- Expansion of collaborative tools
- Expansion of blended learning strategies
- A technology mentor teacher program
- Evaluate and explore student personal devices

LEADERSHIP:

Long-Range Strategic Goals:

All leaders will:

- model, implement, and assess appropriate technology use at all levels of the teaching and learning process.
- have access to the appropriate tools and resources to guide instructional and administrative practice.
- implement a dynamic technology planning process that expands curricular and instructional opportunities to students.
- provide opportunities for sustained, relevant, timely and effective professional development

Long Range Strategic Goals
Transforming Education: Enabling Learning for All Arizona Students
The Arizona Long-Range Strategic Educational Technology Plan, 2009

CURRENT REALITY:

Select your implementation level for each recommendation in the columns provided.

Summary of Recommendations for the Local Education Agencies: *AZ Long-Range Strategic Ed Tech Plan, 2009*	Already Implemented	Currently Implementing	Planning for Implementation	Not Implementing
Develop assessments of district leadership in meeting the *Revised Professional Administrative Standards*.	Not yet released by ADE			
Develop and implement a comprehensive Strategic Technology Plan, tied to the district's strategic plan and school improvement plans, that ensures the instructional and administrative use of technology at the classroom, library, campus, and district level.			X	
Adopt the *Consortium for School Networking's (CoSN) CTO Skills Framework* for the hiring and evaluation of Chief Technology Officers.	Not yet released by ADE			
Develop incentives for new and veteran educators to become technologically literate.			X	
Include community input into the planning and support for the integration of technology into teaching and learning.			X	
Coordinate the use of electronic data in district planning to support research-based decision-making focused on student success.	X			
Participate in collaboration with representatives from PreK-12, Higher Education, parents, businesses and community to share planning resources and services.		X		
Support and encourage leaders to attend and present at local/state/national educational technology conferences.			X	

List and describe the current uses of technology to support your administrators and their responsibilities (district, school-based, student achievement, and teacher effectiveness) in the chart below. (add additional rows as needed)

Technology Resource	Activity
Galileo	Quarterly benchmark assessments built and administered. Data used to monitor student achievement and plan for instruction. Data days include not only dedicated site days, but principal/superintendent meeting dedicated to data analysis.
Electronic Evaluation tools	Scan sheets have been built and distributed to aid administrators with evaluations. Electronic evaluations and rubrics have also been provided.
Scan sheets	Now built in house and readily available
Outlook calendars & email	All admin are expected to utilize these tools.
Laptops, smart phones and connectivity	Keeping staff connected to promote communication and efficiency
Intranet	We have developed an in-house portal where we post information to share. We also have the ability to collaborate using this technology.

The district provides technology tools to administrators to help them to work efficiently. One of our guiding principles is to be a highly effective organization and we feel the resources listed above support that goal.

Describe how administrators promote and evaluate the effective use of technology by teachers.

TIP walkthroughs are scheduled times when administrators visit classrooms. These visits provide coaching opportunities and as use of technology integration grows, so do the conversations centered on it. Administrators take opportunities to model the use of technology, leading by example. They also dedicate professional development time which shows the value that is placed on technology integration.

Describe the roles site-based LEA administrators play in the types and quantity of technology that are available to their staff and students.

Site administrators play an important role because they plan for the majority of the professional development and control a capital budget. They also oversee the implementation of programs.

Additional **leadership** current realities—

We have a need to provide administrators with training so that they can recognize levels of technology integration. We need to add a module to our TIP to encourage evaluation and coaching in this area as well.

We have seen growth in the use of technology efficiency tools such as online calendars, email, assessment data and social media.

LEADERSHIP NEEDS:

After reflecting on your current realities and the Arizona Long-Range Strategic Educational Technology Plan, please include a bulleted list for any **leadership** items or issues that are needed.

- Training to recognize levels of technology integration
- The skills to develop or recruit staff that understands the role of technology in teaching, learning and administration
- Development of an ongoing professional training strategy that includes incentives for teachers
- The ability to create a greater awareness of the new AZ technology standards and how they relate to content areas
- Expansion of tools for collaboration (Google docs, Intranet, etc)
- Resource skills to financially support technology

PREPARATION AND DEVELOPMENT OF EDUCATORS:

Just as leveraging technology can help us improve learning and assessment, the model of 21st century learning calls for using technology to help build the capacity of educators by enabling a shift to a model of connected teaching. In such a teaching model, teams of connected educators replace solo practitioners and classrooms are fully connected to provide educators with 24/7 access to data and analytic tools as well as to resources that help them act on the insights the data provide.

