

DURHAM UNIFIED SCHOOL DISTRICT EDUCATION TECHNOLOGY PLAN

July 1, 2013-June 30, 2016

This plan is for E-Rate.



County Name:	Butte
District Name:	Durham Unified School District
CDS Code:	04-61432-0000000
District Phone Number:	530-895-4675
Ed Tech Plan Contact Name:	Mary Sakuma
Contact Title:	Superintendent
Contact Address:	9420 Putney Drive
Contact City & Zip Code:	Durham, 95938
Contact Phone Number:	530-895-4675
Contact FAX#:	530-895-4692
Contact Email:	msakuma@durhamunified.org

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DISTRICT PROFILE

Since the founding of the Durham school district in 1922, Durham schools have maintained high academic standards, enrolling approximately 1,000 talented, energetic and diverse students.

All four schools and the District Office are located in the heart of the farming community of Durham, a town of approximately 5,500 people situated in Butte County, California. The elementary school, intermediate school, high school, and independent study program share a 46-acre campus.

Durham Unified School District School Data				
	Number of Schools	Total Enrollment	# Full-Time Equivalent Teachers	Pupil-Teacher Ratio
Elementary	1	436	20	22
Middle	1	230	11.9	19
High School	1	326	18.5	18
Total	3	992	50.4	20

Durham Unified School District, Student & Teacher Data

	District %		District %
American Indian/Alaskan Native	1.0%	English Learners	9.1%
Asian	0.4%	Students with Disabilities	9.6%
Black	0.5%	Graduates (prior year)	92.05
Hispanic/Latino	21.9%	UC/CSU Eligible Grads (prior year)	34.5%
Missing	0.4%	Mobility	-
Multiple	2.6%	% Fully Credentialed Teachers	100
White	73.2%	Avg. Pupil / Teacher Ratio	20
		Avg. Class Size	-
		% Free or Reduced Price Meals	40.5%
Total	100%		

Durham District State Accountability: Academic Performance Index (API)		
2012 API Growth	2011 API Base	Growth in the API from 2011 to 2012
808	790	18

Durham Unified District Federal Accountability: Adequate Yearly Progress (AYP)
Made AYP 2011-12: No

	Met AYP Criteria English-Language Arts	Met AYP Criteria Mathematics
Percent Proficient	Yes	No
Participation Rate	Yes	No
API - Additional Indicator for AYP	Yes	
Graduation Rate	Yes	
PI Status	Not in PI	

Tech Plan Vision & Duration

The Durham Unified School District educational technology plan covers three years, from **July 1, 2013 through June 30, 2016**. It will serve as the primary tool to guide the district's acquisition, sustainability, and integration of technology to support the district's curricular goals. This plan will be monitored by district curriculum, data, and technology administrators, school administrators during administrative meetings, reviewed, and revised annually by technology stakeholders after the state releases achievement data for district school sites. Any modifications required through such review will be communicated to both the district Superintendent and school board. The administrators will then work with the Superintendent to implement any required revisions.

Curriculum & Data Driven Technology Goals

Required Element #1: Education Goals & Strategy

1. Plan must establish clear goals and realistic strategy for using telecommunications and information technology to improve education services:

Durham Unified School District Governing Board Priorities and Goals:

Durham Unified School District Governing Board Priorities & Goals 2012-13:

1. To Increase Student Achievement

- a. Goal: To equip our students with the knowledge and skills to prepare them for post-secondary opportunities
- b. Measurable Objectives:
 - i. All students at the advanced/proficient levels will maintain those levels; a minimum of 20% of all other students will increase by one performance band in all subject matters as measured by the CST (beginning in 2015: CCCSS)
 - ii. 75% English Learners will increase their Language Proficiency Level as measured by the CELDT per annual administration
 - iii. The gap in achievement between our significant subgroups (SES, SWD and EL) and their peers will decrease by 20% as measured by API and

percentage of students at the proficient or above levels

2. Budget and Fiscal Matters

- a. Goals & Objectives:
 - i. To grow and maintain our district enrollment
 - ii. To set budgeting goals and priorities and utilize them in resource allocation
 - iii. To establish and maintain adequate reserve levels
- b. Strategies:
 - i. To maintain our current enrollment
 - ii. **To establish a plan to keep our class sizes below the county average**
(Special note: the issue of class size was the single most popular topic for all groups responding to our survey)
 - iii. Create district-wide goals (that drive budgetary decisions)

