

LOCAL EDUCATION AGENCY
STRATEGIC LONG RANGE TECHNOLOGY PLAN

PLAN TERM: Begins: 7/2003

Ends: 6/2006

The Applicant Agency*

Amphitheater School District

(Name of Local Education Agency (LEA), i.e. School District, Consortia or Charter School submitting this plan. **If Consortia, list all members in the space below**)

Developing a comprehensive technology plan, based on the educational goals of the school system, will ensure that the most appropriate technologies are effectively infused in your instructional and/or administrative programs. Thorough planning also ensures that all parties have equitable access and achieve the greatest benefit from routine use of educational technology. The comprehensive technology plan should demonstrate clear targets for technology use, spell out desired goals for learners, create visions for future directions, build "buy-in" from stakeholders, and demonstrate to those who might provide funding that a district or charter holder is ready to act.

School Districts, Consortia or Charter Schools (LEAs) who apply for technology funding through any Federal grant program, are required to have developed a comprehensive, three-year to five-year plan, which outlines how the agency intends to utilize and integrate educational technology.

The applying agency (check all that apply)

X is compliant with the provisions of the Children's Internet Protection Act (CIPA).

will be CIPA compliant by this date. _____

X has applied for E-Rate Funding for FY 2004.

The LEA's comprehensive technology plan must be approved by the local governing board(s). (The plan must be approved by the local governing board before funds will be released.)

Date the plan was approved: May 13, 2003

OR

Date the plan is to be submitted for board approval: _____

Certified by:

Signature of Authorized School System Agent (signed in blue ink) Date of Signature

Vicki Balentine, Ph.D. Superintendent
Printed Name and Title

LEA Profile

This information should provide a “snapshot” of your district and help planners and reviewers to understand areas of need.

LEA Profile	
LEA NAME: Amphitheater School District	
CTDS: 10-02-10	
NUMBER OF SCHOOLS IN LEA	19
NUMBER OF TEACHERS	974
NUMBER OF STUDENTS ENROLLED	16467
PERCENT OF STUDENTS ELIGIBLE FOR FREE/REDUCED LUNCH	35%
TITLE I POVERTY LEVEL	35%
TEACHER / STUDENT RATIO	29.75:1 Elementary 27.75:1 Secondary
STUDENT / COMPUTER RATIO	7:1
NUMBER OF SCHOOLS IDENTIFIED AS EXCELLING	0
NUMBER OF SCHOOLS IDENTIFIED AS IMPROVING	9
NUMBER OF SCHOOLS IDENTIFIED AS MAINTAINING PERFORMANCE	8
NUMBER OF SCHOOLS IDENTIFIED AS UNDERPERFORMING	0
BASED ON CENSUS TRACT INFORMATION, IS YOUR ENTITY RURAL OR URBAN	Urban

*Number of schools and number of schools identified as excelling, improving, maintaining performance do not match because there are two new schools in the district that have not been rated by the Arizona Department of Education.

District Technology Coordinator/Contact

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VISION AND MISSION STATEMENTS

Vision Statement

A vision statement expresses thoughts about what the LEA's future educational environment should look like. It should be written in broad terms and guide the development of the technology plan.

The vision for technology in support of the Amphitheater Public Schools is to create an environment where students and staff solve problems using research and critical thinking skills facilitated by intelligent, confident, and responsible use of technology-based real-world tools. All students and staff direct their own learning as they develop digital-age literacy, inventive thinking, effective communication, and high productivity.

Beliefs

- *We believe that all students should have equitable access to the tools they need to achieve.*
- *We believe that all students have the capability to reach and maintain high standards, especially in reading, language arts, mathematics, and science.*
- *We believe that teachers must be supported to reach their potential to become highly qualified professionals in their area.*
- *We believe that all students should be provided with a safe learning environment that is conducive to learning.*
- *We believe that all students will successfully complete their learning experience within Amphitheater with the skills necessary to continue life-long learning.*
- *We believe that, in order to carry out the mission, we must foster the systemic reform needed to sustain “large-scale, simultaneous innovation in curriculum, pedagogy, assessment, professional development, administration, incentives, and partnerships for learning among schools, businesses, homes, and community settings.”¹*
- *We believe that it is important to provide opportunities for administrators, staff, and teachers to learn new skills through staff development and other professional development activities.*
- *We believe that it is important to support the concept of differentiated learning and constantly look for opportunities to implement differentiated learning at all levels.*
- *We believe that it is necessary to provide the resources necessary to support the use of technology. To accomplish this, we believe that the governing board and all staff should work with parents and the community to provide the resources, policies, and procedures necessary to carry out the vision of this plan.*
- *We believe that it is important to ensure that appropriate technology is available for all to use to improve instruction and business practices as we strive to increase achievement and efficiency.*

Mission Statement

A mission statement is a brief, general description of the LEA's plans for promoting the effective use of technology to improve student performance. The mission statement describes the step, in broad terms, that will need to be taken in order to achieve the LEA's vision.

The role of technology in support of the mission of Amphitheater Schools is to:

Inspire, Support, Educate and Empower (I SEE).

¹ Technology Planning Guide provided on-line by Apple Computer.

TECHNOLOGY COMMITTEE

The Technology Committee should represent all stakeholders. Development of the technology plan and implementation of the plan should enable parents, educators, students and community members to benefit from the investment in technology and all should have representation on the committee.

LEA Technology Committee		
Member	Title	Constituency Represented
Amy Abdai	Speech Language Pathologist	Special Education
Steve Badart	Ikon Sales Representative	Community Member
Dave Berry	Assistant Principal	Administrator
Anne Booth	Teacher	Teacher
Ally Booth	Student	Student
Yvonne Cauzza	Occupational Therapist	Special Education
Suzi Cook	Parent	Parent
Cecelia Crowder	Librarian	Librarian
Susan Curtis	Administrative Assistant	Classified Staff
Deanna Day	Career Ladder Manager	Administrator
Marie Dorie	Special Education Coordinator	Administrator
David Fernandez	Executive Director of Technology	Administrator
Patti Greenleaf	Technology Education Specialist	Technology
Karen Gutierrez	Teacher	Teacher
Anita Howard	Principal	Administrator
Teresa Irwin	Teacher	Teacher
Chris Johnson	Director Digital Media Resource Center Integrated Learning Center - U of A	Community Member
Yvonne Johnson	Technology Specialist	Classified Staff
Nick Kleespie	Student	Student
Roseanne Lopez	Principal	Administrator
Beth Malapanes	Librarian	Librarian
Will McCullen	Network Manager	Technology
Liesl Mitchell	Teacher	Teacher
Angela Neibel	Parent	Parent
Patrick Nelson	Associate Superintendent	Administrator

Jill Neubert	Administrative Assistant	Classified Staff
Andy Pope-Rolewski	Student	Student
Cynthia Rolewski	Teacher	Teacher
Jean Scott	Student Information System Manager	Technology
Edie Serrano	Parent	Parent
Brad Shankles	Tucson Electric Power	Community Member
Ron Shannon	Executive Director of Technology (Retired)	Technology
Michael Sloane	WAN Administrator - ASARCO	Community Member
Shannon Smith	Assistant Principal	Administrator
Peggy Steffens	Technology Coordinator	Technology
Julie Thayer	Director of Title I	Administrator
Jeannie Wager	Teacher	Teacher
Megan Welsh	Program Assessment and Evaluation Analyst	Assessment

Long-term role of the Committee:

Write a description of the technology committee’s role in developing, implementing, and evaluating the technology plan. This description should include how committee members were selected, and the role each is expected to play. Tentative plans for scheduling meetings for the next school year should also be included.

The Amphitheater School District Technology Planning Committee met initially on February 6, 2003 to gain background information, begin working on the vision and mission statement and to develop procedural plans for the technology planning process. An all day meeting was held on February 25, 2003 to develop the Technology Plan. The thirty-seven member committee divided into subcommittees, based on expertise, and began to develop strategies for creating, implementing, and evaluating the Amphitheater Technology Plan. The committee also developed and agreed upon a vision and mission statement. A subcommittee was selected to take the ideas of the full committee and draft them into the Technology Plan Document. Once the document was created it was sent to the full Committee for review, and to make comments and changes. The changes were made and the final document was submitted to the Amphitheater Governing Board for approval.

