

Comprehensive

Roseland School District

&

Roseland Charter School

Technology Plan



Roseland School District

July 1, 2017 - June 30, 2020

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1. PLAN BACKGROUND CRITERIA: The plan should guide the LEA's use of education technology for the next three years.

1a. Provide a brief overview of the LEA, its location and demographics and/or share a link to the LEA's website.

An exemplary learning community where school culture embodies the feeling of a family, Roseland School District and Roseland Charter School have a collective mission to ensure that all students graduate from high school and are prepared for success in the postsecondary program of their choice. Roseland Public Schools offers a variety of school options and prepares all students to be college ready. This innovative environment recognizes that different students have different learning styles and delivers an array of high quality choices to meet those needs. Serving over 2,800 students from preschool through high school, Roseland School District currently sends 95% of its seniors on to postsecondary institutions through a college prep program that begins in preschool.

Roseland Public Schools is comprised of 3 elementary schools (Roseland Creek Elementary, Sheppard Accelerated Elementary School and Roseland Elementary: A Leadership Academy) and Roseland Charter School (Roseland Accelerated Middle School (7-8), Roseland Collegiate Prep (7-12) and Roseland University Prep (9-12)).

The schools in the Roseland area have created a safe, nurturing educational environment with a college preparatory mission K12. The campuses are meticulously maintained with sports fields, developmentally appropriate playground equipment, verdant landscaping, and beautiful rose gardens. Each site is an inviting oasis in a neighborhood of low income homes where families have grown to respect, enjoy, and help sustain these school sites as their neighborhood parks.

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

School decisions and action plans are a result of the governance process utilized by our district, the Accelerated Schools Process (ASP). This process engages stakeholders in conducting in-depth inquiry work to identify district or school wide challenges areas (e.g. math achievement, intervention, social-emotional wellness, etc.) and to develop action plans to address these challenges. The goal of the action plan is to facilitate systemic change and enable district or schoolwide improvement. The action plan development is done by following a specific Accelerated School's inquiry process, with staff members working collaboratively on cadres, ad hocs, and/or workgroups. As a district, we prioritize funds to support implementation of the research-based action plans that are developed through this work. A key part of the process completed by these groups includes getting input from all stakeholders throughout the inquiry process and taking completed action plans through a district or school-wide consensus process. Technology needs and professional development are often embedded in these action plans.

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

Curricular and Professional Development Research

Professional development days: This action/service is principally directed to serve our unduplicated pupils by ensuring teachers are well-trained and receive collaboration time regarding current research-based methodologies to support English learners and below grade level students in accessing classroom curriculum, achieving English language proficiency and mastering California State Standards/Common Core State Standards. Specific topics planned for these professional development days will be based on the district's research-based Accelerated Schools Process work, targeted towards meeting the specific needs of unduplicated pupils (Guskey, 2014).

Learning Labs Individualized Software: This service is principally directed to serve our unduplicated pupils by providing differentiated, individualized instruction through the use of reading and math software and individualized or small group instruction with the teacher. This will enable English learners, socioeconomically disadvantaged pupils and foster youth to make progress with foundational English skills, reading and math (Macaruso, Hook, & McCabe, 2006; Wang, Woodworth, 2011).

Summer learning incentive program: This action/service is principally directed to serve our unduplicated pupils by ensuring that district students, the majority of whom are English learners and socioeconomically disadvantaged pupils (90%+), receive access to school resources (computer lab and library), materials and support, as well as incentives, to continue learning throughout the summer via reading and the use of online individualized software (Lexia and Dreambox), in order to avoid summer learning loss (Alexander, Entwisle, & Olson 2007).

Computer lab time/computer lab assistants: This action/service is principally directed to serve our unduplicated pupils by ensuring that socioeconomically disadvantaged pupils, English learners, and Foster Youth have regular access to technology and that they acquire the technology skills necessary to master the California State Standards/Common Core State Standards and participate in 21st century learning activities. This action/service was included based on past successful district practice and past experience with our unduplicated pupils, who have been found to have less access to technology at home and to not have acquired all of the foundational technology skills needed for school success without direct school instruction and support. (Hew & Brush, 2007; Gagne, 2013; Clup, Honey & Mandinach 2005)

Increased access for students and teachers to technology/additional technology devices/Chromebooks: This action/service is principally directed to serve our unduplicated pupils by ensuring that socioeconomically disadvantaged students, English learners, Foster Youth, and their teachers, have consistent access to technology devices whenever they need

them. This will support implementation of district wide initiatives (e.g. Learning Labs/individualized software), help increase student achievement and provide unduplicated pupils with 21st Century Learning opportunities (Harper & Milman, 2016).