3. Student Safety, Health and Fitness

- a. Goal: To establish and maintain school and district environments that are conducive to learning and contribute to the safety and wellness of our staff and students
- b. Measurable Objectives:
 - i. To decrease the reported instances of students being hit or pushed
 - ii. To decrease the number of students who have had rumors spread about them
 - iii. To decrease the number of detentions or absences related to students being picked on
 - iv. To increase the number of students who report a positive connection to an adult or adults on campus
 - v. To increase knowledge about healthy life choices, including nutrition and healthy habits

4. Technology

- a. Goal: To establish and maintain school and district technology infrastructures and 21st century learning environments
- b. Measurable Objectives:
 - i. To re-establish the technology committee and revise the technology plan
 - ii. To implement a new data management system

5. Facilities

- a. Goals and Objectives:
 - i. Upgrade and modernize district facilities
 - ii. Develop a district-wide facilities master plan
 - iii. Maintain Deferred Maintenance budget and plan
- b. Strategies
 - i. Provide general fund support
 - ii. Maintain and follow the five-year deferred maintenance plan
 - iii. Ensure Facilities Committee meets twice per year (at a minimum)

Curricular Driven Technology Goals and Implementation Plans Benchmarks, Timelines, Monitoring, and Evaluation

All of the Curriculum Component Criteria elements are included in the curricular driven action plan pages that follow, as well as in our *Recommended Digital Literacy & Technology Skills to Support the California Common Core State Standards*. Our curricular driven technology plans include clear, specific, realistic goals and measurable objectives that will support our district's curriculum goals and student achievement of the state content standards.

The following goals will strategically meet our students' need to acquire and refine their 21st century information and communication technology skills in order to improve the effectiveness, efficiency, and ideally the enjoyment of their learning experiences as they master the new California Common Core State Standards (CCCSS).

Goals, Objectives, and Strategies

Goal 1: Improve Student Achievement & Close Student Achievement Gaps

Teachers will integrate technology in the district's curriculum to support the district curricular goal of ALL students increasing proficiency rates in ELA & Math grade level CCCSS content standards by end of the 2015-2016 school year.

Target Group: All students, including Special Education, English Learners, and GATE students

a. Measurable Objectives:

- i. All students at the advanced/proficient levels will maintain those levels; a minimum of 20% of all other students will increase by one performance band in all subject matters as measured by the CST (beginning in 2015: CCCSS)
- ii. 75% English Learners will increase their Language Proficiency Level as measured by the CELDT per annual administration
- iii. The gap in achievement between our significant subgroups (SES, SWD and EL) and their peers will decrease by 20% as measured by API and percentage of students at the proficient or above levels

Goal 2: Student Acquisition of Technology and Information Literacy Skills.

ALL Students will acquire the *Recommended Digital Literacy & Technology Skills to Support the California Common Core State Standards* grade level standards for students to support achievement of the academic standards in the classroom, district curricular goals, and ultimately for lifelong learning and success in our digital society.

Target Group: All students, including Special Education, English Learners, and GATE students

Objective 2.1: By June 2016 75% of students will acquire the *Recommended Digital Literacy & Technology Skills to Support the California Common Core State Standards* grade level standards for students to support achievement of the academic standards in the classroom, district curricular goals, and ultimately for lifelong learning and success in our digital society.

Objective 2.1 Benchmarks

During the 2013/ Work with BCOE and districts in the area on streamlining, clarifying and adopting the *Recommended Digital Literacy & Technology Skills to Support the California Common Core State Standards* matrix.

During the 2014/15 school year – 50% of students will be proficient or better with grade level *Digital Literacy & Technology Skills to Support the California Common Core State Standards*

During the 2015/16 school year – 75% of students will be proficient or better with grade level *Digital Literacy & Technology Skills to Support the California Common Core State Standards*

Goal 3: Student Acquisition of Digital Citizenship Skills

All students will be proficient with grade level ethical use of technology and Internet safety skills

Target Group: All students, including Special Education, English Learners, and GATE students

Objective 3.1: By June 2016, 100% of students in grades K-8 and 100% of students grades 9-12 will be proficient in social, ethical, copyright, and cyber safety issues (including anti-cyberbullying).

Objective 3.1 Benchmarks

During the 2013/14 school year – 50% of students will be proficient or better with grade level NETS standard # 5- Digital Citizenship –(includes social, ethical, copyright, and cyber safety).

During the 2014/15 school year – 75% of students will be proficient or better with grade level NETS standard # 5- Digital Citizenship –(includes social, ethical, copyright, and cyber safety).