The members of the Amphitheater Technology Planning Committee were selected to get a broad representative group of the community representing students, parents, community members, librarians, classified staff, teachers and administrators. The Superintendent, Executive Director of Technology, Technology Coordinator, and District Technology Education Specialist recruited a strong cross section of the community. We felt we needed expertise in numerous areas including technical, Special Education, No Child Left Behind, regular classroom instruction, and assessment. We elicited concerns and ideas from parents, students, educators, and community members. We divided the Committee into seven groups: curriculum integration, staff development, infrastructure and technical issues, administrative needs, equitable use, implementation planning, and financial implications. Each group was challenged to deal with the current needs of the District and plan for the future and develop ways to assess if we are meeting

desired goals. Each group had a chairperson who had the role of accomplishing the tasks set out by the two Technology Planning Committee Facilitators - Patti Greenleaf and Peggy Steffens. Each chairperson reported back to the committee as a whole and provided written documentation of the group work.

The District Technology Planning Committee or designated subcommittees will meet quarterly to monitor and assess the progress District employees are making toward the goals of the Amphitheater Technology Plan. The Executive Director of Technology, Technology Coordinator and District Technology Education Specialist will plan the agenda for the meetings to provide the focus, direction, and background material necessary. The purpose of the meetings will be to assess the current state of the Plan's implementation by reviewing appropriate measures and benchmarks, recommend adjustments to the Plan and suggest strategic changes to the Plan based on changing Instructional Technology trends. The chairperson of each group will facilitate the subcommittee meetings. The full committee will meet annually to review the Plan's overall implementation and develop strategic changes and new goals and objectives. At each meeting we will evaluate the growth we are making toward accomplishing the goals in the Amphitheater Technology Plan. This will be done through a number of tools and instruments including the:

- *Amphitheater Instructional Technology Plan Teacher Survey*
- *Amphitheater Teacher Performance Evaluation System Instrument*
- *Individual School's Three-Year Technology Plan*
- *Individual School's 301/Strategic Plan*
- *Measure of Academic Performance Testing Results*

The Amphitheater District believes in continuous improvement; these committees, on an ongoing basis, will modify, refine, and amend the policies, procedures, and instruments to meet the current and future needs of students, and the professional development needs of all District employees.

NEEDS ASSESSMENT

In this section you are to assess your LEA's current technology status in four categories: curriculum integration, professional development, equitable use of technology, and infrastructure and telecommunications services. Use the questions listed beneath each category to guide the assessment.

1. Describe student and programmatic needs that the agency plans to address through educational technology.

- a. **Curriculum Integration**

Things to consider when evaluating your needs: The current curriculum strengths and weaknesses and the process used to determine these strengths and weaknesses, how student activities are being aligned to meet state standards, the current procedures for using technology to address any perceived curriculum weaknesses, how teachers integrate technology into their lesson - including ways technology is presently used for entire classroom and for small group instruction, and how students use technology -including ways students presently use technology for purposes beyond practice of skills.

The Amphitheater School District employs a variety of methods to integrate technology into the curriculum. Selected District teachers participate in the Ed Tech program where they create between 4-6 lessons a year, which incorporate technology into the curriculum and are aligned to state technology and curriculum standards. These lessons are available for others to see online at <http://www.amphi.com/~edtech>. Teachers using school computer labs use core district software, which includes Microsoft Office, Student Writing Center, Kid Pix, HyperStudio, and Internet services as well as educational software purchased at each site such as Inspiration and

Kidspiration, in curriculum lessons. Schools keep track of programs used and standards met on a log in the computer lab. This method is not yet uniform across the District; we acknowledge that it would be advantageous to require a uniform method of keeping track of activities in the lab. The District's technology department offers a variety of classes and inservices on ways to incorporate technology into the curriculum. The District has developed Curriculum Frameworks for nine content areas including technology. However, technology is a separate area. While the frameworks are an excellent resource, it is believed that the frameworks should be modified to integrate technology into each of the subject areas.

Every school in the District has developed a three-year technology plan in which there must be at least one goal dealing with integrating technology into higher-level learning. At the end of each year, each school completes an end of the year report that is a summary of the goals met during the year. Every teacher is required to complete a technology use survey each year which asks about their use of CD ROMs, instructional software, Internet, laserdiscs, multimedia, spreadsheets/data base, VCR, word processing. Evidence from the 2002-2003 survey shows that teachers use VCRs, Internet, word processing, and multimedia on a regular basis while only 19% of teachers use spreadsheets and databases when they teach and only 15% teach their students to use spreadsheets and databases. However, the use of spreadsheets and databases has been increasing. Many elementary school students in the District are starting to use Excel for keeping track of various statistics and graphing the results. Students regularly use word processing for report creation and various other projects. Multimedia programs such as PowerPoint are used as a presentation tool. Students in the District are also using the Internet for research, as well as, collaborating with others in the form of email, student publishing, creating web pages, and participating in collaborative online projects. Careers software such as Arizona Career Information System is utilized to help students take interest inventories and to research occupations and careers.

Our District employs a variety of technology methods to help determine curriculum weaknesses. Every Title I school in the District utilizes the Scholastic Reading Inventory (SRI) as a benchmarking measure to assess student performance. Each Title I school also uses the Compass Learning program for math and reading as an after school program which is funded by the 21st Century Grant. Many of our schools use Math for the Real World software for use with lower quartile math classes. Starting in the spring of 2003 our District will be measuring academic performance of third to ninth grade students in the areas of reading, math, language usage (starting Fall 2004) using online tests developed by Northwest Evaluation Association. The tests will be given at least twice a year and results will be used to determine growth and modify classroom instruction.

b. Professional Development

Things to consider when evaluating your needs: The process the LEA uses for assessing the technology professional development needs of teachers, administrators, and non-certified staff; the technology professional development activities that have been offered to teachers; and how will teachers be assessed to determine the effectiveness of the professional development activities.

The Amphitheater School District's Instructional Technology Department meets at the beginning of each school year with each school's administrator and Technology Coach. Part of that meeting is to determine the individual needs of the school in regards to professional development for the year. The department develops and provides inservices at each site during the year based on their individualized needs. Once a year all District teachers complete the Instructional Technology Plan Survey where they indicate how they use various technologies by indicating if they use it themselves, use it during their teaching, or if they teach students how to use it. Based on the

results of this survey the Amphitheater Instructional Technology Department develops courses in areas of need. Schools also conduct site surveys to further determine the professional development needs of their staff.

Amphitheater School District provides a variety of technology professional development activities during each school year. The Instructional Technology Department offers over 150 training classes a year, which are open to District administrators, teachers, and classified workers. During the 2002-2003 school year, the department provided onsite inservices to 784 teachers at various sites in the District. Inservice topics included Internet Reading Sites, Microsoft Office, Cox Education Network Desktop, Inspiration, Kispiration, and Email. Each site has a Technology Coach, a teacher whose role is to help other teachers integrate technology into their curriculum; these Technology Coaches provide inservices and one on one mentoring for teachers at their sites. Through their Technology Plans many sites have identified Technology Team Leaders, or mentors, who work one-on-one with less technology literate teachers. During the past 6 years, over 220 K-12 Amphitheater School District teachers have participated in the Technology Literacy Challenge Fund Grant and the Ed Tech Grant. Each year participating teachers partake in 45 hours of ongoing sustained professional development in which they are trained in best practices to integrate technology and the state standards into their curriculum. Seventy-five teachers have participated in the Intel Teach to the Future program; the teachers then implemented the lessons created with their students. Last year 30 teachers took part in the Savvy Cyber Grant in which they spent 30 hours learning about real time data, primary source information, student publishing, and collaboration projects using the Internet and then conducted an online collaborative project with their students. All principals in our District have completed technology training through the GATES foundation. The Instructional Technology Department has offered classes and published newsletter articles on distance learning opportunities for teachers. Many teachers have participated in Asset's Teacherline courses and Amphi Online opportunities. Amphi Online is a distance-learning opportunity for District employees created by the Instructional Technology Department. Four District employees have provided Cox Education Network training to teachers in the District this year.