Technology Assistant: This action/service is principally directed to serve our unduplicated pupils by ensuring that socioeconomically disadvantaged students, English learners, Foster Youth, and their teachers, have consistent access to working technology devices and software. The technology assistant will be responsible for maintaining hardware/software to support 1:1 student access to Chromebooks and associated software use that supports student achievement. (Cheung & Slavin, 2013; Whitehead, Jensen & Boschee, 2013)

Classroom Amplification Systems: This pilot action/service is principally directed to serve our unduplicated pupils by providing an optional learning environment and increasing student engagement, listening and public speaking skills for English learners and other unduplicated pupils who are performing below grade level (Tshirigi, n.d.).

Family Tech Night: This action/service is principally directed to serve our unduplicated pupils by providing parents/guardians with knowledge and tools necessary to support their child's continued learning in the home via the use of technology and educational software. This action/service was included based on past successful district practice. (Delgado-Gaitan, 1991; Epstein, 2001)

Reference

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2. CURRICULUM COMPONENT CRITERIA: The Plan must establish clear goals and realistic strategy for using telecommunications and information technology to improve education services.

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

Technology Currently Available to All Teachers:

At least one networked desktop computer, PC laptop, and/or chromebook to conduct teacher business.

Networked color laserjet printer

Document camera

LCD projector

Computer lab with fully networked 33 desktop computers at the elementary school sites.

Maker Room with vinyl cutter, heat press, and 3D printer at the elementary school sites.

Wall mounted classroom speakers.

Voice amplification device.

Wireless projection.

Classroom management software for chromebooks in grades K-12.

Hardware currently being used:

TK-1:iPads, touchscreen chromebooks

2-12: desktop computers, chromebooks

Software currently being used/ effective classroom Instruction:

Each of these online resources enhance the educational program. These resources provide an effective classroom instruction in that teachers are able to effectively differentiate instruction based on the students individualized needs.

Elementary Schools

Google Workspace, Renaissance Learning (Star Reading, Star Early Literacy, Star Math, Star Spanish), SAVVAS (Reading Street Common Core K-2, ReadyGEN 2016 Common Core 3-5), THINK central, Holt McDougal Online, ESGi, Seesaw, Lexia CORE5, Reflex Math, IXL Math and Language Arts, Let's Go Learn, Write from the Beginning, software component of adopted text/curriculum, L4U Library, SchoolWise Student Information System, Razkids, Reading AZ, LearnZillion, GoGuardian Teacher

Middle Schools

Google Workspace, Read Naturally, IXL, Go Math, SchoolWise Gradebook, Thinking Maps, Write from the Beginning, software component of adopted text/curriculum, L4U Library, Zingy, GoGuardian Teacher

High Schools

Google Workspace, Read Naturally, IXL, MathXL, software component of adopted text/curriculum, Naviance, GoGuardian Teacher

Effective School Management/Administrative Tasks

Schoolwise: Our Student Information System is used for record keeping and data analysis. From 4th-12th grade the online Schoolwise component is used as the online gradebook. Both students and parents have access to this.

All Call System: Allows us to contact families about important information

Powerful Learning Experiences

In addition to all of the technology available above, the following types of technology and software are available for students with special needs: Dragon software for speech to text writing, sound enhancements for students who have hearing difficulty, and RAZ Kids for targeted reading support in Special Day class and Reading Intervention. In addition to all of the technology available above, the following types of technology and software are used for English Language Learners: audio books, multilingual books, online glossaries and other multimedia services.

Data to Inform Decisions

The district is currently using Illuminate DnA to assist with ensuring all teachers and staff have access to relevant students' data to make informed decisions. As part of our Accelerated Schools Process we consistently use data as part of the "Talking Stock" process to inform our decisions. All data is housed in our student information system, Schoolwise, which allows us to use data to inform any decision.

Technology to assist with Student Assessment and Student Progress toward meeting (Content Standards, CAASPP, College and Career Readiness)

Google Classroom: Students can submit quizzes and tests online

Illuminate

Illuminate--report cards (K-6th)

Schoolwise (all data is housed in this system and can be analyzed, including CAASPP scores)

Schoolwise Online Gradebook: (4th-12th)

SBAC Interim Assessment

Naviance (SAT and ACT test prep, College and Career exploration and survey activities)

Renaissance Learning

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

Technology available to students

With generous grants from the community we were able to provide exceptional level of digital devices to our students:

1:1 access to chromebooks in grades 1-12

Half class sets of chromebooks in Kindergarten,

One small group of iPads in Transitional Kindergarten,

Necessary teacher & classroom technology (chromebook, printer, document camera, LCD projector, etc.)