During the 2015/16 school year – 100% of students will be proficient or better with grade level NETS standard # 5- Digital Citizenship –(includes social, ethical, copyright, and cyber safety).

Goal 4: Improve Communication Among Home, School, and Community

District teachers and administrators will use technology to improve communication among home, school, and community.

Objective 4.1 Consider other options for web-based parent notification/communications system in order to provide a more seamless means for message development and sending (parent notification system)

Objective 4.2: Continue to offer student and parent access to students' attendance, assignments, and grades (intermediate and high school)

Objective 4.3: Maintain (and update regularly) the District web site and school site pages

Objective 4.4: Site administrators and teachers will communicate with parents through school newsletters, e-mail, classroom web pages, report cards, etc.

Implementation Strategies

District's current hardware use by site:	Hardware (site-based servers, individual workstations, peripherals)	
	Type of Use	Frequency of Use
Site: Elementary School (Grades K-5)	<p>Technology Skills: Students receive instruction on the use of computer-based technology as an integrated component of their classroom instruction beginning in grade 2. Teachers work to incorporate skills at each grade level in a way that leads students toward proficiency of the district grade level technology learning benchmarks.</p>	<p>Scheduled Instructional Component: Individually, students rotate using computers in the classroom on a daily basis. Classes visit lab and some computers available in each classroom</p>
	<p>Information Literacy: In grades 4 and 5 all students receive direct instruction on researching, analyzing, and documenting traditional and digital resources to support the development of a research report that uses traditional and digital resources, including the Internet.</p>	<p>Scheduled Bi-monthly Instructional Component: All 4th and 5th grade students receive instruction on the use and evaluation of Internet resources as an integral part of research assignments.</p>

District's current hardware use by site:	Hardware (site-based servers, individual workstations, peripherals)	
	Type of Use	Frequency of Use
	<p>Curricular Integration: All teachers, in grades 2-5, provide students access to computers through the computer lab to research current event topics such as weather, local issues, community events, and national news.</p>	<p>Scheduled Regular Instructional Component: Students access and use information to support reading, writing, and speaking standards-based lessons.</p>
Site: Intermediate School (Grades 6-8)	<p>Technology Skills: Grade 6 students must participate in and pass a quarter-long beginning computers course that covers basic technology and information literacy skills. 6th grade students participating in the band program do not participate in the computers course.</p> <p>All 8th grade students use their technology skills in producing their 8th grade project.</p>	<p>Scheduled Regular Instructional Component: Students engage in and learn basic computer skills during the quarter-long course. Students work throughout one quarter on their 8th grade project.</p>
	<p>Information Literacy: Grade 6 students must participate in and pass a quarter-long beginning computers course that covers grade appropriate, basic technology and information literacy skills. 6th grade students participating in the band program do not participate in the computers course.</p> <p>All 8th grade students use and demonstrate their knowledge of information literacy skills in producing their 8th grade project.</p>	<p>Scheduled Daily Instructional Component: Students engage in and learn basic computer skills during the trimester-long course. Students work throughout one quarter on their 8th grade project.</p>

District's current hardware use by site:	Hardware (site-based servers, individual workstations, peripherals)	
	Type of Use	Frequency of Use
	<p>Curricular Integration: All grade 7 and 8 teachers require students to call upon and use grade appropriate technology skills as identified by district technology benchmarks within the regular context of researching, creating, and presenting their learning. The District is working toward alignment with the Common Core State Standards (CCSS).</p> <p>All 8th grade students use their curricular integration skills in producing their 8th grade project.</p>	<p>Project Related Components: 7th – 8th grades, students integrate technology as a regular tool in which to research, create, and present their learning in the core areas. Students work throughout one quarter on their 8th grade project.</p>
Site: High Schools (Grades 9-12)	<p>Technology Skills: All freshmen must pass or successfully challenge a Computer Foundations course that covers basic computer proficiency skills in word processing, spreadsheets, desktop publishing, presentation software, Internet access, and email etiquette as identified in district technology and graduation standards.</p>	<p>Scheduled Daily Instructional Component Students engage in and learn basic computer skills during the semester-long course utilizing a lab with a 1:1 computer ratio.</p>
	<p>Information Literacy: Students are taught basic information literacy as part of the Computer Foundations course.</p>	<p>Scheduled Daily Instructional Component Students enrolled in the computers class engage in and learn basic computer skills during the semester-long course utilizing a lab with a 1:1 computer ratio.</p>