Transforming American Education: Learning Powered by Technology
National Educational Technology Plan (Draft), 2010

Long-Range Strategic Goals:

All educators will:

- complete their initial preparation with the pedagogy, practical knowledge and skills to use technology to enhance every student's learning.
- have access to research-based professional development opportunities whenever and wherever they need.

Long Range Strategic Goals
Transforming Education: Enabling Learning for All Arizona Students
The Arizona Long-Range Strategic Educational Technology Plan, 2009

CURRENT REALITY:

Select your implementation level for each recommendation in the columns provided.

Summary of Recommendations for the Local Education Agencies: *AZ Long-Range Strategic Ed Tech Plan, 2009*	Already Implemented	Currently Implementing	Planning for Implementation	Not Implementing
Provide access to professional development opportunities to meet the *Revised Professional Teaching Standards, Revised Professional Administrative Standards,* and *Consortium for School Networking's (CoSN) CTO Skills Framework*.	Not yet released by ADE			
Prepare administrators and district professional development personnel to conduct consistent observations of classroom use of technology using a technology integration observation form to determine levels of technology integration and effective use of technology that incorporates this observation into all formal professional evaluation.			X	
Develop and maintain funding models and budgets that support participation in statewide, technology professional development opportunities for all teachers and administrators.		X		
Develop and maintain professional learning communities that use appropriate technology to support learning and reflection by instructional personnel.		X		

Summary of Recommendations for the Local Education Agencies: *AZ Long-Range Strategic Ed Tech Plan, 2009*	Already Implemented	Currently Implementing	Planning for Implementation	Not Implementing
Develop and maintain partnerships with Higher Education to pilot new instructional strategies for integrating technology.				X
Encourage and support teacher participation in the Educational Technology Endorsement program.	Not yet released by ADE			
Utilize innovative strategies for anytime/anywhere delivery of ongoing professional development, including online and other distance learning models and digital content delivery services to meet the diverse and personal learning needs of all educators.		X		
Provide instructional coaches and mentors to support technology integration efforts to improve learning in core curriculum areas.			X	
Provide professional development on the impact of non-compliance with district policies regarding the use of technology and include compliance with these policies as a component of teacher evaluation and observation instruments.		X		
Use grants and, where possible, district funds to host and cosponsor regional and statewide technology symposia and training that promote the sharing of instructional strategies and techniques.				X
Work with parents and higher education to develop opportunities for parents to learn how technology can enhance their child's learning.		X		

What are the methods used for identifying technology professional development needs for teachers, staff, and administrators?

Staff has been surveyed regarding what types of technology instruction they would like. Most requested MS Office training, especially Excel. There is also interest in web design, technology integration, student responders, handheld slates, SMS and IDEAL.

Many of our classes are developed from informal discussion and requests made through the technology committee.

List and describe the technology professional development opportunities that are available to **teachers and staff** on the effective integration of technology into the curriculum in the chart below. (add additional rows as needed)

PD Activity	Facilitator or Provider of PD	Frequency of PD Offered
Student responders	Teacher leaders & techs	Several times a year- sometimes a series
Wireless Slates	Teacher leaders & techs	Several times a year
Care & use of equipment	Equipment managers	Annually
Curriculum Multi-media	Textbook reps	Annually
Using online testing resources	Coaches & Site Data Support Specialists	On-going
Gradebook Training	Gradebook Techs & IT Director	At the start of the year and then as needed throughout
Acceptable Use	IT & HR Director/Site Admin	At the start of the year and then as needed throughout
Data Analysis	Principals, instructional coaches, team leads	On-going
e-Products for Core Curriculum	Curriculum Director & vendors	On-going

List and describe the technology professional development opportunities that are available to **administrators** on the effective use and evaluation of technology in the chart below. (add additional rows as needed)

PD Activity	Facilitator or Provider of PD	Frequency of PD Offered
Using online testing resources	Coaches & Site Data Support Specialists	On-going
Time Management	Assistant Superintendent	On-going
Social Media	HR & IT Director	Annually
e-Products for Core Curriculum	Curriculum Director & vendors	On-going
SMS Support	IT Director & vendor	On-going

What incentives are available to LEA teachers, staff, and administrators for participating in technology staff development?

Currently, teachers can use staff development for recertification hours. Classified staff can use training for advancement on the pay scale. Administrators can feel good about learning something new.

How do you measure the effectiveness of the technology professional development offered?

We constantly assess effectiveness of professional development through surveys, observation, attendance logs and ultimately student achievement.

PREPARATION AND DEVELOPMENT OF EDUCATORS NEEDS:

After reflecting on your current realities and the Arizona Long-Range Strategic Educational Technology Plan, please include a bulleted list for any **professional development** that is needed under each category.