The Amphitheater School District uses various methods to assess the effectiveness of our professional development opportunities. Many schools keep a log in the computer lab, which illustrates which technology standards teachers are incorporating in their lessons. The Amphitheater Teacher Performance Evaluation System (ATPES) has a section that evaluates a teacher's use of instructional technology and their ability to obtain training on using and integrating technology into the classroom. The evaluation system can be found online at <http://www.amphi.com/~hr/forms/index.html>. Once a year every teacher in the District completes the Instructional Plan Survey located at <http://techreg.amphi.com/teacher/ASP/teacher.asp> or the Taglit Survey at www.taglit.org. These surveys illustrate how teachers are utilizing technology in the classroom. Every participant of a District technology class completes an online evaluation. The evaluation can be found at <http://techreg.amphi.com/registration/asp/evaluateform.asp>. This evaluation assesses the effectiveness of the course and its instructor, as well as, asking the participant to state how they plan to use the information learned with their students or in their job function. It also addresses the needs they have in using the information learned with their students or in their job function.

c. Equitable Use of Technology

Things to consider when evaluating your needs: The availability of technology to students and staff in the district -- include in your description the types of assistive technology tools that are provided for students with disabilities where necessary/applicable. How much time is available for use of technology by students and staff?

Access by students with disabilities

The District has an Assistive Technology team available for consultation, training, and evaluation. All Special Education teachers are provided with the Special Education Handbook that has a section on Assistive Technology for students with disabilities. The section defines Assistive Technology, how to use it, information on determining educational relevance, referral process and forms. Every Individualized Educational Plan Team must also consider Assistive Technology for every child under Individuals with Disabilities Education Act.

Access by students

Amphitheater School District has a 7:1 student to computer ratio with at least one computer in each classroom with Internet access connected to a Local Area Network and the Wide Area Network. The availability of technology for student use varies at each site. At a minimum, elementary students have ½ hour a week in the computer lab and then time in their individual classrooms to access technology. At the middle school and high schools, lab time is available on a check out basis by the teacher and then students have access to individual classroom computers. Students also have access to library computers for research and other needs. All students, parents and sponsoring teachers are required yearly to sign the Electronic User Agreement form, which outlines the acceptable and ethical use of technology. Our Title I schools participate in the 21st Century Achieve Grant in which students have access to computers after school and during intersessions. Starting this spring, students in grades 3-9 will be tested on lab computers twice a year using an online assessment program. Parents and community members have access to technology during adult education classes and Net Buddy Nights.

Access by staff

There is a 1:1 teacher to computer ratio. Every administrator in our District has access to a computer for use to perform his/her job duties. Every staff member in our District whose job duties require the use of a computer has access to his or her computer at all times. All staff is required to sign the Electronic User Agreement form, which outlines the acceptable and ethical use of technology. Every year all teachers in the district are reminded of the District's video/movie policy that outlines the appropriate use of movie/video materials for instructional purposes.

Continued access to technology

The Amphitheater School District has a technology replacement goal of replacing computers, servers, printers, network equipment, and software. There is a 5-year replacement schedule for computers and 3-year replacement for servers. The cost of this plan has been estimated at \$3.5 million per year. Unfortunately, budget constraints for our District leave us considerably short in the amount available. For the last two years, we have only been able to replace instructional computers and servers and have received \$502,000 for the 2001-2002 school year and \$763,466 for the 2002-2003 school year. During this time the instructional computers at schools have been replaced based on an inventory of their oldest computers.

The following matrix was used to determine the extent technology is available to students and staff

	Few, if any have access	Access primarily in teacher work areas, offices, libraries, or computer labs	User has access to computer for individual use in classroom or office
Administrators			2003
Librarians			2003
Teachers (academic)		2003	
Teachers (vocational)		2003	
Teachers (exceptional education) Special Ed 120		2003	
Teachers (electives)		2003	
Students		2003	
Students with disabilities 2366 – Sp Ed		2003	
Non-certified staff Library Assistants Sp Ed 100		2003	

d. Describe the Infrastructure and Telecommunication needs.

Things to consider when evaluating your needs: the technology infrastructure of each school or a typical school in your district -- explaining the type of data and video networking and Internet access that is available, the effectiveness of the present infrastructure and telecommunication services that have been provided by the district, and how E-Rate has allowed the district to improve or increase its technology infrastructure.

Description of Current Infrastructure and Telecommunications

At a minimum, each classroom in the Amphitheater School District contains a computer that is networked, a digital phone that includes voicemail, and a 27 inch video monitor that provides access to cable television. All classroom computers are networked to the Internet and have at least 64 MB of ram, Windows '95 or Mac OS 9.x, and a CD-ROM drive; many exceed these specifications. All computers have a core set of site-licensed software including Microsoft Word, PowerPoint, and Excel, Easy Grade Pro, KeyWords, Student Writing Center, Symantec AntiVirus, Internet Explorer, Netscape, and GroupWise.

The Technology Department provides centralized consulting, service, training and support for technology projects throughout the District. Our goal is to purchase, install, and maintain all Voice, Video, Data (VVD) technology and to increase the confidence, competence, and productivity of students and staff by making technology an integral part of learning and the work place. In summary, we support the following:

Voice We have installed and support over twenty Meridian phone systems, with the associated 2,800 phone sets and support Voice Mail for all staff. We program automated attendants and homework hotlines upon request.

Video We have installed over 900 television monitors, one in every classroom, that provide cable television in every classroom in the District. Additionally, many schools have their own internal television station that allows them to do video announcements and distribute special events across their campus over their video network.

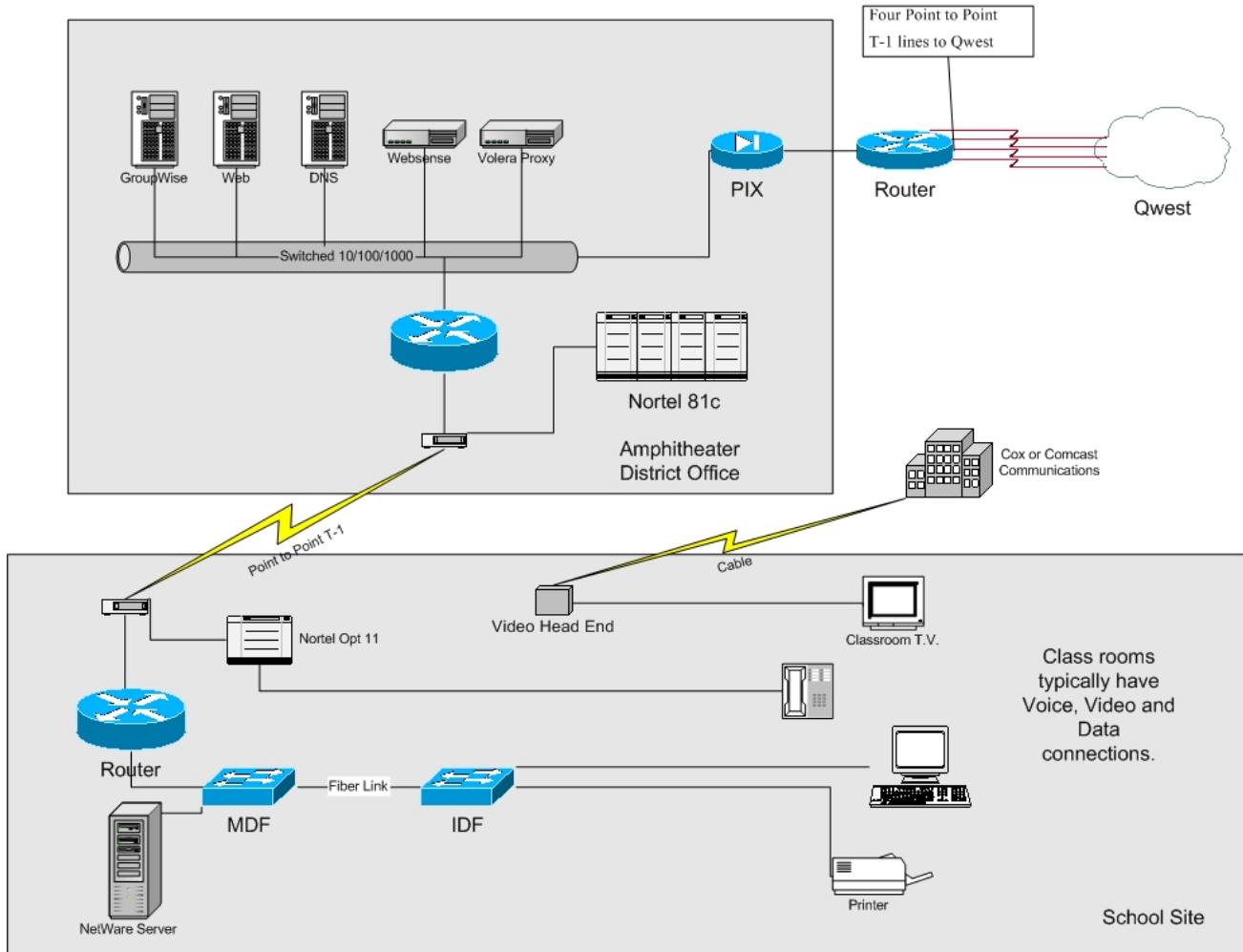
Data We have installed and support more than 3,500 computers, 1,500 printers and network devices, and 60 file servers. We support Novell, Microsoft NT, UNIX, & Linux network operating systems. We support Windows95/98/NT/2000 and Macintosh desktop operating systems. We also support Follett library software, Pentamotion financial software, SASIxp school accountability software, SubFinder software, ABRA human resource software, and School Dude maintenance reporting software.