District's current hardware use by site:	Hardware (site-based servers, individual workstations, peripherals)	
	Type of Use	Frequency of Use
	<p>Curricular Integration: All students receive technology-based instruction across the curriculum. All high school teachers require students to use technology skills as identified by technology benchmarks.</p>	<p>Scheduled Daily Instructional Component High school students integrate technology as a regular tool in their daily course work.</p>
Administrator Use:	<p>Financial Management – Budget development Student Achievement – Data to guide instruction Instructional Leadership – Demonstration of new software and/or programs, research Monitoring Professional Needs of Staff – Completing evaluations Communicating with parents – Through email, newsletters, website, automated phone system Communicating with colleagues – Email, professional organizations</p>	<p>Daily and Ongoing Use</p>

District Use of SoftwareSite: Elementary School (Grades K-5)	Technology Skills: Students are provided access to all basic desktop software applications including but not limited to word processors, spreadsheets, multimedia presentations, web browsers, and image editing/publishing programs. These software applications are integrated into various classroom-based assignments and projects as deemed appropriate and instructionally valid by the teacher.	Scheduled Regular Instructional Component: All 2 nd through 5 th grade students are engaged in the use of one or more basic desktop software applications either in the context of their class work or during structured computer lab activities.
	Information Literacy: Students receive information-literacy instruction as an integral part of their standards-based research assignments. All students and instructional staff receive annual anti-cyberbullying training. The instruction includes a review of the districts' Acceptable Use Policy governing appropriate use of the web browser software and Internet access. Additionally, the district has employed CIPA compliant filtering software, provided by BCOE, on the entire district local area network.	Scheduled Regular Instructional Component: All 4 th and 5 th grade students receive instruction in the use of web-based browsers and evaluation of Internet resources as an integral part of research assignments.
	Curricular Integration: All teachers in grades 2 through 5 use diagnostic reading proficiency software as an ongoing assessment of standards-based reading comprehension skills in order to guide their students' skill development and independent reading choices. Grades 2-5 Use Accelerated Reader as well as web-based and desktop software applications	Scheduled Monthly Instructional Component: Students are generally assessed on a monthly to 6 weekly basis.

	<p>Student Management: Teachers use <i>Powerschool</i>'s student information system for attendance, and student monitoring features. Data is available to district and site administrators to facilitate scheduling, monitoring and assessing students. <i>Illuminate DnA</i> is the district's adopted student achievement data management system.</p>	<p>Scheduled Daily Student Management Component: Student attendance information is submitted daily.</p>
<p>Site: Intermediate School (Grades 6-8)</p>	<p>Technology Skills: Students are provided access to all basic desktop software applications including but not limited to word processors, spreadsheets, multimedia presentations, web browsers, and image editing/publishing programs. These software applications are integrated into various classroom-based assignments and projects as deemed appropriate and instructionally valid by the teacher.</p>	<p>Scheduled Weekly Instructional Component: All middle grade students are engaged in the use of one or more basic desktop software applications either in the context of their class work or during structured computer lab activities.</p>
	<p>Information Literacy: Students receive information-literacy instruction as an integral part of their standards-based research assignments. The instruction includes a review of the districts' Acceptable Use Policy governing appropriate use of the web browser software and Internet access. All students and instructional staff receive annual anti-cyberbullying training. Additionally, the district has employed CIPA compliant filtering software, provided by BCOE, on the entire district local area network.</p>	<p>Scheduled Monthly Instructional Component: All middle grade students receive instruction in the use of web-based browsers and evaluation of Internet resources as an integral part of research assignments.</p>

	<p>Curricular Integration: All basic desktop software applications are available to students and staff as tools to use in executing classroom-based assignments, research and projects across all curricular areas.</p>	<p>Scheduled Instructional Component: All middle grade students are engaged in the use of one or more basic desktop software applications either in the context of their class work or during structured computer lab activities.</p>
	<p>Student Management: Teachers use <i>Powerschool</i>'s student information system for attendance, grade book, and student monitoring features. Individual student data is also available online for students and parent monitoring, facilitating communications between staff and parents. Data is available to district and site administrators to facilitate scheduling, monitoring and assessing students. <i>Illuminate DnA</i> is the district's adopted student achievement data management system.</p>	<p>Scheduled Daily Student Management Component: Student attendance information is submitted hourly. Progress report grades are submitted a minimum of every six weeks, although some teachers enter daily grades available to students and parents online.</p>