Each elementary site has a computer lab.

Wi-Fi with guest access throughout the school

All student groups have equal and appropriate access to the available technology.

Library Media Centers and Labs

At the Elementary Level Computer Lab time provide students with instruction in technology skills and training (including internet safety and cyberbullying).

Learning Resources Available After School

Students have access after school to the school website, Lexia, Dreambox, RazKids, IXL, RSDtech.org, ThinkCentral, Go Math (6-8), Naviance (9-12), Google Classroom, Google Apps for Education. At the high school level students take their chromebooks home to work on their device at any time. If wi-fi is not available at home, students can stay after school, come before school or utilize the local library.

In a survey conducted in 2017-2018,

-82% of elementary school students stated they have a working computer or table to use at home

-84% of elementary school students stated they have internet access at home

Equal Access/Different Subpopulations

All students have equal access to technology available regardless of their academic standing, socioeconomic level, proficiency in English, or disabilities. English Language Learners have access to materials in Spanish if necessary, Rosetta Stone.

Powerful Learning Experiences-Special Needs

In addition to all of the technology available above, the following types of technology and software are available for students with special needs: Dragon software for speech to text writing, sound enhancements for students who have hearing difficulty, and RAZ Kids for targeted reading support in Special Day class and Reading Intervention.

In addition to all of the technology available above, the following types of technology and software are used for English Language Learners: audio books, multilingual books, online glossaries and other multimedia services.

Replacement Cycle

Our LCAP clearly articulates we follow a replacement schedule to ensure student access to technology.

(LCAP RCS 2A.5): Purchase updated Chromebooks according to replacement schedule, technology devices, and charging carts to maintain student access to technology.

(LCAP RSD 2A.9) Replace technology devices and charging carts as needed to continue supporting expanded student and teacher access, which includes: 1:1 access to chromebooks in grades 1-6, Half class sets of chromebooks in Kindergarten, One small group of iPads in Transitional Kindergarten, Necessary teacher & classroom technology (chromebook, printer, document camera, LCD projector, etc.).

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

Our goals and actions for using technology to improve teaching and learning are embedded within the LCAP with budgetary expenses documented each year. Examples of the actions as they relate to LCAP goals and technology are listed below:

Goal 1: Increase student achievement for all students, with an emphasis on closing the achievement gap and attaining equity for English language learners, students from socioeconomically disadvantaged backgrounds, and students with exceptional needs.

(RSD 1A. 3, RCS 1A.2) Fund seven calendared professional development days to support the closing of the achievement gap and attainment of LCAP goals for low income, English learners, and foster youth.

(RSD 1A.4) Provide funding necessary to carry out professional development & staff collaboration opportunities (services, materials, consultants, travel/conferences, hourly pay/sub release, etc.) Topics were prioritized through the Accelerated Schools Process & by district identified needs [includes Google Summit].

(RCS 1A.3) Implemented professional development opportunities as prioritized through the Accelerated School Process and charter identified needs. Provided qualified substitute coverage for teacher absences due to charter-wide professional development, charter-wide business, meetings, etc.

(RSD 1A.15 , RCS 1A.16)Purchase supplemental materials, services and software needed to increase student achievement and student engagement, as well as enhance student learning at school and at home, as prioritized through ASP and/or district identified needs.

(RSD 1A.16, RCS 1A.17) Implement math and ELA assessment plans, including: administration of STAR 360 & other district wide assessments, utilization of Illuminate Data Management system, use of updated common core aligned report cards & providing of focused time for staff collaboration and data analysis.

(RCS 1A.19) Provide additional staff, services, & materials for English learner students: Support for newcomer students via Rosetta Stone software (or equivalent program) Oversight & support for administration of ELP tests (ELPAC/CELDT). Oversight of redesignation process (RFEP)

Goal 2: Provide a well-rounded education with access to a robust and engaging curriculum as well as enrichment, technology and extracurricular activities.

(RCS 2A.5): Purchased updated chromebooks according to replacement schedule, technology devices, and charging carts to maintain student access to technology.

(RSD 2A.9) Replace technology devices and charging carts as needed to continue supporting expanded student and teacher access, which includes:

- 1:1 access to chromebooks in grades 1-6
- Half class sets of chromebooks in Kindergarten
- One small group of iPads in Transitional Kindergarten
- Necessary teacher & classroom technology (chromebook, printer, document camera, LCD projector, etc.)

(RCS 2A.6, RSD 2A.10) Provide software, hardware, materials, equipment, infrastructure and services necessary to support ongoing technology needs & implementation of district technology plan.

(RSD 2A.11) Maintain technology coordinator.