At the site level, all Amphitheater schools, including alternative schools, have intranet and internet services that include connections to the World Wide Web, email, and a host of internal services at the District office. Each site has at least one central server, running NetWare 6. The NetWare servers provide file/print services, application delivery and imaging for desktop management through Z.E.N. Works, Follett library applications, virus protection, and storage of the school records for the schools using SASIxp. Our NetWare servers are kept current through a School License Agreement with Novell. The server also contains instructional applications and files for staff file storage. Some sites support multiple servers.

A dynamic telecommunications network that is run from the District's central office supports connectivity for classroom and site computer services. The workstations at each school connect to their local network over switched 10/100 Ethernet. The switches are a combination of Cisco and 3Com equipment. Each site is connected to the District office via Point-to-Point T-1 lines. These T-1 connections provide both data and phone service. Larger sites will have individual T-1s assigned to voice and data while the smaller sites will split voice and data over a single T-1. These T-1 lines consolidate to two DS3 lines at the District office, which then connect to one of two Cisco 7206 routers for data and a Nortel Meridian Option 81c PBX for voice. At the District office the 7206 routers are connected to a Gigabit backbone, which is routed via a layer 3 Cisco switch.

The server farm for the District office houses our core servers for the District. Our Email/Groupware server utilizes Novell GroupWise 6 and provides email, personal calendaring, scheduling of resources and remote web access for all staff in the District. Our DNS services are running on RedHat Linux running BIND. We are the Server Of Authority (SOA) for our own domain, amphi.com. Our Web server runs on NetWare using Apache. For Internet access in the District all traffic is diverted either directly or indirectly using WCCP to a Volera Excelerator for caching. A Websense server running on RedHat Linux filters web content. From the Volera Excelerator, traffic then passes through a Cisco PIX 515 firewall to our Qwest Internet connection. Our Internet access through Qwest is a six-megabit connection.

Below is a picture of a how the typical classroom computer, phone, and video monitor connect to the District voice, video and data network.



Description of Infrastructure and Telecommunication Needs

In a district network of this size, the needs of maintenance and support are immense. The assessments and data collection demanded by the federal regulations of No Child Left Behind, the software needs of increasingly technologically savvy classroom teachers, and the continual upgrades of software and hardware maintenance required to keep the system at the forefront of education effectiveness, all require dependable and sizeable investments of funds and personnel. At a time when all parts of the Arizona educational community are struggling for funds, the Amphitheater School District needs:

- A solid, sustainable budget line for the maintenance of existing technology and for upgrading outdated hardware and software.
- Full-time support personnel at each site to not only ensure the operability of the technology on campus, but to help with the data collection required by No Child Left Behind and new Arizona statutes concerning school accountability.
- Staff development for all employees in the Technology Department to stay abreast in the field to maintain existing equipment and prepare for the future.
- Appropriate funding needs to be allocated to maintain daily operational functionality.
- To develop and make provisions for a comprehensive disaster recovery plan.

Description of Infrastructure and Telecommunication Needs - E-Rate

Amphitheater School District has applied for and has been awarded funds to cover the utility costs for telephone and data connectivity. The funds for E-Rate pay for our T1s at a 56% discount rate per the free and reduced regulations. In 2000-2001 we were able to upgrade three schools' WAN routing equipment. These schools were at the 90% free and reduced lunch rate. The T1s allow for all classrooms across the District to be connected to the Internet. The teachers use this connection to develop and deliver course content in all grade levels and course areas.

Describe interoperability within your system and outside of your system.

To provide compatibility within sites, between schools and other District sites, and with all outside entities reachable through telecommunications, the Amphitheater School District complies with all common technology standards. The District has also adopted a standardized suite of software, such as the Microsoft Office suite for basic office applications. Although most connectivity from outside the District is restricted, staff does have full access to email and groupware functions through GroupWise Webaccess. For web publications, teachers and authorized staff have FTP access to the District web server from both inside and outside the District. Inside the District, any user has access to their own resources on the server from any workstation in the District through Novell Directory Services. Other applications are also available throughout the District. SASIxp, our student information database is integrated throughout the District to centrally provide District student information. Printing for large documents or mass duplication of documents can be printed directly to our Graphics and Printing Department from any authorized computer. Our secure financial system is accessed from each site.

In 1996, the Amphitheater School District and its community created standards for technology acquisition to assure compatibility and interoperability with hardware and software at the state and local level. The District has adopted *Amphitheater Hardware Standards* and *Amphitheater Software Specifications* for the purchase of all technology hardware and software to assure interoperability. The Technology Core Committee (consisting of the Executive Director of Technology, Network Manager, SIS Manager, Technology Coordinator, Education Technology Specialist, and Network Coordinator II) meets on an ongoing basis, to modify, refine, and amend the policies and procedures to assure the full interoperability of all current and future acquisitions. In addition, the Technology Core Committee reviews ADE established technology standards and design plans to align our hardware to meet the requirements for projects such as SAIS. We have created an obsolescence plan with resources for upgrading file servers every three years and workstations every five years to provide an integration process of old, current, and new technologies in a fully functioning system.

e. Describe the administrative needs that the agency plans to address through technology.

Things to consider when evaluating your needs: How administrative (certified and classified) staff use technology to include accessing data for decision making, SAIS reporting, communication tools, information gathering, and record keeping. Also include the professional development opportunities that are available to administrative staff.

Amphitheater District works to provide capable administrative computer systems that enable uniformity in student record keeping assuring consistency and accuracy within the District and to the State Department of Education. All administrative computers are installed with SASIxp, Pentamation, and District Core software. Professional development training sessions have been incorporated into this plan. A needs assessment was conducted and information obtained from this assessment was used to create the Amphitheater Technology Strategic Plan. Initiative #5 of

the plan relates to administrative needs and states “Provide appropriate tools to increase staff effectiveness and improve communication.” The strategies to achieve these goals include:

- providing voice, video, and data networks throughout the District to connect users to a wide variety of resources and tools.
- installing telephones, computers, and facsimiles in offices and schools.
- supporting scanner data entry systems.
- enhancing schools’ internal communications through video.
- encouraging participation in training to increase proficiency levels.
- standardizing software.