<p>Site: High School (Grades 9-12)</p>	<p>Technology Skills: Students are provided access to all basic desktop software applications including but not limited to word processors, spreadsheets, multimedia presentations, web browsers, and image editing/publishing programs. These software applications are integrated into various classroom-based assignments and projects as deemed appropriate and instructionally valid by the teacher.</p>	<p>Scheduled Weekly Instructional Component: All high school students are engaged in the use of one or more basic desktop software applications either in the context of their class work or during structured computer lab activities.</p>
	<p>Information Literacy: Students receive information-literacy instruction as an integral part of their standards-based research assignments. The instruction includes a review of the districts' Acceptable Use Policy governing appropriate use of the web browser software and Internet access. Additionally, the district has employed CIPA compliant filtering software, provided by BCOE, on the entire district local area network.</p>	<p>Scheduled Monthly Instructional Component: All high school students receive instruction in the use of web-based browsers and evaluation of Internet resources as an integral part of research assignments.</p>
	<p>Curricular Integration: All basic desktop software applications are available to students and staff as tools to use in executing classroom-based assignments, research and projects across all curricular areas.</p>	<p>Scheduled Weekly Instructional Component: All high school students are engaged in the use of one or more basic desktop software applications either in the context of their class work or during structured computer lab activities.</p>

	<p>Student Management: Teachers use <i>PowerSchool</i>'s student information system for attendance, grade book, and students monitoring features. Individual student data is also available online for students and parent monitoring, facilitating communications between staff and parents. Data is available to district and site administrators to facilitate scheduling, monitoring and assessing students. <i>Illuminate DnA</i> is the district's adopted student achievement data management system.</p>	<p>Scheduled Daily Student Management Component: Student attendance information is submitted hourly. Progress report grades are submitted a minimum of every four weeks, all teachers enter grades available to students and parents online.</p>
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Professional Development Component

Required Element #2: Professional Development Strategy

2. The Plan must have a professional development strategy to ensure that staff understands how to use these new technologies to improve education services:

Durham Unified School District has 50 teachers who are technologically eager and literate. These people work with their co-workers to develop their technological competency. In addition, our IT staff, administration, lead teachers and Region 2 CTAP provide professional development opportunities for each teacher to develop competencies in the areas needed.

This professional development will include training by onsite staff, as well as giving teachers access to appropriate webinars, educational technology conferences, etc.

Strategy to support this goal is to utilize budget as available for these professional development activities.

Staff participation will be documented through attendance records, training documents and progress toward goals will be monitored by the district superintendent, site administrators, and technology coordinator. Content of the professional development program will be revised as goals are achieved and new technologies become available.

Current Technology Integration in Curriculum

Durham Unified School District Technology Integration Overview

Technology is being integrated primarily in the classroom in core curriculum for word processing, reinforcement and practice, Online and CD-ROM research, and creating reports or projects. (See details in charts in curriculum section)

Electronic Learning, Assessment, & Student Information Resources Used District-wide

Accelerated Reader, Microsoft Office Suite, Internet resources, *PowerSchool*, *Illuminate DnA*, and other curriculum based software.

Professional Development Goals

Goal 1 - Ensure that teachers have the background knowledge and skills to support the teaching of the *Recommended Digital Literacy & Technology Skills to Support the California Common Core State Standards* by providing professional development as needed (Years 1-3)

Goal 2 - Staff development for Internet safety and Digital Citizenship will be completed by December 2013.

Additional staff development is ongoing with no end date targeted.

Goal 3: Improve Student Data Collection, Analysis & Decision Making

District teachers and administrators will use technology to improve the collection, analysis, reporting, and use of formative, benchmark, and state student achievement data.

Objective 3.1: Continue professional development in the use of the *Illuminate DnA* software and applications. Provide additional on-site support through a trainer of trainers model.

Objective 3.2: Continue professional development in the alignment of standards and benchmark assessments.

Objective 3.3: Continue collaboration meetings for the purpose of analyzing state/local assessment data that will inform decision-making regarding instruction.

Objective 3.4: Transition to CCCSS instruction, assessments, and evaluation.

INFRASTRUCTURE, HARDWARE, TECHNICAL SUPPORT, AND SOFTWARE COMPONENT

Required Element #3: Technology Infrastructure Assessment

3. The Plan must include an assessment of the telecommunication services, hardware, software, and other services that will be needed to improve education services:

Current Technology Access

The following describes the technology access available in classrooms, library/media centers, or labs for all students, including Special Education, GATE, English Language Learners, both during and after school hours. Access to appropriate site-based technology resources has been evaluated through district and site inventory records.