(RSD 2A.12) Fund a technology assistant to provide hardware and software support in order to maintain increased student and teacher access to technology, including 1:1 Chromebooks.

(RSD 2A.13) Expand pilot of classroom amplification systems to increase student engagement, listening and public speaking skills.

Goal 3: Prepare students for the pathway to college/postsecondary success by promoting our Through College vision, increasing parent involvement, and focusing on physical, social, and emotional well-being.

(RSD 3A.3): Plan and implement one family technology workshop per school site, which will include instruction on Chromebook use, information on student technology goals and internet safety, and information on how to access district adopted software programs at home (Lexia, Dreambox, RazKids, etc.). The workshop will also provide resources on how to purchase low cost chromebooks and low cost internet access.

(RCS 3A.11) Provided funds to support college preparatory tests such as the SAT, ACT, and Advanced Placement (AP) for low income students.

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

Appendix A is the "Roseland District Technology Continuum" which clearly delineates goals for technology skills to help students acquire necessary technology and information literacy skills for success in school and career.

Technology is embedded in the school day and often correlates with Common Core Standards. Software programs allow for differentiated instruction (IXL, MathEL, Read Naturally, Razkids, BrainPop, Dreambox, Lexia, etc). A majority of classes also use Google Classroom.

K-6 students utilize technology to master Common Core Standards and engage in activities that develop: basic keyboarding skills, basic computer navigation skills, navigate folders and opening programs, utilize the address bar and type URL's correctly, navigate the internet, navigate online videos, explore ethics, safety, etiquette and security; conduct research and evaluate sites and information for validity and accuracy, email, create documents, inserting

images in documents, multimedia presentations, spreadsheets, publisher, digital camera, graphic organizing tools.

7-12: All students have access to chromebooks and constantly using technology to Common Core Standards. Example of skills that they are acquiring throughout this process are: Inserting hyperlinks, Citing Sources, Group Presentation, Collaborative Google Doc, Sharing Documents, insert graphics/ crop graphics, Footnotes, Endnotes, Assessing the usefulness of each source, avoids plagiarism, gathering digital sources, Evaluating credibility of media, Incorporating multiple items into a digital presentation, gathering information/researching, creating a research paper, present this information, formatting of a paper (page numbers, heading, title page, margins, font, font size), Using spreadsheet to organize data, Use spreadsheet functions to analyze data, Typing up a technical report, Inserting tables/graphs/images, Students use Graphing Calculators to make sense of mathematical concepts.

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

Board Policies: Employee Use Of Technology BP 4040, AR 4040, Parental Notifications: E 5145.6; Student Use Of Technology : BP 6163.4 , E 6163.4

Internet Safety, Illegal/Legal File Sharing and Copyright

Internet safety, illegal/legal file sharing and copyright education is provided to all students by classroom teacher as needed, advisory teacher at the high school level, computer lab time at the elementary level, and during AVID at the middle school level. At the secondary level the materials were developed/collected by a teacher with an MA in Education Technology. At the elementary level the materials were developed/collected by the Computer Lab Instructor. Various teachers also provide lessons on these topics, especially as they relate to copyright, plagiarism and credible sources. Teachers are able to see and track what their students are doing on their chromebooks in the classroom.

We also provided one family technology workshop per school site, which include instruction on chromebook use, information on student technology goals and internet safety, and information on how to access district adopted software programs at home (Lexia, Dreambox, RazKids, etc.). The workshop also provides resources on how to purchase low cost chromebooks and low cost internet access.

Annual training for staff

Staff and students are annually notified of technology use agreements. Important information and updated expectations are provided in the Staff Handbook (or staff notifications) and during the beginning of the year professional development days.

Acceptable use policy

Our Acceptable Use Policy is up to date.

Appropriate Educational Material

To ensure access to appropriate websites is accomplished the district will partner with the Sonoma County Office of Education to obtain the necessary resources to restrict access to inappropriate material on the internet. For example, for firewall and content filter use Palo Alto Networks, for spam and antivirus filtering and monitoring use Microsoft Essentials.

3. PROFESSIONAL DEVELOPMENT COMPONENT CRITERIA: The Plan must have a professional development strategy to ensure that staff understands how to use these new technologies to improve education services.

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

Assessment of Teachers and Administrators personal technology proficiency skills

We previously used BrightBytes to assess teachers and administrators technology proficiency in the areas of Curriculum, Infrastructure at home, infrastructure at school, 21st Century Learning, Tech Support, Supervisory Report and Professional Development report. During our next LCAP cycle (beginning in 2020) we will assess teachers and students proficiency skills using the most up to date and relevant technology assessment. This will allow us to identify any changes to our LCAP goals and actions. During the cadre inquiry work teachers often utilize various data points to determine the needs for the action plans and so if there are any technology proficiency where training is needed that would be addressed through that process. For example, many teachers use Google Classroom. New teachers or teachers who have not been to a "Google Summit" (which shares how to use Google Apps for Education) are welcome to attend this helpful and relevant conference.