Classified and certified staff and administrators use technology to track administrative tasks such as attendance, grades, health and discipline records. The staff uses SASIxp as their primary student database information system to report all SAIS statistics. In addition, classified, certified, and administrative staff uses Follett Library automation software, Pentamation, ABRA, SubFinder, GroupWise and the Microsoft Office Applications to meet their administrative job requirements. Staff uses data validation programs to prescreen SAIS data prior to sending that data to ADE. They also use the Arizona Department of Education’s Integrity for ADM Aggregation Report to discover errors in SASIxp and resolve them, and they use the weekly system status reports to resolve the errors in SASIxp. Our classified and certified staff and administrators use query statements to find a variety of information in the SASIxp student database such as finding delinquent immunization records, discovering eligibility information for student athletes, looking for trends in the data based on gender, ethnicity or special education classification. Employees in Amphitheater School District use GroupWise calendaring and email to communicate. The District Directory is online so all parents and staff can find the email addresses of all employees. Employees use email to communicate in and out of the District. The calendaring program allows users to schedule events and resources at their school. Classified and certified staff and administrators use GroupWise and the District phone and voicemail system as a communication tool for information gathering. They use SASIxp as the record-keeping tool to enter all necessary data for SAIS.

Professional development on administrative tasks is offered to all District employees. Employees can take the following SASIxp training online:

- Basic SASIxp application
- Query
- Advanced Query
- Attendance
- Scheduling

Additionally, the Student Information System (SIS) department offers one-on-one training, phone support, and staff development meetings for all registrars where data processing standards and handouts are shared. The SIS manager provides a lexicon of training materials for all staff members that presents step-by-step directions with screen shots and detailed descriptions for SAIS implementation. Furthermore, District technology classes on Pentamation, Microsoft Word, Excel, Access, and PowerPoint are offered to teach employees the basics of operating these programs in the work environment. Classes that extend beyond the basic introductory courses for administrative needs are also offered and some of the titles of classes offered include:

- How to Create Distribution Lists in Our Voicemail System
- Making Graphs from Your Class Summary Data
- How to Make Forms in Word, Mail Merge with Word
- How to Make Tables in Word

Amphitheater District also has a library of videotapes and training CDs on a variety of applications that can be checked out for staff to learn how to use an application.

Meeting the administrative needs of all users has become more challenging. The requirements of SAIS and the amount of assessments and data collection demanded by Arizona Reads, Measures of Academic Progress and the federal regulations of No Child Left Behind are increasing daily. Currently, Amphitheater School District is working on addressing the following needs:

- Data entered consistently across the District to increase the accuracy of our analyses and reporting.
- Consolidation of information - currently such information as student achievement data, is kept in separate databases, which limits the utility of the SIS for school staff.
- Awareness of the information that is available to teachers and how it could be used to improve instruction. Teachers have limited access to student achievement data and do not have the tools or skills necessary to conduct analyses and interpret findings in the event that data becomes available.

PLAN IMPLEMENTATION

LEA Technology Goals and Strategies

The goals listed below are the State Goals as identified in the State Technology Plan. The LEA technology plan should be aligned to the State Plan. The LEA may include any additional goals that apply to their technology plan.

- 1. Goal:** Improve student academic achievement through the use of technology in elementary and secondary schools with a target of fully integrating technology into the academic curriculum by December 2006.

Things to consider when creating your goals:

- Describe how the LEA will ensure all students have educational opportunities to achieve academic success through proven strategies of researched based successful practices.
- Describe how the LEA will meet the Technology Education Standards of the Arizona Academic Standards.
- Describe how the LEA will support innovative practices that lead to increased student achievement especially supporting the AZ Reads Initiative.
- Describe how the LEA will provide resources that reflect scientifically based research and best practices focused on improving student achievement.
- Describe how the LEA will encourage the development and utilization of innovative strategies for the delivery of specialized or rigorous academic courses and curricula through the use of technology. Include any plans to promote technology-based distance learning opportunities to meet the educational needs of those who have limited access to such courses and curricula due to geographical isolation or insufficient resources.

<u>Objective</u>	<u>Strategy</u>	<u>Accountability Measure</u>	<u>Timeline (Task % Done /Year)</u>
Technology will be integrated into the curriculum in all subject areas.	Ed Tech Grant participants will create lesson plans that meet state standards and address higher order thinking skills.	Creation of lesson plans.	Yearly

	Teachers will have access to online lesson plans that integrate technology to content standards.	Posting of lesson plans created during the Ed Tech Grant.	Yearly
	Schools develop technology plans (using a standard template) that will address higher level learning and meet the technology standards and the state standards.	Site technology plans are revisited annually and revised based on past plans and the goals and needs of the site.	Yearly
	District curriculum groups will include technology representation to ensure technology is integrated in all academic areas.	Revised Curriculum Frameworks stating technology connections.	2006
District technology resources will support improvement in student achievement in content areas.	Inventory to determine current availability of specific applications, hardware, and tools.	A list will be created, and technology purchased, that will consist of research based, higher-level software to support increased student achievement.	Yearly
Student achievement will increase utilizing research based best practices.	Online achievement tests will be used to determine student growth and modify instructional practices.	Online testing will be administered biannually and results will be forwarded to teacher.	Yearly
	Technology will be used to facilitate student cooperative learning in content areas.	Students use a variety of resources i.e.: on-line projects, collaborative software, simulations documented by a survey.	Yearly
	Students' higher order thinking skills and problem solving ability will increase as they have opportunities to design and implement content area projects using technology.	Site technology plans address higher-level thinking and problem solving in at least one goal.	Yearly
The District is aware of, and monitors, the research on distance education and a goal of the Technology Committee in its quarterly	Monitor, discuss, and make recommendation.	Minutes reflect consideration of distance learning.	Yearly

meetings will be to monitor the research in this area and make recommendations on the development of on-line resources at the appropriate time.			
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2. Goal: Ensure that quality teachers, staff, and administrators are involved in Arizona educational institutions and that they are proficient in the use and integration of technology through professional development activities.

Things to consider when creating your goals:

- *At least 25% of federal funds will be allocated to professional development.*
- *Describe how the LEA will provide all teachers, staff, principals, administrators, and school library personnel incentives to become technologically competent.*
- *Describe how the LEA will provide specific research-based professional development opportunities to all staff.*
- *Describe how the LEA will utilize a competency self-assessment instrument, such as MyCompass, that includes recommendations for professional development.*
- *Describe how the LEA will provide specific professional development opportunities to all staff that provides background on the research connecting student achievement and the use of technology.*

<u>Objective</u>	<u>Strategy</u>	<u>Accountability Measure</u>	<u>Timeline (Task % Done /Year)</u>
Twenty-five percent of federal funds will be used for professional development.	Funds received for Ed Tech Grant and others will be allocated with at least 25% being used for professional development.	Budget Analysis	Yearly
Provide training for teachers, librarians, and principals in the use of technology so that technology and technology applications are effectively used in the classrooms and school to improve teaching and learning in the curricula and core academic subjects.	Technology department personnel and/or Site Tech Coaches will provide inservices on the integration of technology into the curriculum.	Sign-in and course descriptions logs.	Yearly
	Technology department personnel and/or Site Tech Coaches will provide inservices on the how utilizing technology methods in instruction can increase student achievement.	Sign-in and course descriptions logs.	Yearly

	Schools will address strategies like mentoring programs to provide support and professional development opportunities to technology novice teachers.	Technology plans include at least one goal.	Yearly
Provide follow-up training to teachers who have participated in technology training activities that are designed to ensure that the knowledge and skills learned by the teachers are implemented in the classroom.	Technology personnel/trainers will visit teachers/classrooms to model, observe, assist and follow-up training received at previous in-service classes	Training logs will be kept to document numbers of teachers who use this available training	2005
All teachers and staff will have incentive (both intrinsic and extrinsic) to become competent in the technology skills.	Provide documentation of learning for all participation that can be used for recertification or pay incentives.	Certification of Professional Development for Arizona Recertification or Verification of Professional Development for Classified Staff will be distributed at each inservice.	Yearly
	Acknowledge on an annual basis, in tangible format, those teachers and staff who have increased their professional development of the area of technology and achievement.	Principals and/or Tech Coaches provide acknowledgement of teachers and staff at appropriate time and place.	Yearly
	Research and write grant proposals that support technology professional development incentives for staff.	Completed grant applications.	Yearly
Provide professional training for all administrators.	Technology department will provide training the District Office or other appropriate sites to train administrators in various software applications as needed to use District technology successfully.	Documentation of attendees at specific training opportunities.	Yearly

Provide training for classified personnel in the use of technology so that technology and technology applications are effectively used in the school to improve communication and record keeping (information storage).	Either technology department personnel or Tech Coaches instruct classified personnel in the effective use of technology to improve communication and record keeping.	Evaluations from participants will be collected and/or sign in logs will be kept.	Yearly
Provide a self-assessment for teachers to take regarding their technology competency.	Technology department will implement an online teacher's self-assessment.	Analyze results.	Yearly
Provide a self-assessment for teachers to take regarding their technology competency.	Develop professional development recommendations for staff based on technology self-assessment.	Professional development component exists for self-assessment.	2005

3. Goal: Ensure that all K-12 educational institutions have the capacity, infrastructure, staffing, and equipment to meet academic and business needs for effective and efficient operations.

