

**PALOS VERDES PENINSULA UNIFIED SCHOOL DISTRICT TECHNOLOGY PLAN TIMELINE FOR 2002 THROUGH 2003**

<b>Student Learning Action Plan #1</b>	<b>Apr</b>	<b>May</b>	<b>Jun</b>	<b>Jul</b>	<b>Aug</b>	<b>Sep</b>	<b>Oct</b>	<b>Nov</b>	<b>Dec</b>	<b>Jan</b>	<b>Feb</b>	<b>Mar</b>	<b>Apr</b>	<b>May</b>	<b>Jun</b>	<b>Jul</b>	<b>Aug</b>	<b>Sep</b>
Conduct teacher surveys which measure the levels of satisfaction for accessibility, reliability, frequency of use by students, etc.	X	X	X															
Select teachers, representing a range of technology proficiencies and prior experience with development of the essential learnings, to participate in summer technology planning		X	X	X														
Conduct assessment of where technology is installed	X	X	X															
Conduct assessment of how and to what extent the existing technology is used, and what instructional benefit the technology achieves as a result of current deployment	X	X	X															
Publish periodic updates reporting progress on each aspect of this action plan				X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Define expectations of student experiences for all levels of technology use: literacy uses for basic technology skill development, adapting uses for basic instructional needs, and transforming uses for development and dissemination of new knowledge			X	X	X													
Conduct open forums with teachers and administrators from several schools to discuss and determine the best models for deployment of technology based on the data collected within the district			X	X	X													
Compare existing technology skills matrix to national educational technology standards for students				X	X													
Revise technology skills matrix to include only essential technology skills by grade level				X	X													
Assess the pros and cons for each deployment option based on student learning benefits				X	X													
Correlate curriculum essential learnings to appropriate applications of technology				X	X													
Publish a mapping document which clearly states the correlation between essential learnings and optimal uses of technology																		
Define ideal deployment patterns for specific student learning objectives which may vary by grade level				X	X													
Distribute skills matrix to teachers and provide orientation session at each school to clarify role of matrix					X	X												
Develop demonstration lessons for adapting and transforming uses of technology based on established equipment models							X	X	X	X	X	X						
Disseminate demonstration lessons to teachers											X	X	X	X	X			
<b>Staff Development Action Plan #1</b>	<b>Apr</b>	<b>May</b>	<b>Jun</b>	<b>Jul</b>	<b>Aug</b>	<b>Sep</b>	<b>Oct</b>	<b>Nov</b>	<b>Dec</b>	<b>Jan</b>	<b>Feb</b>	<b>Mar</b>	<b>Apr</b>	<b>May</b>	<b>Jun</b>	<b>Jul</b>	<b>Aug</b>	<b>Sep</b>
Conduct baseline self-assessment of technology proficiencies		X	X															
Establish minimum technology tool proficiencies (electronic gradebooks, email, analysis tools, Internet searching skills, etc.) for all teachers			X	X														
Identify staff development resources which provide tutorial lessons for attaining personal technology skills				X	X													
Locate or develop, and provide personal technology proficiency measurements for teachers				X	X													
Identify and develop staff development materials and resources for effective classroom management skills related to technology use				X	X													
Provide ongoing series of staff development institutes for specific grade levels and content areas which are scheduled over several weeks and include theoretical and practical aspects of instructional technology focused on the information literacy standards defined within the English Language Arts content standards (Examples of information literacy standards are found in Appendix _____) Provide ongoing series of staff development institutes for specific grade levels and content areas which are scheduled over several weeks and include theoretical and practical aspects of instructional technology							X	X	X	X	X	X	X	X	X	X	X	X
Provide ongoing coaching and feedback support as teachers design technology-based classroom activities for students							X	X	X	X	X	X	X	X	X	X	X	X