Standards Based Curriculum

Assessment of the standards is completed online by students completing the SBAC online using district chromebooks. Teachers and students utilize the online component of their curriculum through Go Math, Math Expressions, Springboard, MathXL and engage in standards based curriculum through Google Classroom. As a district we are currently piloting "Illuminate" and determining its effectiveness in assessing student achievement as it relates to the Common Core Standards. Academic Deans, Assistant Principals, Technology Coordinator, and technology expert teachers are able to support teachers with technology as needed. Having 1:1 chromebooks allows for classroom teachers and students to engage with technology often.

Professional Development Needs

Continue to provide professional development to teachers who need assistance with software or technology, especially new teachers. Site based technology expert teachers and Academic Deans provided essential support (at the moment) for many teachers. Google Summit is a favorite among teachers and are provided to those who have not attended depending on funding. Approximately half of our teachers have attended this conference.

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

Implementation Plan

The following are our LCAP actions related to professional development. All professional development is determined by the Accelerated Schools Process through cadre work which develops an action plan. These items are then included in the LCAP and funding sources is assigned in the LCAP document.

(RSD 1A. 3, RCS 1A.2) Fund seven calendared professional development days to support the closing of the achievement gap and attainment of LCAP goals for low income, English learners, and foster youth.

(RSD 1A.4) Provide funding necessary to carry out professional development & staff collaboration opportunities (services, materials, consultants, travel/conferences, hourly pay/sub release, etc.) Topics were prioritized through the Accelerated Schools Process & by district identified needs.

(RCS 1A.3) Implemented professional development opportunities as prioritized through the Accelerated School Process and charter identified needs. Provided qualified substitute coverage for teacher absences due to charter-wide professional development, charter-wide business, meetings, etc.

Professional Development

The following professional development opportunities are provided or have been provided to teachers or staff members: Math Expressions, Coordinated Services Team (CST) Website, IXL, Math XL, Google Summit, Schoolwise Gradebook, Google Classroom, Naviance, Lexia, Dreambox, STAR360, Raz-Kids, Social/Emotional assessment, Illuminate (pilot only)

4. INFRASTRUCTURE, HARDWARE, TECHNICAL SUPPORT, SOFTWARE, AND ASSET MANAGEMENT COMPONENT CRITERIA: The Plan must include an assessment of the telecommunication services, hardware, software, asset management, and other services that will be needed to improve education services.

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

Home/school communication

School site staff and district staff communicate with families through: All Call System, Website, Email, Voicemail, Online Gradebook (4-12)

At home technology

We provide one family technology workshop per school site, which includes instruction on chromebook use, information on student technology goals and internet safety, and information on how to access district adopted software programs at home (Lexia, Dreambox, RazKids, etc.). The workshop also provides resources on how to purchase low cost chromebooks and low cost internet access.

Hardware/infrastructure at each site

Roseland Creek Elementary

10Gbps Sonic.net dark fiber circuit for Internet access

1 file server, 1 application server, 1 VoIP server, 1 surveillance server

1 computer lab with 33 workstations and a networked printer

All TK-6 instructional classroom teachers are assigned a chromebook.

All grades 1-6 instructional classrooms have a mobile cart with a full classroom set (22-32) of chromebooks.

All grade TK-K instructional classrooms have a mobile cart with 12 chromebooks and a set of 5-7 iPads.

The library has four computers with Internet access to L4U Library software and one network printer

All TK-6 instructional classrooms have at least one networked computer and printer.

All classrooms and administrative buildings have wireless Internet and network access.

All classrooms are equipped with a ceiling mounted LCD projector, an ELMO doc camera, and speakers.

Roseland Elementary School

10Gbps Sonic.net dark fiber circuit for Internet access

1 file server, 1 application server, 1 surveillance server

1 computer lab with 33 workstations and a networked printer

All TK-6 instructional classroom teachers are assigned a chromebook.

All grades 1-6 instructional classrooms have a mobile cart with a full classroom set (22-32) of chromebooks.

All grade TK-K instructional classrooms have a mobile cart with 12 chromebooks and a set of 5-7 iPads.

The library has four computers with Internet access to L4U Library software and one network printer

All TK-6 instructional classrooms have at least one networked computer and printer.

All classrooms and administrative buildings have wireless Internet and network access.

All classrooms are equipped with ceiling mounted LCD projector, an ELMO doc camera, and speakers.