Things to consider when creating your goals:

- Describe how the LEA will ensure that all facilities meet minimum standards of technology infrastructure and hardware placement.
- Describe how the LEA will ensure continued maintenance and support of existing technology and networking.
- Describe the specific provisions the agency intends to make for the interoperability of the technologies. (*Interoperability is the capability of the technology to be acquired to function compatibly with technologies that exist or will be acquired in the near future at the local and state level*).

<u>Objective</u>	<u>Strategy</u>	<u>Accountability Measure</u>	<u>Timeline (Task % Done /Year)</u>
Maintain the equity already achieved in distribution of technology infrastructure and hardware/software placement across all District sites to meet the academic and business needs of the District. Maintain the 7:1 student to computer ratio throughout the District.	The Amphitheater Technology Core Committee will continue to monitor that minimum standards and technology acquisitions are implemented equitably across all sites.	Student Computer ratio. Server refresh list – stating year server was last upgraded at each District site.	Provided yearly to monitor equity and sustainability of infrastructure

Maintain the current effectiveness and reliability of the District infrastructure over the next three years.	Implementation of Zenworks district wide. Zenworks is desktop management software designed for IT staff to provide more efficient and timely support to the users. NAGIOS or MRTG monitoring systems will be used to monitor network operations.	Number of schools and labs with complete installations of Zenworks. Report on network uptime.	Yearly
Upgrade outdated computers, servers, routers, software and other network equipment.	Obtain funding to fully implement hardware and software replacement refresh programs. Replace servers and networking equipment on a 3-year schedule and computers on a 5-year replacement cycle.	The amount of dollars allocated to the refresh program and the number of computers, servers, software and network equipment purchased.	Yearly
Maintain the District's interoperability within the District and with the State of Arizona.	The Amphitheater Technology Core Committee will continue to evaluate whether the infrastructure and hardware placement reliably support administrative and instructional interoperability at its monthly meetings.	Number of state online reporting requirements being met.	Yearly
Maintain the District's ability to respond to new instructional and administrative requirements, both from this LEA and new state and federal requirements.	The Amphitheater Technology Core Committee will continue to evaluate whether the infrastructure and hardware placement reliably support administrative and instructional needs.	Other LEA goals that are currently possible with the infrastructure and support personnel in place.	Yearly

- 4. Goal:** Ensure that all K-12 institutions will be positively involved in collaboration and partnerships that are supportive of technology use and curricular integration. *(LEAs will be required to publish report cards that provide school performance information to parents. Children in failing or unsafe schools will have the opportunity to attend better public schools.)*

Things to consider when creating your goals:

- Describe how the LEA will make facilities available to the community as appropriate to support life long learning possibly through site councils.
- Describe how the LEA will establish Adult Literacy Connections.
- Describe how the LEA will encourage innovative practices to support equity.
- Describe how LEA will explore the use of technology to create safer school environments without infringing on human rights.
- Describe how the LEA will ensure the effective use of technology to promote parental involvement and increase communication with parents. Include a description of how parents will be informed of the technology being used in their child's education so that parents, outside of school, are able to reinforce the instruction their child receives.

<u>Objective</u>	<u>Strategy</u>	<u>Accountability Measure</u>	<u>Timeline (Task % Done /Year)</u>
Amphitheater School District will enhance its current adult literacy connections and establish new connections.	Site officials will continue to work with literacy projects like Tucson/ Pima Public Library Homework Help tutoring program, Project Achieve, Lawyers for Literacy, Family Literacy, and seek out other literacy programs to utilize our facilities.	Document and monitor who has used our facilities.	Yearly
Amphitheater School District will make the facilities available to the community to support life-long learning.	Site and District officials will continue partnerships with Pima Community College, Amphitheater Extension Program, Pima County Parks and Rec, and other agencies to use District facilities for life-long learning activities.	Document and monitor who has used our facilities.	Yearly
Amphitheater School District will use Internet Filtering Technologies to create a safer school environment without infringing on the human rights of the students.	Amphitheater District will use Websense to block inappropriate materials based on age.	Document that Websense is up and running. Document and monitor what categories are blocked.	Yearly

Amphitheater School District will create a safe school environment by protecting students on the Internet.	Teachers will instruct students on appropriate use of the Internet and ways to protect themselves in online communities.	School Sites will monitor that Acceptable Use Policies have been signed by students, parents, and teachers and that appropriate instruction on ways to protect themselves has been provided.	Yearly
Amphitheater School District will improve parent teacher communication through the use of Teacher Web Pages and GroupWise email software	The District has purchased a NovuSolution server that will allow teachers to create web pages without learning HTML. Staff development will begin in the 2003-04 school year to show teachers how they can use web-based materials and email to improve communication.	Number of teachers with web pages and keep sign-in logs of inservices.	Yearly
Amphitheater Ed Tech Grant participants will host Net Buddy nights to promote parental involvement.	Ed Tech Grant participants will have their students bring their parents into the computer labs and teach them about the technology they are using in their classroom and ways to use technology at home.	Number of parents and students who attended and the total number of Net Buddy nights held.	Yearly

- 5. Goal:** Ensure that all K-12 resources are available for all students, regardless of race, ethnicity, income, geographical location, or disability, so they can become technologically literate by the end of eighth grade and achieve their academic potential.

Things to consider when creating your goals:

- Describe how the LEA will ensure that students with special needs will have those needs addressed through technology.
- Describe how the LEA will encourage innovative practices to support equity.
- Describe how the K-8 LEA will ensure that all students will become technologically literate by the end of eighth grade **or** how the 9-12 LEA will ensure that all students maintain or increase their technology literacy and achieve their academic potential.
- Describe how the LEA will ensure equal access to all students, teachers, staff, and administrators.

<u>Objective</u>	<u>Strategy</u>	<u>Accountability Measure</u>	<u>Timeline (Task % Done /Year)</u>
Provide for access to products and environments for all users, regardless of sensory or physical disabilities by adapting course instruction, materials, and content.	Study the research-based Universal Design for Learning (UDL) movement. Establish committee to determine if UDL would work in our District and how using technology to enable students with diverse learning needs to be successful in the classroom.	Committee established and plan submitted.	2004
District special needs students will have needs addressed through technology.	District will maintain its Special Education Handbook and instruct members of IEP teams to address Assistive Technology needs during the IEP process.	Individuals with Assistive Technology needs will have those addressed through their IEPs.	Yearly
To determine the availability of access to technology there will be a survey administered each year. Populations include: <ul style="list-style-type: none"> • General Education • Special Education • SEI • Title I • REACH • Librarians • Administrators 	A survey for librarians, teachers of all areas, and administrators in the District will be developed and implemented.	Analyze survey results.	2004
All students will become technologically literate by the end of 8 th grade and continue to maintain and improve literacy until graduation.	Develop structures to integrate technology into curriculum at every grade level.	Set exit standards for students at 3, 5, 8, 12.	2006

6. Goal: Develop a continuous process of evaluation and accountability for the use of educational technology as: a teaching/ and learning tool, a measurement and analysis tool for student achievement, and a fiscal management tool. (*Information technology initiatives will dramatically reduce the data collection burden on state and local officials by seamlessly collecting and disseminating performance information. Increased flexibility will be a core principle incorporated in all legislative proposals.*)

Things to consider when creating your goals:

- Describe how the LEA will evaluate and make changes to this plan on a yearly basis.