- ***Teachers and Staff***

- Technology integration strategies
- Blended learning strategies
- IDEAL portal training
- Common assessment building
- Use of online professional development
- Web page development
- Student technology literacy
- Data-driven instruction
- Intel instructor certifications

- ***Leadership and Administration***

- Demos and rubrics to evaluate technology integration strategies
- Blended learning strategies
- Creative ways to fund capital
- Strategies to involve the community in supporting technology
- PLCs that focus on technology integration
- Continued use of data to drive instruction
- On-line curriculum

INFRASTRUCTURE:

An essential component of the 21st century learning model is a comprehensive infrastructure for learning that provides every student, educator, and level of our education system with the resources they need when and where they are needed. The underlying principle is that infrastructure includes people, processes, learning resources, policies, and sustainable models for continuous improvement in addition to broadband connectivity, servers, software, management systems, and administration tools. Building this infrastructure is a far-reaching project that will demand concerted and coordinated effort.

Transforming American Education: Learning Powered by Technology
National Educational Technology Plan (Draft), 2010

Long-Range Strategic Goals:

The goals for learners, leaders, and educators will be achieved through an infrastructure that provides:

- secure and reliable anytime/anywhere access to a variety of current and emerging technologies.
- just-in-time assistance to support the use of technology for administration, teaching and learning.
- policies and procedures that ensure equitable access to all users.

Long Range Strategic Goals
Transforming Education: Enabling Learning for All Arizona Students
The Arizona Long-Range Strategic Educational Technology Plan, 2009

CURRENT REALITY:

Select your implementation level for each recommendation in the columns provided.

Summary of Recommendations for the Local Education Agencies: *AZ Long-Range Strategic Ed Tech Plan, 2009*	Already Implemented	Currently Implementing	Planning for Implementation	Not Implementing
Annually review the *Recommended Standards of Technology-Based Resources* provided by the Arizona Department of Education for district alignment with these standards and work to bring district technology to at least these recommended levels by retrofitting existing facilities *Resources* and, where possible, build the capacity to adapt to new technologies.	Not yet released by ADE			
When constructing new school facilities, insure that these facilities meet at least the *Recommended Standards of Technology-Based Resources* and, where possible, build the capacity to adapt to new technologies.	Not yet released by ADE			
Review, develop, and implement strategies to move all educators within the LEA to at least the *Target* level of technology use on the *Arizona Technology and Readiness Chart*.	Not yet released by ADE			
Develop and implement new strategies and practices for the funding, purchase and support of technology infrastructure and services.	x			
Summary of Recommendations for the Local Education	Already	Currently	Planning for Implementation	Not

Agencies: *AZ Long-Range Strategic Ed Tech Plan, 2009*	Implemented	Implementing		Implementing
Provide a 1:1 learning environment for 6th-12th grade students and at least a 3:1 ratio for students below 6th grade. (ETAC has avoided using "computer to student ratios" because other digital learning devices, i.e. net books or smart phones, might describe these ratios)			X	
Maintain a connection to the statewide broadband network to connect the LEA to the Internet. (Adapted from *High-Speed Broadband Access for All Kids*)	Not available at this time			
Maintain an internal wide area network that provides connections from the district to each school and between schools of at least 100 Mbps per 1,000 students/staff within the next one to four years and at least 1 Gbps per 1,000 students/staff within the next five to seven years. (Adapted from *High-Speed Broadband Access for All Kids)*	X			
Provide and maintain an infrastructure for communications with parents and community members, including year-round anytime/anywhere access to school news, educational resources, and data.	X			
Utilize technologies that are environmentally safe and can be used to ensure the safety of students (i.e. surveillance and emergency warning systems).	X			
Provide and maintain an infrastructure for online grading and assessment systems that are standards based and allow access to student performance data to students, parents, and appropriate district personnel.	X			
Develop strategies, resources, and best practices that facilitate anytime/anywhere access to digital learning resources and activities by all students within the district. This includes secure access to network resources and ensuring that critical technology applications and data can be recovered in a timely manner.			X	
Provide funding and release time for support staff from districts of common size, interests, and technologies to meet and share best practices in infrastructure support.		X		

Describe your network configuration (the amount and type of network connections to the Internet, to individual schools, and within each school) and utilization (the type of network or connectivity that is being used, network configuration, and the current level of utilization.).

The school district currently has two 50 mbps connections to the Internet. The two internet connections are shared throughout the school district via a wireless point-to-point network and T1 connections. The internal network backbone of each school is running 1GB fiber and 100MB copper for each device. Predominately, Microsoft Windows technologies make up much of the network and desktop operating systems running Windows 2008, Windows 2003, Exchange, Sql Server, Sharepoint, Windows XP, Windows 7, domain security policy. There are a few Linux systems running Ubuntu. The current level of utilization is around 60% for the internal local network at each school and around 10% average on the wireless point to point.