Sheppard Elementary

10Gbps Sonic.net dark fiber circuit for Internet access

1 file server, 1 application server, 1 VoIP server, 1 surveillance server

1 computer lab with 33 workstations and a networked printer

All TK-6 instructional classroom teachers are assigned a chromebook.

All grades 1-6 instructional classrooms have a mobile cart with a full classroom set (22-32) of chromebooks.

All grade TK-K instructional classrooms have a mobile cart with 12 chromebooks and a set of 5-7 iPads.

The library has four computers with Internet access to L4U Library software and one network printer

All TK-6 instructional classrooms have at least one networked computer and printer.

All classrooms and administrative buildings have wireless Internet and network access.

All classrooms are equipped with a ceiling mounted LCD projector, an ELMO doc camera, and speakers.

Roseland Accelerated Middle School

10Gbps Sonic.net dark fiber circuit for Internet access shared with Sheppard Elementary.

1 file server, 1 application server, 1 surveillance server shared with Sheppard Elementary.

All instructional classroom teachers and support staff are assigned a laptop or chromebook.

All instructional classrooms have a mobile cart with a full classroom set (22-32) of chromebooks.

All support personnel offices have at least one networked computer and one standalone or networked printer.

All classrooms and administrative buildings have wireless Internet and network access.

All classrooms are equipped with a ceiling mounted LCD projector, an ELMO doc camera, InterWrite pad, and speakers.

Roseland Collegiate Prep

10Gbps Sonic.net dark fiber circuit for Internet access

1 file server, 1 application server, 1 surveillance server

All instructional classroom teachers and support staff are assigned a laptop or chromebook.

All instructional classrooms have a mobile cart with a full classroom set (22-32) of chromebooks.

All support personnel offices have at least one networked computer and one standalone or networked printer.

All classrooms and administrative buildings have wireless Internet and network access.

All classrooms are equipped with a ceiling mounted LCD projector, an ELMO doc camera, and speakers.

Roseland University Prep

10Gbps Sonic.net dark fiber circuit for Internet access

1 file server, 1 application server, 1 surveillance server

All instructional classroom teachers and support personnel are assigned a laptop or chromebook.

All instructional classrooms have a mobile cart with a full classroom set (22-32) of chromebooks.

All support staff offices have at least one networked computer and one standalone or networked printer.

All classrooms and administrative buildings have wireless Internet and network access.

All classrooms are equipped with a wall mounted 85" LED display panel, an ELMO doc camera, and a wireless projection system.

Inventory system

The tech department tracks its technology inventory using RCI Tech, Cisco Meraki, and Google Admin Console. This system tracks the type and age of the hardware.

Technical Support

K-6 school sites have one full time Computer Lab Assistant to support students and teachers with technology components of curriculum and basic technical support.

All staff members have access to an online support ticketing system. Once received the support staff addresses the needs and solves the problem.

All school sites have access to three full time roaming technicians for higher level technical support.

Professional Development Plan for Technical Support Staff

SCOE provides professional development for our support technical staff as needed. Training is also available from California K-12 High Speed Network. Technical support staff will attend Google Summit as it becomes available.

Main electronic learning resources

Elementary Schools

Google Apps for Education, Lexia, Dreambook, Math Expressions, Renaissance Learning, EdHelper, Write from the Beginning, software component of adopted text/curriculum, L4U Library, SchoolWise Student Information System, Razkids, Reading AZ, LearnZillion

Middle Schools

Google Apps for Education, Read Naturally, IXL, Go Math, SchoolWise Gradebook, Thinking Maps, Write from the Beginning, software component of adopted text/curriculum, L4U Library, Zingy

High Schools

Google Apps for Education, Read Naturally, IXL, MathXL, software component of adopted text/curriculum, Naviance

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

Hardware Needed:

Technology needed for Curriculum and Professional Development Components

- Ensure all teachers have access to document cameras, lcd projector, and voice amplification systems.
- Replace or upgrade elementary school site computer lab desktop computers that are more than 5 years old.
- Replace or upgrade classroom desktops and chromebooks more than 5 years old.

Technology for Teachers and Administrators to implement plan's goals

- Ensure all teachers have access to at least one mobile device (chromebook or laptop) for presenting material.
- Ensure all teachers and staff members have appropriate levels of access to adopted software and student data.
- Ensure all staff members have access to email and voicemail.

Emerging Technology used to implement the plan's Goals

- Chromebooks are a new emerging technology that is proving to be a cost effective model. Chromebooks are an affordable option that provides 1) the basics of internet access to students, 2) access to online resources and other great apps related to content areas and college/career exploration, 3) practice to improve keyboarding skills, and 4) a means to effectively compile research.
- This technology will be placed in mobile labs and locked in storage cabinets.