According to our current district records, our student to computer ratio (for instructional purposes) **for computers four years old or newer** is 8:1; the overall student to computer ratio is approximately 3:1. All teachers at all schools in our district have access to a minimum of one multi-media computer with Internet access in their classrooms as well as in the Library/Media Centers, and/ or Computer Labs, before, during, and after school hours. Teachers schedule before and/or after school access to computer programs and the Internet as needed for students to complete classroom activities.

Durham Elementary School

Durham Elementary	
All Students, including Special Ed, ELL, and GATE students, have equal access to technology in the following areas:	
Enrollment (CBEDS 2012)	436
Total of Computers for Instructional Use	126
Total # of computers* 4 years old or newer (<i>*instructional use</i>)	36
Total # of computers* 4 years old or newer with Internet access	36
# of computers* in Classrooms	89
# of computers* in Library/Media centers	5
# of computers* in Computer Labs	35
-Internet Access Connection Speed (DSL, T-1, >T-1)	T-1
# Available times for Student access to computers before and after school	7:30 – 8am / 2:45 – 5pm

Durham Intermediate School

Durham Intermediate School	
All Students, including Special Ed, ELL, and GATE students, have equal access to technology in the following areas:	
Enrollment (Unofficial CBEDS 2009)	230
Total of Computers for Instructional Use	86
Total # of computers* 4 years old or newer (<i>*instructional use</i>)	19
Total # of computers* 4 years old or newer with Internet access	19
# of computers* in Classrooms	56
# of computers* in Library/media centers	27
# of computers* in Computer Labs	0
Internet Access Connection Speed (DSL, T-1, >T-1)	T-1
# Available times for Student access to computers before and after school	7:30 – 8am / 2:45 – 5pm

Durham High School

Durham High School	
All Students, including Special Ed, ELL, and GATE students, have equal access to technology in the following areas:	

Enrollment (Unofficial CBEDS 2012)	326
Total of Computers for Instructional Use	100
Total # of computers* 4 years old or newer (*instructional use)	65
Total # of computers* 4 years old or newer with Internet access	65
# of computers* in Classrooms	25
# of computers* in Library/media centers	15
# of computers* in Computer Labs	59
Internet Access Connection Speed (DSL, T-1, >T-1)	T-1
# Available times for Student access to computers before and after school	7:30 – 8am / 2:45 – 5pm

Current Infrastructure

The district office and all school sites are located on a central campus and share the same infrastructure, including shared access to the internet (through Butte County Office of Education) via two T1 lines passing through a single router located in the high school library. Firewall and web filtering services are provided by BCOE for CIPA compliance. All workstations are connected via switches to the LAN. Switches have gigabit fiber optic connections to the MDF in the High School library. Wireless LAN access is provided at the Intermediate School site. Each site has basic telephone service and receives E-Rate discounts on Priority 1 equipment and services. District has PBS phone system from Norstar.

Current Hardware

26 HP and Dell 10/100 and 10/100/1000 switches provide LAN connectivity to all district devices. Four Windows servers provide email; staff file storage and print services; DHCP, DNS, and Active Directory services; PowerSchool hosting and backups. One Macintosh server provides student file storage and curriculum application hosting. All servers are currently located at the high school and connected via an HP switch purchased in 2012. Wireless access at the Intermediate School is provided using Aruba ABGN access points and managed via an on-board virtual controller. 45 classrooms have a dedicated projector, 6 have interactive whiteboards of some kind, and 40 have document cameras. There are 105 computers purchased for instructional use within the last four years, and approximately 300 which are older.

District's Technology Needs

District staff identified the following priorities at each site for network infrastructure upgrades, computer purchases and upgrades, software needs, peripherals, and technical support over the next three years.

Network upgrades are the highest priority in order to improve resource access times and facilitate communication.