- Describe how the LEA will allow students to take on-line tests when available that facilitate their involvement and compilation of results information.
- Describe how the LEA will provide professional development to enable teachers and administrators to use data from state mandated tests productively for students (data driven decision making).
- Describe how the LEA will create or maintain/improve electronic resources to improve service to the state and ensure administrative needs are addressed and solutions developed.
- Describe how the LEA will implement technology initiatives to improve student achievement.

<u>Objective</u>	<u>Strategy</u>	<u>Accountability Measure</u>	<u>Timeline (Task % Done /Year)</u>
All components of the Amphitheater Technology Plan will be evaluated and reviewed on a continuous basis.	The Amphitheater Technology Planning Committee or its subcommittees will meet quarterly to monitor and assess the Amphitheater Technology Plan.	Minutes for quarterly meetings.	Yearly
All teachers and administrators will be able to use assessment data to make decisions.	Prepare professional development activities for teachers and administrators to ensure that they can use assessment data productively.	Sign-in logs will be kept on file to collect data on the number of teachers and administrators who participate in assessment professional development activities.	Yearly
	Prepare professional development activities for teachers and administrators to demonstrate how they can modify their teaching based on Measures of Academic Performance (MAP) results.	Teacher focus groups will be developed to evaluate how they have modified their teaching based on MAP results.	2005
Maintain our current level of SAIS compliance and continue to develop ways to improve our services to the state.	Ensure SASIXp maintains operability to state services.	System Status and Integrity for ADM Aggregation Reports.	Yearly
Evaluate teachers' ability to utilize technology.	Teachers will complete the Instructional Plan Survey or a similar District approved assessment tool.	Analysis of data and information shared with sites.	Yearly
	Modify professional development activities to reflect the skill levels of District teachers.	Professional development opportunities offered in areas of need.	Yearly

7. **Goal:** Develop a schema of current and future financing requirements to support the LEA's Technology Plan. (*The national strategic plan focuses on performance. It states in unambiguous language the measurable goals and objectives the department intends to achieve. It creates the base of an accountability system for the State and all LEAs, as it works to imbue accountability throughout the nation's education system.*)

Things to consider when creating your goals:

- Describe how the LEA will meet current and future funding requirements to support plan implementation.
- Describe how the LEA will develop policies and procedures related to maintenance of hardware, software, infrastructure and security.
- Describe how the LEA will meet current and future funding requirements to keep the technology current.

<u>Objective</u>	<u>Strategy</u>	<u>Accountability Measure</u>	<u>Timeline (Task % Done /Year)</u>
Provide hardware and peripherals for computers, telecommunication and video network to support the components of the technology plan.	Maintain a 7:1 student to computer ratio. Provide telephone and television in every classroom.	The computer ratio, number of telephones and television monitors in classrooms.	Yearly
Provide software for students and staff to support the instructional and administrative needs of the technology plan.	Purchase instructional software and mission critical applications.	Number of applications for word processing, spreadsheets, data base management, grading, student information, and finance and accounting.	Yearly
Provide funding for professional development of administrators, certified and classified staff.	Acquire funds through District allocations, partnerships, and other sources to offer staff development workshops.	Number of workshops offered.	Yearly
Provide trained staff to install, maintain and repair computer and network equipment	Ensure that as equipment is purchased and staff is hired, that they receive training necessary to maintain computer and network equipment.	Number of certified technicians in Novell, Microsoft, Cisco, 3Com, HP, and Lexmark.	Yearly
Provide the funds for Network Technicians to monitor and maintain LAN and WAN infrastructures.	Develop and provide the budget to purchase necessary tools and training for staff to manage our networks.	Report on the budget. List tools and equipment purchased to monitor and maintain LAN and WAN infrastructures.	Yearly
Provide appropriate technical staff district-wide.	Develop and provide the budget necessary to appropriately staff the Technology Department, site Technology Specialists and Technology Coaches.	Number of Technology Department staff, Technology Specialists and Technology Coaches.	Yearly

Develop a procedure that ensures Repair Technicians are given proper training and tools to repair and maintain hardware.	Provide opportunities for staff to attend workshops and set aside time to cross-train each other.	Number of staff that attend workshops. Number of staff that provide training to internal staff.	Yearly
Provide funding for the “refresh program” to upgrade computers, servers, and equipment on a 3-5 year schedule to keep the technology current.	Acquire funds through District allocations, partnerships, bonds, and other sources.	The amount of dollars allocated to the refresh program and the number of computers, servers, and pieces of equipment upgraded.	Yearly
Provide a procedure for evaluating, purchasing and upgrading software.	Establish guidelines for determining when software needs to be upgraded or replaced.	Guidelines established and software purchased and functions properly on District computers and networks.	Yearly
Provide funds for district-wide use of technology in the classroom and the workplace.	Acquire funds through District allocations, Federal and State funds, and other grants.	Report availability of funds confirmed and used.	Yearly

STRATEGIES FOR FINANCING TECHNOLOGY

In this section, provide information as to how the LEA will fund the goals, objectives, and strategies detailed in the previous sections.

Supporting Resources:

Things to consider:

- *What supporting resources and services do you already have available that effectively leverage and expand your technology investment? Where are the gaps?*
- *What untapped community resources are available that can provide hands-on support of technology-enhanced learning? For example, are there local institutions of higher education that can help investigate alignment of proven practices for technology integration and the methods used at your school or district?*
- *Does your school or district expect and provide the structures that encourage technology and curriculum coordinators to plan together so that software, services, and resource acquisition link directly to current curriculum priorities? Are there particular supporting resources that can assist in this sort of ongoing collaboration?*

Amphitheater School District provides staff to support all the school and administrative sites. The \$1,320,000 salary is paid out of the District M&O fund. Other funds used to provide equipment and/or resources are from a variety of sources including: E-Rate, Special Education, Carl Perkins (vocational education), Ed Tech grant, and Title I, II, and V grants. The E-Rate funds are used to offset excess utilities costs. Also, the State has provided 529 computers and is currently upgrading the cabling and networking equipment to comply with Arizona technology standards. Those dollars are not represented in any budget categories; equipment is provided as determined by SFB (School Facilities Board) guidelines. Schools have the ability to acquire additional funds from their PTO/PTA or other sources.

Not only do these funds provide for staff and equipment, but also a variety of software required to track budgets, expenditures, Human Resource applicants and employees, and student data.

The Amphitheater School District has invested in staff to support and maintain our technology investment. At this time there are 28 staff members that support a wide variety of technologies at the sites and administrative areas. Three staff support administrative, budget and planning functions, two staff provide training and curriculum alignment, six staff support network the LANs and WANs, telephones and mission critical software, four staff support the computer desktop installation and repair, two support video uses, four staff support student information services and State reporting, and six staff support the graphics and printing services.

While support services are sometimes stretched, we seem to be able to meet most of the needs in a reasonable time frame. Funding for the Technology Department is part of the District M&O budget. The area we cannot cover adequately is help desk services. Application support is offered on an as needed basis, when staff expertise is available.

The University of Arizona has provided staff to work with teachers to develop curriculum-using technology. As the level and use of technology increases, the University could provide additional training in various grade levels and content areas. Generally, there are no District funds allocated for this.

The Amphitheater School District has developed structures that review curriculum needs and then acquire and implement strategies and resources needed to impact teaching and learning. A survey is taken every year to determine the needs and accessibility to technology and to develop training and support necessary to improve student and teacher use of technology. The Instructional Technology Coordinator and Educational Technology Specialist meet on a regular basis with site-based Technology Coaches. These meetings are used to promote and train teachers in the use of technology in the curriculum and ensure that schools are meeting the goals as defined in the District and school technology plans. The teacher evaluation form identifies the areas of technology use and expects teachers to demonstrate their use of technology with students. Staff time and release time is paid for out of the District M&O budget.