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Define timeline for each teacher to apply concepts from technology institute to classroom instruction						X	X	X	X	X										
Investigate incentive options in lieu of hourly students for teachers who participate in, apply new concepts to the classroom practices, mentor and coach colleagues						X	X	X	X	X										
Schedule exchange visits among classroom teachers to observe one another utilizing technology focused on information literacy with students										X	X	X	X	X	X	X	X	X	X	X
<b>Staff Development Action Plan #2</b>	<b>Apr</b>	<b>May</b>	<b>Jun</b>	<b>Jul</b>	<b>Aug</b>	<b>Sep</b>	<b>Oct</b>	<b>Nov</b>	<b>Dec</b>	<b>Jan</b>	<b>Feb</b>	<b>Mar</b>	<b>Apr</b>	<b>May</b>	<b>Jun</b>	<b>Jul</b>	<b>Aug</b>	<b>Sep</b>		
Investigate alternate schedules to better accommodate staff development activities			X	X	X	X														
Identify and charge a cadre of teacher leaders from each site to meet monthly with district staff to address issues related to instructional technology, for example technology resources correlated to textbook adoption cycles, technology's contribution to the essential learnings,						X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Schedule monthly grade level or content area team meetings at each school and include technology as an item on each agenda						X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Assemble examples of best practices for transforming uses of technology in the form of model lessons, videotapes of student activities, portfolios of student products, etc. for dissemination; examples are reviewed and discussed by teams of teachers during monthly grade level or content area meetings										X	X	X	X	X	X	X	X	X	X	X
Schedule staff development summer institutes for grade level or curriculum teams whereby the teams work together during the institute and serve as a collegial support group during implementation of institute concepts and practices															X	X	X	X		
Publish on the district web page anecdotal examples of grade level or content area projects developed by teams following participation in staff development																	X	X		
<b>Staff Development Action Plan #3</b>	<b>Apr</b>	<b>May</b>	<b>Jun</b>	<b>Jul</b>	<b>Aug</b>	<b>Sep</b>	<b>Oct</b>	<b>Nov</b>	<b>Dec</b>	<b>Jan</b>	<b>Feb</b>	<b>Mar</b>	<b>Apr</b>	<b>May</b>	<b>Jun</b>	<b>Jul</b>	<b>Aug</b>	<b>Sep</b>		
Investigate existing options for scoring guides for technology-based assignments and student products							X	X												
Adopt the use of specific scoring guides for technology-based assignments and student products								X	X	X										
Provide leadership training for teacher leaders at each site who will serve as trainers and mentors for colleagues											X	X								
Define schedule of workshops at each site to ensure participation by all teachers												X	X							
Provide staff development in the use of the scoring guides for all teachers													X	X	X	X				
Conduct sessions where groups of teachers practice scoring sample products to calibrate teachers use of the scoring guides															X	X	X			
<b>Technology Policy Action Plan #1</b>	<b>Apr</b>	<b>May</b>	<b>Jun</b>	<b>Jul</b>	<b>Aug</b>	<b>Sep</b>	<b>Oct</b>	<b>Nov</b>	<b>Dec</b>	<b>Jan</b>	<b>Feb</b>	<b>Mar</b>	<b>Apr</b>	<b>May</b>	<b>Jun</b>	<b>Jul</b>	<b>Aug</b>	<b>Sep</b>		
Redefine the role of part-time, site based technology aides related to minor equipment repair and preventive maintenance	X	X	X																	
Establish equipment and software standards for new purchases and donations	X	X	X																	
Reassign technology repair technicians based on geographic area until additional staff are hired			X	X																
Notify school sites of estimated increase in time lapse until additional staff are hired				X																
Define which equipment will not be supported by district and site technology support personnel due to obsolescence or failure to meet district standards				X	X															
Redefine scope of repair tasks and responsibility for district technology repair technicians				X	X															
Investigate outsourcing technology maintenance functions, specifically for printers and video equipment						X	X													
Recruit, select, and train additional site based personnel in entry level technical support roles with hourly stipends																				

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Complete inventory of all equipment at each school site	X	X																
Determine basic equipment needs, student to equipment ratios, and minimum standards for each classroom, library media center and school at each level, elementary through high		X	X	X														
Develop purchase plan for sites that do not meet district base program or are below the target ratios with combination of site and district matching funds						X	X	X										
Develop replacement plan for all sites that maintain equipment profile of no more than 20% of equipment being 5 years or older with combination of site and district matching funds						X	X	X										
<b>School to Home Communications Action Plan #1</b>	<b>Apr</b>	<b>May</b>	<b>Jun</b>	<b>Jul</b>	<b>Aug</b>	<b>Sep</b>	<b>Oct</b>	<b>Nov</b>	<b>Dec</b>	<b>Jan</b>	<b>Feb</b>	<b>Mar</b>	<b>Apr</b>	<b>May</b>	<b>Jun</b>	<b>Jul</b>	<b>Aug</b>	<b>Sep</b>
Conduct a survey of technology that exists in student homes and determine levels of student access to technology tools such as email, Internet access, etc. at home	X	X	X															
Conduct a survey of parents on desired characteristics for school to home communication systems	X	X	X															
Conduct parent education workshops on how parents can encourage appropriate at home use of technology to support classroom instruction		X	X															
Configure and update all teacher computers for email function		X	X		X	X												
Update district email web page designed for internal use with links to all teachers by school, content area, and grade level		X	X		X	X												
Create web page with individual email link for each teacher for each school on district web		X	X		X	X												
Investigate commercial school to home communication systems or services that enhance timely communications to parents			X	X	X													
Investigate commercial products which provide parents access to student attendance, assessment, and classroom information			X	X	X													
Purchase or subscribe to commercial communication systems or services that best meets the needs of parents and school personnel					X	X												
Provide staff development workshops for teachers and administrators on the use of the communication system or service						X	X											
Provide orientation workshops for parents on the use of the communication system or							X	X										