What additional technologies need to be acquired for underserved populations?

- Many students do not have access to computers at home, so increasing the number of computers used during the school day will benefit underserved populations.

Existing equipment to be modified to meet certain needs

- There has been a tremendous increase in the access of Chromebooks for our students in the past year. Currently there are 3000+ computers accessible to students. Although we would like to increase this number, these computers are providing valuable and sufficient access to our students.

Electronic Learning Resources Needed:

Electronic learning resources that are needed to implement the Curriculum and Professional Development components

- Continue our subscriptions to BrainPop, BrainPOPJr., EdHelper, Raz-Kids, LearnZillion, IXL, Zingy, Naviance, STAR Fall Plus. We will add additional subscriptions after a review of the program is complete by Curriculum and Assessment Coordinator, Tech 4 Common Core, cadres, or designated teacher or teacher team.

Licensing opportunities

- Software licenses are available through Microsoft and Apple Volume Licensing Program at an academic pricing. Many online subscriptions are eligible for reimbursement from Microsoft-California Education Technology K-12 Voucher Program as funds become available.

Process the district will use to select electronic learning resources that support the academic content standards.

- The Tech 4 Common Core Team and Curriculum and Assessment Coordinator, and applicable cadres, which are composed of teachers and administrators, (i.e. math cadre, English language arts cadre, etc.) research equipment and software that would be applicable in improving student learning. This software and equipment is offered to teachers interested in piloting the program and then offered to a broader audience when applicable. In addition, electronic learning resources are often discovered through teacher networking, county office newsletters and the state website (<http://www.cde.ca.gov/re/cc/clearinghouses.asp>). Teachers then pilot these resources in their classroom and effective resources are then offered to the staff or the district.

Distribution of Resources

- Resources will be distributed based on need, desire and the priorities described in this plan. Depending on the resources, individual license, server license, or online applications may be applicable.

Resources for data analysis, management, student recordkeeping, and home school communication

- Schoolwise is used for student and staff recordkeeping and data analysis.
- California Longitudinal Pupil Achievement Data System (CALPADS) is used for state and federal reporting.
- Illuminate is used for data and assessment analysis.
- Google G Suite is used for email, calendaring, and collaboration.
- Interactive Education Services (IES, Inc.) is used to host district and school websites to communicate with families.
- SchoolMessenger is used to broadcast messages to families and staff.

Networking and Telecommunications Infrastructure Needed:

Infrastructure improvements needed to implement the Curriculum and Professional Development

- Replace or upgrade core network infrastructure (servers, routers, switches, and wireless access points) that is more than 5 years old.
- District needs Network Attached Storage(NAS) devices with redundancy.
- Roseland Collegiate Prep will need new cabling and network devices.
- Roseland Elementary needs a dedicated signal room with cooling and adequate power source.
- All school sites need two servers to accommodate growth, redundancy, and increase performance.
- All classrooms need upgraded video connectors and cabling to accommodate new devices
- All classrooms need audio solutions.

Roseland School District will continue to make best use of E-rate to support the infrastructure, hardware, and electronic learning resource components by continuing to apply for discounts on eligible services; such as, telecommunications services, telecommunications, Internet access, and internal connections.

The network improvements that are needed to support the plan are: bandwidth, reliability, and hardware. The bandwidth and infrastructure is sufficient to support the plan or to make use of emerging technologies. The security necessary to protect confidential data and maintain the integrity of the system is sufficient. The network firewall is implemented on the Wide Area Network(WAN) through SCOE and the district also implements additional firewall on the Local Area Network(LAN) as needed per site. The filtering software that will be used to prevent staff or student access to inappropriate Internet sites will be Palo Alto Network (Web/Application/Bandwidth Management).

Students and teachers will be able to access their work from any location in the school or from home by using their Google account. Parents and community members will be able to access school information from home computers by going to our school website: www.roselandsd.org

Physical Plant Modifications Needed:

The sufficiency and electrical capacity will be reviewed as the need arises for each site and updates will be made accordingly. The storage rooms and classrooms in which infrastructure, hardware, and electronic resources reside are secure. The planned layout of hardware and ancillary wiring is configured in a way that is safe for students to move about without creating a fire hazard. Each site determines the access to computer labs after school and access is usually provided by the after school program. Labs will have the same safe and secure access as it does during the school day. Community members will not have access to the labs. The school buildings, property, and users are safe and protected based on district policies.