Schools	District Office	Elementary	Intermediate	High School
Network	DS3 installation to improve connectivity / online access speed; install wireless controller and access points	DS3 installation to improve connectivity / online access speed; install wireless controller and access points; replace older switches	DS3 installation to improve connectivity / online access speed; maintain wireless controller and add access points as needed; continue replacing hubs and older switches	DS3 installation to improve connectivity / online access speed; install wireless controller and access points; continue replacing hubs and older switches
Computers		<i>(Note: new laptops were purchased for teachers in 2012, utilizing district funds)</i>	Upgrade / replace computers in library/media center <i>(Note: new laptops were purchased for teachers in 2012, utilizing site funds)</i>	<i>(Note: the latest round of new teacher computers were purchased in 2010, utilizing site funds, and new lab and career center computers were purchased in 2012, utilizing district funds)</i>
Software	<i>PowerSchool; Microsoft Office; Illuminate DnA</i>	<i>PowerSchool; Microsoft Office; Accelerated Reader; math intervention software; free resources online; Illuminate DnA; Destiny (library software)</i>	<i>PowerSchool; Microsoft Office; Accelerated Reader; math intervention software; free resources online; Illuminate DnA; Destiny (library software)</i>	<i>PowerSchool; Microsoft Office; math intervention software; free resources online; Illuminate DnA; Destiny (library software)</i>
Peripherals	upgrade	Purchase	Replace two	Projector

	projection system in board room	additional <i>SmartBoards</i> at DES through fundraising opportunities	classroom projectors	replacement, if needed
Tech support	Continue to contract with BCOE IT for on-site support (½ day per week) Continue Network Administrator (in-house) position (certificated/stipend) Continue classified support position 15 hours/week			

Improving student to up-to-date multi-media computer ratios at the intermediate school is a top priority.

We will replace old computers and add to the numbers at each site to improve our student to computer ratios through new purchases that meet the CDE minimum recommended standards for new desktops and laptops.

We will maintain (and upgrade when feasible) our phone system district wide, as well as Internet filtering to ensure CIPA compliance.

Annual Benchmarks, Action Steps, Timelines, and Monitoring

Action Steps & Timeline:

1. Annually in the spring, the district superintendent will include a budget line item for replacing existing instructional computers > than 48 months old.
2. Submit application for E-Rate funding annually to offset cost of Telecommunications.

Annual Benchmarks:

Year 1: By June 2014, replace 30 existing computers at Durham Intermediate School library

Year 2: By June 2015, replace 35 existing computers > 48 months old.

Year 3: By June 2016, replace 30 existing computers > 48 months old.

95 = Total number of new computers needed over the next three years: 2013-2016

Other Ongoing Benchmarks (2013-2016):

- Continue to provide electronic grade book resources.
- Additional district approved curriculum and intervention software and online services for English/Language Arts and Math for all grade levels.
- Additional K-8 adopted textbook publisher companion technology resources, particularly for English/Language Arts and Math.
- Assistive software as identified by Special Education teachers by the district
- Upgrades to existing software versions as needed.

Benchmark Monitoring and Evaluation Process

The District administration, school site administrators, and site technology coordinators will track the development and implementation of all appropriate access activities, inventories and accomplishments monthly and report progress at our monthly district/ site admin meetings. Modifications to our district activities will be made as needed in order to insure that we meet or

exceed this measurable objective. The Technology Committee will analyze end of the year results in June and will report to stakeholders annually.

Monitoring & Evaluation of Technology Plan

Required Element #4: Tech Plan Monitoring & Evaluation

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

Evaluation Process

In order to maintain the accuracy and relevance of our education technology plan, it is essential to monitor and if necessary revise each component of this plan on an ongoing basis. Ongoing collection of data and the use of that data to inform decision-making and continuous improvement are embedded in our tech plan components under the monitoring and evaluation components.

Each identified objective in our Technology Plan will be reviewed and evaluated annually by our Technology Committee and by the district administrators, who have the overarching responsibility for ensuring that our goals and objectives are monitored, adjusted as necessary, and accomplished.

The district’s core Technology Committee is comprised of the district superintendent, district business manager, school site administrators, and teachers. The committee will track the development and implementation of all activities and accomplishments annually. Tech planning issues, successes and setbacks will be communicated between the technology committee via e-mail, and other means as appropriate, on an ongoing basis. Data, progress, and any needed revisions to the plan will be reviewed during two technology committee meetings during the school year. In addition, progress reports on the District Technology Plan objectives will continue to be a standing agenda item at our district/ site admin meetings.

Annual Monitoring, Evaluation and Communication of Tech Plan

The following chart specifies the monitoring and evaluation annual timeline as well as the process and frequency of communicating results to tech plan stakeholders.