Currently we are running an NEC phone system. Our PBX uses a combination of analog and digital stations and VoIP.

Describe the current level of access to technology resources (computers, cell/smartphones, interactive whiteboards, student responders, digital cameras, and other technology):

- **Students** have access

  Access to computers (3.5:1 student to computer ratio) with district software
  Access to mobile labs
  Access to digital and video cameras
  Access to student responders
  Access to video distribution
  Access to a learning management system
  Access to grades and attendance information
  Access to computers in the library including an online card catalog and encyclopedia

- Each **teacher** in the district has

  A computer attached to the network (most have a doc camera & projector)
  A telephone in the classroom
  Access to student responders
  Access to mobile labs
  Access to online student data in Galileo & DIBELS
  Access to digital and video cameras
  Access to wireless slates
  Access to video distribution
  Access to a learning management system
  Access to eBoards to read info regarding meetings
  Access to iVisions for Human Resources and Business functions
  Access to an intranet and shared drives to share and/or save resources

- **Administrators** have

  A laptop with all standard district applications
  A smartphone
  Access to online data
  Access to digital and video cameras
  Access to video distribution
  Access to a learning management system
  Access to eBoard Solutions to facilitate meetings
  Access to iVisions for Human Resources and Business functions
  Access to an intranet and shared drives to share and/or store resources

Indicate what role, if any, that E-Rate has played or will play in maintaining or expanding LEA infrastructure.

E-Rate has played a critical role in the Littleton Elementary School District. Over the last decade we have received, on average, an 85% discount rate for our telecommunications projects. It has helped keep our network robust. We have been able to replace routers, switches and eligible servers. It helped us establish a wireless connection throughout the district. We have had assistance cabling out new schools as we build. E-rate allowed us to add bandwidth as it became necessary. It has helped us maintain our network and phone system, and helped us provide the use of cell phones. During the course of this plan, we plan to upgrade the phone switch and voicemail system, add bandwidth as more and more content is delivered online and provide a wired and wireless network in a new school.

List and describe the technology infrastructure for department procedures in the chart below. (business needs, HR, district communication, transportation, state reporting requirements, etc.)
(add additional rows as needed)

Department/Service	Technology Infrastructure/System Used
Business/Inventory/Purchasing/HR/Depts	Visions, iVisions, WinOcular, timeclock system, MS Office, AESOP
District Communication	Outlook, Joomla websites, Intranet, LMS, Survey Monkey, Video Portal, Adobe suite
Student Information System (required for state reporting)	SIRS/currently converting to Genesis SAIS online
Transportation	Versa Trans, Trip Tracker
Food Services	Meal Tracker/currently converting to NutriKids
Special Education	E-IEP Pro, Boardmaker, File Maker Pro
Library	Destiny
Other	EMS systems (including monitoring of solar power), keyless entry, security including surveillance, SchoolDude, helpdesk portal

List and describe staffing levels versus devices/infrastructure needing support in the chart below. (add additional rows as needed)

Device/Infrastructure Component	Number of Devices	Number of Support Positions
Network Devices	2400	8
Servers/Systems (Email, SIS, Finance, etc.)	28	1.5
Workstations/Software	1769	5
Other Devices (printers, projectors, document cameras, interactive white boards, etc.)	603	8

INFRASTRUCTURE NEEDS:

After reflecting on your current realities and the Arizona Long-Range Strategic Educational Technology Plan, please include a bulleted list for any **infrastructure** that is needed under each category.

- **Hardware**

- Workstation replacement ASAP-the current plans have been put on hold due to budget constraints
- Server rotation-6 each year starting in 2012
- Upgrade phone switch/voicemail system by 2013
- Upgrade switches and routers 2013
- Complete security systems by 2014

- **Software**

- Maintain existing district-approved software
- Increase use of blended learning by 20% each year
- On-line alternative curricula by 2013
- Email archiving software 2011
- Microsoft software update 20

- **Staffing**

- Maintain existing network and phone maintenance consultants
- Maintain existing eRate consultant
- Maintain existing in-house technology staff
- Upgrade Network Administration positions to current market value

Technology plans will be submitted online through a web based application in the Common Logon, https://www.ade.az.gov/CommonLogon/logon.aspx, "ALEAT" (Arizona Local Education Agency Tracker.) The Arizona Department of Education (ADE) will review the technology plan for accuracy and compliance.
Detailed records of all submissions (and accompanying documents) must be retained by the school district or charter school and made available for review or audit upon request.