Technical Support Needed:

Technical support needs will be addressed to ensure that the hardware, local area networks (LANs), WANs, and peripherals such as printers function adequately and that problems are addressed within an acceptable response time. The target ratio of hardware to technical support personnel is 200:1. Questions regarding software will be handled in the following way: Requests for technical support are submitted via an online ticketing system and assigned to the school site Computer Lab Assistant. Supports for advance level hardware and/or network service is assigned to the Technology Assistant and/or the Technology Coordinator. This provides support to teachers within an acceptable response time. The current plan for technical support does not include students to provide technical support.

5. MONITORING AND EVALUATION COMPONENT CRITERIA: The plan must include an evaluation process that enables the school to monitor progress toward the specific goals and make mid-course corrections in response to new developments and opportunities as they arise.**5a. Describe the process for evaluating the plan's overall progress and impact on teaching and learning.****Monitoring Overall Implementation**

Principals, Coordinators, Cadres, and Steering review student assessment data and make recommendations for program modifications. The timeline for this will depend on the groups' placement on the inquiry process for their given task. Evaluation instruments will include, but not be limited to, the following: Grade level, interim, benchmarks and assessments, Student produced artifacts/performance task samples, Teacher observation, Smarter Balanced Assessment System results

During the inquiry process and LCAP process data is used to determine the needs of the school community. At this time, technology plays a significant role in our classrooms and so are consistently part of the discussion. The data collection, analysis and program modification process will be overseen by the District Curriculum and Assessment Coordinator, Principal Team, Steering, or Cadres depending on the task to be completed.

During the LCAP year 2020 major analysis of the school community with stakeholder engagement will once again be done. During this time, the goals and actions will be decided for the following three years.

Indicators/Measures of Success (link to LCAP)

We will monitor student achievement based on the expectation that all students will achieve an 80% or better on or above grade-level assessments/benchmarks. Additional criteria that will be used to measure success are the following:

LCAP Goal 1:

(RSD) The percent of 1st-3rd grade students who are identified as “on target” on Lexia by March 2018 will be 56% or better (5% increase or more).

(RSD): The percent of 3rd grade students who are At/Above Benchmark on the STAR Reading assessment by March 2019 will be 46% or better (5% increase or more).

(RCS): 35% of students scored conditionally ready or ready on the Math EAP and 70% for the English EAP.

(RCS): maintain or increase the percentage of students who complete A-G courses (70% or more).

LCAP Goal 2

(RSD): 100% of 1st-6th students will have 1:1 access to Chromebooks in the classroom.

(RSD) 87% or more of 4th-6th grade students will report that foundational technological skills are easy for them to perform.

(RCS): 100% of students will have access to a technological device at school.

Process to Coordinate Evaluation/Stakeholders

Cadres/Ad Hocs: District Cadres and Ad Hocs are developed based on district-wide priority areas. These Cadres/Ad Hocs meet at least once per month. As part of the process for finding solutions to their proposed challenge statement, these members analyze data. As technology increases at all school sites, the data related to technology will also increase and will be used by these Cadres/Ad Hocs to inform their decisions.

Grade Level and Department Meetings: Teachers will analyze student data at least once per trimester or quarter to determine progress towards meeting academic goals.

District Technology Team: Meets once per month to identify any issues that must be resolved in order for the schools to fully implement technology on campus with ease.

Smarter Balanced Assessment System: After results from this system are processed, the entire district (teachers, principals, Curriculum and Assessment Coordinator, superintendent, coordinators, and other relevant staff) will analyze the results to determine our progress towards meeting our curricular goals and reflect on how technology has impacted learning on campus.

Professional Development Surveys: After each professional development event, teachers and staff will be provided with an evaluation to determine their satisfaction with the professional development.

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

Data Collection

Within the LCAP process, an Annual Update section is provided to all stakeholders which reports on the progress of the actions.

As determined by Cadre/Ad Hoc Work, Steering Discussions, Principal Team Discussions, Technology Team Meetings, Superintendent, or Board Meetings corrections will be made as a result of monitoring efforts or the evaluation process and will always have the students' best interests and increase impact on student learning as its focus for altering the plan.

Recommendations for changes may include any of the following: Modifying and improving the use of technology in supporting curriculum and standards; Modifying, upgrading and improving the infrastructure (hardware, software, peripherals, etc.); Modifying and improving staff training and professional development; Modifying and improving budget support of the technology plan; Modifying and improving the monitoring and evaluation procedures. Recommendations for modifications and improvements to the technology program will be shared with school staff via weekly communications.

Strategies that have had a positive effect on teaching and learning will be communicated during SAWs (School as a Whole Meetings), Cadres/Ad Hocs or Grade level meetings so that they can be replicated. Technology success stories will be documented and publicized during Back to School Night and Open House.