Annual Monitoring, Evaluation and Communication of Tech Plan Implementation and Impact

Person(s) Responsible	Process	Monitoring	Evaluation
District Technology Coordinator, Tech. Committee, and Site Admins.	Provide overall Tech Plan management and coordination	Ongoing	Ongoing

District Technology Coordinator, Tech. Committee, and Site Admins.	Manage, coordinate, implement, monitor, and evaluate curriculum-based technology integration staff development.	Ongoing	Annually in June
District Technology Coordinator, Tech. Committee, and Site Admins.	Manage, coordinate, implement, monitor, and evaluate staff development focused on teaching students digital literacy and technology skills.	Ongoing	Annually in June
District Technology Coordinator, Tech. Committee, and Site Admins.	Coordinate, manage, and evaluate technology budget, acquisitions, installation, and maintenance.	Ongoing	Annually in August
District Technology Coordinator, Tech. Committee, and Site Admins.	Standardize, develop, manage, monitor, and revise as necessary network, hardware, infrastructure, software, and technical support specifications, policies, and procedures.	Ongoing	Annually in August
District Technology Coordinator, Tech. Committee, and Site Admins.	Collect and analyze staff development data on technology proficiencies through attendance records, training documents, and the annual completion of an educational technology survey.	Annually April / May	Annually in June
District Superintendent, Technology Director, & Tech. Committee	Coordinate ongoing tech committee and stakeholder involvement.	Ongoing	Annually in August
District Technology Coordinator, Tech. Committee, and Site Admins.	Collect and analyze data regarding students' digital literacy and technology skills and students' academic achievement	Ongoing	Annually in August
District Technology Coordinator, Tech. Committee, and Site Admins.	Communicating tech plan implementation update to stakeholders including the district school board.	Annually in February and whenever circumstances warrant	N/A
District Technology Coordinator, Tech. Committee, and Site Admins.	Communicating annual tech plan evaluation results to stakeholders including the district school board.	N /A	Annually in October after all tech plan data for the year is in.

APPENDIX

Appendix A: CIPA Requirements

Applicants must enforce a policy of Internet safety and certify compliance the Children's Internet Protection Act (CIPA) to be eligible for discounts. CIPA was signed into law on December 21, 2000. To receive support for Internet Access, Internal Connections, and Basic Maintenance services from the universal service fund (USF), school and library authorities must certify that they are enforcing a policy of Internet safety that includes measures to block or filter Internet access for both minors and adults to certain visual depictions. The relevant authority with responsibility for administration of the eligible school or library (hereinafter known as the Administrative Authority) must certify the status of its compliance for the purpose of CIPA in order to receive USF support.

In general, school and library authorities must certify either that they have complied with the requirements of CIPA; that they are undertaking actions, including any necessary procurement procedures, to comply with the requirements of CIPA; or that CIPA does not apply to them because they are receiving discounts for telecommunications services only.

CIPA requirements include the following three items:

1. Internet Safety Policy

Schools and libraries receiving universal service discounts are required to adopt and enforce an Internet safety policy that includes a technology protection measure that protects against access by adults and minors to visual depictions that are obscene, child pornography, or — with respect to use of computers with Internet access by minors — harmful to minors.

The Internet safety policy must address all of the following issues:

- Access by minors to inappropriate matter on the Internet and World Wide Web
- The safety and security of minors when using electronic mail, chat rooms, and other forms of direct electronic communications
- Unauthorized access including "hacking" and other unlawful activities by minors online
- Unauthorized disclosure, use, and dissemination of personal information regarding minors
- Measures designed to restrict minors' access to materials harmful to minors

For schools, the policy must also include monitoring the online activities of minors. Note: beginning July 1, 2012, when schools certify their compliance with CIPA, they will also be certifying that their Internet safety policies have been updated to provide for educating minors about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms, cyberbullying awareness, and response.

2. Technology Protection Measure

A technology protection measure is a specific technology that blocks or filters Internet access. The school or library must enforce the operation of the technology protection measure during the use of its computers with Internet access, although an administrator, supervisor, or other person authorized by the authority with responsibility for administration of the school or library may disable the technology protection measure during use by an adult to enable access for bona fide research or other lawful purpose.

3. Public Notice and Hearing or Meeting

The authority with responsibility for administration of the school or library must provide reasonable public notice and hold at least one public hearing or meeting to address a proposed technology protection measure and Internet safety policy. (For private schools, “public” notice means notice to their appropriate constituent group.) Unless required by local or state rules, an additional public notice and a hearing or meeting is not necessary for amendments to Internet safety policies.

Appendix B - Erate Plan Index

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