Source	Amount	Period Available	Status	Purpose and Restrictions
District Funds: M & O Supplies MAP Level Test District Media	\$1,320,000 \$26,000 \$115,000 \$10,000	Annual Annual Annual Annual	On-going	
E-Rate	56% of \$344,658	Annual	On-going	Telecommunications Services
SFB		Project Bond	On-going	Cabling, Computers, Equipment
Carl Perkins	\$322,877	Annual	On-going	Vocational Education
Ed Tech Grant	\$65,754	Annual Application	On-going	Professional Staff Development
PTO/PTA	\$40,000	Annual	On-going	Site Based
Title I	\$20,000	Annual	On-going	
District Refresh Funds	Funded:\$ 763,466 Need: \$3.5 Million	Annual	On-going	Instructional Computers

**Technology Funding Sources and Costs
ANNUAL BUDGET SUMMARY**

YEAR 2003-04

NOTE: DUPLICATE THIS PAGE FOR EACH YEAR AS NEEDED

1. List the technologies and professional development opportunities to be acquired during each year of the agency's plan.
Note: At least 25% of the funds allocated to an LEA through the *ED Tech Program*, must be allocated for professional development activities.
2. Choose **ONLY** those technologies and professional development opportunities for which the agency has reasonable expectations of funding through local, state or community resources and that are not solely dependent on monies provided by the *Ed Tech Program*.
3. Place the cost of these technologies and professional development opportunities in the appropriate column(s) from which the agency intends to take the funds.
4. Remember to transfer the items listed in column one (Acquired Technologies) and column two (*Ed Tech Cost*) to ADE Form 9702 and the Budget Components Report pages in the Application.

Acquired Technologies And Professional Development	Ed Tech Competitive	Ed Tech Formula/ Title II-D	M&O	B o n d / O v e r r i d e	Capital	E-Rate	N C L B	Other (Specify)
Technology Staff			\$1,190,000					
Telecommunication Utilities						\$196,455		
Ed Tech Capital		\$37,802						
Ed Tech Professional Development		\$27,952						
Technology Hardware					\$543,465			
Technology Software					\$200,000			
Professional Development			\$130,000					
Materials/Supplies			\$26,000					
District Media			\$10,000					
Carl Perkins					\$322,877			
PTO					\$40,000			
Title I					\$20,000			
TOTAL		\$65,754	\$1,356,000		\$1,126,342	\$196,455		

NOTE: DUPLICATE THIS PAGE FOR EACH YEAR AS NEEDED

1. List the technologies and professional development opportunities to be acquired during each year of the agency's plan.
 Note: At least 25% of the funds allocated to an LEA through the *ED Tech Program*, must be allocated for professional development activities.
2. Choose **ONLY** those technologies and professional development opportunities for which the agency has reasonable expectations of funding through local, state or community resources and that are not solely dependent on monies provided by the *Ed Tech Program*.
3. Place the cost of these technologies and professional development opportunities in the appropriate column(s) from which the agency intends to take the funds.
4. Remember to transfer the items listed in column one (Acquired Technologies) and column two (*Ed Tech Cost*) to ADE Form 9702 and the Budget Components Report pages in the Application.

Acquired Technologies And Professional Development	Ed Tech Competitive	Ed Tech Formula/ Title II-D	M&O	B o n d / O v e r r i d e	Capital	E-Rate	N C L B	Other (Specify)
Technology Staff			\$1,213,800					
Telecommunication Utilities						\$196,455		
Ed Tech Capital		\$37,802						
Ed Tech Professional Development		\$27,952						
Technology Hardware					\$543,465			
Technology Software					\$200,000			
Professional Development			\$132,600					
Materials/Supplies			\$26,000					
District Media			\$10,000					
Carl Perkins					\$322,877			
PTO					\$40,000			
Title I					\$20,000			
TOTAL		\$65,754	\$1,382,400		\$1,126,342	\$196,455		

NOTE: DUPLICATE THIS PAGE FOR EACH YEAR AS NEEDED

1. List the technologies and professional development opportunities to be acquired during each year of the agency's plan.
 Note: At least 25% of the funds allocated to an LEA through the *ED Tech Program*, must be allocated for professional development activities.
2. Choose **ONLY** those technologies and professional development opportunities for which the agency has reasonable expectations of funding through local, state or community resources and that are not solely dependent on monies provided by the *Ed Tech Program*.
3. Place the cost of these technologies and professional development opportunities in the appropriate column(s) from which the agency intends to take the funds.
4. Remember to transfer the items listed in column one (Acquired Technologies) and column two (*Ed Tech Cost*) to ADE Form 9702 and the Budget Components Report pages in the Application.

Acquired Technologies And Professional Development	Ed Tech Competitive	Ed Tech Formula/ Title II-D	M&O	B o n d / O v e r r i d e	Capital	E-Rate	N C L B	Other (Specify)
Technology Staff			\$1,238,076					
Telecommunication Utilities						\$196,455		
Ed Tech Capital		\$37,802						
Ed Tech Professional Development		\$27,952						
Technology Hardware					\$543,465			
Technology Software					\$200,000			
Professional Development			\$135,252					
Materials/Supplies			\$26,000					
District Media			\$10,000					
Carl Perkins					\$322,877			
PTO					\$40,000			
Title I					\$20,000			
TOTAL		\$65,754	\$1,409,328		\$1,126,342	\$196,455		

ACCOUNTABILITY AND EVIDENCE OF ACCOMPLISHMENTS

List the people and activities developed to monitor progress and accountability in implementing the technology plan.

Things to consider:

- *What set of evaluation questions will most effectively yield answers to whether and how your district needs were addressed through funding provided by the grant?*
- *What evaluation strategies (e.g., interviews, questionnaires, classroom observations, teacher-driven action research projects, analysis of student products or scores) will most effectively provide the data needed to address your evaluation questions?*
- *When addressing accountability measures, what is the quality, reach, and impact of your project's work?*

The Amphitheater School District is committed to making the Technology Plan a continuous improvement plan and uses data gathered to identify areas of strengths and weaknesses and then modifies the plan as needed. A variety of surveys, classroom observations, analysis of student scores, and other data is used as a part of the assessment process. The data is evaluated to determine the quality, reach, and impact of the plan. The following chart illustrates the type of data that is collected during the year to help ascertain the effectiveness of the plan.

<u>Position</u>	<u>Person Responsible</u>	<u>Activity</u>	<u>Due Date</u>
Technology Coordinator	Peggy Steffens	Yearly 3-Year Tech Plans Analyzed	May, 2004
Technology Coordinator	Peggy Steffens	Instructional Plan Survey Analyzed	May, 2004
District Data Analyst	Megan Welsh	Measure of Academic Progress Test Data Analyzed	May, 2004
Technology Education Specialist	Patti Greenleaf	Collection Analysis of Professional Development Data	May, 2004
Technology Education Specialist	Patti Greenleaf	Technology Accessibility and Usage Survey Analysis	May, 2004
Network Manager	Will McCullen	Site Hardware and Software Inventory	May, 2004
Network Manager	Will McCullen	Hardware and Software Operability Maintained	May, 2004
SIS Manager	Jean Scott	SAIS Compliance	May, 2004
Principals		ATPES	May, 2004
Technology Executive Director	David Fernandez	Refresh Program Documentation	May, 2004
Technology Executive Director	David Fernandez	Financing Technology Expenditures Report	May, 2004
Site Technology Coaches		Collection of Technology Integration Data	May, 2004
Network Manager	Will McCullen	Network Infrastructure Reports	May, 2004

Evaluation Questions

The information gathered will be analyzed using the following questions to determine the effectiveness of the plan and to illustrate areas that need to be modified or additions that may need to be made to the plan.

Is the program making a difference?

How good (useful, effective, well-received) are the program's services and products, such as, professional development, technical assistance, resources, and infrastructure?

Is the program doing what it is supposed to do, i.e., what was laid out in the technology plan?

Is the money being well spent?

How have students been impacted by technology integration? Has technology improved student achievement, had no impact, or perhaps negatively impacted achievement?

Are our teachers using technology in ways that match both our district goals for technology use and the potential that exists for technology as an instructional aid?

Have we adequately allocated district technology resources so that students and teachers can realize the resources' potential?

How effective has our professional development model been in helping teachers attain basic technology proficiency?

The District Technology Planning Committee or designated subcommittees will meet quarterly to monitor and assess the progress District employees are making toward the goals of the Amphitheater Technology Plan. A yearly report that summarizes the data collected will be compiled and distributed to all stakeholders of the Amphitheater Technology Plan.